

A2-B1

**Bac  
Pro** 2<sup>de</sup>

LV1 - LV2



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**Corrigé**



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**Structures** : localiser un endroit / demander son chemin / l'impératif / lire un numéro de téléphone

**Lexique** : shops and services / go, meet, turn right, walk... / near, opposite, straight ahead...

**Phonologie** : how to pronounce words with [ə]



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**Structures** : I'd like to / How many...? / How much...?

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**Phonologie** : How to pronounce the letters « ea »

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**Phonologie** : how to pronounce the letters « ow »

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**Structures :** Have to + V / Like, love, prefer, enjoy + V-ing / To (in order to)

**Lexique :** places of work and jobs / brave, patient, punctual / be good at, work as a...

**Phonologie :** how to spell words



### Culture **CLICK** London ..... p.75



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**Structures :** le conseil (should/shouldn't + V), l'obligation (must + V), l'interdiction (mustn't + V)

**Lexique :** parts of the body and injuries / give first aid, hurt... / sprained, broken, swollen...

**Phonologie :** how to pronounce « ou »

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**Structures :** le prétérit (forme affirmative), le comparatif de supériorité

**Lexique :** fame, hairstyle, coat, tie... / dress, grow up, look... / amazing, careless, tailored...

**Phonologie :** how to pronounce « -ed »

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**Structures :** le prétérit : formes interrogative et  
négative / How far is it to London? How long does  
it take to get there? / le superlatif de supériorité

**Lexique :** means of transports, departure, sunrise,  
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**Structures :** le futur (will + V / be going to + V)

**Lexique :** zodiac signs, life events, feelings /  
be able to, be careful, be lucky, experience... /  
annoyed, disappointed, excited...

**Phonologie :** how to pronounce the letter « t ».



**Culture** *CLICK* Edinburgh ..... p.123



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# Join In!

# UNIT 1

## PROJET

Créer une série de podcasts  
pour présenter les élèves  
de la classe.

**CO et EOC-A2**

### Computer Geek

Name: Oliver

He is fond of new technology



### Grumpy Girl

Name: Jess

She is often bad-tempered.

### Fashion Addict

Name: Brian

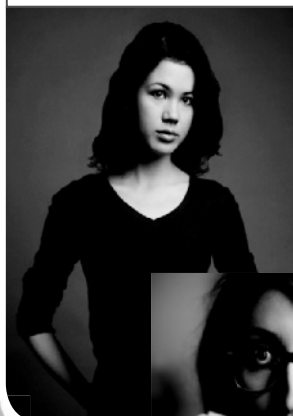
He loves                      fashion.



### Shy Girl

Name: Hannah

She is really timid



### Egghead

Name: Lizzie

She is very brainy

### Athletic Boy

Name: Ed

He is very sporty



### Mr Chatterbox

Name: Nelson

He is so chatty !



## Help

bad-tempered = grumpy  
chatty = talkative  
brainy = intelligent  
sporty = athletic  
timid = shy



**1** Listen and write the corresponding name for each picture.  
Then complete the sentences.

My group of friends: Brian, Ed, Hannah, Jess, Lizzie, Nelson, Oliver.

# My Network

**TÂCHE**

Compléter sa fiche personnelle et se présenter à l'oral.

**EE et E0C-A2**
**Activity A Nola's presentation**


1 Listen to Nola and circle the correct information on her profile.

**Nola Jackson**

Sex: Male / Female

Age: 15 / 16 / 17

Occupation: Student / Apprentice

Birthday: 8 May / 8 March

School: Northeast / Southeast training centre

Hometown: London, UK / Houston, USA

♥ In a relationship with Sam / Pat

Hobbies: boxing / reading comics / Grey's Anatomy

Others: a football fan / a fashion addict


**Activity B Jack's message**

2 Read Jack's message and complete his profile.



First name: Jack .....

Surname: Hadid .....

Sex: Male .....

Age: 17 .....

Occupation: Student .....

Birthday: 20th September .....

School: Thames vocational school .....

Hometown: Brentford, UK .....

♥ In a relationship with:

Single .....

Hobbies: heavy metal music .....

Other

– (a) football fan .....

– (a) computer geek .....

From: jackha201@orange.uk  
 To: nolajackson65@yahoo.com  
 Subject: Hi from a football fan

Hi Nola!

I've read your profile and I would love to meet you! I'm Jack Hadid and I like the picture you posted on your page. You look fabulous! Just like you, I'm a football fan. I'm not an apprentice but I would like to find an apprenticeship: for the moment, I study at Thames vocational school in London. I'm seventeen.

I live out of London, in Brentford, it is about 12 miles from London. My birthday is on the twentieth of September. You could join us next Saturday for my birthday party! I hope you like heavy metal, it's my favourite music! We could also go together to a concert or a football match! I hope you don't mind computer geeks because this is what they call me at school. But now, I would just love to meet you!

Hope to hear from you soon...

Love from

Jack

**Activity C Role play**

3 Work in pairs. You are Nola or Jack. Introduce yourself to your partner.

## Activity D Let Me Introduce Sammy



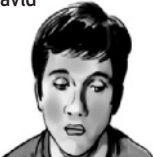
### 4 Listen and tick exactly what you hear.

- a. Name:** ☐ His first name is Sammy and his surname is Haddon.  
☒ This is Sammy Haddon.
- b. Age:** ☒ He is nineteen. ☐ His age is nineteen.
- c. Occupation:** ☐ He is a student. He goes to Hull vocational school.  
☒ He studies at Hull vocational school.
- d. Love:** ☐ He has no girlfriend. ☒ He is single.
- e. Love:** ☒ His brother Rick is in a relationship with Tina.  
☐ His brother Rick has a girlfriend. Her name is Tina.
- f. Hobbies:** ☒ Sammy is fond of cinema and he enjoys listening to R&B music.  
☐ Sammy likes cinema and R&B music.

## Activity E Guess Who

5 Work in pairs. Choose one teenager in secret. Then introduce him/her to your partner. Your partner has to guess who it is. Then change roles.

David



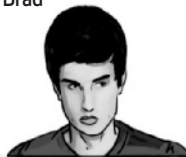
18  
an apprentice  
single  
Rap music  
Basketball

Sophia



17  
a student  
with Brad  
Handball  
Pop music

Brad



18  
a student  
single  
Rapmusic  
Handball

Lexi



19  
an apprentice  
with Tim  
Dancing  
Reading comics

Mia



17  
a student  
single  
videogames  
boxing

## Focus

*He is seventeen years old. His brother Rick has a girlfriend. Her name is Tina.*

*She lives in London. She enjoys dancing. He goes to school. He studies English.*

Pour indiquer son âge, on utilise ☐ have ☒ be

Au présent simple, on ajoute **-s** ou **-es** au verbe à la 3<sup>e</sup> personne du singulier. ☒ vrai ☐ faux

Les adjectifs possessifs « son, sa, ses » (pour dire par exemple : son nom, sa ville, ses amis)

se traduisent toujours uniquement par his. ☐ vrai ☒ faux

► Training ex. 3, 4, 5, 6 & 7

## NOW ACT

### 6 Complete your profile. Then introduce yourself orally to the class.

Firstname: ..... Hometown: .....  
 Surname: .....  
 Sex: .....  
 Age: .....  
 Occupation: .....  
 Birthday: .....  
 School: .....  
 ♥ In a relationship with: .....  
 Hobbies: .....  
 Others: .....

# Social Networking Sites: Pros and Cons

## TÂCHE

Comprendre un article en ligne et rendre compte en français.

CE – A2+

## Activity A Definition of Social Networks

### 1 Find the English equivalents in the article.

- a. sites de réseaux sociaux : social networking sites
- b. médias sociaux : social media
- c. chercher des informations : do research
- d. partager des pensées : share thoughts
- e. inconnus : strangers
- f. liens : links

### 2 Answer the questions in French.

- a. Quels faits montrent l'évolution des réseaux sociaux aux États-Unis ?

En 2008, seulement 26% des adultes utilisaient les réseaux sociaux alors qu'ils sont 47% à les utiliser en 2011.

- b. D'après l'article, que pouvez-vous faire grâce à ces sites ? (Donnez 3 exemples)

Vous pouvez mettre au point votre profil biographique.

Vous pouvez communiquer avec des amis et des inconnus.

Vous pouvez partager des pensées, des photos, de la musique, des liens, etc.



## What are social networking sites?

47% of American adults used social networking sites like Facebook, MySpace, Twitter, LinkedIn, and Classmates.

com in 2011, up from 26% in 2008. On social media sites like these, users may develop biographical profiles, communicate with friends and strangers, do research, and share thoughts, photos, music, links, and more.

<http://socialnetworking.procon.org/>

## Activity B Pro and Con Arguments



### 3 Read these titles of articles taken from [socialnetworking.procon.org](http://socialnetworking.procon.org)

Tick if the articles are about pros or cons. Then listen and check.

Titles of articles about social networking sites	PROs	CONs
a. Social networking sites help people who are shy connect with other people.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b. People who use social networking sites are prone to <sup>1</sup> social isolation.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c. Social networking sites facilitate cyberbullying <sup>2</sup> .	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d. Students who are heavy social media users tend to have lower grades <sup>3</sup> .	<input type="checkbox"/>	<input checked="" type="checkbox"/>
e. Social networking sites offer teachers a platform for collaboration with other teachers and communication with students outside the classroom.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

1. être sujet à, 2. cyberintimidation, 3. notes, évaluations scolaires

### 4 Find the English equivalents in the document.

- a. aider : help      b. faciliter, favoriser : facilitate      c. avoir tendance à : tend to      d. offrir : offer

### 5 Translate titles a and d into French.

**Title a** Les sites de réseaux sociaux aident les gens qui sont timides à se rapprocher (se lier d'amitié avec) d'autres personnes.

**Title d** Les étudiants qui sont de gros utilisateurs des médias sociaux ont tendance à avoir des notes moins élevées.

## Activity C More Arguments

Proponents of social networking sites say that the online communities promote increased interaction with friends and family, offer teachers and students valuable access to educational supports and materials; facilitate social and political change; and disseminate useful information rapidly.



Opponents of social networking say that the sites prevent face-to-face communication; waste time on frivolous activity; alter children's brains and behaviours [...]; expose users to predators like pedophiles and burglars; and spread false and potentially dangerous information.

[socialnetworking.procon.org/](http://socialnetworking.procon.org/)

6 Read the article and complete the labels with the corresponding title. a. CONs b. PROs

7 Find the English for:

- |  |   |
|--|---|
| a. encourager l'interaction : <u>promote interaction</u>     | d. modifier le comportement : <u>alter behaviours</u>       |
| b. disséminer l'information : <u>disseminate information</u> | e. empêcher la communication : <u>prevent communication</u> |
| c. perdre du temps : <u>waste time</u>                       | f. répandre des informations : <u>spread information</u>    |

8 Choose the best argument according to you and translate it in French.

Par exemple : les groupes en ligne encouragent / facilitent une plus grande interaction avec ses amis et sa famille.

## Activity D Tips for Teenagers

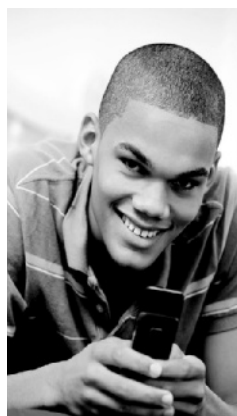


9 Read the list of tips for teenagers. Then listen to Jonathan and Keiza and tick the corresponding tips.

Jonathan

List of tips for teenagers

Keiza



x	a. Don't give personal information to people you don't know.	
	b. Protect your reputation.	x
	c. Use the privacy and security settings on social networks.	
x	d. Don't post anything which could make your friends uncomfortable.	
	e. Block someone who is harassing you. If necessary, you can report to the site administrator.	
	f. Don't waste your time online.	
	g. Prefer outside activities and face-to-face conversations when possible.	x



**NOW ACT**

10 Choose one of the 2 articles about social networking sites page 133. Then report in French what you have understood. You can read more on [socialnetworking.procon.org](http://socialnetworking.procon.org)

# Training

## In tune



### A. Ecoutez et entourez les mots que vous entendez (avec ou sans [h])

- a. his/is      c. hi/eye      e. hold old  
b. has as      d. hate/eight      f. hear/ear



### B. Ecoutez ces phrases et entraînez-vous à les répéter.

Hi! Here is my friend Henry. – He is twenty-eight years old. – He has got grey eyes. – He hates hamburgers.  
– Here is his girlfriend Helen. – Her favourite music is hard rock and heavy metal.

### 1 Reliez le type d'information et la phrase concernée.

- a. Age ☐ I enjoy boxing  
b. Birthday ☐ I'm a student  
c. Occupation ☐ I'm sixteen  
d. Hobbies ☐ I'm Jose  
e. Name ☐ It's on 8th May.

### 2 Complétez avec *be* ou *have* conjugués.

- a. His name is Ryan Keller. He is 25.  
b. He is American and he has short brown hair.  
c. He has two cats. They are funny.  
d. His cats have blue eyes. They are Siamese cats.

### 3 Complétez la grille à l'aide des illustrations pour faire apparaître un autre mot dans les cases jaunes.

BLAH BLAH !

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

11 4

## Vocabulary

### Nouns

an **apprentice** un apprenti  
a **classmate** un copain de classe  
an **egghead** un intello, une grosse tête  
a **hometown** une ville de résidence / ville natale  
an **occupation** une profession, une activité  
a **surname** un nom de famille  
a **tip** un conseil  
a **training centre** un centre de formation  
a **vocational school** une école d'enseignement professionnel

### Verbs

**communicate** communiquer  
**enjoy** apprécier  
**harass** harceler  
**live** vivre, habiter  
**share** partager  
**study** étudier  
**prevent** éviter, empêcher  
**tend to** avoir tendance à

### Adjectives

**bad-tempered** de mauvaise humeur, désagréable  
**brainy** intelligent

**chatty** bavard  
**grumpy** bougon, grincheux  
**shy, timid** timide, craintif  
**single** célibataire  
**sporty** sportif

### Phrases

**be\* fond of** aimer bien  
**be\* in a relationship with** être ensemble (relation amoureuse)  
**waste time** perdre du temps  
**I don't mind.** Cela ne me dérange pas.

#### 4 Modifiez le sujet et le verbe pour présenter votre ami Jeremy.

- a. My name is Jeremy. → His name is Jeremy .....
- b. I'm 18. → He is ..... 18.
- c. I live in Toronto. → He lives ..... in Toronto.
- d. I study in a vocational school.  
→ He studies ..... in a vocational school.
- e. I like rap music and I'm a basketball fan.  
→ He likes ..... rap music and he is ..... a basketball fan.

#### 5 Mettez ces phrases à la forme négative pour dire que Liz est différente de Paul.

- a. Paul is 20 years old.  
Liz isn't 20 years old. ....
- b. He has got red hair.  
She hasn't got red hair. ....
- c. He lives in Boston.  
She doesn't live in Boston. ....
- d. He enjoys playing video games.

- She doesn't enjoy playing video games. ....
- e. He studies at a business school.  
She doesn't study at a business school. ....

#### 6 Complétez par l'adjectif possessif qui convient.

- a. I was born in 2000. My ..... birthday is on 2nd March.
- b. My sister is 21. Her ..... name is Jenny.
- c. Jenny has got green eyes and her ..... hair is blond.
- d. Her boyfriend is funny. His ..... favourite music is reggae.
- e. They live in London; their ..... flat is very small.



#### 7 Ecoutez et cochez les informations qui se rapportent à Bob ou Ann.

	Bob	Ann
a. brown eyes	x	x
b. blond hair		x
c. 19	x	
d. pop music		x
e. handball	x	

## Language tips

### Be (être)

#### ⇒ Les formes conjuguées

I am I'm                      we are we're  
you are you're            they are they're  
he is he's / she is she's / it is it's

#### ⇒ Les emplois courants

I'm Jack. I'm 17 (years old). I'm a student. We are at school.  
Je m'appelle Jack. J'ai 17 ans. Je suis étudiant. Nous sommes à l'école.

### Have (avoir)

#### ⇒ Les formes conjuguées

I have / you have / he has, she has, it has / we have / they have.

#### ⇒ Les emplois courants

She has (got) blue eyes. He has (got) black hair. They have (got) a lot of friends. Elle a les yeux bleus. Il a les cheveux noirs. Ils ont beaucoup d'amis.

### Le présent simple

#### ⇒ La forme affirmative

You live in Paris. He lives in London. Tu habites (vous habitez) Paris. Il habite à Londres.

I study English and she studies Spanish. We go home and he goes to work. J'apprends l'anglais et elle apprend l'espagnol. Nous allons à la maison et il va travailler.

#### ⇒ La forme négative

I don't mind, you don't mind, he/she/it doesn't mind, we don't mind, they don't mind.  
I don't enjoy boxing. She doesn't mind waiting.  
Je n'apprécie pas la boxe. Cela ne la dérange pas d'attendre.

### Les adjectifs possessifs : my, your, his/her/its, our, their

His name is Bob. He has got a sister. Her name is Mary.  
Son nom (à lui) est Bob. Il a une sœur. Son nom (à elle) est Mary.

# PROJECT 1

## Present a Classmate

**V**ous allez créer une série de podcasts pour présenter les élèves de la classe d'anglais.

### TÂCHE 1

Comprendre une présentation personnelle pour compléter une fiche Profile. **C0 - A2**

- Mettez-vous par groupes de deux. De préférence, choisissez de travailler avec un élève que vous ne connaissez pas beaucoup.
- Présentez-vous oralement à tour de rôle pendant que votre partenaire complète la fiche *Profile* ci-dessous.

### TÂCHE 2

Créer un podcast pour présenter un autre élève. **EOC - A2**

- Entraînez-vous à présenter oralement votre partenaire en utilisant les informations notées sur la fiche. Vous pouvez y ajouter toute information qui vous paraît utile.
- Enregistrez-vous. Prenez le temps de vous réécouter et recommencez si nécessaire pour améliorer votre enregistrement.
- Enregistrez votre podcast en précisant votre nom et le nom de la personne présentée (*par exemple : Jeremy presented by Charlene*) et ajoutez-le aux podcasts créés par les autres élèves afin de permettre à tous d'écouter les enregistrements.

### Profile

● First name: .....

● Surname: .....

● Sex: .....

● Age: .....

● Occupation: .....

● Birthday: .....

● School: .....

● Hometown: .....

♥ In a relationship with: .....

● Hobbies: .....

● Others: .....

Retrouvez votre fiche PROJECT sur le site des éditions Foucher [www.editions-foucher.com](http://www.editions-foucher.com)



## Reformuler un document lu

25-08-2013, 18:45 SUBJECT: Favourite teenage social networking sites



1 Lisez attentivement le post de Tim. Puis écoutez la présentation orale qui en est faite et complétez le script.

Hi! I'm 17 and I love social media. I communicate very late at night with my friends and sometimes with strangers. My favourite site is MySpace.



I have just read a post from Tim ..... about favourite teenage social media. Tim is seventeen and he says that he loves ..... social media. He communicates very late at night with friends and sometimes with strangers, which\* could be risky. His ..... favourite site is MySpace\*.

\*ce qui



2 Lisez le post de Stella et essayez de compléter la présentation orale qui en est faite. Puis écoutez et vérifiez.

3 Entraînez-vous par deux à reformuler oralement les contenus du post ci-dessous. Vous pouvez vérifier la prononciation de certains mots à l'aide de sites comme [www.howsay.com](http://www.howsay.com), [www.naturalreaders.com](http://www.naturalreaders.com)

03-09-2013, 12:26

SUBJECT: Teenagers and social media



I'm 15 and I don't like social media because I was the victim of cyberbullying. I prefer face-to-face conversations. My friends help me feel better.

10-09-2013, 21:19

SUBJECT: Social media and studies



Hi! I'm 16 and I often use social media. My favorite site is Facebook. It is easy and fast to get valuable information for your school work. My cyberfriends help me do better at school. 😊



I have just read ..... a post from Stella about ..... teenagers and social media. Stella is ..... fifteen and she says that she doesn't like ..... social media because she was the victim of cyberbullying, which is terrible. She prefers ..... face-to-face conversations. She says that her ..... friends help her ..... feel better."

4 Lisez les deux posts ci-dessous et reformulez oralement ce que vous y lisez. Entraînez-vous et enregistrez votre commentaire sur MP3.

30-07-2013, 10:56

SUBJECT: The dangers of social media

Hi Bryan. I'm 16 and I use the privacy and security settings too. But others don't. A hilarious photo of me was posted. Now I feel depressed because everyone can see this photo. 😞



30-07-2013, 13:32

SUBJECT: The dangers of social media

I'm 18 and I love communicating on Twitter. My friends send me hilarious photos. But I use the privacy and security settings.





## Meeting Online Friends



### Resolved question

**Thomas asked 4 days ago**

I'm meeting a friend of mine from a chat site for the first time in a few weeks. We've known each other for over 2 years. But I am so nervous. She's not a love interest. She is just a very good friend who has been there for me over the past 2 years. You know, I'm very shy. I feel like I'll embarrass myself or say something stupid. Argh! Any suggestions on how I should act or something?  
Thanks xx



### Best Answers

**Kate 2 days ago**

Well meeting people online is really dangerous. But you have talked to her for two years so I guess that's OK. Just be cool and have a smile on your face. To keep safe, have your cell phone with you at all times. And enjoy having the first face-to-face conversation with her!



**Dylan yesterday**

It can be difficult, but once you start talking, you'll realise that it is that same person that you enjoy talking to online all the time. Just be yourself and you'll see. It shouldn't be as bad as you think! Good luck!

Adapted from <http://answers.yahoo.com>

### Répondez aux questions en français.

- Quel est le sujet du document ? Thomas demande des conseils car il va rencontrer pour la première fois une amie avec laquelle il communique sur un site de chat depuis 2 ans.
- Pourquoi Thomas est-il anxieux ? Etant timide, Thomas a peur d'être embarrassé ou de dire des choses stupides.
- Qu'est-ce que Kate lui conseille de faire pour sa sécurité ? Elle lui conseille de garder tout le temps son téléphone portable sur lui.
- Quels autres conseils lui donne Kate ? Kate lui conseille de rester détendu (cool), de sourire et de prendre plaisir à sa première conversation en face à face avec son amie.
- Pour quelle raison Dylan explique-t-il à Thomas qu'il ne doit pas s'inquiéter ? Dylan pense que Thomas ne doit pas s'inquiéter car il va rencontrer la personne avec laquelle il prend plaisir à communiquer en ligne tout le temps.

## MON BILAN de l'unité 1

	J'ai pu... / J'ai réussi à...	-	+/-	+	++
<b>CO</b>	Comprendre une présentation personnelle				
<b>EOC</b>	Me présenter				
<b>EOC</b>	Présenter quelqu'un				
<b>EOC</b>	Reformuler un document lu				
<b>CE</b>	Comprendre un article sur un blog				
<b>EE</b>	Compléter une fiche « Profile »				

# Follow Me!

# UNIT 2

## PROJET

Organiser une chasse  
au trésor.

**E0C et C0-A2+**



**A. a police station**



**D. a department store**



**B. a post office**



**E. a pharmacy / chemist's**



**C. a town hall**

- E** A place where you can buy medicine.
- A** A place where you can report a crime.
- D** A place where you can do shopping.
- F** A place where you can fill up.
- B** A place where you can buy stamps.
- C** A place where the local council holds meetings.



**F. a petrol station**



**1** Look, listen and repeat.

**2** Write the words under the corresponding pictures.

a town hall – a department store – a petrol station – a post office – a police station – a chemist's.

**3** Match the definitions and the pictures.

# Maps and Directions

TÂCHE

Comprendre un itinéraire.

C0 - A2+

## Activity A Locating



1 Listen and write the corresponding words from the list:

next to – opposite – in front of – on the corner of – between



a. in front of .....



b. next to .....



c. on the corner of .....



d. between .....



e. opposite .....

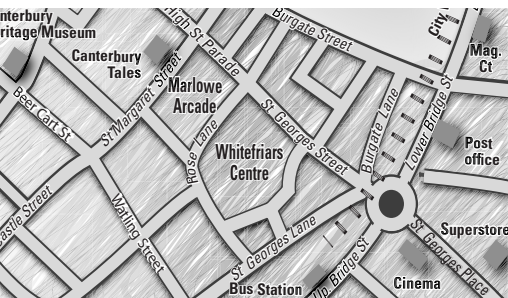
2 Look again at the pictures and tick Right or Wrong.

- a. The car park is in front of the supermarket.
- b. The stadium is next to the town hall.
- c. The flower shop is on the corner of Edward Road and Albert Road.
- d. The school is between the toilets and the car park.
- e. The swimming pool is opposite the pub.

Right      Wrong

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            |

## Activity B Asking and Telling the Way



3 Sam is at the bus station and wants to go to the Canterbury Tales. Listen and tick what you hear.

- a. Where is the museum called the Canterbury Tales? ☒
- b. Show me the way to the Canterbury Tales, please. ☐
- c. Could you tell me the way to the Canterbury Tales, please? ☒
- d. How can I get to the Canterbury Tales? ☐



4 Listen again and reorder the directions to get from the bus station to the Canterbury Tales.

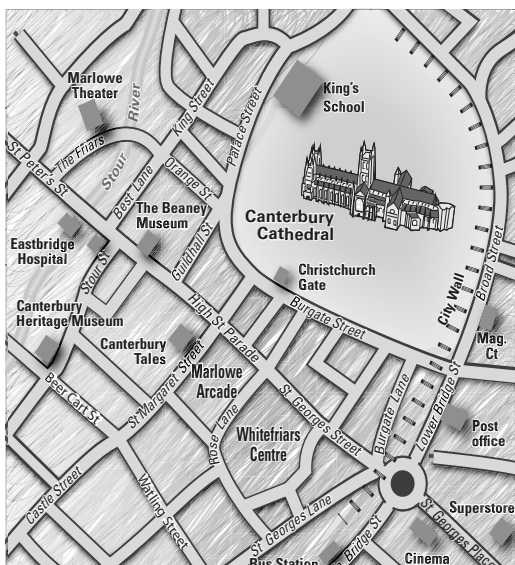
N°3 ..... Walk straight on.

N°2 ..... Turn left at the roundabout.

N°1 ..... Walk along this street as far as the roundabout.

N°5 ..... Then you are in St Margaret's Street and the museum is on your right.

N°4 ..... Don't turn into Rose Lane, take the next street on your left instead.



## Activity C Giving Directions

### 5 Write the itinerary from Canterbury Heritage Museum to the superstore.

Turn left in Stour Street. Walk straight on as far as the .....  
crossroads and turn right into High Street. Walk along .....  
High Street and St Georges Street. ....  
At the roundabout take St Georges Place and the .....  
superstore is on your left. ....

### 6 Practise dialogues in pairs.

You are at Marlowe Theatre in the street called 'The Friars' and you want to get to these places on the map: King's School, Whitefriars Centre, the cinema.

## Focus

a. Turn left at the roundabout.

b. Don't turn into Rose Lane.

c. How can I get to the Canterbury Tales?

Soulignez les formes verbales dans les phrases a et b.

Le temps employé dans les phrases a et b est :

☐ le présent simple

☒ l'impératif.

Pour la forme négative, on ajoute :

☐ not

☒ don't devant la base verbale.

La phrase c se traduit par « Comment ☒ puis-je ☐ dois-je me rendre aux Canterbury Tales ? »

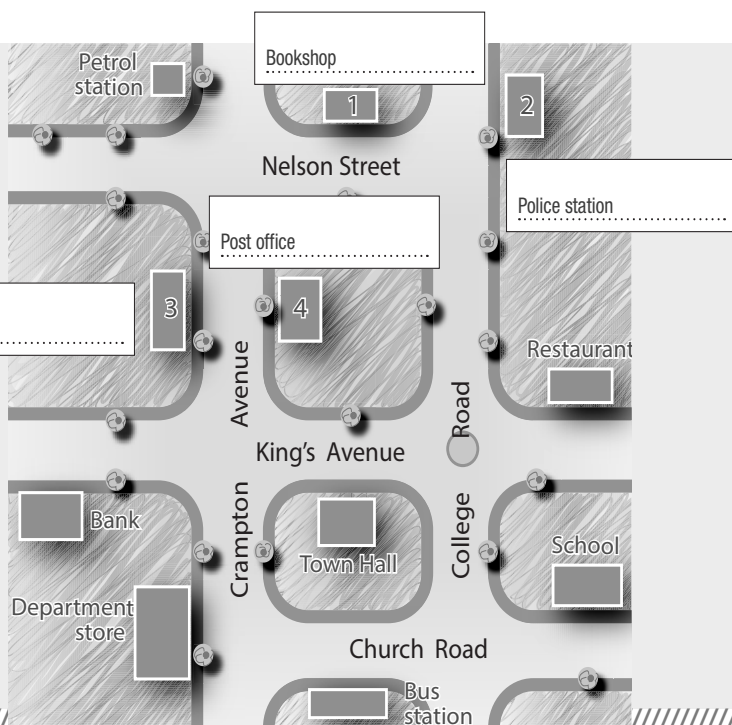
## NOW ACT



### 7 Listen to the directions and:

a. Draw the 4 routes in different colours.

b. Put the names of these places on the map: post office, police station, bookshop, park.



# Let's Surf On A Tourism Website

## TÂCHE

Trouver les informations pertinentes dans une page d'accueil et en rendre compte en français.

CE - B1

### Activity A Visit Canterbury

Welcome to the fabulous district of Canterbury, including Herne Bay and Whitstable coastal resorts with their beautiful beach fronts and the surrounding countryside. You can now book your accommodation in Canterbury online, find out about upcoming events, choose somewhere to eat and discover our fantastic range of tourist attractions and things to see and do, all here in one place.

[www.canterbury.co.uk](http://www.canterbury.co.uk)

#### 1 Read the document and tick the right information.

- a. The document comes from: ☐ a magazine ☒ a website ☐ a newspaper
- b. It is about: ☐ the economy in Canterbury ☒ a city in the United Kingdom

#### 2 In the document, find the English for:

- a. fronts de mer: beach fronts
- b. campagne environnante: surrounding countryside
- c. réserver un hébergement: book your accommodation

#### 3 Underline the right translation.

- a. coastal resorts: stations balnéaires / côtes rocheuses
- b. upcoming events: événements passés / événements à venir
- c. a range of tourist attractions: un éventail d'attractions pour les touristes / une rangée de touristes attirants

#### 4 Which section must you click on if:

- a. you want to book a hotel room? Accommodation
- b. you want to know when the next flower festival in Canterbury district is? Events
- c. you are looking for something to do on a rainy day? See and Do
- d. you want to know where the car parks are in Canterbury? Plan my visit

## Activity B Canterbury Ghost Tour

Home	Accommodation	See & Do	Events	Dining Out	Canterbury District	eShop	Plan My Visit
<b>Canterbury Ghost Tour</b> 38 St Margaret's Street, Outside Alberry's, Canterbury, CT1 2TY, Tel: 0845 5190 267 www.canterburyghosttour.com		Attractions					
		Shopping					
		Outdoor Pursuits					
		<b>Tours</b>					
		Great For Kids					
		Entertainment					
Workshop & Study							

An entertaining blend of history, humour and haunting amongst the old city. Meet the ghosthunter for a 75-minute tour of the spooky side of Canterbury. Discover the haunting charm of Canterbury by night– safe in the knowledge that no harm will come to you if you walk with him.

**Prices:** Adults £9.00 / Children £7.50

**Opening Details:** Open Monday to Thursday and Sunday for groups. Book and pay in advance online or pay cash on arrival. Open all year, all weathers.

© Visit Canterbury

### 5 Read the document and match the figures and the facts.

- |                                 |   |
|---------------------------------|---|
| a. Length of the tour           | <input type="checkbox"/> 1. nine pounds   |
| b. Price of an adult ticket     | <input type="checkbox"/> 2. seventy-five minutes                                |
| c. Telephone number             | <input type="checkbox"/> 3. seven pounds fifty                                  |
| d. Price of a children's ticket | <input type="checkbox"/> 4. oh eight four double five one nine oh two six seven |

## Focus

a. *seventy-five minutes*

b. *0845 5190 267*

A l'écrit, entre les dizaines et les unités, on place :

☒ un trait d'union

☐ un point

En anglais, un numéro de téléphone se lit :

☐ par groupe de 2 chiffres

☒ chiffre par chiffre

### 6 Répondez en français.

- a. A quel moment se fait la visite ? La visite se fait la nuit.
- b. La visite est-elle simplement historique ? Pourquoi ? Non, c'est aussi une visite humoristique.
- c. Le guide est-il ordinaire ? Pourquoi ? Non, c'est un chasseur de fantômes qui fait visiter Canterbury la nuit.
- d. L'activité proposée est-elle dangereuse ? Pourquoi ?
- Non, ce n'est pas dangereux si vous êtes accompagné du guide.

- 7 Go to the Canterbury tourism website (www.canterbury.co.uk), choose one section or go to pages 133 and 134, read the information and explain in French to your classmates what you have understood.

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# Training

## In tune



### A. Écoutez et répétez.

police • cinema • superstore  
petrol station • roundabout  
opposite • Canterbury •  
accommodation • attractions.

### B. Soulignez le son [ə] dans chacun des mots précédents.

## 1 Trouvez 15 lieux dans la grille.

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



## 2 Look, listen and cross out the wrong items. Then repeat.



Turn right  
Turn left



Turn right  
Turn left



Go straight on  
Go backwards



A roundabout  
A crossroads



Traffic lights  
Flashing lights

## Vocabulary

### Nouns

a crossroads un carrefour  
a dental clinic un cabinet dentaire  
a department store un grand magasin  
a fire station une caserne de pompiers  
a length une durée, une longueur  
a market un marché  
a museum un musée  
a petrol station une station essence  
a post office un bureau de poste  
a roundabout un rond-point

a stadium un stade  
traffic lights des feux de signalisation  
a (train) station une gare (ferroviaire)

### Verbs

book réserver  
go\* aller  
meet\* rencontrer  
show\* montrer  
turn left/right tourner à gauche / droite  
walk marcher

### Others

behind derrière  
between entre  
in front of devant  
near près de  
next to à côté de  
on the corner of au coin de  
on the left à gauche  
on the right à droite  
opposite en face de  
straight ahead tout droit

**3** Dites où l'on peut effectuer les choses suivantes. Utilisez des mots de l'exercice 1.

**Example:** *I / watch a movie. → I can watch a movie at the cinema.*

**a.** *I / buy stamps.*

*I can buy stamps at the post office.*

**b.** *We / report a crime.*

*We can report a crime at the police station.*

**c.** *They / buy a train ticket.*

*They can buy a train ticket at the train station.*

**d.** *In case of a fire anybody / call.*

*In case of a fire anybody can call the fire station.*

**4** Traduisez en français.

Start your tour of Dover from the car park. Walk along Oak Road. Turn right into Green Street. The castle is on your right and the market is straight ahead. Turn left into Elm Street. The post office is on the left.

Commencez votre tour de Douvres du parking. Marchez le long de Oak Road.

Tournez à droite dans Green Street. Le château est sur votre droite et le marché est juste après. Tournez à gauche dans Elm Street. Le bureau de poste est sur la gauche.

**5** Traduisez en anglais.

**a.** Comment puis-je aller au cabinet dentaire ?

*How can I get to the dental clinic?*

**b.** Allez tout droit jusqu'au rond-point et tournez à droite.

*Go straight ahead to the first roundabout and turn right.*

**c.** Pourriez-vous me montrer le chemin du stade ?

*Could you show me the way to the stadium?*

**d.** La gare ferroviaire est dans Brighton Road, près de l'hôtel de ville.

*The train station is on Brighton Road, near the town hall.*

**6** Écrivez ces chiffres en toutes lettres.

**a.** 15 fifteen

**b.** 65 sixty-five

**c.** 32 thirty-two

**d.** 91 ninety-one

**e.** 47 forty-seven

## Language tips

### Localiser un endroit

**Where is the bank?**

*Où est la banque ?*

**It's opposite the supermarket.**

*Elle est en face du supermarché.*

### Demander son chemin

**Could you tell me the way to the hospital, please?**

*Pourriez-vous m'indiquer le chemin de l'hôpital, s'il vous plaît ?*

**How can I get to the hospital?**

*Comment puis-je me rendre à l'hôpital ?*

**Can you show me the way to the hospital, please?**

*Montrez-moi comment aller à l'hôpital, s'il vous plaît.*

### L'impératif

**Turn left!**

*Tournez à gauche !*

**Don't take the first street on your right.**

*Ne prenez pas la 1<sup>re</sup> rue à droite.*

### Lire un numéro de téléphone

On lit les chiffres un par un.

**0767 546 748** *oh seven six seven, five four six, seven four eight*

# PROJECT 2

## Organize A Treasure Hunt

**V**ous allez organiser une chasse au trésor dans votre lycée.

### TÂCHE 1

Indiquer un itinéraire.

EOC – A2+

- Choisissez un lieu du lycée et une photo représentative du monde anglophone.
- Allez coller la photo choisie sur la porte du lieu de votre choix.
- Complétez la fiche ci-contre.
- Enregistrez cet itinéraire en anglais sur un MP3. Vérifiez votre enregistrement et éventuellement recommencez-le.

### TÂCHE 2

Comprendre un itinéraire pour rapporter le trésor.

CO – A2+

- Echangez vos MP3.
- Ecoutez l'enregistrement du MP3 qui vous a été confié et suivez l'itinéraire donné. Une fois arrivé à la destination finale, rapportez la photo et complétez la fiche.

Destination / Lieu choisi :

Départ de : la salle de classe d'anglais.

Étapes de votre itinéraire :

Photo choisie :

Titre / Référence du MP3 écouté :

Elève qui a écouté l'enregistrement :

Destination finale :

Trésor rapporté (photo) :

Expliquez en français l'itinéraire que vous avez emprunté :

#### HELP

Le bureau du proviseur / proviseur-adjoint the Head's / deputy head's office

Le bureau des C.P.E / des surveillants The chief education adviser's / supervisors' office

La salle des sports the sports hall

La salle d'arts plastiques the art (class)room

L'infirmerie the infirmary

L'atelier the workshop

Le CDI the school library

La salle multimédia the multimedia classroom

Au 1<sup>er</sup> étage on the first floor

Au rez de chaussée on the ground floor

La cour the schoolyard/playground

Retrouvez votre fiche PROJECT sur le site des éditions Foucher [www.editions-foucher.com](http://www.editions-foucher.com)



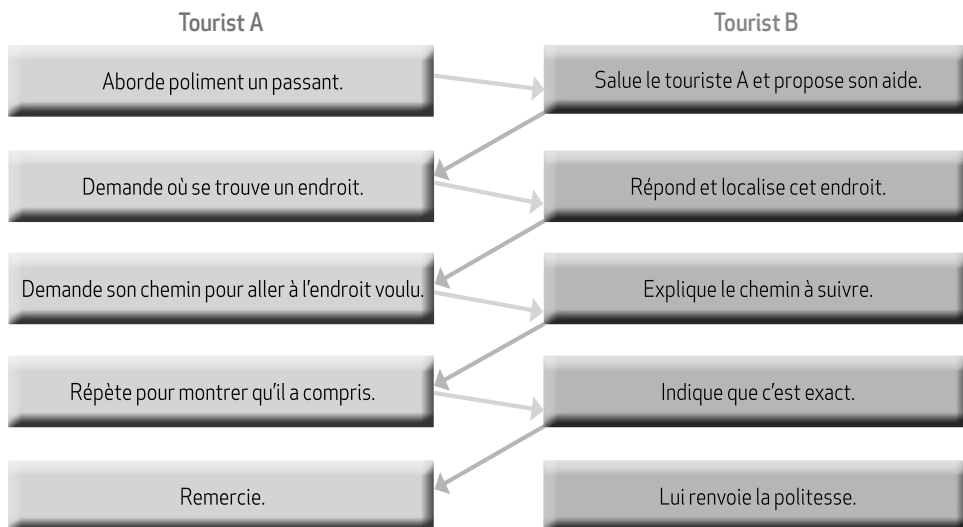
## Etablir un contact social : demander son chemin

### 1 Classez les formules dans le tableau.

- > Have a nice day.
- > Bye bye.
- > Can I help you?
- > You're welcome.
- > Thank you for your help.
- > Goodbye.
- > It's a pleasure.
- > Good morning.
- > Thanks a lot.
- > Can you tell me where South Street is, please?
- > What can I do for you?
- > Good afternoon.
- > I'm trying to find the town hall.
- > Could you tell me the way to the station?

Comment saluer ?	– Good morning. .... – Good afternoon. ....
Comment proposer son aide ?	– Can I help you? ..... – What can I do for you? .....
Comment demander comment se rendre à un endroit ?	– Can you tell me where South Street is, please? ..... – I'm trying to find the town hall. .... – Could you tell me the way to the station? .....
Comment remercier ?	– Thank you for your help. .... – Thanks a lot. ....
Que dire après avoir été remercié ?	– You're welcome. .... – It's a pleasure. ....
Comment dire au revoir ?	– Have a nice day. .... – Bye bye. .... – Goodbye. ....

### 2 Choisissez une ville et imprimez le plan du centre ville. Pratiquez des dialogues avec un camarade de classe en suivant le schéma suivant. Vous pouvez vous enregistrer sur un MP3 et vous réécouter pour vous améliorer.





## How To Be A Good Tourist?

Be sure to read something about the place you're going to. Are there many museums, is the main attraction pubs or restaurants?

Learn a few phrases on the language: buy a nice guidebook, they often have large sections with phrases on the language and if you can say 'hello', 'thank you', 'yes/no' and 'goodbye', inhabitants will already treat you more nicely. Also remember that in some countries like Thailand you have to bow your head to show politeness!

Respect local culture! In deeply religious countries, for example, don't do anything that can be insulting to their god/gods, for example in India, with the famous 'holy cows'. Don't dare try to be funny —it can get you in prison in some places.

Visit a few places besides what's in the guidebook. Smart tourists can totally go somewhere fantastic where there's no people at all —also, you may find that things are cheaper on the smaller, less touristy streets.

Avoid going around in shorts and flip-flops, wearing halterneck top\* and camera, with your nose buried in a guidebook —try to be spontaneous.

Adapted from [www.wikihow.com](http://www.wikihow.com)

\* tee-shirt dos nu

### Répondez aux questions en français.

a. Quel est le thème du document ?

Le document est une liste de conseils pour se comporter comme un bon touriste.

b. Pourquoi est-il préférable de comprendre un peu la langue du pays ?

Cela permet de faire preuve de politesse et d'être donc mieux accueilli par la population.

c. Un bon touriste se limite-t-il toujours aux guides touristiques ?

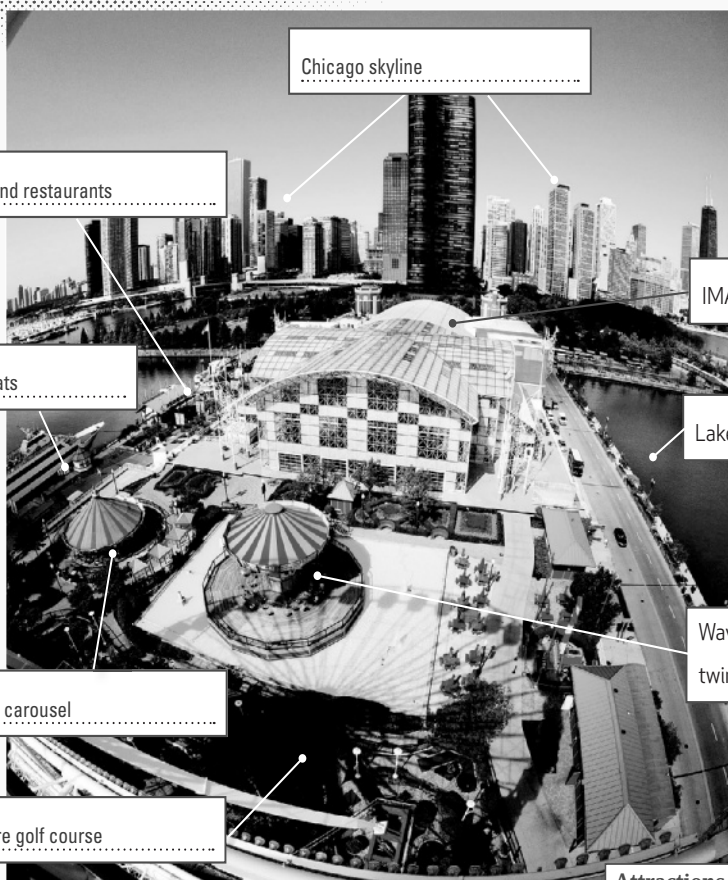
Non, il est conseillé aux touristes d'aller dans des endroits moins touristiques et donc moins chers.

d. Faut-il adopter une tenue particulière ?

Il vaut mieux éviter la tenue type du touriste (shorts et sandales), avec le guide touristique à la main.

## MON BILAN de l'unité 2

	J'ai pu... / J'ai réussi à...	-	+/-	+	++
CO	Comprendre un itinéraire				
CE	Trouver les informations pertinentes dans une page d'accueil d'un site internet et en rendre compte en français				
EE	Rédiger un itinéraire				
EOC	Indiquer un itinéraire				
EOI	Jouer un sketch				



**1** Read the article and complete the stickers with the underlined words. Then say what you can do at Chicago Navy Pier.



**2** Listen to Daryl and fill in the card. Then report the information orally.

CHICAGO IS HOME TO:

- 2.8 ..... million residents
- dozens ..... of cultural institutions, historical sites and museums,
- more than 200 ..... theaters and more than 7,300 ..... restaurants,
- 77 ..... community areas and 26 ..... miles of lake front,
- 15 ..... miles of bathing beaches and 552 ..... parks,
- United States President Barack Obama .....

### Attractions at Chicago Navy Pier

You can't truly experience Chicago without a trip to Navy Pier. This 50-acre playground of entertainment, museums, activities, shops and restaurants is the perfect place for some family fun time.

First on the list is a trip to Pier Park for a ride on the 150-foot Ferris wheel, which offers views on Chicago skyline and Lake Michigan. Also check out the musical carousel, Wave Swinger lift-and-twirl ride, miniature golf course, and more.

See a blockbuster on Chicago's largest movie screen at the IMAX Theater. And during the warmer months, get off the shores and board one of the many sightseeing tour boats.

# QUIZ

Tick the correct answers.

- 1 Chicago is in the State of:
  - a. Illinois ☒
  - b. Wisconsin ☐
  - c. Michigan ☐
- 2 Chicago is the:
  - a. 2nd most populous city in the US ☐
  - b. 3rd most populous city in the US ☒
  - c. 4th most populous city in the US ☐
- 3 Chicago's nickname is:
  - a. the Big Apple ☐
  - b. the City of Angels ☐
  - c. Windy City ☒
- 4 He started his career in Chicago:
  - a. President Clinton ☐
  - b. President W. Bush ☐
  - c. President Obama ☒
- 5 The largest of the five Great Lakes is:
  - a. Lake Ontario ☐
  - b. Lake Superior ☒
  - c. Lake Michigan ☐
- 6 A famous Chicago Bulls player:
  - a. Michael Jordan ☒
  - b. Magic Johnson ☐
  - c. Oscar Robertson ☐
- 7 Willis Tower (or Sears Tower) is:
  - a. the clock tower of Chicago station ☐
  - b. a 442-meter skyscraper ☒
  - c. a famous hotel in Chicago ☐
- 8 Chicago's famous dish is:
  - a. the deep dish pizza ☒
  - b. lemon cheesecake ☐
  - c. roast beef and potatoes ☐
- 9 This TV series is set in Chicago:
  - a. CSI ☐
  - b. Emergency Room (E.R.) ☒
  - c. The Mentalist ☐
- 10 Al Capone was arrested by:
  - a. Sherlock Holmes ☐
  - b. Wyatt Earp ☐
  - c. Eliot Ness ☒



Listen and check.

Your score:

3 Link the logos of the three major professional leagues in Chicago with the correspondent sports.



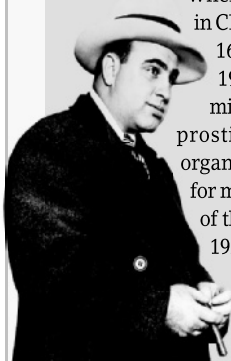
## Al Capone, The American Gangster Known As "Scarface"

Name at birth: Alphonse Capone

Born: 17 January 1899 Died: 25 January 1947 (heart failure)

Born in 1899 in Brooklyn, New York, to poor immigrant parents, Al Capone became the most famous gangster in American history.

When he was 22, he was recruited by a bootlegger<sup>1</sup> in Chicago. Within three years, Capone controlled 161 illegal drinking establishments. In the 1920s, during Prohibition, Capone's multi-million dollar Chicago operation in bootlegging, prostitution and gambling<sup>2</sup> dominated the organized crime scene. Capone was responsible for many brutal acts of violence. The most famous of these was the St. Valentine's Day Massacre in 1929, in which he ordered the assassination of seven rivals. Capone was never accused for his racketeering but was finally imprisoned for income-tax<sup>3</sup> evasion in 1931.



1. qui vendait de l'alcool pendant la Prohibition; 2. jeux d'argent; 3. impôt sur le revenu

4 Read the article about Al Capone and answer the questions in French.

- a. Qui était Al Capone ? C'était un célèbre gangster américain.
- b. Quel était son surnom ? Scarface (le balafre).
- c. Quelles étaient ses activités ? Il contrôlait 161 bars illégaux, des salles de jeux et un réseau de prostitution.
- d. A quelle période est-il devenu très riche ? Pendant les années 1920 / pendant la Prohibition.
- e. Pourquoi a-t-il finalement fait de la prison ? Pour fraude fiscale.
- f. A quel âge et de quoi est-il mort ? Il est mort à 48 ans d'une crise cardiaque.

Date:.....

Name:.....

Class:.....



# A Basketball Camp



▶ **Titre de la vidéo\*** :  
Former Bulls Great Pippen  
Holds Basketball Camp for Kids

▶ **Lien vers la vidéo** :  
<http://chicago.cbslocal.com/video/9199913-former-bulls-great-pippen-holds-basketball-camp-for-kids/>

▶ **Durée** : 1'30"

▶ **Sous-titres** : oui

\* à entrer dans le moteur  
de recherche si le lien ne fonctionne plus

## ▶ Part 1 Watch the video with the sound off.

### 1 Donnez les informations suivantes.

a. Name of the TV channel: CBS 2 Sports / CBS Chicago

b. Name of the famous basketball Chicago team: Chicago Bulls

### 2 Reliez les noms des intervenants et ce qu'ils font.

- |                                     |   |   |
|-------------------------------------|---|---|
| a. Ryan Baker                       | • | ancien joueur qui anime le stage                    |
| b. Scottie Pippen                   | • | présentateur qui annonce le reportage               |
| c. Jill Carlson                     | • | jeunes sportifs participant au stage                |
| d. Ari Eisenberg / Kian Nematollahi | • | journaliste sur place à Deerfield (près de Chicago) |

## ▶ Part 2 Watch the video with the sound on. Cochez le nom de la personne correspondant aux affirmations.

Scottie Pippen	Michael Jordan	Reporter	
X			a. s'est consacré à avoir ce camp d'entraînement (stage). → <i>dedicated himself to having this camp.</i>
		X	b. dit: « C'est le meilleur stage de basketball. » → <i>says: "This is the best basketball camp."</i>
	X		c. a fait des lancers au camp la semaine dernière. → <i>did some shots at the camp last week.</i>
X			d. Son gros orteil est cassé. → <i>His big toe is broken.</i>

## ▶ Part 3 Watch the video up to 0'42".

1 Cochez si ces affirmations sont vraies ou fausses.

	Right	Wrong
a. Scottie loves wearing several rings.		X
b. Scottie has very good basketball credentials ( <i>qualifications, titres</i> ).	X	
c. Scottie wants to put his name on the camp and then let others do everything.		X
d. Scottie wants to stay in the camp and spend time with the kids.	X	

2 Sélectionnez la bonne réponse.

Scottie and the young people shout together:

- a. "One, two, three, Teen Camp!" ☐
- b. "One, two, three, Team Work!" ☒
- c. "One, two, three, Teen Bulls!" ☐

## ▶ Part 4 Watch the video from 0'42" to 1'04".

1 Choisissez la réponse qui convient.

- a. Il y a plus de 115 / 120 / 125 participants à ce stage.
- b. Ce stage de basketball dure un jour / une semaine / un mois.
- c. Tous les participants disent que ce stage est le plus long / le meilleur / le plus cher.

2 Complétez les avis de Ari et Kian sur le stage.

a. Ari Eisenberg - camper

It's special because it's really fun ..... and you're learning a lot and it makes you get really good .....

b. Kian Nematollahi - camper

You don't get to learn from an NBA superstar ..... every day. It's a once-in-a-lifetime opportunity ..... for a selected few.

## ▶ Part 5 Watch the video from 1'04" to 1'30".

Cochez ce qui correspond à ce qui est dit.

- a. Scottie Pippen said he saw a shot of Michael Jordan jamming<sup>1</sup> at his camp last week. ☒
- b. Scottie Pippen wants to show Jordan he can jump higher. ☐
- c. Scottie Pippen asked seriously if Jordan could jump as high as 10 feet<sup>2</sup>. ☐
- d. The reporter said Scottie's toe may be broken but not his sense of humor. ☒

1. jouant librement, montrant les techniques qu'il connaît ;

2. 10 pieds (environ 3 mètres), soit la hauteur d'un panier de basketball

## A Good Deal

### PROJET

Créer une petite annonce en ligne.

EE - A2



in a shop or a store .....



by phone .....

at a party .....



I can buy a lot of things!



on the Internet .....

### 1 Complete each sticker with the matching information.

Help: a party - a store - the Internet - phone.

### 2 Complete the following sentences with personal information.

Help: shoes - cosmetics - books - games - CDs - clothes - nothing...

- My family buys réponse personnelle ..... in a shop.
- I buy réponse personnelle ..... on the Internet.
- I buy réponse personnelle ..... at a party.
- My best friend buys réponse personnelle .....

### 3 Say how you generally pay when you go shopping.

Help:



by cheque



by card



in cash

Réponse personnelle. ....

# At the Second-Hand Shop

TÂCHE

Demander ou donner des renseignements sur des articles d'occasion.

E01 - A2+

## Activity A Items for Sale



### £ We pay cash £

Appliances

Antiques

Furniture

## BUY SELL TRADE

Glassware

Musical  
instruments

Tools

Jewelry

T.V.'s

Single items • Whole Estates  
(New and Used)

**A-Adelaide Second Shop 01738 682 894**  
64 UNION STREET CRIEFF



**1** Listen to the first part of the conversation and tick the correct information.

- a. Liz would like to: ☐ buy a few things ☒ sell a few things ☐ rent something.
- b. The items are: ☐ DVDs and a computer ☒ DVDs and a Play Station ☒ DVDs and a DVD player.
- c. In the pack of DVDs, there are: ☒ detective and Sci-Fi films ☐ detective films and love stories  
☐ thrillers and Sci-Fi films
- d. The original price was: ☐ £3 each ☐ £5 each ☒ £9 each
- e. There are: ☐ three DVDs ☐ four DVDs ☒ five DVDs



**2** Listen again and circle the correct words or sentences.

- a. Good morning **Madam – Sir – Miss** Can **I help – get – meet** you?
- b. Good morning. I **hope to – I'd like to – I want to** sell a few things.
- c. OK, Miss. **What is there for sale? – What would you like? – What have you got for sale?**
- d. Let me see. **How much is it? – How many DVDs are there? – How long is it?**
- e. I have to **see – control – check** if everything is OK.

## Activity B Estimates



**3** Listen to the second part of the conversation and take notes about the DVD player.

Brand: SonyRemote control: ☒ Yes ☐ NoBought: 4 years agoInstruction manual: ☒ Yes ☐ No

**4** Listen again and answer the questions.

- a. Does the DVD player work all right? Yes, it does.
- b. How much does the shop pay for the DVD player? £40.
- c. Does Liz accept the deal? Yes, she does / Yes, she accepts.
- d. What was the original price? £120.

## Activity C Transaction Form



5 Listen to part 3 of the conversation and complete the form.

TRANSACTION FORM		Date: 26th June	A - ADELAIDE SHOP 64 Union Street - CRIEFF Tel. 01738 682 894
SELLER INFORMATION			
Name: RAE Liz			
Address: 26 Barossa Place		Floor: 2	City: CRIEFF
Phone number: 01738 571 527			
ITEM 1: DVD player			Subtotal
Details: Sony - 4 years old			
Other with remote (control) and Instruction manual			
Original price: £120			£40
Estimate: £40			
ITEM 2: DVDs			Subtotal
Details: Sci-Fi and detective films			
Other: 5 DVDs			
Original price: £9 each			£15
Estimate: £3 each			
MEANS OF PAYMENT			Total
Cash <input checked="" type="checkbox"/>	Cheque <input type="checkbox"/>	Bank transfer <input type="checkbox"/>	£55
SIGNATURES			
Seller: .....			Store manager:

## Focus

a. I would like (I'd like) to sell a few items. b. How much is the DVD? c. How many DVDs are there?

Comment dit-on ce que l'on voudrait faire ? I'd like to + V (I would like to + V)

La phrase b signifie : ☐ « Combien y a-t-il de DVD ? »

☒ « Combien coûte le DVD ? »

La phrase c signifie : ☒ « Combien y a-t-il de DVD ? »

☐ « Combien coûtent les DVD ? »

"How many?" est le plus souvent suivi d'un pluriel : ☒ Vrai ☐ Faux

## NOW ACT

6 Student A is the person selling one or several items in a second-hand shop. Student B is the shop manager who fills in the transaction form (see page 135). Then, swap roles.



Three video games / Nearly\* new  
Original price: €50 each

\* pratiquement



Eight mangas - Original price:  
€7.50 each.  
Bought in 2012 and 2013



Roller skates / American brand  
Original price: €59.95  
Size\*: 39

\* taille

# Online Classified Ads

## TÂCHE

Rédiger un mail en réponse à une petite annonce sur un site.

EE - A2+



Search

Post an ad

**Xbox 360 bundle + 20gb HDD, wireless controller, remote etc. GWO<sup>1</sup> swap?** <sup>2</sup>

<sup>3</sup> **£70 Southampton** <sup>4</sup>

For sale: my old Xbox 360 with 20gb HDD (all white console)

Comes with:

- Official wireless controller
- Official media remote control
- Official AV cable
- Official PC VGA cable

Power brick

All data has been wiped ready for new user and everything works fine. Selling due to purchase of new model.

Controller shell<sup>2</sup> a little worn but doesn't affect play.

For sale or swap<sup>3</sup> for anything?

<sup>7</sup> Ad ref. 1023335743 | Posted 1 hour ago  
Posting ads since October 2012 <sup>8</sup>



See other ads from this advertiser <sup>9</sup>

<sup>1</sup> Reply to this ad

1. GWO (=good working order) en bon état de marche; 2. la coque; 3. échanger

www.gumtree.com

## Activity A The Organisation

**1** Tick the right answer(s).

a. The document comes from:

☒ a website

☐ a magazine

☐ a newspaper

b. The ad is about:

☐ furniture

☐ school equipment

☒ video and gaming

**2** Match the numbers on the ad with the titles of the sections.

a. more ads from the same advertiser (9)

f. name of the item (2)

b. contact information link (1)

g. description of the item (6)

c. photo (5)

h. reference number (7)

d. price (3)

i. location (4)

e. link to other ads (8)

## Activity B Detailed Information

3 Match the English words from the ad and their French meanings.

- |                       |                       |
|-----------------------|-----------------------|
| a. a bundle           | ☐ A. à vendre         |
| b. for sale           | ☐ B. un ensemble      |
| c. a remote (control) | ☐ C. des données      |
| d. data               | ☐ D. effacées         |
| e. wiped              | ☐ E. acheter          |
| f. purchase           | ☐ F. une télécommande |

4 Say if the following information is true (T) or false (F). Justify from the ad.

- a. L'annonceur vend sa Xbox car elle ne fonctionne pas très bien. F.....

Selling due to purchase of new model.

- b. Soit il vend sa Xbox, soit il l'échange contre un autre article. T.....

For sale or swap for anything.

## Activity C The Reply

5 Complete the answer email to the advertiser with some of the following words:

working – TV set – purchase – please – letter – happy – phone – deal – contact – meet – interested

Your message

I am really interested in your Xbox bundle; I think it is a good deal.  
But I would like to see it before I purchase it. I would like to check if it is in good working order. Where and when can we meet?  
You can contact me by email or by phone (mobile number 06 XX XX XX XX )  
Answer asap, please.

Your name

Réponse personnelle

Your email

Réponse personnelle

Send

**NOW ACT**

6 Read all the ads, choose one of them and answer it by email on the reply form (page 135).

### FENDER 12-STRING ACOUSTIC GUITAR PLUS ACCS

£120 Southampton

Beautiful 12-string guitar in excellent condition. Guitar comes complete with:

- Genuine Fender Strap (new)
- Fender Quartz guitar tuner
- Carry bag

### NOKIA asha 201

£45 Southampton

Good condition phone in great working order comes with charger 8GB SD memory card and case.

Selling as I have got iPhone.

### Boston Drum

**Kit WITH EXTRAS!** Great for beginners at a great price! £100 Southampton

Comes with snare drum, large and small toms, floor tom, bass drum and crash cymbal. A new foot pedal, 2 extendable pivoting stands + stool (tabouret)  
I am moving house and it cannot travel with me.

### PSP (black) for sale

£50 Southampton

Comes with box, charger, and 5 games. £50 ono\* any questions plz email.

\*ono: or nearest offer.

# Training

## In tune

Les lettres « ea » peuvent se prononcer [i:] comme dans *deal*, [e] comme dans *head*, [a:] comme dans *heart*, ou [iə] comme dans *idea*.



**A. Écoutez et cochez le son correspondant à la prononciation de chacun de ces mots.**

	lead (v)	sweat	meat	real	really	health	teacher	cheap	near	heart	bread	mean
[i:]	X		X				X	X				X
[e]		X				X					X	
[a:]										X		
[iə]				X	X				X			

**B. Répétez ces mots.**

**1** Retrouvez la traduction des mots suivants dans la grille.

articles – petites annonces – choisir – des espèces – répondre – acheter – envoyer

**2** Écrivez la phrase formée par les lettres restantes dans l'ordre où elles se présentent et traduisez-la en français.

Search for good deals on the Web. Cherchez les bonnes affaires sur Internet.

S	E	A	A	D	S	R	C	H	S
F	O	P	U	R	C	H	A	S	E
T	T	E	M	S	R	G	O	O	N
C	A	S	H	D	D	E	A	L	D
S	C	H	O	O	S	E	O	N	T
H	E	R	E	P	L	Y	W	E	B

## Vocabulary

### Nouns

an **accessory** un accessoire  
 an **ad** une petite annonce  
 an **advertiser** un vendeur (par petite annonce)  
 a **brand** une marque  
 a **bundle** un ensemble  
 a **card** une carte  
**cash** des espèces, du liquide  
**data** des données  
 a **deal** une affaire  
 a **DVD player** un lecteur de DVD  
 an **estimate** un devis  
 an **item** un article  
 a **manager** un responsable (de magasin)  
 a **party** une réunion

a **purchase** un achat  
 a **remote (control)** une télécommande  
 a **reply** une réponse  
 a **salesperson** un vendeur  
**salepeople** des vendeurs  
 a **second-hand shop** un magasin d'articles d'occasion  
 a **shell** une coque  
 a **transaction form** une fiche de vente/de transaction

### Verbs

**buy\*** acheter  
**check** vérifier  
**choose\*** choisir  
**contact** contacter  
**estimate** faire un devis

**meet\*** rencontrer  
**purchase** acheter  
**reply** répondre  
**sell\*** vendre  
**send\*** envoyer  
**swap** échanger

### Adjectives

**interested** intéressé  
**on-line** en ligne  
**wiped** effacé  
**wireless** sans fil  
**worn** usé, abîmé

### Others

**for sale** à vendre  
**in good working order (GWO)** en bon état de marche

**3** Complétez les questions par *How much* ou *How many*. Puis répondez aux questions a, b et c.

a. How many ..... students are there in your school?

Réponse ouverte. ....

b. How much ..... is a hamburger in your local fast food restaurant?

Réponse ouverte. ....

c. How much did you pay for your mobile phone?

Réponse ouverte. ....

d. How many ..... categories of sports items do they sell in this new shop?

– About fifty, I think. Quite a lot.

e. How much ..... is a Rolls Royce? Do you know?

– No, I have no idea....

**4** Complétez les questions par le mot interrogatif qui convient, choisi dans la liste suivante.

why – who – how much – when – where – what – how many

a. Where ..... is the new second-hand shop located?

Just behind Morrison High School.

b. Who ..... are the managers?

Hannah and Ron Leckie.

c. What ..... do they sell in there?

Mainly video, Hi-Fi, phones and games... I don't know exactly.

d. How many ..... salespeople are there?

Two on weekdays and four at weekends.

e. How much ..... did she pay for that?

£50. It's not much, is it?

**5** Associez les réponses aux questions correspondantes.

QUESTIONS

C ..... a. How many items have you got?

A ..... b. How many salespeople are there?

D ..... c. How much did you pay for that?

B ..... d. How much are you going to pay me?

ANSWERS

A. Five in this shop and three in the second one.

B. Is £35 OK for you?

C. Two items: a pair of rollers and a tennis racket.

D. £20. It was cheap.

**6** Ecrivez la signification des acronymes suivants. Puis traduisez-les.

as soon as possible – please – very good condition – or nearest offer – good working order

a. GWO: good working order .....

en bon état de marche .....

b. VGC: very good condition .....

en très bon état .....

c. ASAP: as soon as possible .....

dès que possible .....

d. ONO: or nearest offer .....

ou une offre / proposition la plus proche .....

e. PLZ: please .....

s'il vous plaît .....

## Language tips

**Dire ce que l'on voudrait faire**

**I'd like to (I would like to) sell a few items.**

*Je voudrais vendre quelques articles.*

**Poser une question sur des quantités**

**How many DVDs are there?**

*Combien de DVD y a-t-il ?*

**Poser une question sur un prix**

**How much is it? Combien ça vaut ?**

*Combien ça coûte ?*

# PROJECT 3

## Create an Ad

**V**ous créez une annonce pour vendre un objet personnel.

### TÂCHE 1

Rédiger une petite annonce.

EE – A2+

- Choisissez un objet à vendre et évaluez son prix.
- Préparez la petite annonce : description, état,

caractéristiques, prix, autres... Vous utiliserez des phrases courtes, des acronymes, ajouterez des photos, etc.

- Mettez votre annonce sur le site de la classe. Le professeur numérottera toutes les annonces.

AD number: .....

ZIP CODE: .....

#### CATEGORY / FOR SALE

☐ Vehicles

☐ Flats and Houses

☐ Jobs

☐ Computer and Gaming

☐ Phones

☐ Music and Instruments

☐ DIY

☐ Gardening

☐ Furniture

☐ Other: .....

You are a professional person: ☐ YES ☐ NO

Your name: .....

Your email address: .....@.....

Your telephone number: ..... Hide number in the ad: ☐ Yes ☐ No

TITLE + PRICE: .....

CONTENTS: .....

ADD PHOTOS (photos will give your deal a better chance): ☐ YES ☐ NO

### TÂCHE 2

Demander des explications sur un article mis en vente.

EE – A2+

- Choisissez une annonce parmi celles proposées et contactez l'élève-vendeur par mail pour obtenir des renseignements complémentaires sur l'article qu'il vend.

#### My questions

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

### TÂCHE 3

Donner des renseignements sur un article mis en vente.

CE et EE – A2+

- Répondez aux questions posées par mail sur votre annonce par un autre élève.

#### His/her questions

#### My answers

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

Retrouvez votre fiche PROJECT sur le site des éditions Foucher [www.editions-foucher.com](http://www.editions-foucher.com)



## Se donner rendez-vous



**1** Ecoutez la conversation et cochez les bonnes réponses. Jouez le sketch.

Greet your friend	Answer the greeting
Hi Jane! How are you?	<input checked="" type="checkbox"/> – Oh, hello Chris. I'm fine and you? <input type="checkbox"/> – Hello Chris. I'm well thanks. And you?
Invite your friend to a new store	Refuse the invitation
I am very well, thank you. Would you like to come to Paul's, the new media store?	<input type="checkbox"/> – Well, I'm afraid I can't. I have to go for lunch at my grandparents! <input type="checkbox"/> – That's very kind but I'm late, I have to go. <input checked="" type="checkbox"/> – That's very kind of you but I have a match at 1.30.
Suggest another day	Accept and ask for a meeting time
OK then. Would you like to come tomorrow?	<input checked="" type="checkbox"/> – Yes, tomorrow will be fine. What time? <input type="checkbox"/> – Okay for tomorrow. What time?
Give the meeting time	Thank and say good bye.
12.30	<input type="checkbox"/> – Thank you. Bye. See you tomorrow <input checked="" type="checkbox"/> – Thank you very much. See you tomorrow. Bye.
Say good bye	
Bye. See you tomorrow.	

### TIPS

Faites des pauses entre les phrases en laissant des temps de silence. Exprimez vos sentiments (la surprise, le regret, etc.) avec l'intonation appropriée. Enregistrez-vous ou faites-vous enregistrer, si possible.

**2** À deux, préparez le sketch d'après la trame suivante. Choisissez votre rôle ; notez quelques mots qui vous paraissent importants pour préparer votre rôle.

**1** Greet your friend

**2** Answer the greeting

**3** Ask your friend to go to the new second-hand shop this afternoon.

**4** Accept the invitation and suggest a meeting time at the shop.

→ Possible meeting place: réponse libre

**5** Accept.

**6** Ask for directions to go to the meeting place.\*

→ Notes:

réponse libre

réponse libre

réponse libre

**7** Give directions \*

→ Directions :

réponse libre

réponse libre

réponse libre

**8** Repeat the directions.

**9** Say good bye.

**10** Say good bye.

**3** Jouez le sketch.

\* Help: see Unit 2



### eBay

eBay Inc. is an American multinational internet consumer-to-consumer corporation; its headquarters are in San Jose, California. Founded by Pierre Omydiar in 1995, it is now a multi-billion-dollar business with operations localized in over thirty countries.

The company manages eBay.com, an online auction<sup>1</sup> and shopping website where people and businesses buy and sell a large variety of goods and services worldwide. Millions of collectibles<sup>2</sup>, appliances, computers, furniture, equipment, vehicles and other miscellaneous items are listed, bought, or sold daily on eBay.

Generally, anything can be auctioned on the site as long as it is not illegal and does not violate the eBay Prohibited and Restricted Items Policy<sup>3</sup>. Items that violate it are removed. At the beginning, eBay was unregulated. Today if the sale of an item is prohibited by one or more regions, eBay will not permit its listing.

But there is much criticism and controversy about eBay. For example, the BBC reported in October 2012 that eBay pays only £1.2m in tax on sales of over £800m

<http://en.wikipedia.org/wiki/>

1. une vente aux enchères; 2. un article de collection; 3. Politique d'interdiction et limitations des objets à vendre

### Répondez aux questions en français.

a. Quel est le sujet du document ?

Le site eBay / la société eBay sur Internet.

b. Quel genre d'entreprise est eBay.com ?

Une société de vente aux enchères en ligne ouverte aux particuliers et aux professionnels.

c. Quels articles peuvent être retirés de la vente par eBay ?

Des articles illégaux ou qui ne respectent pas la réglementation d'eBay.

d. Pour quelle raison eBay n'autorisera pas la vente d'un article ?

Si l'article est interdit à la vente dans une région ou plusieurs.

e. D'après la BBC, quel reproche peut-on faire à propos d'eBay ?

eBay ne paie qu'1 million 2 de livres sterling d'impôts pour des ventes de plus de 800 millions de livres.

### MON BILAN de l'unité 3

	J'ai pu... / J'ai réussi à...	-	+/-	+	++
EOI	Demander et donner des renseignements sur des articles d'occasion				
CO	Comprendre une transaction commerciale				
CE	Comprendre une petite annonce				
EE	Répondre à une petite annonce				
EE	Rédiger une petite annonce				
EOI	Jouer un sketch à partir d'une trame				

# Addictions

# UNIT 4

## PROJET

Créer un sondage sur des attitudes addictives.

E01 – A2



a. She buys too many things.

She is a real

shopaholic.....



d. She keeps exercising. She has an

addiction..... to exercise.

g. He sleeps with his cell

phone. He is addicted to  
his mobile.



b. She works too much. She is a

workaholic.....



e. She always needs a computer.

She is constantly connected.....



h. She watches TV all day long. She is a TV addict.....

c. Dark chocolate is so yummy!

She is a

chocoholic.....



f. They don't go out. They are

hooked on..... video games.



1 Pronounce the following words.

addict – addicted to – addiction – connected – hooked on – shopaholic – workaholic – chocoholic



2 Use the words above to complete the caption of each photo. Listen and check.

# Technology Addictions

## TÂCHE

Demander ou donner des informations pour un sondage.

E01 – A2

## Activity A How Often Do You Use Your Mobile Phone?

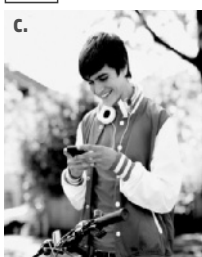
Mark



a.

I always ..... take  
pictures of my friends  
or my family.  
(toujours .....)

Liam



c.

I often ..... check  
my social networking apps.  
(souvent)

Mary



b.

I never .....  
text someone else when  
I am with a friend.  
(jamais .....)

I usually .....  
use my phone to call,  
calculate or get directions.  
(habituellement .....)

John



d.



1 Listen to the interviews about cell phone usage. Complete the sentences with *never*, *often*, *usually* or *always* then translate those words.

2 Highlight the names of the people who can't live without a cell phone.

## Activity B Do You Have a Facebook Account?

5

a. How often do you change your profile picture?

☐ Never

☒ Sometimes

☐ Regularly

1

b. How many times do you visit Facebook per day?

☐ Not every day

☒ Once or twice<sup>1</sup> a day

☐ Three times a day or more

3

c. Do you visit Facebook from your cell phone?

☒ Yes, regularly

☐ Occasionally

☐ No, never

2

d. What do you usually use Facebook for?

☒ To communicate with friends

☐ To play games

☒ To share<sup>2</sup> photos or videos

4

e. How do you know you have a new message on Facebook?

☐ I get notifications via e-mail

☒ I go directly to Facebook

1. Une ou deux fois ; 2. partager.



3 Listen to the phone survey about Facebook users and number the questions in the order you hear them.



4 Listen again and tick the interviewee's answers.

## Activity C Are You A Video Game Addict?

### Are you addicted to video games?

- a.** How many days can you live without playing?  
 ◆ two or three days      ■ a week or more      ● less than 2 (<2) days
- b.** How often do you play video games before doing your homework?  
 ■ rarely      ◆ often      ● always
- c.** How much would you pay for video game action figures\*?  
 ■ less than €100      ● €1,000 and more      ◆ between €100 and €500
- d.** How many times do you meet new friends when playing online?  
 ◆ once a week      ● once a day      ■ never
- e.** Do you often buy video games?  
 ● yes, every month      ■ rarely or never      ◆ 3-6 times a year

\*figurines

- 5** Complete the quiz. Count the number of each symbol you have and check your results on page 136.

### Focus

- a.** How often do you change your profile picture?      **c.** I always take pictures.  
**b.** How many times do you visit Facebook per day?      **d.** I never text someone else.

La question **a** se traduit par « A quelle fréquence est-ce que tu changes ton profil Facebook ? » ☒ Vrai ☐ Faux

Quelle expression signifie « combien de fois » ? How many times .....

Soulignez les adverbes de fréquence dans les phrases **c** et **d**. Où sont-ils placés ? Juste avant le verbe. ....

► Training ex. 3 & 4

### NOW ACT

- 6** Do a survey. Student A: use these elements to ask your partner questions and tick his / her answers. Student B: go to page 136 then change role.

#### A Survey about the Use of the Internet

- a.** Use the Internet a day?  
☐ Three times a day or more      ☐ Once a day      ☐ Not every day
- b.** Have a social networking profile?  
☐ Yes      ☐ No      ☐ Many
- c.** Copy and paste\* a text without changing it? (\*copier-coller)  
☐ Never      ☐ Rarely      ☐ Often      ☐ Always
- d.** Look for on the Internet?  
☐ Information      ☐ Games      ☐ Social networks      ☐ Music
- e.** Number of sites you visit?  
☐ Less than 10      ☐ Between 11 and 20      ☐ More than 20
- f.** Feel when you have no connection?  
☐ Angry      ☐ Relaxed      ☐ Anxious      ☐ Indifferent

# Support Groups

**TÂCHE**

Comprendre des témoignages et faire une suggestion.

CE et EE – A2

**Activity A Shopping Addiction**

## Welcome to Shopaholics Anonymous



### Confessions of a Shopping Addict

Compulsive shopping is an addiction affecting millions, mostly young people.

► I enter the store to buy milk and bread. I'm feeling good. I first have to walk past the electronics section. I stare at the digital video cameras and I quickly begin mental calculations: \$1,500 in the account, \$800 in bills, \$300 for various expenses, \$200 to credit cards, that's \$200 left. I pick up the Ultra HD Flip Camera... \$125. It will be great to take videos of my family.

► I continue towards the milk. The store has some beautiful dresses for only \$19.99. I slip two into my cart. While exiting the clothes section, I see a great sale on Levi's jeans, two for \$60.99. What a good bargain!

► Remembering the milk, I push forward and I buy a book collection (\$30). Finally, I reach the milk (\$3.79). I quickly head for the cash registers. I keep my head down to prevent myself from seeing anything else. But I hear a sales lady talking about chicken breasts, so delicious and so quick to cook! And that's another \$14.99 in my cart.

► The register displays \$293.98. It's too much! I only had \$200 and I really didn't need any of this. I just came for milk and bread...

And I forgot\* the bread.

\*j'ai oublié

**1** Read the document. It is above is:

- a. an interview ☐
- b. a testimony ☒
- c. a letter ☐

**2** Complete the budget and the receipt.  
Read out the results.

**3** Use the text and the documents to answer the questions.

- a. What does she need to buy?

She needs to buy milk and bread.  
.....

- b. What does she buy?

She buys a camera, two dresses, two pairs of jeans,  
a book collection, chicken breasts and milk.  
.....

- c. What did she forget?

She forgot the bread.  
.....

### Family budget

Bank account	\$1,500
Regular expenses	Bills: \$800
	Expenses: \$300
	Credit cards: \$200
	Total: 1,300
Extra money	\$200

### WALMART

1540 Fake Avenue - Phoney Town, USA

#### RECEIPT #47658910

8560851 Camera 125.00  
6482179 Women's Wear 19.99

X2 = 39.98

4852391 Jeans on sale 60.99

7269143 Books 30.00

1756952 Milk 3.79

1756927 Chicken Breasts 14.99

**SUBTOTAL** 274.75

Sales Tax 19.23

**TOTAL** \$293.98

## Welcome to Chocoholics Anonymous



### "I Am a Chocolate Addict"

Dear Chocoholics Anonymous,

I am writing in this addiction support group because I'm addicted to chocolate. It doesn't seem as serious as other addictions, like alcoholism or drug abuse, but this dependence affects my daily routine too often. I think I have a real problem with chocolate.

When I was 15, I started to eat a bar of chocolate when I felt a bit down. Then it increased to a large-size bar of chocolate, then to a box of chocolates and then it increased to more and more.

Any help or advice welcome!

Dear member,

Chocolate contains substances that make you feel good. But if you eat too much, you can have serious health or weight problems.

Banishing chocolate from your house is too difficult but you could cut back gradually. One bar of chocolate a day is reasonable. Instead of eating chocolate, drink water. When you feel depressed, have a hot bubble bath and listen to music. If that doesn't work, try hypnosis.

### Other suggestions:

Don't eat chocolate but eat some fruit, read a book, phone a friend, go to the swimming pool, do/have some exercise, go to the park, do crosswords. Think of something else.



### 4 Answer in French.

a. Comment la personne sait-elle qu'elle est accro au chocolat ? En souffre-t-elle ?

A 15 ans, elle mangeait une barre de chocolat, puis une barre plus grosse, puis une boîte et plus.

Elle en souffre car cette dépendance affecte sa vie de tous les jours.

b. Quels sont les problèmes liés à cette dépendance ? Elle pourrait avoir de graves problèmes de santé et de poids.

### Focus

Two hundred dollars (\$200). One hundred and twenty-five dollars (\$125).

Three dollars seventy-nine (\$3.79). One thousand three hundred dollars (\$1,300).

Dans une indication chiffrée, « hundred » et « thousand » sont toujours invariables. ☒ Vrai

☐ Faux

Dans les exemples, encadrez le mot séparant les centaines des dizaines.

Pour écrire trois dollars soixante-dix-neuf en anglais, on écrit :

☒ \$3.79

☐ \$3,79

En anglais, les tranches des milliers sont séparées des centaines par :

☐ un point

☒ une virgule

► Training ex. 2

### NOW ACT

5 Use the photos to write a few suggestions to help the chocolate addict (Activity B).





## 2 Ecrivez les nombres en toutes lettres.

a. 345

Three hundred and forty-five

b. £154.67

one hundred and fifty-four pounds sixty-seven

c. \$1,892

one thousand eight hundred and ninety-two dollars

## 3 Utilisez les réponses pour compléter les questions.

a. How often ..... do you watch sport on TV?

I watch sport on TV every day.

b. How many times ..... a week do you forget to

eat because you are watching a match? I forget to eat four times a week because I am watching a match.

c. How ..... do you feel if you can't attend a match? I feel so upset if I can't see a match.

d. What ..... would you give to get a player's autograph? I would give anything to get a player's autograph.

## 4 Utilisez les illustrations pour répondre aux questions suivantes.



a. How many times a week does Jack exercise?

Jack exercises once or twice a week.

b. How many times a month does Lucy go swimming?

Lucy goes swimming five times a month.

## Language tips

### Exprimer la fréquence d'une action

⇒ How often, how many times

How often do you use the Internet?

A quelle fréquence est-ce que tu utilises internet?

I often use the Internet. J'utilise souvent internet.

How many times a day do you use the Internet at home?

Combien de fois par jour utilises-tu internet chez toi?

I use the Internet several times a day.

J'utilise internet plusieurs fois par jour.

⇒ Adverbes de fréquence (cf. Vocabulary)

I always take pictures of my friends.

Je prends toujours des photos de mes amis.

I usually use my phone to call my friends.

Habituellement j'utilise mon téléphone pour appeler mes amis.

I never forget my mobile phone.

Je n'oublie jamais mon téléphone portable.

⇒ Expressions de fréquence

13% of people use the Internet three times a week.

13% des personnes utilisent internet trois fois par semaine.

21% use it once a day. 21% l'utilisent une fois par jour.

### Dire et écrire des nombres

\$274.75 Two hundred and seventy-four dollars seventy-five.

Deux cent soixante-quatorze dollars soixante-quinze.

1,300 one thousand three hundred.

Mille trois cents.

# PROJECT 4

## Write a Questionnaire About Habits

**V**ous devez créer un sondage pour connaître les habitudes des élèves d'une autre classe.

Fréquence - Quantité -  
Prix - Ressenti - Autres

**SURVEY RUN BY :** .....

**Theme of the survey:** .....

**Gender:** ☐ male ☐ female

**Age:** ☐ 14 - 15 ☐ 16 - 17 ☐ 18 - 19

**Question 1 :** .....

☐ ..... ☐ ..... ☐ .....

**Question 2 :** .....

☐ ..... ☐ ..... ☐ .....

**Question 3 :** .....

☐ ..... ☐ ..... ☐ .....

**Question 4 :** .....

☐ ..... ☐ ..... ☐ .....

**Question 5 :** .....

☐ ..... ☐ ..... ☐ .....

**Other additions:** ☐ Yes ☐ No

**What?** .....

### TÂCHE 1

Créer une fiche.

EE - A2

- Par groupe de deux, choisissez le thème de votre sondage. Il portera sur des habitudes alimentaires (sucre, café, fast food, sodas) ou sur des comportements (la mode, le jeu, le sport, le travail, la télévision, les films d'horreur).
- Ecrivez une série de questions diversifiées et pertinentes ainsi que les réponses à cocher afin de déterminer si les élèves de l'autre classe ont ce genre d'habitudes ou non.

### TÂCHE 2

Demander et donner des informations sur ses habitudes.

EOI - A2

- Prévoyez un nombre d'exemplaires suffisants pour interroger les élèves de l'autre classe et cocher leurs réponses.

### TÂCHE 3

Rendre compte des résultats.

EE - A2

- Dépouillez les fiches en vous inspirant du modèle fourni sur la fiche en ligne et faites une synthèse écrite des résultats de votre enquête.

Retrouvez votre fiche PROJECT sur le site des éditions Foucher [www.editions-foucher.com](http://www.editions-foucher.com)

### TIPS

**Nomophobia** is an abbreviation for "no-mobile-phone phobia". It is the fear of being out of mobile phone contact.

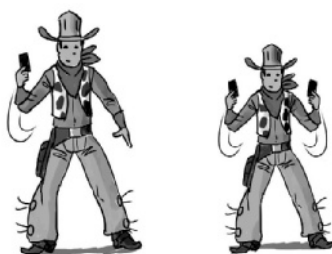
## Préserver les résultats d'un sondage



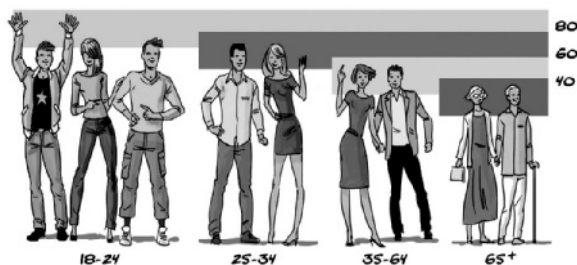
A. Fear of being phoneless



C. Fear of losing phone



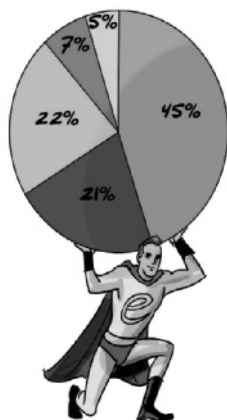
B. Number of mobile phones per person



D. Frequent phone checking

**1** Listen to the statistics about nomophobia in the UK. Write the numbers you hear. Then match the graphs to the sentences.

	Graph
1. 81% of people between 18 and 24 check their phone for messages on average 34 times a day. And 46% of people aged 65 or more check their phone very frequently.	D
2. 47% of men have two cell phones.	B
3. In 2008, 53 percent of people were afraid of being phoneless. In 2012, 66% of people suffered from nomophobia.	A
4. 7 out of 10 women are afraid of losing their phone.	C



**2** Use the graphs below and page 137 to present the results of the surveys.

Internet users in the world

- Asia
- Europe
- Americas
- Africa
- Others



Frequency of Internet use in %



### Teenagers and cell phones!

How often do teenagers use their cell phones these days and how often are they connected online during a day by their phones? Too much time, if you ask me! But for the younger generations it is absolutely normal and also necessary!

My daughter who is fifteen years old has an Android cell-phone which means that she is constantly connected to the Internet and of course Facebook. To be around her means that you have to listen to constant "beeps" and sounds from the cell when all her 1,000 friends update their statuses. It makes me really stressed. But that is me! For her, this is vital and necessary!

Most teenagers in my daughter's age group use the cell-phone as a constant companion! It is like the cell-phone has become an extension to their body. Whenever I see my daughter I see her cell-phone! She sleeps with her cell-phone on the pillow, she eats with her cell-phone nearby, she brings the cell phone to the bathroom, has it visible when taking a shower...

But that is my point of view, for me to be so close to my cell phone all the time would be a horror!

Adapted from <http://thoughtforce.hubpages.com/hub/Teenagers-and-cell-phones-Are-teens-addictions-to-cell-phones-making-them-unsociable-or-social>

#### Répondez aux questions en français.

- Quel est le sujet de ce document ? Il s'agit de l'opinion d'une mère sur l'utilisation du portable par les jeunes.
- Quelle personne de sa famille cite-elle en exemple ? Sa fille de 15 ans.
- Pourquoi la mère est-elle stressée lorsqu'elle est près de sa fille ?  
Les bruits émis par le téléphone lorsque sa fille reçoit des notifications la stressent.
- Qu'est devenu le portable pour les jeunes ? Une extension de leur corps.
- Quels sont les exemples donnés par la mère qui prouvent que sa fille est accro à son portable ?  
Elle dort avec son portable sur l'oreiller, elle mange avec, elle l'emmène dans la salle de bain en le gardant visible lorsqu'elle est dans la douche.
- Quel est l'avis de la mère sur cette utilisation ? Elle pense que les ados utilisent trop leur portable, sont trop connectés en permanence et pour elle ce serait l'horreur.

#### MON BILAN de l'unité 4

	J'ai réussi à...	-	+/-	+	++
CO	Comprendre les questions d'un sondage				
EOI	Demander et donner des informations pour un sondage				
EE	Traiter et noter les réponses données lors d'un sondage				
CE	Comprendre un témoignage sur une addiction				
EE	Rédiger des suggestions pour aider une personne accro				
EOC	Commenter un graphique				



miserable huts in huge townships

the largest and richest city of South Africa



luxury properties in residential districts



one of the highest criminality rates in the world



### 1 Listen and tick the information you hear.

- Johannesburg is also called:  
☒ Joburg    ☐ Johnny    ☒ Jozi
- It is: ☐ the smallest    ☒ the largest city of the country.
- It was founded in the late 19th century thanks to the discovery of:    ☒ gold    ☐ coal
- Public transport is:  
☒ modern and cheap    ☐ modern and expensive
- Alexandra and Soweto are:  
☐ luxury suburbs    ☒ poor suburbs.

Johannesburg is a city of superlatives: though it is the largest (4 million inhabitants) and richest city of South Africa, it has the biggest social disparities. Luxury properties in residential districts<sup>1</sup> contrast with miserable huts in huge townships<sup>2</sup>. Joburg also has one of the highest criminality rates in the world. Despite that, it offers visitors a multitude of things to see and do: art galleries, concerts, discos, exhibitions, festivals, museums, restaurants, shopping centres, sports centres, street markets and theatres.

1. quartier; 2. bidonville

### 2 Read the document and caption the photos with elements from the text.

# QUIZ

Tick the correct answers.

- 1 The area of South Africa is:
  - a. as large as France. ☐
  - b. twice as large as France. ☒
  - c. three times as large as France. ☐
- 2 The capital-city is:
  - a. Pretoria. ☒
  - b. Johannesburg. ☐
  - c. Cape Town. ☐
- 3 The coldest days are in:
  - a. January – February. ☐
  - b. July – August. ☐
  - c. November – December. ☐
- 4 South Africa is a big producer of:
  - a. electricity and nuclear power. ☐
  - b. oil, gas and wood. ☐
  - c. gold, platinum and diamonds. ☒
- 5 South Africans pay in:
  - a. South African dollars. ☐
  - b. South African rands. ☒
  - c. South African shillings. ☐
- 6 The population amounts to:
  - a. 53,000,000 inhabitants. ☒
  - b. 60,000,000 inhabitants. ☐
  - c. 64,000,000 inhabitants. ☐
- 7 The number of official languages is:
  - a. 2. ☐
  - b. 4. ☐
  - c. 11. ☒
- 8 The percentage of out-of-school children is:
  - a. 10%. ☐
  - b. 18%. ☐
  - c. 23%. ☒
- 9 Life expectancy is:
  - a. men: 58 / women: 56. ☐
  - b. men: 50 / women: 48. ☐
  - c. men: 43 / women: 41. ☒
- 10 The principal cause of mortality is:
  - a. famine. ☐
  - b. HIV/AIDS. ☒
  - c. paludism. ☐



Listen and check.

Your score:

## Apartheid

This was a governmental policy, voted in 1948, demanding segregation of the white and non-white people in a population composed of 74% of Blacks, 9.4% of Whites, 8.8% of Coloureds and 2.6% of Asians. It started in 1948 and ended in 1994, after Nelson Mandela's election as the first black president. Here are a few of the many segregation laws:

- No marriage or relationship between white and non-white people.
- Separate places of living: white districts and non-white districts.
- Separate public places: schools, transports, hospitals, bars etc.

### 3 Right or wrong? Justify by quoting the text when wrong.

a. Apartheid was a feeling of racism between black and white people. ☐ R ☒ W

Apartheid was a governmental policy, voted in 1948, demanding segregation.

b. Apartheid lasted 10 years. ☐ R ☒ W

It started in 1948 and ended in 1994.

c. During the Apartheid regime, inter-racial couples were prohibited. ☒ R ☐ W

d. People from different races could not share the same school, bus or street. ☒ R ☐ W



### 4 Listen to a short biography of Nelson Mandela and fill in the information card.



## A Peacemaker Hero

Name: Nelson Mandela	Reason for release: international
Year of birth: 1918	pressure
Fight against: Apartheid	Nobel Peace prize in: 1993
Classified as: a terrorist	President from: 1994 to 1999
Imprisonment: from 1963 to 1990	Date of death: 5th December 2013

Date:.....

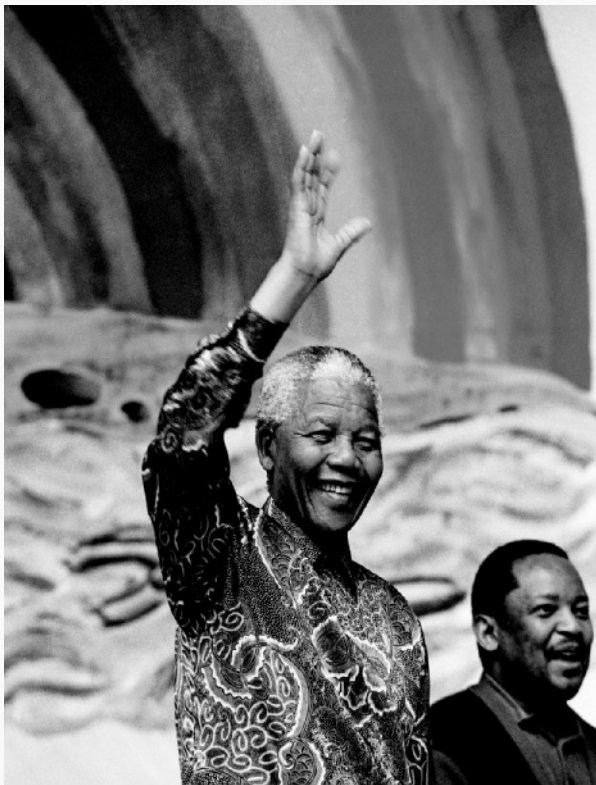
Name:.....

Class:.....



# Nelson Mandela:

## Life and Times



▶ **Titre de la vidéo\* :**

Nelson Mandela: Life and Times  
- by the Whiz Times

▶ **Lien vers la vidéo :**

<https://youtube.com/watch?v=qbMrL8IEHb8> ou

<http://thewhiztimes.com/nelson-mandela-video-kids/>

▶ **Durée :** 2'35"

▶ **Sous-titres :** oui

\* à entrer dans le moteur  
de recherche si le lien ne fonctionne plus

▶ **Part 1** Watch the video in full.

Cochez la bonne affirmation.

- a. The video is about: ☐ Admiral Nelson ☐ Nelson Rockefeller ☒ Nelson Mandela
- b. The video concerns: ☐ South America ☒ South Africa ☐ South Dakota
- c. We can hear: ☐ Nelson speaking live ☐ background music ☒ a child's voice-over<sup>1</sup>
- d. The narrator presents: ☐ a tour of the country ☐ a special event ☒ a portrait of Nelson Mandela

1. la voix off d'un enfant

▶ **Part 2** Watch the video from the beginning to 0'32".

Répondez aux questions en français.

- a. Où et quand Nelson est-il né? Il est né en Afrique du Sud le 18 juillet 1918.  
.....
- b. A sa naissance, le prénom de Mandela était-il « Rolihlahla » ou « Madiba » ?  
Il s'appelait Rolihlahla.  
.....
- c. Qui lui a donné son nouveau prénom « Nelson » ? Ses parents ou son premier instituteur ?  
Lors de son premier jour à l'école, l'instituteur a donné à Rolihlahla le prénom Nelson.  
.....

## ► Part 3 Watch the video from 34" to 1'23".

### 1 Complétez les phrases avec les informations entendues.

"When Nelson Mandela ..... was growing up<sup>1</sup>, black people had little say<sup>2</sup> in how South Africa ..... was run<sup>3</sup>. The government ..... was run by white people ..... only. Most black people were poor. They worked ..... as servants; they worked on farms, in factories and gold mines ....."

1. grandir ; 2. pas grand-chose à dire ; 3. gouverné.

### 2 Indiquez si les affirmations suivantes sont conformes au commentaire de la vidéo.

- a. N. Mandela was a famous militant against racial inequality. ☒ Right ☐ Wrong
- b. As a punishment, he was sent to prison for 27 years. ☒ Right ☐ Wrong
- c. After 1988, the South African government let black students into 'white' universities. ☒ Right ☐ Wrong

## ► Part 4 Watch the video from 1'24" to 1'57".

Répondez de manière courte aux questions.

After he left prison (1988), Nelson Mandela was respected for his courage and wisdom<sup>4</sup>.

- a. Which Prize did he win in 1993? The Nobel Peace Prize .....
- b. Which election did he win in 1994? The presidential election .....
- c. Which two important visitors are on the video? Queen Elizabeth II? President Obama? Prince Charles? President Sarkozy? Prince Charles and President Sarkozy. ....

4. sagesse.

## ► Part 5 Watch the video from 1'57" to 2'30".

### 1 Observez les attitudes de Nelson Mandela et cochez celles qui correspondent.

- a. ☐ He looks angry and stressed. d. ☐ He makes a threatening<sup>5</sup> gesture.
- b. ☒ He looks attentive and interested. e. ☒ He is smiling but his eyes are sad<sup>6</sup> when he waves good-bye<sup>7</sup>.
- c. ☒ He is smiling and reassuring when greeting the people.

5. de menace ; 6. triste ;

7. faire au-revoir de la main.

### 2 Reliez les équivalents, puis vérifiez dans un dictionnaire.

- |                    |                          |
|--------------------|--------------------------|
| a. achieve success | i. inévitable            |
| b. death           | j. reposer en paix       |
| c. dedicated to    | k. la mort               |
| d. duty            | l. passionné             |
| e. inevitable      | m. convaincu, engagé     |
| f. passionate      | n. s'élever au-dessus de |
| g. rest in peace   | o. réussir               |
| h. rise above      | p. le devoir             |

### 3 Complétez les paroles rapportées de Nelson Mandela avec le vocabulaire de l'exercice précédent, puis vérifiez en regardant la vidéo.

"Everyone can rise above ..... their circumstances and can achieve success ..... if they are dedicated to ..... , and passionate ..... about what they do. Death ..... is something inevitable ..... . When a man has done what he considers to be his duty ..... to his people and his country, he can rest in peace ..... I believe I have made that effort and that it is why I will sleep for eternity."

# Market Places

## UNIT 5

### PROJET

Faire de la publicité pour  
une brocante.

EE - A2+



1 Listen and match the letters to the clothes. Then repeat.

G: ..... a skirt

H: ..... grey trousers

B: ..... a light blue top

I: ..... a short-sleeved white polo shirt

E: ..... black high-heeled shoes.

A: ..... a dark blue T-shirt

D: ..... a sleeveless black dress

C: ..... a white long-sleeved shirt

F: ..... a classic jacket

# Shopping for Clothes and Accessories

TÂCHE





Demander ou donner des informations sur des vêtements.

EOI - A2+

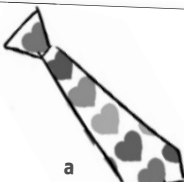
## Activity A Patterns





1 Look, listen and tick the adjective describing each item. Then repeat.

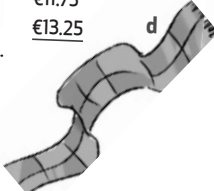
a ? umbrella	a ? cap	a ? pullover	(a pair of) ? flip flops
			
<input checked="" type="checkbox"/> checked <input type="checkbox"/> plain <input type="checkbox"/> printed <input type="checkbox"/> striped	<input type="checkbox"/> checked <input checked="" type="checkbox"/> plain <input type="checkbox"/> printed <input type="checkbox"/> striped	<input type="checkbox"/> checked <input type="checkbox"/> plain <input type="checkbox"/> printed <input checked="" type="checkbox"/> striped	<input type="checkbox"/> checked <input type="checkbox"/> plain <input checked="" type="checkbox"/> printed <input type="checkbox"/> striped


## Activity B Patterns and Prices

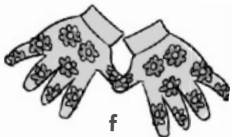
**a**   
 a printed tie.  
 €8.90  
€9.80  
 €19.20


**b**   
 checked Bermuda shorts.  
 €14.50  
 €17.90  
 €21.00


**c**   
 a plain red belt.  
 €18.40  
€16.99  
 €25.30

**d**   
 a checked scarf.  
 €15.00  
 €11.75  
 €13.25

**e**   
 striped socks.  
 €3.25  
€2.30  
 €5.85

**f**   
 printed gloves.  
 €29.85  
€19.90  
 €23.60

**g**   
 striped boxer shorts.  
 €11.55  
 €12.65  
 €14.89

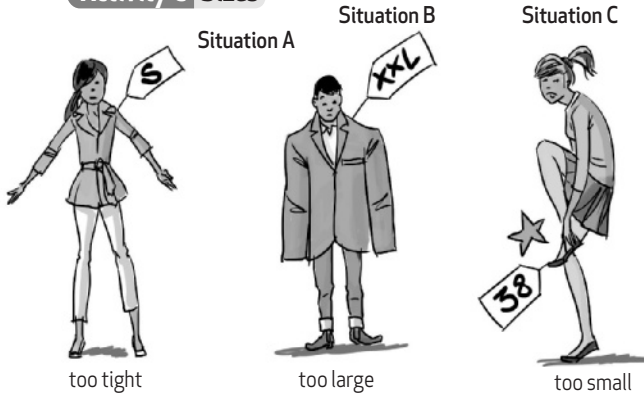
**h**   
 plain sneakers.  
 €41.60  
 €38.10  
 €26.70

2 Complete with the adjectives checked – plain – printed – striped.



3 Listen to the mini-conversations and underline the price of each item.

## Activity C Sizes



**Salesgirl:** Can I help you?  
**Customer:** Yes. I'd like to buy a jacket. This one is very nice; can I try it on, please?  
**Salesgirl:** Yes, of course. The fitting rooms are over there.  
**Customer:** Thank you.  
**Salesgirl:** Does it fit? Is it the right size? .....  
**Customer:** No, it's too tight.  
**Salesgirl:** What size is it?  
**Customer:** Size S.  
**Salesgirl:** You need a size M!  
 I'll get you one.  
**Customer:** Thank you.



**4** Listen and complete the conversation corresponding to Situation A with the following elements.

No, it's too tight. / Size S. / You need a size M. / Is it the right size?

**5** Look at Situations B and C and practise dialogues with your partner.

## Focus

**a. A dark blue T-shirt**

**b. A white short-sleeved polo shirt**

**c. Printed gloves.**

Soulignez les mots qui décrivent les articles vestimentaires. Où sont-ils placés ? avant les noms. ....

**d. What size are you? What size is he? What size is it?**

**e. Is it the right size? Does it fit?**

**f. You need a size...**

Comment demande-t-on si une taille convient ?

Phrase ☐ d ☒ e ☐ f

Comment demande-t-on la taille d'une personne ou d'un objet ? :

☒ d ☐ e ☐ f

Comment indique-t-on la taille qu'il faut prendre ?

☐ d ☐ e ☒ f

**Too large** signifie :

☒ trop grand ☐ pas assez grand

€19.90 : les nombres de 13 à 19 se terminent par :

☒ -teen ☐ -ty

les dizaines se terminent par :

☐ -teen ☒ -ty

► Training ex. 1 à 5, ex. 8

## NOW ACT

**6** Student A plays the role of a salesperson. Student B plays the role of a customer.

Salesperson	Customer
1. Puis-je vous aider?	2. Oui. Je voudrais acheter une chemise..
3. longueur de manches?	4. manches courtes
5. taille?	6. XL
7. couleur?	8. noire à rayures
9. essayez-la !!	10. merci
11. bonne taille?	12. trop grande
13. autre taille correcte?	14. OK. Prix?
15. € 27.95	16. OK.

Then swap roles. See appendix page 138.

# Yard Sales

TÂCHE

Comprendre les informations relatives  
à une manifestation.

CE – A2+

## Activity A What Is A Yard Sale?



A yard sale, also known as a garage sale, lawn sale, or car boot sale, is an informal event usually held on Saturdays or Sundays, where private individuals sell second-hand clothing, books, kitchenware, toys, household knickknacks<sup>1</sup>, garden tools, sports equipment, and board games.

<http://discoveramerica.com>

1. babioles

1 Look at the photo, read the text above and tick what the document is about.

- ☐ a. Vente aux enchères    ☐ b. Vente en ligne    ☒ c. Brocante

2 In the text, find the words corresponding to the pictures and write them down.



second-hand clothing .....



garden tools .....



kitchenware .....



board games .....



sports equipment .....

## Activity B Description of an Event

3 Fill in the card with information from 'First Monday Trade Days'.

### First Monday Trade Days

First Monday Trade Days is a monthly yard sale held in Canton, Texas. It starts 4 days before the first Monday of the month and it lasts 4 days. Depending on the time of year, up to 100,000 shoppers can frequent the fair in a weekend.

First Monday Trade Days, where farmers bought or sold horses, began in the 1850s. [...]

Nowadays, the yard sale operates over 50 hectares and provides places for 6,000 vendors. It is mostly a yard sale for antique items but bargains can be found in categories such as computer and office supplies, tools, garden furniture, and even toys. [...]

Plan at least 5 hours to make a "run-through" of the area. Serious shoppers will need 8 hours to 3 days to cover the entire grounds. Wear comfortable shoes, clothing appropriate for the season and sunscreen!

Name: First Monday Trade Days

Type: yard sale

Place: Canton, Texas

Frequency: every month

Period: 4 days before the 1st Monday

Number of visitors: 100,000

Origin of the event: horse fairs in the 1850s

Area<sup>1</sup>: 50 hectares

Number of vendors: 6,000

Items for sale: antiques, computer and office supplies, tools, garden furniture, and toys.

Length of the visit: from 5 hours to 3 days.

Advice to visitors: Wear comfortable shoes, clothing appropriate for the season and sunscreen!

1. superficie

From Wikipedia, the free encyclopedia

- a. The event opens in March. It closes on Sunday 24th.  
 b. Visitors can come from 9:00 in the morning to 6:00 in the evening.

Quel petit mot introduit un complément de temps exprimé par un jour précis? On .....  
 L'expression **from ... to...** signifie: « de ... à... »: ☒ oui ☐ non

► Training ex. 7

### Activity C Yard Sale Calendar



#### Yard Sales in RIVERHEAD, NY Next year's calendar

Sun 5/29
9:00AM – 6:00PM Meadow Lane
Mon 6/4
8:30AM – 7:00PM Ackerly Rd.
Fri 7/10
11:00AM – 10:00PM Newton Avenue
Sat 9/18
10:00AM – 5:00PM Parkway St.

#### 4 Read the information on the poster and decide if the statements are right or wrong.

- a. Longwood is a Californian town. ☐ R ☒ W  
 b. The yard sale takes place in March. ☒ R ☐ W  
 c. Visitors can come from 9:00 in the morning to 6 in the evening. ☐ R ☒ W  
 d. It closes on Sunday 24th. ☒ R ☐ W  
 e. Food can be bought on site. ☒ R ☐ W

#### 5 Complete the sentences with information from the Riverhead calendar.

Four yard sales will take place in Riverhead next year:

- a. On Sunday, May 29th, from 9:00 in the morning to 6:00 in the evening in Meadow Lane .....  
 b. On Monday, June 4th, from 8:30 in the morning to 7:00 in the evening in Ackerly Road.  
 c. On Friday, July 10th, from 11:00 AM to 10:00 PM in Newton Avenue .....  
 d. On Saturday, September 18th, from 10:00 in the morning to 5:00 in the afternoon, in Parkway Street.

### NOW ACT

#### 6 Fill in the card in French.

Nom de la manifestation : The Highway 127 Yard Sale  
 Pays : USA  
 Inventeur de la manifestation et année de création :  
 Chambre de Commerce du Tennessee en 1987  
 Fréquence de l'évènement : chaque année  
 Date d'ouverture : Le premier jeudi d'août  
 Durée : 4 jours Longueur en km : 1104 km  
 États concernés : Le Michigan, l'Ohio, le Kentucky, le  
 Tennessee, l'Alabama et la Géorgie.  
 Nombre de marchands : 3500

**The Highway 127 Yard Sale** was created in 1987 by the Chamber of Commerce of Tennessee, as a way for people to discover the beauty of the back roads of Tennessee and Kentucky. The yard sale begins each year on the first Thursday of August and lasts four days. It now spans 690 miles (1,104km) and six states: Michigan, Ohio, Kentucky, Tennessee, Alabama and Georgia. Thousands of cars, RVs<sup>1</sup> and motorcycles idle through the "World's Longest Yard Sale", where 3,500 weekend sellers and professional vendors display millions of items.

<sup>1</sup> camping-cars (= recreational vehicles)

# Training

## In tune

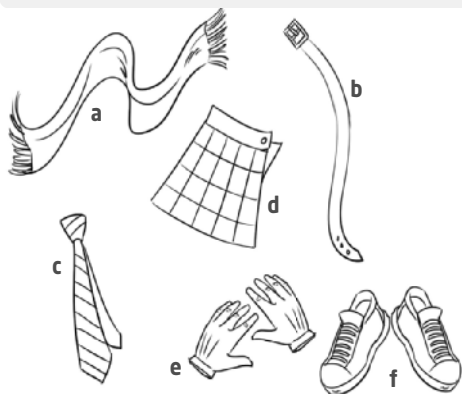


A. Écoutez et classez les mots en fonction de la prononciation des lettres « ow ».

	[au]	[əu]		[au]	[əu]		[au]	[əu]		[au]	[əu]
how	X		now	X		allowed	X		brown	X	
below		X	slow		X	cow	X		yellow		X
snow		X	show		X	tomorrow		X	know		X



B. Ecoutez pour vérifier et répétez.



1 Coloriez les vêtements et accessoires ci-dessus en respectant leur description.

2 Décrivez les vêtements.



- a. striped black trousers
- b. a dark blue jacket
- c. a light green long-sleeved sweater
- d. a printed short-sleeved shirt
- e. a sleeveless red dress
- f. brown high-heeled shoes

## Vocabulary

### Nouns

a belt une ceinture  
 (a pair of) Bermuda shorts un bermuda  
 boxer shorts un caleçon  
 clothes des vêtements  
 a coat un manteau  
 a credit card une carte bancaire  
 a fitting room une cabine d'essayage  
 flip-flops des tongs  
 gloves des gants  
 a jacket une veste  
 (a pair of) jeans un jean  
 a jogging suit un jogging  
 a leather jacket un blouson de cuir  
 a polo shirt un polo

a sale une vente  
 a scarf une écharpe  
 a skirt une jupe  
 sneakers des tennis  
 socks des chaussettes  
 a tie une cravate  
 (a pair of) trousers un pantalon  
 a yard sale une brocante

### Adjectives

checked à carreaux  
 dark foncé  
 easy to care for facile d'entretien  
 fashionable à la mode  
 high-heeled à talons hauts  
 large grand  
 light clair  
 long-sleeved à manches longues

plain uni (couleur)  
 printed imprimé, à motifs  
 short-sleeved à manches courtes  
 sleeveless sans manches  
 striped à rayures  
 tight serré, étroit  
 washable lavable

### Verbs

display exposer, arranger  
 fit bien aller (taille)  
 span s'étendre (distance)  
 try on essayer

### Others

Anything else? Autre chose ?  
 It doesn't need ironing. Ça ne se repasse pas.  
 It suits you very well. Ça vous va très bien.



### 3 Cochez les prix que vous entendez.

- a. ☒ €36.95      ☐ €56.35      ☐ €46.85  
 b. ☐ £213      ☒ £330      ☐ £414  
 c. ☐ \$1,510      ☒ \$2,350      ☐ \$3,670



### 4 Ecrivez en chiffres les nombres que vous entendez.

- a. 157      c. 100,000      e. 985  
 b. 6,000      d. 2,423      f. 422,000

### 5 Ecrivez les questions correspondant aux réponses données.

- a. What size is Paul? / is he?  
 Paul is size L.  
 b. How much is it?  
 It's €42.95.  
 c. Is it plain / checked / striped?  
 No, it's printed.

### 6 Classify the following nouns in the right category.

cup – ball – Snakes and Ladders – Playmobil® – racket – plate – Risk® – toaster – rollers – glass – Barbie® – skis – chess set – DS – Scrabble® – toy car

**Kitchenware:** cup, plate, toaster, glass

**Toys:** Playmobil®, Barbie®, DS, toy car

**Sports equipment:** ball, racket, rollers, skis

**Board games:** Snakes and Ladders, Risk®, chess set,

Scrabble®

### 7 Complete with the correct prepositions: at, from, in, on, to.

The Paris Fair usually takes place in ..... Autumn, from ..... the end of October to ..... the beginning of November. It always opens on ..... a Friday at ..... 10:00AM and closes on ..... a Sunday at 7:00PM. The event, which lasts 10 days, welcomes thousands of exhibitors and millions of visitors.



### 8 Ecoutez et notez les détails de la commande d'Alex.

**Item:** a leather jacket

**Reference:** MLJ789

**Colour:** dark brown

**Size:** XXL

**Unit price:** £162

**Quantity:** 1

**Postage:** £5

**Means of payment:** credit card

**TOTAL:** £167

## Language tips

### Décrire un vêtement : la place de l'adjectif

A white shirt. A black and red cap. A checked scarf.

A brown short-sleeved dress.

Une chemise blanche. Une casquette noire et rouge. Une écharpe à carreaux. Une robe marron à manches courtes.

### Trop + adjectif

These jeans don't fit; they are too tight.

Ce jean ne va pas, il est trop serré.

### Dire et écrire un prix

It's €5.95. It's five euros ninety-five.

C'est 5,95€. C'est 5 euros quatre-vingt-quinze.

It costs \$14.50. It costs fourteen dollars fifty.

Ça coûte 14,50\$. Ça coûte 14 dollars cinquante.

### Situer un événement

⇒ Une date précise

The event took place on July 4th (US) / on 4th July (GB) 2012. L'événement a eu lieu le 4 juillet 2012.

I'll do my shopping on Tuesday evening.

Je ferai mes courses mardi soir.

⇒ Situer un événement dans une période  
(un mois, une année, un siècle)

I took my holiday in August.

J'ai pris mes vacances en août.

The Highway 127 yard sale was created in the 20th century, in 1987 exactly.

La brocante Highway 127 a été créée au 20<sup>e</sup> siècle, en 1987 exactement.

# PROJECT 5

## Advertise a Local Yard Sale

**P**endant le séjour d'un groupe de visiteurs anglophones dont la ville est jumelée avec la vôtre, la municipalité organise une brocante et vous demande de créer un flyer en anglais.

### TÂCHE 1

Créer un flyer.

EE - A2

- À partir d'informations concernant l'organisation d'un vide-grenier local, créez un flyer en anglais.

<b>EVENT:</b> .....		
<b>ITEMS FOR SALE:</b> ..... ..... ..... ..... ..... .....	<b>DATE:</b> .....	<b>ENTRANCE:</b> free <input type="checkbox"/> ... €
	<b>LOCATION:</b> ..... .....	<b>FOOD AND DRINKS:</b> from €... to €...
	<b>OPENING AND CLOSING HOURS :</b> ..... ..... .....	<b>CAR PARK:</b> <input type="checkbox"/> yes <input type="checkbox"/> free <input type="checkbox"/> ... € <input type="checkbox"/> no

### TÂCHE 2

Envoyer un courriel informatif.

EE - A2+

- Rédigez un court message que le service communication de votre municipalité transmettra aux futurs visiteurs, ainsi que votre flyer en pièce jointe.

To: .....

Subject: Yard sale

Attach a file: .....

Dear Visitors,

A big yard sale will be held on ..... in our town. .... sellers will propose a lot of .....

Please find attached .....

Retrouvez votre fiche PROJECT sur le site des éditions Foucher [www.editions-foucher.com](http://www.editions-foucher.com)



## Jouer un sketch de vente



### 1 Classez dans le tableau les expressions souvent utilisées par un vendeur lors des diverses étapes d'une vente vestimentaire.

What size are you?	I'll get you a smaller / larger size.	
Does it fit?	Do you pay in cash or by credit card?	
You look nice in it!	The fitting rooms are over there.	
It's only 30 euros.	It's easy to care for. It's machine washable.	It doesn't need ironing.
It's good quality.	Here is your receipt.	It suits you very well.
What colour would you like?	Here is a nice / very fashionable model; try it on!	Here is your change.

Étapes de la vente	Phrases often used by a salesperson.
Identifier les besoins et goûts du client	What size are you? What colour would you like?
Inviter le client à l'essayage	Here is a nice / very fashionable model; try it on! The fitting rooms are over there.
Aider le client pendant l'essayage	Does it fit? I'll get you a smaller / larger size.
Argumenter pour convaincre le client	You look nice in it! It's only 30 euros. It suits you very well. It's good quality. It's easy to care for. It's machine washable. It doesn't need ironing.
Encaisser l'achat	Do you pay in cash or by credit card? Here is your change. Here is your receipt.



### 2 Ecoutez 'A quick purchase' et sélectionnez ce que dit le client. Puis entraînez-vous par deux.

- |  |  |  |
|--|--|--|
| a. <input checked="" type="checkbox"/> I'm looking for some Bermuda shorts | <input type="checkbox"/> I'd like to buy some Bermuda shorts | <input type="checkbox"/> Do you have any Bermuda shorts? |
| b. <input type="checkbox"/> I'm size M                                     | <input checked="" type="checkbox"/> I think I'm size M       | <input type="checkbox"/> M, I think.                     |
| c. <input type="checkbox"/> My favourite colour is black.                  | <input checked="" type="checkbox"/> I'd like black.          | <input type="checkbox"/> I prefer black.                 |
| d. <input checked="" type="checkbox"/> No, they are too tight.             | <input type="checkbox"/> I think I need a larger size.       | <input type="checkbox"/> Size L would be better.         |
| e. <input checked="" type="checkbox"/> How much are they?                  | <input type="checkbox"/> Are they expensive?                 | <input type="checkbox"/> How much do they cost?          |
| f. <input type="checkbox"/> I'll buy them.                                 | <input type="checkbox"/> I like them.                        | <input checked="" type="checkbox"/> I'll take them.      |
| g. <input type="checkbox"/> I don't. Thanks.                               | <input type="checkbox"/> I don't need anything else.         | <input checked="" type="checkbox"/> No, thank you.       |

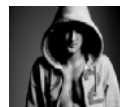
### 3 Jouez au minimum 3 sketches en changeant de rôle à chaque fois. Enregistrez vos dialogues ou réalisez de courtes vidéos.



Taille ? couleur ?  
OK. prix ? trop cher.  
Chèque.



Taille? Couleur ?  
trop grand. Prix ? OK.  
Espèces.



Taille ? couleur ? trop  
foncé. Prix ? Ok. Carte  
bancaire.



Pointure ? couleur ? trop  
court. Prix ? OK. Espèces.



### Swap Parties

Swap Parties are a fun way to update your wardrobe or cupboard without buying new things. At a Swap Party, a group of people get together to swap items – from clothes to toys, books to sports equipment, jewellery to CDs or DVDs. This phenomenon developed among rich and sophisticated Californian women in the late 1990s and has extended to many countries and all social groups.

Reusing a product rather than buying a new one, reduces the demands for raw material, energy and water and is therefore eco-friendly. [...]

Organizing a Swap Party at one's house is not difficult: once you have decided on the types of items you'll swap, send invitations to friends, colleagues and neighbours, specifying the place, date and time of the event. [...] Arrange your display area and try-on places. Give your guests a Swap Token for each of their items. After the party, the remaining items can be donated to charities or taken back home.

Adapted from <http://doc-92-swap-party-guide-final.pdf>



#### Répondez aux questions en français.

a. Quel est le sujet du document ?

Il s'agit des « Swap Parties » : des réunions à domicile où les participants échangent des objets.

b. Où et quand les « Swap Parties » ont-elles débuté ?

Ce phénomène a été lancé par de riches Californiennes à la fin des années 90.

c. Que faut-il faire avant de lancer des invitations aux réunions ?

Il faut décider du type d'objets à échanger.

d. Que deviennent les articles qui restent ?

Ils sont donnés à des associations caritatives ou repris par leur propriétaire.

e. À quoi servent les « swap parties » ?

A renouveler sa garde-robe ou ses placards sans acheter d'articles neufs.

### MON BILAN de l'unité 5

	J'ai pu... / J'ai réussi à...	-	+/-	+	++
CO	Comprendre les caractéristiques de vêtements et les prix				
EOI	Tenir le rôle d'un vendeur ou d'un client dans des situations de vente				
CE	Trouver et comprendre les informations pertinentes dans la description d'un événement commercial.				
EE	Compléter une fiche descriptive				
EE	Rédiger un courriel				

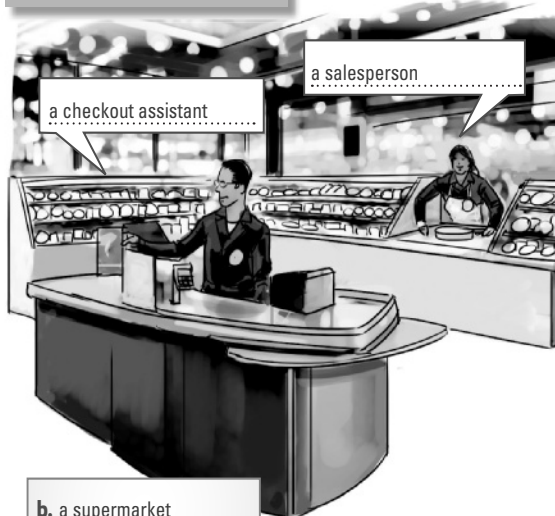
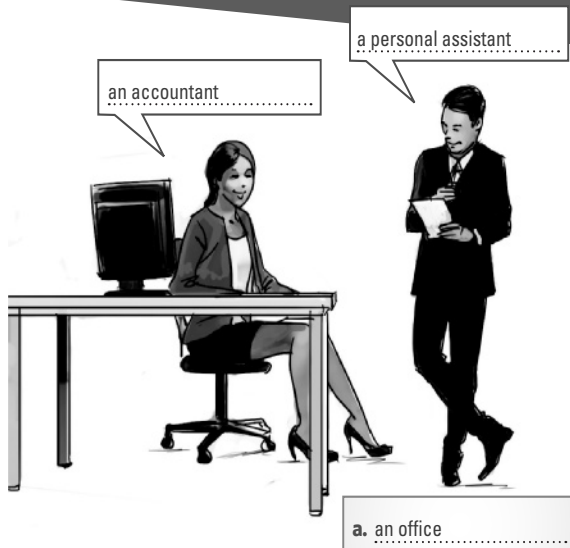
# Qualities and Skills

# UNIT 6

## PROJET

Créer une fiche métier.

EE et EOC – A2+



1 Listen and complete the stickers (a. to d.) with the corresponding places of work. an office – a supermarket – a warehouse – a workshop



2 Listen again and match the jobs to the pictures.

an accountant – a woodworker – a checkout assistant – an order picker – a maintenance technician – a personal assistant (PA) – a salesperson – a forklift operator

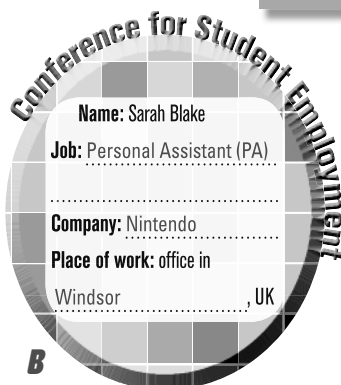
# Professional Profiles

TÂCHE

Demander ou donner des informations sur un professionnel.

E01 – A2+

## Activity A Name Tags



1 Look at name tag **A**. Then listen and match questions and answers.

- |                                  |                          |                          |                                  |
|----------------------------------|--------------------------|--------------------------|----------------------------------|
| 1. What do you do?               | <input type="checkbox"/> | <input type="checkbox"/> | a. I work for General Motors.    |
| 2. What company do you work for? | <input type="checkbox"/> | <input type="checkbox"/> | b. In a workshop in London.      |
| 3. Where do you work?            | <input type="checkbox"/> | <input type="checkbox"/> | c. I'm a maintenance technician. |



2 Listen and complete name tag **B**.

3 You are Sarah Blake or David Peters. Practise the three questions as in exercise 1.

## Activity B Personal Skills and Qualities For a Job



4 Listen and tick the qualities and skills you need to work as a salesperson.

5 Tick the qualities you need to be a babysitter. Then complete the sentences.

- a. To do babysitting, you have to be good at first aid and singing.
- b. You also have to be patient, responsible and well organised.



Salesperson	Babysitter	Personal skills*
<input checked="" type="checkbox"/>	<input type="checkbox"/>	communicating
<input type="checkbox"/>	<input checked="" type="checkbox"/>	first aid
<input type="checkbox"/>	<input checked="" type="checkbox"/>	singing
<input checked="" type="checkbox"/>	<input type="checkbox"/>	foreign languages
<input checked="" type="checkbox"/>	<input type="checkbox"/>	managing money
<input checked="" type="checkbox"/>	<input type="checkbox"/>	mental arithmetic

Salesperson	Babysitter	Personal qualities
<input type="checkbox"/>	<input type="checkbox"/>	punctual
<input type="checkbox"/>	<input checked="" type="checkbox"/>	responsible
<input type="checkbox"/>	<input checked="" type="checkbox"/>	well organised
<input checked="" type="checkbox"/>	<input type="checkbox"/>	friendly
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	patient
<input checked="" type="checkbox"/>	<input type="checkbox"/>	polite

\*compétences

a. To work as a salesperson, you have to be good at managing money.

b. To do babysitting, you have to be very patient.

- « Pour » (quand cela signifie : « dans le but de »),

se traduit par : ☐ **for**    ☒ **to**

- **You have to** + V signifie ☐ « vous pouvez »

☒ « vous devez (il faut que vous...) »

- « Etre bon en anglais » se traduit par

☒ **be good at**                      ☐ **be good in**    English

► Training ex. 3, 5 & 6

## Activity C The Best Candidate

Part 1

### PERSONAL INFORMATION:

First name: Kevin

Surname: Turino Age: 19



### PERSONAL SKILLS

☒ repairing machines

☐ ICT\*

Others:

- communication/ting

### PERSONAL QUALITIES

☐ calm

☒ punctual

Others:

- polite

Part 2

### DECISION:

☐ suitable\*\* for the job

☒ not suitable for the job

Because

He is good at repairing machines and communicating.

But, he is not good at ICT (computing)

\*Information and Communication Technology; \*\*qui convient



**6** Look at the ad and listen to the two job interviews to complete the forms with the personal information and the personal skills and qualities (Part 1).

**7** Complete the bottom parts of the forms (Part 2). Decide which of these two candidates (Kevin or Ashley) is suitable for the job and write down your reasons.

## MAINTENANCE TECHNICIAN WANTED

Part-time job: **SATURDAYS**  
8:00 am-7:00 pm (students accepted).

**Experience in repairing machines**  
**Good computing skills**  
**Good customer service skills**

For immediate interview please  
contact **Mat Potter** on

**02 452 829637.**

B

### PERSONAL INFORMATION:

First name: Ashley

Surname: Norton Age: 20



### PERSONAL SKILLS

☒ repairing machines

☒ ICT\*

Others:

- foreign languages

### PERSONAL QUALITIES

☒ calm

☒ punctual

Others:

- patient

### DECISION:

☒ suitable for the job

☐ not suitable for the job

Because

She is very good at ICT and foreign languages. She has

good experience in repairing machines.

**NOW ACT**

**8** Work in pairs. Ask and answer questions about a professional profile.

**Student A:** You are a recruiter and you need a checkout assistant in your supermarket. Ask the candidate questions and complete the grid below. Decide if they are suitable for the job or not and give your reasons. Then swap roles (see page 137). **Student B:** You are the candidate for the position of checkout assistant (See page 139).

Job title: <input type="checkbox"/> checkout assistant <input type="checkbox"/> forklift operator		
<b>Personal Information:</b>	<b>Personal skills:</b>	<b>Personal qualities:</b>
First name: .....	.....	.....
Surname: .....	.....	.....
Age: .....	.....	.....
<b>Current job:</b>	<b>My decision:</b> <input type="checkbox"/> suitable for the job <input type="checkbox"/> not suitable for the job	
Job: .....	<b>My reasons</b>	
Company: .....	.....	
Place of work: .....	.....	





# Identify your Potential

TÂCHE

Rédiger un message pour un forum de choix de carrière.

CE et EE – A2+

## Activity A Multiple Intelligences Test

MULTIPLE INTELLIGENCES TEST (Based on Howard Gardner's MI Model)							
<b>PART 1</b> Score the statements in the white boxes only							
 1 = Mostly disagree		 2 = Slightly disagree		 3 = Slightly agree		 4 = Mostly agree	
						<b>SCORES</b>	
1. I can play a musical instrument							
2. I often have a song or a piece of music in my head.							
3. I have always been physically well co-ordinated (run, jump, balance, etc).							
4. I play a sport or dance.							
5. I am a very sociable person and like being with other people.							
6. I find maps, charts and diagrams easy to understand.							
7. I find it easy to remember poems or song lyrics.							
8. When I am concentrating, I often doodle (=griffonner, dessiner).							
9. At school, one of my favourite subjects is French.							
10. I love adrenaline sports and scary rides (= manèges à sensations fortes)							
11. I enjoy individual sports best.							
12. I find it easy to remember telephone numbers.							
13. I can easily tell if someone likes me or dislikes me.							
14. I find mental arithmetic easy.							
15. I keep a diary (= journal intime)							
16. My favourite subject at school is maths.							
17. I really enjoy reading.							
18. I prefer team sports.							
19. Singing makes me feel happy.							
20. My favourite subject at school is art.							
21. I am happy spending time alone.							
<b>PART 2</b>				<b>INTELLIGENCE TYPE</b>		<b>YOUR TOTALS</b>	
Add the scores in each column and write the total for each column in the white boxes on the right.				Linguistic intelligence			
				Logical-Mathematical intelligence			
				Musical intelligence			
				Bodily-Kinesthetic intelligence			
				Spatial-Visual intelligence			
				Interpersonal intelligence			
				Intrapersonal intelligence			
<b>PART 3</b> Look at the totals of your scores above and complete.							
My strongest intelligences are: .....							
Réponse personnelle .....							
Réponse personnelle .....							
This is your own unique personal potential. There are no right or wrong answers. You should learn, develop and work in ways that make best use of your natural intelligences.							

1 Read the instructions and complete the 3 parts of the document personally.

## Activity B Multiple Intelligences Career Chart



◀ Linguistic  
librarian  
journalist  
writer



Spatial-Visual ▲

pilot  
sculptor  
webmaster



▼ Intrapersonal  
entrepreneur  
intelligence officer  
actor



▲ Logical-Mathematical  
accountant  
computer technician  
detective

▲ Musical  
musician  
sound technician  
disk jockey



◀ Interpersonal  
salesperson  
nurse  
waiter/waitress



▲ Bodily/  
Kinesthetic  
mechanic  
firefighter  
athlete

2 Look at the possible careers and complete the chart with the missing intelligence types: *Logical-Mathematical, Linguistic, Musical, Interpersonal.*

For more careers, visit the site: <http://bestcareermatch.com/career-chart/>

## Activity C Career Forum

I don't know what to do for a career. Could you help me?  
I find mental arithmetic easy and I have good ICT skills. My friends say I am a computer expert because I enjoy solving computer problems. I am calm but not very confident. I think my strongest intelligences are logical-mathematical, spatial visual and intrapersonal. I don't want to be an accountant.  
What career could be possible for me?



*You*

Hello Sophia!  
I think you could be  
a computer technician .....  
or  
a webmaster .....  
Good luck to you!

3 Read Sophia's message and complete the answer with the possible jobs you can suggest for her.

**NOW ACT**

4 Write a short message for the Career Forum. Write about your personal qualities and skills and your strongest intelligences. Ask what you could do for a career. One of your classmates will answer you (see page 138).

# Training

## In tune



**A. Les lettres de l'alphabet peuvent se classer par son. Ecoutez et complétez avec les lettres qui manquent. Puis, répétez.**

[ei]	A	H	J	K				
[i:]	B	C	D	E	G	P	T	V
[e]	F	L	M	N	S	X	Z	
[ai]	I	Y						
[ju:]	Q	U	W					
[əu]	O							
[a:]	R							



**B. Ecoutez et numérotez les acronymes dans l'ordre où vous les entendez.**

- 2 ... AOL      1 ... BMW      5 ... KFC  
4 ... C&A      6 ... DHL      3 ... UPS

**C. Entraînez-vous à épeler votre nom, votre prénom, le nom de la ville où vous habitez.**

**1 Reliez les 2 mots pour former un nom de métier.**

- |                |                          |                          |            |
|----------------|--------------------------|--------------------------|------------|
| a. order       | <input type="checkbox"/> | <input type="checkbox"/> | assistant  |
| c. maintenance | <input type="checkbox"/> | <input type="checkbox"/> | worker     |
| d. wood        | <input type="checkbox"/> | <input type="checkbox"/> | picker     |
| b. personal    | <input type="checkbox"/> | <input type="checkbox"/> | operator   |
| e. forklift    | <input type="checkbox"/> | <input type="checkbox"/> | technician |

**2 Mots cachés : retrouvez la traduction des mots suivants dans la grille.**

comptable – vendeur – entrepôt – atelier – bureau –  
entreprise – compétences – emploi – travailler

◀	N	O	S	R	E	P	S	E	L	A	S
↓	B	F	G	◀	P	O	H	S	K	R	O
	O	F	◀	C	O	M	P	A	N	Y	◀
	J	I	A	A	S	K	I	L	L	S	◀
	A	C	C	O	U	N	T	A	N	T	◀
	R	◀	E	S	U	O	H	E	R	A	W

Mettez les 6 lettres restantes dans l'ordre pour désigner un autre lieu de travail.

GARAGE .....

**3 Complétez par le mot qui convient : to, in, at, for**

- a. She is very good at ... computing.  
b. She works for ... IBM.  
c. She lives in ... the USA.  
d. She has to ... speak English every day.

## Vocabulary

### Nouns

**an accountant** un(e) comptable  
**a checkout assistant** un(e) caissier(ière)  
**a company** une entreprise  
**a firefighter** un pompier  
**a foreign language** une langue étrangère  
**a forklift operator** un(e) cariste  
**a maintenance technician** un(e) technicien(ne) de maintenance  
**a nurse** un(e) infirmier(ière)

**an office** un bureau  
**an order picker** un(e) préparateur(trice) de commande  
**a personal assistant** un(e) secrétaire de direction  
**a recruiter** un(e) recruteur(euse)  
**a skill** une compétence  
**a waiter/waitress** un(e) serveur(euse)  
**a warehouse** un entrepôt  
**a woodworker** un(e) travailleur(euse) du bois  
**a place of work** un lieu de travail  
**a workshop** un atelier

### Adjectives

**brave** courageux  
**patient** patient  
**polite** poli  
**punctual** ponctuel  
**responsible** responsable, fiable  
**suitable** approprié, convenable

### Phrases

**be\* good at** ... être bon en ...  
**work as a** ... travailler en tant que ...

#### 4 Entourez la qualité ou compétence qui convient.

- a. To work as a salesperson, you have to be good at first aid / **communicating**.
- b. To do babysitting, you have to be nervous / **patient**.
- c. To work in London, you have to be good at **English** / Spanish.
- d. To keep your job, you have to be **punctual** / late.

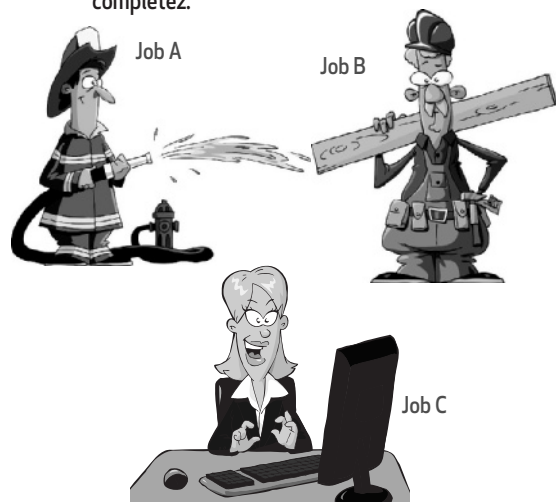
#### 5 Rayez la forme verbale qui ne convient pas.

- a. He loves listening / ~~listen~~ to music.
- b. They enjoy communicating / ~~communicate~~ by phone.
- c. I have to meeting / ~~meet~~ the recruiter.
- d. I can having / ~~have~~ a job interview.

#### 6 Complétez les phrases en fonction de votre personnalité.

- a. My favourite subject at school is réponse personnelle
- b. My favourite sport is réponse personnelle
- c. I also like réponse personnelle
- d. My personal skills: I am good at réponse personnelle
- e. My personal qualities: I am réponse personnelle  
and réponse personnelle

#### 7 Ecoutez le conseiller d'orientation et complétez.



##### Tessa

Personal skills: drawing and repairing machines

Personal qualities: good with your hands and imaginative

☐ Job A ☒ Job B ☐ Job C

##### Nolan

Personal skills: mental arithmetic and computing

Personal qualities: logical and patient

☐ Job A ☐ Job B ☒ Job C

##### Lucy

Personal skills: first aid and sports

Personal qualities: brave and calm

☒ Job A ☐ Job B ☐ Job C

## Language tips

### Have to + V (pour une obligation)

I have to find a job. She has to be well organised. They have to be polite.

Je dois trouver un emploi. Elle doit être bien organisée. Ils doivent être polis.

### Like, love, prefer, enjoy + V-ing

I like playing the guitar. He loves swimming. They prefer singing. She enjoys reading.

J'aime jouer de la guitare. Il adore nager. Ils préfèrent chanter. Elle aime beaucoup lire.

### To (pour exprimer le but)

To do mechanics, you have to enjoy repairing machines.

Pour faire de la mécanique, il faut aimer réparer les machines.

I am training to become a salesperson.

Je fais une formation pour (dans le but de) devenir vendeur.

# Create a Job Description Flyer

**V**ous devez créer une fiche métier et la présenter oralement à la classe.

## ► TÂCHE 1

**Créer une fiche métier sous forme de flyer.**



EE - A2

- Recherchez sur Internet les informations sur le métier de votre choix pour compléter la fiche ci-dessous.
- Réalisez votre flyer en utilisant les informations réunies et en l'illustrant.

## ► TÂCHE 2

## Présenter un métier.

EOC – A2+

- Entraînez-vous à présenter oralement le métier choisi en donnant toutes les informations que vous avez trouvées. Puis présentez votre flyer à la classe et commentez-le oralement.

## Working Conditions

### Possible working places

You can work:

☐ outside

☐ inside

☐ in .....

### Clothing

You can wear:

☐ a uniform

☐ overalls<sup>1</sup>

☐ formal clothing<sup>2</sup>

☐ casual clothing<sup>3</sup>

☐ other: .....

### Working hours

You can work:

☐ during the day

☐ at night

☐ during the weekend

☐ generally from.....

to .....

## JOB

## Job Description

### Main responsibilities

↘ .....

↘ .....

↘ .....

### Level of education

☐ no diploma needed

☐ First Vocational Skills certificate (CAP)

☐ Vocational baccalaureate (Bac Pro)

☐ Higher National Diploma (BTS)

☐ other: .....

### Personal skills needed

↘ ..... ↘ .....

↘ ..... ↘ .....

### Personal qualities needed

↘ ..... ↘ .....

↘ ..... ↘ .....

### Average pay<sup>4</sup>:

from ..... to .....

<sup>1</sup> tenue de travail ; <sup>2</sup> tenue habillée ; <sup>3</sup> tenue décontractée ; <sup>4</sup> salaire moyen

1. combinaison de travail, 2. tenue habillée ; 3. tenue décontractée ; 4. salaire moyen

Retrouvez votre fiche PROJECT sur le site des éditions Foucher [www.editions-foucher.com](http://www.editions-foucher.com)



## Accueillir et présenter quelqu'un au sein de l'entreprise

- 1 Reliez les situations aux extraits de dialogues. Puis écoutez Lara accueillir un collaborateur pour une réunion de travail et complétez.

Accueillir quelqu'un

Présenter quelqu'un

Faire connaissance

Proposer une boisson

- What do you do?  
- I work as a communications ..... adviser.  
- Where do you work?  
- I work in Paris .....

- Would you like a drink?  
- Yes, please. Could I have coffee ..... ?  
- Of course.

- Hello, I'm Bob ..... Nice to meet you, Martin.

- This is Martin Haas. He is from Sony BMG ..... Martin, this .....  
is Luisa Douglas. She is from MTV ..... networks.

- 2 Par groupe de trois, entraînez-vous à faire un dialogue d'accueil avant une réunion professionnelle. Chacun choisit un rôle puis un autre afin de s'entraîner dans les trois rôles.

**Name:** Joe Fisher  
**Job:** Sound technician  
**Company:** ABC  
**Place of work:** Los Angeles, USA

1. Présente Anna à Rachel

**Name:** Rachel Wade  
**Job:** Electronics engineer  
**Company:** TDK Electronics  
**Place of work:** Berlin, Germany

3. Propose une boisson à Anna qui répond.



2. Pose une ou deux questions à Anna qui répond.

- 3 Créez un dialogue d'accueil.

Imaginez une rencontre entre deux ou trois personnes qui vont travailler ensemble sur un projet professionnel. Vous pouvez porter un badge professionnel que vous aurez créé. Entraînez-vous à jouer votre sketch. Essayez de rendre le dialogue le plus vivant possible en théâtralisant vos échanges (mimiques, gestes, utilisation de matériel adéquat...).

**Name:** Anna Russel  
**Job:** Design technician  
**Company:** VLM London  
**Place of work:** London, UK



## Master Ice Cream Taster

By Cindy Hatcher

Everyone has a dream job in mind, but rarely do any of us get a chance to live out the fantasy. Master ice cream taster John Harrison is an exception, though. [...]

### What qualifies you to be an ice cream taster?

I grew up in the ice cream business [...]. My great-grandfather had two ice cream parlors in New York in 1880. My grandfather started the first dairy co-operative in Tennessee, and my father owned an ice cream ingredient factory in Atlanta.

### What's an average workday like for you?

We do 20 different flavors a day, three samples<sup>1</sup> for each flavor one from the beginning, middle,

and end of a production cycle so I have 60 packages waiting for me every morning to taste before any product has been shipped out<sup>2</sup>.

### What's the taste testing protocol?

I taste with my eyes initially, so if it doesn't look appetizing, forget the rest of it. [...] For tasting, I swirl the ice cream around in my mouth to coat all the taste receptacles, and then I spit<sup>3</sup> it out.

### Do you ever get tired of eating ice cream?

I'm like a 60-year-old kid, because I still love ice cream.

<http://www.cookinglight.com/>

## Répondez aux questions en français.

1. échantillons ; 2. expédier ; 3. cracher

### a. Quel est le sujet du document ?

C'est un article sur un métier de rêve : goûteur/ testeur de crèmes glacées.

### b. Qu'est-ce qui explique que John Harrison est un spécialiste dans son domaine ?

Son arrière grand-père vendait des glaces. Son grand-père avait une coopérative laitière et son père fabriquait des ingrédients pour crème glacée.

### c. Combien d'échantillons John Harrison goûte-t-il tous les jours ?

Il doit goûter 3 échantillons de 20 parfums différents, soit 60 échantillons.

### d. Quelles sont les 3 étapes du protocole de test ?

D'abord, il vérifie du regard l'aspect de la glace, puis il la goûte en faisant tourner la glace dans sa bouche pour bien en sentir le goût et enfin, il la recrache.

### e. Pour quelles raisons peut-on dire que John Harrison a de la chance ?

Il fait un métier de rêve et à 60 ans, il adore toujours les glaces.

## MON BILAN de l'unité 6

	J'ai pu... / J'ai réussi à...	-	+ / -	+	++
CO	Comprendre les compétences requises pour une profession				
EOI	Demander ou donner des informations sur un professionnel				
EOI	Accueillir quelqu'un				
EOC	Présenter un métier				
CE	Comprendre des instructions et des items pour un test				
EE	Compléter une grille et analyser les résultats				
EE	Créer une fiche métier				

# Culture *CLICK*



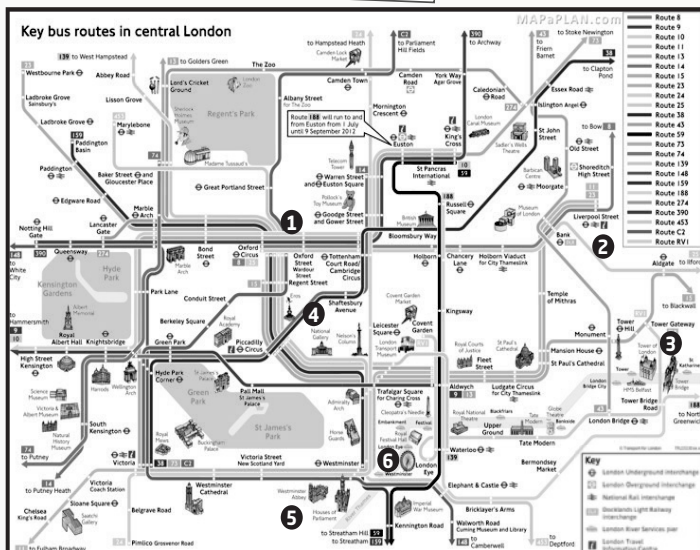
5. Westminster Abbey

6. The London Eye



## London

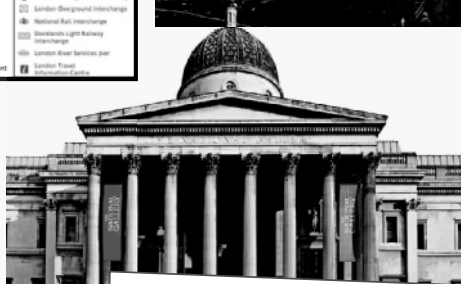
2. The Gherkin



1. Selfridges



3. Tower Bridge



4. The National Gallery

1 Look at the map and read the paragraph. Write the name of each landmark in the stickers.



2 Listen and write the number of the landmark where each film was shot\*.

- |                            |                               |
|----------------------------|-------------------------------|
| a. Skyfall (4.....)        | d. Thor 2 (2.....)            |
| b. Love Actually (1.....)  | e. The Da Vinci Code (5.....) |
| c. Fantastic Four (6.....) | f. Sherlock Holmes (3.....)   |

### London Film Locations

London provides so many locations for filming. Many London landmarks<sup>1</sup> appear in films, commercials and TV dramas. You can often spot<sup>2</sup> Westminster Abbey near Big Ben, the London Eye on the south bank<sup>3</sup> of the river Thames, Tower Bridge next to the Tower of London, the futuristic Gherkin in the City, the National Gallery at Trafalgar Square and Selfridges, the big department store<sup>4</sup> in Oxford Street.

1. sites, monuments; 2. apercevoir; 3. rive; 4. grand magasin

\* tourné

# QUIZ

Tick the correct answers.

- 1 London is the capital city of:
  - a. the Republic of Ireland. ☐
  - b. the Commonwealth. ☐
  - c. the United Kingdom. ☒
- 2 Tower Bridge crosses:
  - a. the River Avon. ☐
  - b. the River Thames. ☒
  - c. the River Severn. ☐
- 3 Celebrities have a wax double at:
  - a. Madame Tussaud's. ☒
  - b. the British Museum. ☐
  - c. the Museum of London. ☐
- 4 Portobello Road market is:
  - a. a meat market. ☐
  - b. the name of a pub. ☐
  - c. the world's largest antiques market. ☒
- 5 The statue of Eros is located at:
  - a. Piccadilly Circus. ☒
  - b. Hyde Park. ☐
  - c. Leicester Square. ☐
- 6 Big Ben is the name of:
  - a. the clock tower. ☐
  - b. the bell. ☒
  - c. the palace of Westminster. ☐
- 7 The Queen usually lives at:
  - a. 10 Downing Street. ☐
  - b. the Houses of Parliament. ☐
  - c. Buckingham Palace. ☒
- 8 The most famous department store in London is:
  - a. Harrods. ☒
  - b. Liberty. ☐
  - c. Hamleys. ☐
- 9 The summer Proms concerts are held at:
  - a. Trafalgar Square. ☐
  - b. the Royal Albert Hall. ☒
  - c. Wembley stadium. ☐
- 10 Europe's tallest skyscraper is:
  - a. the Shard. ☒
  - b. the Lloyd's building. ☐
  - c. the Cheesegrater. ☐



Listen and check.

Your score:

## LONDON WALKS

### The Sherlock Holmes London Walk



A



B



C



D



E

A. Sherlock Holmes lived at Baker Street Station.

221b Baker Street

B. Near Baker Street there is a wax model.

Bronze statue

C. In the Sherlock Holmes Museum, you will see Dr Watson's study.

see Holmes's study and Dr

Watson's bedroom

D. The wax model of Robert Downey Jr wears a Victorian costume at the Sherlock Holmes pub.

Madame Tussaud's

E. Sherlock Holmes did research at Saint Paul's Cathedral.

the British Museum

"I just went on the Sherlock walk. I had a really great time. It was a great way to see London and learn new things about Sherlock Holmes."

Karen Pope, April 2013



3 Listen to the description of the Sherlock Holmes London tour and correct the caption of each photo.

4 Read Karen's comment and answer the question in French. Pourquoi Karen a-t-elle apprécié cette visite ?

Karen a apprécié de voir Londres de cette façon et elle a appris des choses sur Sherlock Holmes.

Date:.....

Name:.....

Class:.....



# Harry Potter Walking Tour of London



► **Titre de la vidéo\* :**  
Harry Potter Walking Tour of London

► **Lien vers la vidéo :**  
[http://www.youtube.com/watch?feature=player\\_detailpage&v=LpTDNYDoyH4](http://www.youtube.com/watch?feature=player_detailpage&v=LpTDNYDoyH4)

► **Durée : 2'07"**

► **Sous-titres : non**

\* à entrer dans le moteur de recherche si le lien ne fonctionne plus

## ► Part 1 Watch the video in full.

Répondez en anglais aux questions suivantes.

a. Which town is the journalist visiting?

The journalist is visiting London.

b. What is the theme of the tour?

The theme of the tour is Harry Potter.

## ► Part 2 Watch the video from 0'19" to 0'40".

Cochez si ces affirmations sont vraies ou fausses.

a. The first stop on the Harry Potter Tour is Diagon Alley.

☒ Right

☐ Wrong

b. Diagon Alley is the real name of the alley.

☐ Right

☒ Wrong

c. The alley is full of old bookshops.

☒ Right

☐ Wrong

d. The books are books of mechanics.

☐ Right

☒ Wrong

e. The entrance to the Ministry of Magic is in Scotland Place.

☒ Right

☐ Wrong

## Part 3 Watch the video from 0'40" to 1'01".

1 Ecoutez les explications données par le journaliste pour relier les éléments entre eux.

- |                                   |  |
|-----------------------------------|--|
| a. He is learning                 | the great city of London.                      |
| b. He is seeing                   | everything to do with London and Harry Potter. |
| c. The tour guide is pointing out | a lot of fun stuff about Harry Potter.         |

2 Numérotez les monuments dans l'ordre où ils apparaissent.

- |  |   |
|--|---|
| a. Shakespeare's Globe Theatre ( ... 5 ... ) | d. Big Ben and the Houses of Parliament ( ... 2 ... ) |
| b. The River Thames ( ... 4 ... )            | e. The London Eye ( ... 3 ... )                       |
| c. The Millenium Bridge ( ... 6 ... )        | f. Tower Bridge ( ... 1 ... )                         |

## Part 4 Watch the video from 1'01" to 1'54".

Ecrivez les noms de lieux qui correspondent aux descriptions entendues dans la vidéo.

- a. "It was used because apparently it's the easiest bridge to destroy using CGI!"

The Millenium Bridge

- b. "It actually looks like a movie set but it's a real place." Leadenhall Market

- c. "...the famous railway station where Harry Potter and all his buds<sup>2</sup> would get on the train..."

King's Cross Railway Station

- d. "This is so cool, I didn't know this existed in real life (...), quite a spot for a photo there."

Platform nine and three-quarters

1. computer generated imagery; 2. potes

## Part 5 Watch the video again from 1'31" to the end.

1 Complétez le script pour trouver les différents transports utilisés.

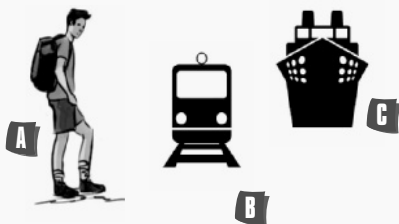
"This is awesome: walking , boats and now the Tube —the subway— to check out the final chapter of the Harry Potter Tour."

2 Répondez en anglais à la question suivante.

What does the journalist think of this tour? He absolutely enjoyed this Harry Potter Tour.

## Part 6 Watch the video again if you need to.

Pour chaque lieu visité, indiquez le moyen de transport utilisé.



A	Diagon Alley
C	Shakespeare's Globe Theatre
B	King's Cross Station / Platform 9 ¾
C	The London Eye
A	Leadenhall Market / The Leaky Cauldron
C	The Millenium Bridge
A	Scotland Place

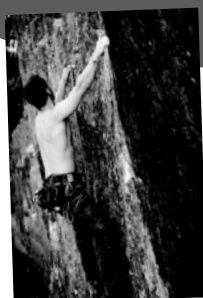
# Saving Lives

# UNIT 7

## PROJET

Créer une affiche pour présenter une situation à risques.

EE et EOC – A2



**Liam**

Rock climbing.....



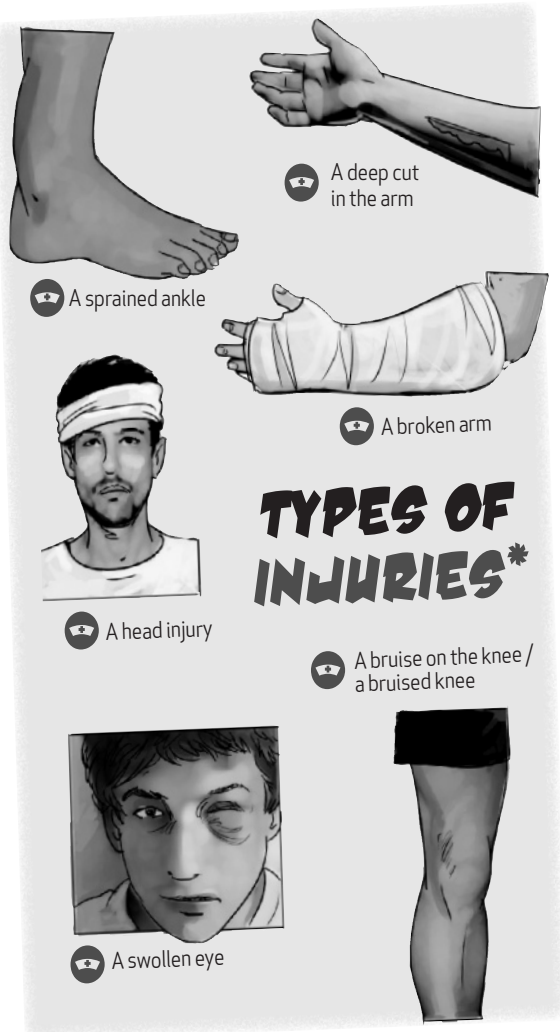
**Dylan**

Roller skating.....



**Emily**

Boxing.....



**Victoria**

Hiking.....



**Rita**

Biking.....



**Julia**

Horse-riding.....

1 Complete the stickers with the following activities.  
biking – hiking – rock climbing – horse-riding – boxing – roller skating



2 Listen. Link the injury and the corresponding photo.

3 Make sentences as in the example to speak about their problems.

Example: Liam has a head injury. At the moment he can't go rock climbing.

\*blessures

# Emergency First Aid

## TÂCHE

Demander ou donner des explications pour donner les premiers soins. **E01 - A2**

### Activity A Diagnosis and Treatments



1 Listen to the conversation between Doctor Craig and his patients. Tick the information you hear or write the part of the body which is injured\*.

		David	Emma	Tommy
Places	Kitchen		X	
	Football ground	X		
	Shower			X
Injuries	Fracture			(leg.....)
	Bump	(head.....)		
	Burn		(hand.....)	
Treatments	Cream + observation	X		
	X-ray + cast**			X
	Cream + bandage		X	



\*blessé \*\*plâtre

### Activity B Examining a Patient



1 What's wrong with you? (e).....

2 Where does it hurt? (a).....

3 Can you move your foot? (c).....

4 Does it hurt when I do this? (g).....

5 I'm going to touch your ankle. (f).....

6 This may hurt a little bit. (d).....

7 Do you feel better? (b).....



2 Listen and match Tony's answers to Doctor Hart's examination.

- |                                       |  |
|---------------------------------------|--|
| a. My leg hurts a lot.                | e. I hurt myself while roller skating. |
| b. Yes, the pain is gone.             | f. Ouch! It hurts there.               |
| c. No, I can't. It hurts me too much. | g. No, it doesn't hurt.                |
| d. Ouch! It hurts badly.              |  |

## Activity C First Aid Steps

**Situation:** A jogger collapses in the park. You mustn't panic. Keep calm and concentrate.



### 3 Write the letters of the sentences corresponding to the pictures.

- You must check if the man is conscious. Ask him what's wrong or shake his shoulders gently.
- If the man is unconscious, shout for help or call the emergency services.
- If the man is unconscious but breathing\* normally, put him in the recovery position and wait for the ambulance.
- If the man is not breathing, you must proceed with CPR (Cardiopulmonary Resuscitation).

\*respirer

## Focus

**You must check his breathing. You mustn't panic.**

- « Must » signifie : ☐ pouvoir ☒ devoir ☐ vouloir.  
 « Must » est suivi : ☒ d'une base verbale ☐ d'un nom ☐ d'un adjectif.

A la forme négative, « Must » devient : mustn't

► Training ex. 2 & 5

## Activity D What to Do in Case of an Emergency



### 4 Write what you must do in the following situations.

- a. A worker has a deep cut in the arm. (press / wound)

You must press the wound.

- b. A man is unconscious. (roll / on his side)

You must roll him on his side.

- c. A boy has an asthma attack. (give / his medicine)

You must give him his medicine.

- d. People have a car accident. (call 999)

You must call 999.

1. plaie ; 2. côté.

## NOW ACT

### 5 Ask and answer questions about simulated emergencies.

**Student A:** You are examining an injured person. Ask him / her questions and complete the form.

**Student B:** You are injured. Use the photos on page 141 to answer your partner's questions.

Examination	Name: .....
	Age: .....
	Part of the body: .....
	Move: <input type="checkbox"/> Yes <input type="checkbox"/> No Hurt when touched: <input type="checkbox"/> Yes <input type="checkbox"/> No
Diagnosis	<input type="checkbox"/> Bruised <input type="checkbox"/> Sprained <input type="checkbox"/> Burnt <input type="checkbox"/> Swollen <input type="checkbox"/> Broken <input type="checkbox"/> Cut <input type="checkbox"/> Others
Treatment	<input type="checkbox"/> Cream <input type="checkbox"/> Bandage <input type="checkbox"/> Cast <input type="checkbox"/> Pills <input type="checkbox"/> Injection <input type="checkbox"/> Recovery position <input type="checkbox"/> Rest

# Preventing Accidents

## TÂCHE

Comprendre un prospectus et formuler des conseils.

CE et EOC – A2

### Activity A Protecting the Accident Scene

**1** Read the article and write the subtitles corresponding to each paragraph.

Priority to safety

Protect people

Call the emergency services

**2** Find the equivalents in the text.

a. *Tomber sur un accident* (§1):

come across an accident

b. *Arriver sur les lieux* (§2):

arrive on (the) scene

c. *Regarder autour du lieu de*

*l'accident* (§3): look around the

scene of the accident

d. *Être en état de choc* (§3):

suffer from shock

e. *Les victimes* (§3):

the casualties

#### What to Do when Arriving at a Car Accident?

**If you come across a car accident and you have an idea of emergency first aid, you should be able to help.**

Call the emergency services



The first thing you must do is call the emergency services so that they have time to arrive on scene as soon as possible. The operator will ask you basic questions (place of the accident, number of vehicles or people involved\*, type of injuries).

Priority to safety



You shouldn't put yourself in danger unless there is an immediate danger for the occupants of a vehicle. Look around the scene of the accident for potential dangers including traffic. If you think it is too dangerous, you should wait for the emergency services to arrive

Protect people



If it is safe, take the people who can move by themselves away from the scene of the accident. You should keep them warm because they will suffer from shock. You should try to communicate with the casualties, asking them their names and ages. Give priority to the casualties that do not respond.

**3** Answer in French and underline the sentences in paragraph 3.

\*impliqué

a. Qu'est-il conseillé de ne pas faire lorsque l'on arrive sur les lieux d'un accident ?

Il est conseillé de ne pas se mettre en danger.

b. Que devrait-on faire si c'est trop dangereux ?

On devrait attendre les secours.

**4** Use the last paragraph to answer the questions.

a. What should you do when people suffer from shock ?

You should keep them warm.

b. What should you do to help the injured people ?

You should try to communicate with the casualties.

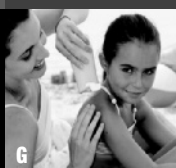
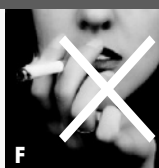
## Activity B Advising Nannies

B

### Safety Advice for Nannies

E

- A. I should keep children safe from having serious accidents.
- B. I should change babies' nappies on the floor because they can roll and fall off a table.
- C. I should keep medicines in a locked cupboard<sup>1</sup> to keep the children safe from being poisoned.
- D. I shouldn't leave a small child alone in the bath because they can drown<sup>2</sup> quickly.
- E. I should use a five-point harness<sup>3</sup> in the highchair because falling can cause a serious head injury.



- F. I shouldn't smoke next to a baby. ....
- G. I should put some sun cream on the baby's skin. ....
- H. I shouldn't leave a child alone next to the swimming-pool. ....
- I. I should use a five-point harness / belt / baby seat in the car. ....

1. placard verrouillé; 2. se noyer; 3. un harnais cinq points

- 5 Read the document. Write the letter of the safety advice corresponding to the two pictures.
- 6 Use the photos F, G, H, I to complete the document with other advice.

### Focus

*I should keep children safe. I shouldn't leave a small child alone.*

*I should* signifie toujours « je devrais » :

☒ Vrai

☐ Faux

*Should* exprime :

☐ un ordre

☐ une possibilité

☒ un conseil

### NOW ACT

- 7 Use the elements to write advice to your friend who is keeping his/her grandfather at home and imagine a few others.



a. leave / toys / floor



b. remove / carpets



c. turn down / temperature / hot water

You shouldn't leave toys on the floor. You should remove the carpets. You should turn down the temperature of the hot water.

# Training

## In tune



A. Ecoutez et répétez les mots suivants.

Shoulder – mouth – ouch – shout – should – cough – around – dangerous

[əʊ]	[aʊ]	[u]	[ɒ]	[ə]
Shoulder	Mouth, ouch, shout, around	should	cough	dangerous

B. Classez-les dans le tableau selon la prononciation de l'ensemble « ou ».

1 Entourez les mots dans la couleur correspondant à la catégorie à laquelle ils appartiennent.

### Body parts

### Injuries

### Emergency

### Treatments

Examination

bump

touch

head

unconscious

X-Ray

burn

first aid

hurt

cream

breathing

bandage

patient

sprained ankle

call 999

broken leg

recovery position

arm

shoulder

ankle

cast

## Vocabulary

### Nouns

an ankle une cheville  
an arm un bras  
blood du sang  
the body le corps  
a bruise un bleu, une contusion  
a bump une bosse  
a burn une brûlure  
a cast un plâtre  
a casualty une victime, un blessé  
CPR le massage cardiaque  
a cut une coupure  
an eye un œil  
emergency first aid les gestes de premiers secours  
emergency services les services d'urgence  
a fracture une fracture

a hand une main  
a hazard un risque  
a head la tête  
an injection une piqûre  
an injury une blessure  
a knee un genou  
medicine des médicaments  
a mouth une bouche  
(a) pain la (une) douleur  
a pill un cachet, un comprimé  
recovery position la position latérale de sécurité  
safety la sécurité  
a wound une plaie  
an X-ray une radio

### Verbs

breathe respirer  
call alerter  
feel better se sentir mieux

give first aid donner les premiers soins  
hurt faire mal  
hurt oneself se blesser  
keep safe from protéger de  
proceed with procéder à  
rest se reposer  
suffer from shock être en état de choc

### Adjectives

broken cassé  
deep profond  
sprained foulé  
swollen gonflé, enflé  
unconscious inconscient

### Phrases

Ouch! Aïe !  
What's the matter with you? Que se passe-t-il ?  
What's wrong with you? Qu'est-ce qui ne va pas ?

**2** Complétez les consignes avec *must* ou *mustn't* afin d'utiliser des rollers en toute sécurité.

- You must wear safety equipment.
- You mustn't practise on the road.
- You must buy good shoes.
- You mustn't hit\* anybody. *\*heurter*

**3** Complétez les phrases avec *you should* ou *you shouldn't*.

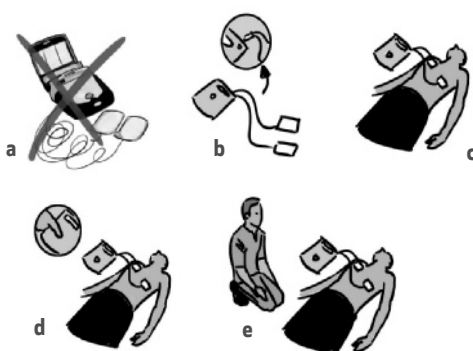
- You shouldn't leave your baby unattended\* on a bed.
- You shouldn't put baby seats on tables.
- You should cut food into small pieces.
- You should keep plastic bags far away from a baby.

*\* sans surveillance*

**4** Utilisez les informations et votre bon sens pour expliquer ce que chacun devrait faire.

- Steve has a bump on his head. (use ice cubes)  
He should use ice cubes.
- Amber has a sprained ankle. (put on a bandage)  
She should put on a bandage.
- Leo has a burn on his hand. (put oil)  
He shouldn't put oil on his hand.
- Tony has an asthma attack. (take his medicine)  
He should take his medicine.

**5** Observez les dessins et complétez les consignes avec *must* ou *mustn't*.



- If the patient is breathing, you mustn't use the defibrillator.
- If the patient is not breathing, you must act quickly. You must turn on the defibrillator.
- You must apply the pads to the victim's bare\* chest.
- The defibrillator analyzes the heart rhythm. You must push the shock button.
- You mustn't touch the patient. Everybody must stand clear.

*\* dénudée*

## Language tips

### Exprimer l'obligation et l'interdiction

⇒ *must / mustn't + V*

You must check his breathing.

*Vous devez vérifier sa respiration.*

You mustn't run in the house.

*Tu ne dois pas courir dans la maison.*

### Exprimer le conseil

⇒ *should / shouldn't + V*

You should communicate with the casualties.

*Vous devriez communiquer avec les blessés.*

You shouldn't put yourself in danger.

*Vous ne devriez pas vous mettre en danger.*

# PROJECT 7

## Advice for Emergency First Aid

**D**ans le cadre de l'initiation aux premiers secours, votre classe doit présenter en anglais différentes situations d'urgence et les réactions à adopter.

### TÂCHE 1

Créer une affiche pour donner des conseils sur les premiers soins.

EE – A2

- Par deux, choisissez un lieu pouvant présenter des risques :
  - à l'atelier, à la piscine, au stade, à la maison ;
  - dans la nature, en vacances, au soleil, à la neige...
- Listez trois risques possibles dans cet environnement. Puis cherchez des photos pour illustrer la situation à risques choisie.
- Ecrivez quelques conseils pour apporter de l'aide aux blessés. Réalisez l'affiche.

### TÂCHE 2

Présenter une situation d'urgence.

EOC – A2

- Utilisez votre affiche pour décrire la situation choisie, les conditions de l'accident et l'attitude à adopter dans ce cas précis.
- Vous pouvez ajouter des règles à appliquer dans une telle situation ou d'autres conseils.

**Place**

**Possible hazards**

**Chosen situation**

**Injuries**

**Tips/Advice**

Retrouvez votre fiche PROJECT sur le site des éditions Foucher [www.editions-foucher.com](http://www.editions-foucher.com)



## Recueillir des informations au téléphone et rassurer



① Afin de recueillir le maximum d'informations lors d'un appel téléphonique, l'opératrice des secours suit une fiche de procédure. Pour chaque item, inscrivez les questions qu'elle pose. Ecoutez la conversation et vérifiez.

Procedure File		Emergency Service Operator
Caller's identity	Name of the caller	What's your name? .....
	Phone number	What is the number of the telephone you are calling from?
The accident	Exact location	Where are you exactly? .....
	Incident	What's wrong? .....
The patient	Conscious	Is the patient conscious?
	Breathing	Is he / she breathing? .....
	Pain	Where does it hurt? .....
	Name and age	What is your friend's name? How old is he/she? .....
	Bleeding badly	Is he/she bleeding badly?



② Ecoutez la suite de la conversation et soulignez les expressions utilisées par l'opérateur pour rassurer la personne en ligne.



**Operator:** (Don't panic / Keep calm / You just need to stay calm) and keep him warm. Don't hang up your mobile before (I tell you / the staff are here / he is in the ambulance)! It will help them to find you. (...)

**Operator:** He is suffering from shock. (Move your friend / Stay with your friend / Talk to your friend) and keep him warm. (What are you doing? / You're doing well. / We're doing our best.) We are going to (rescue / save / help) your friend.

③ Deux par deux, suivez la trame proposée pour réaliser la simulation d'un appel des secours.

Emergency services operator	Caller
<i>Hello. This is the emergency 999 operator</i>	<i>Help! I need an ambulance! Please, help me!</i>
Caller's identity	Name
Phone number	Mobile phone
Place of the accident	Kitchen, exact address
Patient	Friend
Type of accident	Dropped a glass, deep cut in his / her hand
Consciousness	Feel sick, cold
Serious injury	Much blood
Patient's identity	Friend's name
Advice	<i>Here is the ambulance.</i>



### Nottinghamshire children learn about safety in the zone

Over 1,000 north Nottinghamshire children will be taking part in this year's second Safety Zone from Monday 1 to Friday 12 July.

The event, at Ashfield Fire Station, will involve pupils aged 9 to 11 from 21 schools. They will receive important safety messages. [...]

Nottinghamshire Fire and Rescue Service will be demonstrating what to do in an emergency near water and working with Nottinghamshire Police to run a scenario on making 999 calls. Western Power Distribution will highlight the shocking power of electricity using a mock substation, St John Ambulance and East Midlands Ambulance Service will teach first aid skills, Nottinghamshire County Council will teach the children how to stay safe on the roads and Nottingham e-Learning Centre will explain how to stay safe while using the Internet. [...]

Nottinghamshire Fire and Rescue Service Station Manager Paul Vasper said: "Safety Zone North is a brilliant event and gives us a great opportunity to teach children about fire safety and other safety issues in a fun and active way." [...]



#### Répondez aux questions en français.

Abridged from <http://www.notts-fire.gov.uk/38589595D3F6401790B496E5348D505E.asp>

a. Quel est le sujet de ce document ?

Il s'agit d'une formation aux premiers secours appelée Safety Zone.

b. Quand et où a lieu cet événement ?

Du lundi 1 juillet au vendredi 12 juillet, à la caserne des pompiers de Ashfield dans le comté de Nottingham.

c. Quel public touche-t-il ? Plus de 1 000 enfants âgés de 9 à 11 ans provenant de 21 écoles.

d. Combien d'organismes sont impliqués en plus de la caserne d'Ashfield ? 7

e. Quels exercices les différents organismes ont-ils choisis de présenter ?

Les enfants vont voir une démonstration d'une intervention près de l'eau, d'un appel des secours, de la puissance de l'électricité, des premiers soins, de la prudence sur la route, des dangers d'internet.

f. S'agit-il d'une formation très théorique ?

Non, c'est une formation qui permet d'apprendre en agissant et en s'amusant.

### MON BILAN de l'unité 7

	J'ai réussi à...	-	+/-	+	++
CO	Comprendre des informations sur des blessures				
CE	Comprendre les étapes d'une démarche pour donner les premiers secours				
CE	Comprendre un prospectus sur la prévention des accidents				
EE	Ecrire des conseils sur la sécurité dans la maison				
EOI	Demander / donner des explications pour soigner une personne				
EOI	Demander / donner des explications pour une intervention des secours				
EOC	Donner des conseils, des règles à suivre				
EOC	Présenter une situation d'urgence				

# New Looks

# UNIT 8

## PROJET

Présenter l'évolution d'un acteur à travers ses films.

EOC – A2+



a. formal dress



d. streetwear



c. sportswear



b. beachwear



e. party wear



1 Look at the pictures, listen and complete the stickers.

formal dress – sportswear – beachwear – streetwear – party wear



2 Listen and match the fashion styles and their definitions.

- |                 |                          |   |
|-----------------|--------------------------|---|
| a. beachwear    | <input type="checkbox"/> | <input checked="" type="checkbox"/> A. clothes for sport or leisure activities        |
| b. streetwear   | <input type="checkbox"/> | <input checked="" type="checkbox"/> B. fashionable clothes for parties                |
| c. party wear   | <input type="checkbox"/> | <input checked="" type="checkbox"/> C. swimsuits                                      |
| d. sportswear   | <input type="checkbox"/> | <input checked="" type="checkbox"/> D. casual clothes for everyday life               |
| e. formal dress | <input type="checkbox"/> | <input checked="" type="checkbox"/> E. smart clothes for work or formal social events |

3 Orally explain which style you prefer and say what type of clothes you usually wear on New Year's Eve; on work placement; to visit your grandparents; on holiday.

# New Job, New Look

## TÂCHE

Décrire les changements d'apparence d'une personne.

CO et EE – A2+

### Activity A Lisa's Decision



#### 1 Listen and tick the correct information about Lisa.

- a. Lisa is: ☒ American ☐ English. d. She: ☐ is a student. ☒ found a job a month ago.  
 b. She is: ☐ 18 ☒ 19. e. She decided to change: ☒ her appearance. ☐ her lifestyle.  
 c. She wore ☒ casual clothes ☐ sportswear.



#### 2 Listen again and answer the questions.

- a. What is Lisa's new job? She is a receptionist.  
 b. Who helped her to change her look? Her hairdresser and her friend Jen helped her.

### Activity B At the Hairdresser's

#### 3 Write the names of the hairstyles under the pictures. You can use a dictionary.

**Hairstyles:** wavy blond hair – straight brown hair – short frizzy hair – long plaited hair – bangs/a fringe – tousled hair – streaked hair – dreadlocks – a crew cut – a bob



g. short frizzy hair



h. a crew cut

a. wavy blond hair



c. long plaited hair



d. tousled hair



i. a bob

b. dreadlocks



e. straight brown hair



f. streaked hair



j. bangs/a fringe



#### 4 Listen to Lisa and draw her hairstyle before and after.

Before



After



## Activity C Lisa's Clothing Style

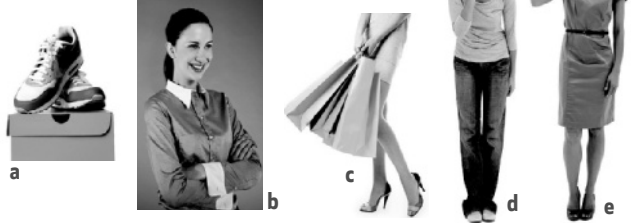


5 Listen and tick the words you hear.

- |  |   |   |  |  |
|--|---|---|--|--|
| <input checked="" type="checkbox"/> a jacket | <input checked="" type="checkbox"/> a blouse          | <input checked="" type="checkbox"/> baggy jeans | <input checked="" type="checkbox"/> skinny jeans | <input type="checkbox"/> slim jeans          |
| <input checked="" type="checkbox"/> a skirt  | <input type="checkbox"/> a coat                       | <input checked="" type="checkbox"/> a dress     | <input type="checkbox"/> a tie                   | <input checked="" type="checkbox"/> trainers |
| <input checked="" type="checkbox"/> boots    | <input checked="" type="checkbox"/> high-heeled shoes | <input type="checkbox"/> a tee-shirt            | <input type="checkbox"/> a suit                  |  |

6 Select words you ticked in Exercise 5 and match them with the correct pictures.

- a. trainers .....
- b. a blouse .....
- c. high-heeled shoes .....
- d. baggy jeans .....
- e. a dress .....



7 Listen again and explain in French what you have understood about the changes in Lisa's clothing style.

Elle décide d'abandonner son jean baggy et ses baskets. Elle pense acheter un pantalon noir, un chemisier blanc, une veste ...  
noire (et éventuellement une jupe ou une robe avec des chaussures à hauts talons ou des bottes).

## Focus

a. I had long brown hair.

b. I needed a new hairstyle.

c. It was time to change my look.

d. At the time I always wore casual clothes.

Soulignez les formes verbales. Les verbes sont au : ☐ présent simple ☒ prétérit ☐ futur.

Ce temps exprime : ☒ un fait passé, daté et terminé ☐ un fait qui va se produire.

Quelles sont les formes infinitives? had have ....., needed need ....., was be ....., wore wear .....

► Training ex. 1, 3 & 4

## Activity D Commenting on changes

8 Use the information to write comments about the changes in Lisa's appearance.

a. Before, Lisa / be / careless about her appearance. With her new job she / need / look very smart.

Before Lisa was careless about her appearance. With her new job she needed to look very smart.

b. When she / start / her new job, Lisa / have / piercings in her nose and she always / wear / sportswear. It / be / time for her to have a formal appearance.

When she started her new job, Lisa had piercings in her nose and she always wore sportswear. It was time for her to have ...  
a formal appearance.

## NOW ACT

9 Viktor and Helena were at a job interview yesterday. Describe them and say if their appearance was appropriate. If not, say what they needed to do before applying to be a receptionist.

Helena Réponse personnelle .....

Viktor Réponse personnelle .....

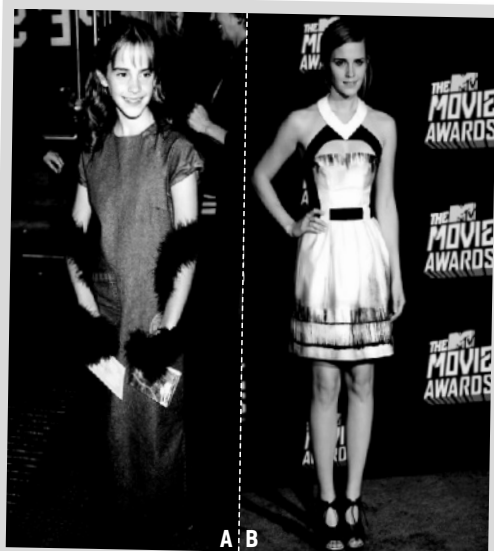
# Growing Up in the Spotlights

TÂCHE

Comprendre un article  
sur l'évolution d'une  
star.

CE - A2+

## Activity A Emma Watson



### A New It Girl

For the last ten years, we've watched Emma Watson and the cast of *Harry Potter* grow up before our eyes. After *Harry Potter and the Sorcerer's Stone* in 2001, Emma was transformed from a frizzy-haired awkward child actor to the poised and stunningly beautiful\* young woman she is today. Now with Sofia Coppola's film *The Bling Ring*, Watson goes through a metamorphosis yet again— this time from enchanting student to teenage burglar. She's also more fashionable and her fans realize a new It Girl has arrived. Top designers like Karl Lagerfeld and Christopher Bailey dress the young star and she is now smarter and prettier than ever.

\*magnifique

1 Read the document and tick the correct answer. The document is about the evolution of:

☒ a. Emma Watson's style

☐ b. Emma Watson's cinema partners.

2 Find the English equivalents in the text.

a. la distribution (ensemble des acteurs) : cast

d. cambrioleuse : burglar

b. maladroit : awkward

e. plus chic : smarter

c. posé, calme : poised

f. plus jolie : prettier

3 Read the document again, underline in blue the expressions corresponding to picture A and underline in red the expressions corresponding to picture B.

4 Answer the questions.

a. What is Emma Watson's part in the *Harry Potter* films? She is an enchanting student.

b. What is her role in *The Bling Ring*? She is a burglar.

c. Is she only an actress? No, she isn't. She is also a model for Karl Lagerfeld and Christopher Bailey.

## Focus

a. She is smarter and prettier than ever. b. She has grown more fashionable.

c. It would be better to wear more formal clothes.

Soulignez les adjectifs au comparatif de supériorité. Adjectifs courts: adj. + -ER (+ than)

Adjectifs longs : MORE + adj. (+ than) Adjectifs en -Y: adj. + -IER (+ than)

Quel est le comparatif de « good/well » ? BETTER

► Training ex. 5 & 6

**From 2001 to 2011 the *Harry Potter* films**

'Emma Watson made her big-screen debut in 2001's box-office hit *Harry Potter and the Sorcerer's Stone*, bringing to life Hermione Granger, friend to the famous protagonist Harry Potter of J.K. Rowling's children's novel. The content is perfect for children.'



**2013 *This Is the End***

'Emma Watson had a quality part. The movie is definitely not for kids, it has adult language, adult situations and scenes that can frighten little ones.'

**2012 *The Perks Of Being a Wallflower***

'The actors in this well-directed movie were all excellent. It was told from the teenagers' viewpoint and this was really emotional. Emma Watson took one of the leading roles.'

**2013 *The Bling Ring***

'Emma Watson has really stepped away from her role in *Harry Potter*. She is an amazing actress. Expect to see her win an Oscar one day.'

**5 Read the document Fan Reviews and explain in French the onscreen evolution of Emma Watson.**

Emma Watson a commencé sa carrière dans des films initialement destinés à des enfants, puis a endossé un rôle d'adolescente dans *The Perks of Being a Wallflower* avant d'interpréter des rôles d'adultes dans *This is the End* et *The Bling Ring*.

**6 Use the preterite and the comparative form to describe Emma Watson in her different films.**

a. Emma Watson / be young / in the *Harry Potter* films than in *This Is the End*.

Emma Watson was younger in the *Harry Potter* films than in *This Is the End*.

b. The actress / look mature / in *The Bling Ring*.

The actress looked more mature in *The Bling Ring*.

c. Her hair / be long / when she was a child.

Her hair was longer when she was a child.

**NOW ACT**

**7 Read the article about Daniel Radcliffe's evolution. Then explain in French what you have understood.**

Daniel Radcliffe a beaucoup évolué depuis son 1<sup>er</sup> rôle dans les films *Harry Potter*. Il a troqué ses boucles ébouriffées d'enfant et ses tee-shirts trop grands contre une coiffure gominée et des blazers cintrés. Il joue maintenant des rôles différents, plus adultes.

**The Boy Who Grew Up**

Daniel Radcliffe was first cast as 'The Boy who Lived' for 2001's *Harry Potter and the Sorcerer's Stone*, gaining a vast fortune and securing lifelong fame in just under a decade. It's amazing to observe Daniel's physical evolution since the early *Potter* years. Quickly after the end of the *Harry Potter* films, the star swapped his tousled, boyish locks and oversized T-shirts for a slicked-back hairstyle and tailored blazers. Like Emma Watson, Daniel Radcliffe is quite style-savvy himself. He is now a successful Hollywood actor and he has very different new roles covering some adult themes like murder and homosexuality.

# Training

## In tune



A. Ecoutez et cochez la bonne prononciation du '-ed' final de ces verbes au prétérit.

	decided	looked	wanted	changed	appeared	realised	started	played	worked
[d]				X	X	X		X	
[t]		X							X
[ɪd]	X		X				X		

B. Répétez ces verbes.

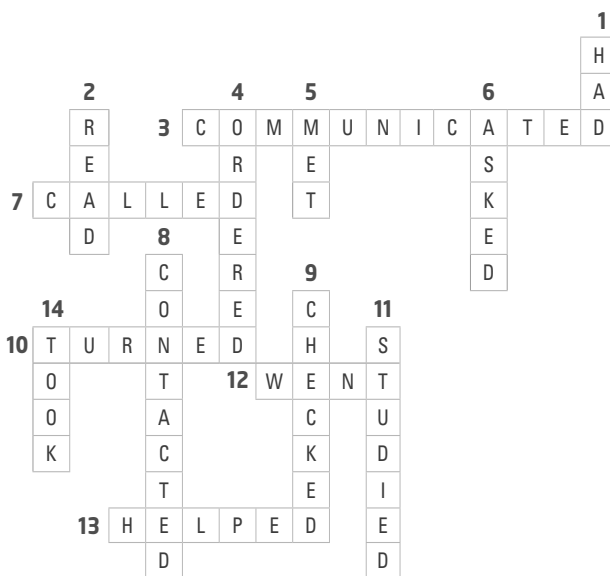
1 Conjuguez les verbes au prétérit puis placez-les dans la grille.

### ACROSS

3. communicate
7. call
10. turn
12. go
13. help

### DOWN

1. have
2. read
4. order
5. meet
6. ask
8. contact
9. check
11. study
14. take



## Vocabulary

### Nouns

- bangs (US) / a fringe (UK)** une frange
- a blouse** un chemisier
- a bob (cut)** un(e) coupe au carré
- boots** des bottes
- a crew cut** une coupe en brosse
- a decade** une décennie
- a dress** une robe
- fame** la célébrité
- a hairdresser** un coiffeur
- a hairstyle** une coupe de cheveux
- a laptop** un ordinateur portable
- a lock** une boucle, une mèche (de cheveux)
- a protagonist** un protagoniste, un personnage principal

- a streak** une mèche teintée/décolorée
- a suit** un costume
- trainers** des baskets

### Verbs

- expect** s'attendre à
- frighten** effrayer
- grow\* up** grandir
- look** avoir l'air
- share** partager
- step away** s'éloigner

### Adjectives

- amazing** étonnant
- baggy** large, ample
- careless** insouciant, négligent

- casual** décontracté
- cheerful** joyeux, enjoué
- fashionable** à la mode
- frizzy** frisé, crépu
- leading** principal
- oversized** trop grand
- plaited** tressé, natté
- skinny** moulant
- slicked** gominé
- smart** chic
- straight** raide
- tailored** bien taillé
- tousled** ébouriffé, en pagaille
- wavy** ondulé

### Others

- in the spotlight** sous les projecteurs

## 2 Rayez l'intrus.

- a. Streetwear: ~~an evening dress~~ – tee-shirts – a sweater  
 b. Formal dress: a suit – a shirt – ~~shorts~~  
 c. Partywear: ~~pyjamas~~ – a dress – a bow tie

## 3 Conjuguez avec le verbe *be* au prétérit.

- a. When Tom was ..... young, he liked wearing casual clothes.  
 b. At their wedding, Clare and Tom were ..... very smart.  
 c. On their honeymoon in Majorca, their favorite clothing was ..... beachwear.

## 4 Conjuguez les verbes au prétérit.

- a. In the 60s, young women (wear) wore ..... mini-skirts.  
 b. In the 70s, the disco look (be) was ..... fashionable and people (like) liked ..... wearing flared jeans and platform shoes.  
 c. In the 80s, women often (have) had ..... glamorous images with bright make-up. From that time on, they (colour) coloured ..... their lips and (darken) darkened ..... their eyes.

## 5 Mettez les adjectifs au comparatif de supériorité.

- a. young: younger .....  
 b. dynamic: more dynamic .....  
 c. short: shorter .....  
 d. slim: slimmer .....  
 e. cheerful: more cheerful .....

## 6 Comparez les deux looks de l'acteur John Travolta en utilisant les adjectifs de l'exercice 5.



Grease, 1971



Pulp Fiction, 1994

When he acted in Grease, John Travolta was younger. He .....  
 looked more dynamic with shorter hair. He was slimmer and .....  
 more cheerful. ....

## Language tips

### Le prétérit simple à la forme affirmative

⇒ *Be*

Lisa was shy. Lisa était timide.

They were good friends. Ils étaient bons amis.

⇒ *Verbes réguliers : base verbale + -ed*

I wanted to be very smart.

Je voulais être très chic.

⇒ *Verbes irréguliers : cf. liste des verbes irréguliers*

I had long brown hair.

J'avais de longs cheveux bruns.

### Le comparatif de supériorité

⇒ *Plus... que : adjectifs courts (1 syllabe ou en -y)*

Her hair was longer than his.

Ses cheveux étaient plus longs que les siens.

She is prettier than her sister.

Elle est plus belle que sa sœur.

⇒ *Plus... que : adjectifs longs*

Janet is more attractive than Beth.

Janet est plus attirante que Beth.

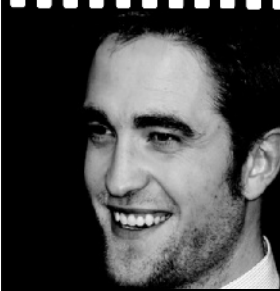
⇒ *Meilleur que...*

On my workplace it is better to wear elegant clothes than casual ones. Sur mon lieu de travail, il est mieux de porter des vêtements élégants que des vêtements décontractés.





## Présenter une filmographie



**ROBERT PATTINSON'S FILMOGRAPHY**

- *Harry Potter and the Goblet of Fire* (2005)
- *the Twilight saga* (2008-2012):
  - *Twilight*
  - *New Moon* (2009)
  - *Eclipse* (2010)

- *Breaking Dawn 1* (2011) & *2* (2012)
- *Remember Me* (2010)
- *Love and Distrust* (2010)
- *Cosmopolis* (2012)
- *Water for Elephants* (2011)
- *Bel Ami* (2012)
- (...)



### 1 Ecoutez et cochez ce que vous entendez.

- a. Robert Pattinson is an ☒ English ☐ American actor who started his career by ☐ performing the part of ☒ playing Cedric Diggory in *Harry Potter and the Goblet of Fire*.
- b. Three years later, he ☒ was cast as ☐ played Edward Cullen in the film *Twilight*.
- c. *Twilight* was ☒ released ☐ distributed in November 2008 and turned Pattinson into ☐ a very famous actor.
- d. A few years ago, he ☒ starred ☐ featured in *Water for Elephants*, *Cosmopolis* and *Bel Ami*.
- e. *Water for Elephants* is ☒ a romantic drama ☐ a comedy, ☐ produced ☒ directed by Francis Lawrence.
- f. His next film, *Cosmopolis*, was in competition for the Palme d'Or at the 2012 Cannes Film Festival and the movie received ☐ mixed ☒ positive reviews.
- g. ☒ His co-stars ☐ The other artists in *Cosmopolis* were Juliette Binoche, Paul Giamatti and Samantha Morton.



### 2 Décrivez la filmographie de Denzel Washington en utilisant les énoncés de l'exercice précédent.

Film	Year	Genre	Co-stars	Awards
<i>Malcom X</i>	1992	biographical movie	Angela Bassett, Al Freeman	MTV Movie Award for Best Performance - Male
<i>Philadelphia</i>	1993	drama	Tom Hanks	MTV Movie Award for Best On-screen Duo (shared with Tom Hanks)
<i>Inside Man</i>	2006	thriller	Jodie Foster and Clive Owen	NAACP Image Award for Outstanding Actor in a Motion Picture
<i>American Gangster</i>	2007	crime film	Russell Crowe	MTV Movie Award for Best Villain
<i>Flight</i>	2012	drama	Don Cheadle and Kelly Reilly	Golden Globe Award for Best Actor



### Lady Gaga Flaunts a New Look

Lady Gaga left her hotel sporting a new striking look with ice-white dreadlocks and a pale white face, in London on Monday. The star, who is known for her swift style switches, looked unusual as she walked along the cobbled street in 10-inch heels. With her face powered pale white, the 27-year-old singer's features stood out with the help of lashings of red lipstick. [...]

Lady Gaga, real name Stefani Germanotta, played at the Jingle Bell Ball on Sunday evening and was on top form in a skimpy top and flared orange trousers. Just a day after her performance, the star appeared from her hotel wearing a golden yellow fitted dress with intricate detail on her sleeve – ready to make her way to the airport. [...]

As the star was unveiling her new look, a source revealed that she's being headhunted to play at the 2014 Grammy awards – but not on her own, they want her to share the limelight with Beyonce and Katy Perry. The source said: 'The trio are all looking to avoid cat fights and turf wars by agreeing to each perform the same amount of time – six minutes. 'And they're not planning any special duets or group performances. They plan to each have their moment to shine and steal the show.'



www.dailymail.co.uk

#### Répondez aux questions en français.

a. Quel est le sujet du document ?

Le document parle du changement de look de Lady Gaga.

b. Quel est le nouveau look de Lady Gaga ?

Elle porte des dreadlocks blanches ; son visage est maquillé de façon à paraître très pâle et ses traits ressortent grâce au rouge à lèvres rouge.

c. Pourquoi Lady Gaga se trouvait-elle à Londres ?

Elle avait participé la veille à un bal (the Jingle Bell Ball).

d. Pourquoi Lady Gaga aurait-elle été sollicitée en 2014 ?

Pour participer aux Grammy Awards.

e. Produira-t-elle une performance avec d'autres célébrités ?

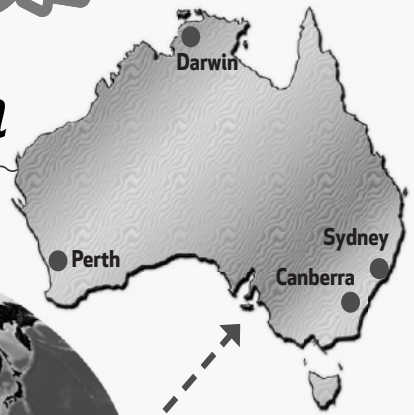
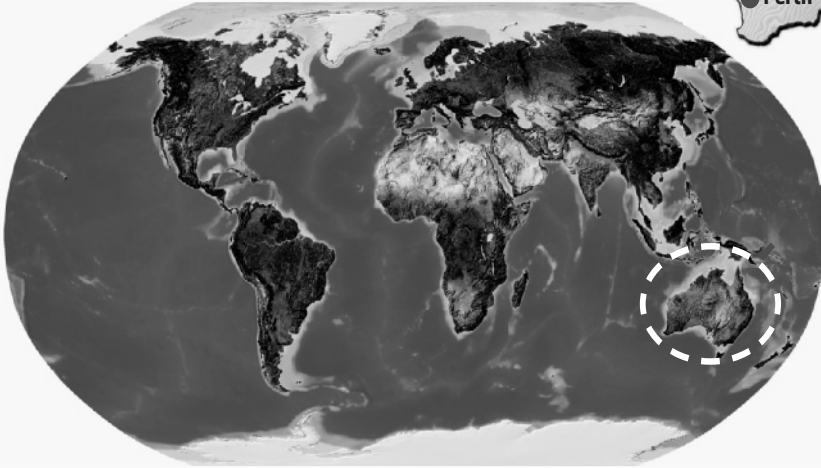
Non. Beyonce et Katy Perry seront également présentes mais chacune se produira seule.

### MON BILAN de l'unité 8

	J'ai pu... / J'ai réussi à...	-	+/-	+	++
CO	Comprendre la description d'une personne				
CE	Comprendre l'évolution d'une star et en rendre compte en français				
EE	Décrire l'apparence d'une personne				
EOC	Présenter une filmographie				
EOC	Décrire les changements d'apparence d'une personne				

# Culture *CLICK*

## Darwin



**1** Look at the map and answer the questions.

- Where is Darwin located? Darwin is in the North of Australia.
- Is Australia in the northern hemisphere? No, it isn't. Australia is in the southern hemisphere.



**2** Listen and complete the grid.

Climate :	Summer Dec-Feb	Autumn Mar-May	Winter Jun-Aug	Spring Sep-Nov
tropical .....				
Average daytime temperatures	32°C	33°C	31°C	34°C
Average night-time temperatures	25°C	24°C	21°C	25°C
Rainy Days	51	24	3	17



**3** Listen and answer the questions.

- How long are Christmas school holidays in Australia?  
six weeks
- When is Australia Day? It's on January 26th.
- Is the traditional Australian Christmas dinner different from the English one? No, it isn't. It's similar.
- What is Boxing Day? It's the day after Christmas Day. It's a public holiday.
- What do families usually do on Boxing Day?  
They watch sport on TV, they have picnics or they go to the beach.

# QUIZ

Tick the correct answers.

- 1 The capital city of Australia is:
  - a. Melbourne ☐
  - b. Sydney ☐
  - c. Canberra ☒
- 2 Which European "discovered" Australia?
  - a. Admiral Nelson ☐
  - b. Bluebeard ☐
  - c. Captain Cook ☒
- 3 Darwin is the capital city of:
  - a. Queensland ☐
  - b. the Northern Territory ☒
  - c. Western Australia ☐
- 4 Darwin is close to:
  - a. the Tiwi islands ☒
  - b. Tasmania ☐
  - c. Sydney ☐
- 5 The distance between Darwin and Canberra is:
  - a. 3,144 kms ☒
  - b. 1,344 kms ☐
  - c. 344 kms ☐
- 6 The largest National Park near Darwin is:
  - a. Litchfield National Park ☐
  - b. Watarrka National Park ☐
  - c. Kakadu National Park ☒
- 7 On Christmas Eve, in 1974, Darwin was heavily damaged by:
  - a. bomb attacks ☐
  - b. a cyclone ☒
  - c. a tsunami ☐
- 8 Which sea borders Darwin?
  - a. the Timor Sea ☒
  - b. the Coral Sea ☐
  - c. the Tasman Sea ☐
- 9 The flight from Paris to Darwin is:
  - a. about 20 hours long ☒
  - b. about 10 hours long ☐
  - c. about 5 hours long ☐
- 10 Darwin's population is notable for its high proportion of:
  - a. Aborigines ☒
  - b. Italian people ☐
  - c. Chinese people ☐



Listen and check.

Your score:



The Tiwi Islands are part of the Northern Territory, 80 kilometres from Darwin. About 3,000 Tiwi, an Indigenous Australian people, live on the two large inhabited islands.

Most of them speak Tiwi as their first language and English as a second language. Dancing, body painting and hunting are part of their everyday life. Indigenous Australian art is an important part of their culture and economy. Some Tiwi artists like Donna Burak or Fiona Puruntatameri have held international exhibitions. They usually make wood carvings of birds from Tiwi mythology.

The other passion of the Tiwi is Australian football; the Tiwi football team is famous for its skills. Many of the players have a preference for playing barefoot.

## 4 Read the document and complete the information in French.

- a. Localisation des îles Tiwi : Northern Territory, à 80 kms de Darwin. ....
- b. Nombre d'habitants : 3 000. ....
- c. Langues utilisées : le tiwi et l'anglais. ....
- d. Activités quotidiennes des Tiwis : la danse, la peinture corporelle, la chasse. ....
- e. Artistes Tiwi: Donna Burak; Fiona Puruntatameri. ....
- f. Passions des Tiwis : l'art (sculpture du bois) et le football australien. ....
- g. Particularité des joueurs de football Tiwi: ils préfèrent jouer pieds nus. ....

Date:.....

Name:.....

Class:.....



# The Best Jobs in the World



▶ **Titre de la vidéo\* :**  
The Best Jobs in the World -  
Official Trailer

▶ **Lien vers la vidéo :**  
[http://www.youtube.com/  
watch?v=GcCXPO68\\_CU](http://www.youtube.com/watch?v=GcCXPO68_CU)

▶ **Durée :** 2'09"

▶ **Sous-titres :** OUI

\* à entrer dans le moteur de recherche  
si le lien ne fonctionne plus

## ▶ **Part 1** Look at the picture and watch the video with the sound off.

Répondez en anglais aux questions suivantes.

- Do you think this man is on holiday? No, I don't think so because we see him at a desk in the video.
- What is he doing at the end of the video? He is leaving his office.

## ▶ **Part 2** Watch the video from the beginning to 0'18" with the sound off.

Répondez en anglais aux questions suivantes.

- What is the man's first name? Ben
- What is the name of the competition he won? The name of the competition is 'The Best Job in the World'.
- When did he win this competition? He won it in 2009.

## ▶ **Part 3** Watch the video from the beginning to 0'18".

### 1 Ecoutez et complétez.

"Hi, I'm Ben Southall. A few years ago, I won ..... the best job in the world being an island  
caretaker on the Great Barrier Reef in Australia ..... Well, unfortunately for me, my time ..... is  
up but luckily ..... for you, 'The Best Job in the World' ..... is back. Yet this time, there's  
not one ..... but six ..... amazing jobs ..... in Australia - all up for grabs!"

### 2 Expliquez en français ce que vous avez compris.

Réponse personnelle.....

## Part 4 Watch the video from 0'19" to 0'44".

### 1 Cochez les bonnes réponses.

0'19" to 0'29"

- a. The first job Ben presents is: ☐ Taste Master ☒ Chief Funster.  
 b. This vacant position is in: ☒ New South Wales ☐ Western Australia.  
 c. The job is to: ☒ write reviews about special events ☐ assist Australian VIPs.

0'30" to 0'44"

### 2 Numérotez les descriptions dans l'ordre où elles apparaissent dans la vidéo.

- |                   |  |
|-------------------|--|
| 3 Campers         | 1 A young couple eating seafood on the beach |
| 4 People in a bar | 2 Two men fishing in the sea                 |

### 3 Associez ces mots extraits de la vidéo à leurs synonymes.

- |               |                          |
|---------------|--------------------------|
| a. forage out | 1. the best              |
| b. uncover    | 2. agricultural products |
| c. produce    | 3. discover              |
| d. the finest | 4. look for              |

## Part 5 Watch the video from 0'45" to 0'57".

Cochez les activités du futur gardien de la faune et flore australiennes.

- a. ☒ wake up the kangaroos ☐ sleep next to the kangaroos  
 b. ☐ observe dolphins and sea lions ☒ swim with dolphins and sea lions  
 c. ☒ explore Kangaroo Island ☐ look after Kangaroo Island

## Part 6 Watch the video from 0'58" to 1'33".

Ecrivez en français les tâches professionnelles assignées à ces trois emplois.

Outback Adventurer	Lifestyle Photographer	Park Ranger
- voyager dans le désert australien	- découvrir des chemins cachés	- vérifier la température de l'eau
	- faire des séances photo	
- rencontrer la population locale	- travailler avec des décorateurs et	- surveiller les plages
- vivre une nouvelle aventure	des artistes	- ne laisser que des empreintes
chaque jour		de pas

## Part 7 Watch the video from 1'34" to the end.

Répondez en anglais aux questions suivantes.

- a. What is the salary for each of these jobs? The salary is \$100,000 for six months.  
 b. What is the other advantage of the jobs? The possibility of travelling with Virgin Australia airline company.  
 c. How can you apply for the jobs? You can apply online.

## Part 8 Speak

A l'oral, répondez à la question suivante. Which job would you like to apply for and why?

# Let's Move!

# UNIT 9

## PROJET

Retracer le voyage d'une personne.

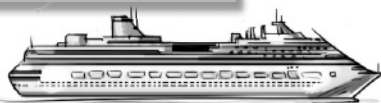
CE et EOC - B1

a. a plane



f. a bike, a motorbike,

a scooter



i. a liner



b. a train



j. an underground train



c. a car



g. a camel

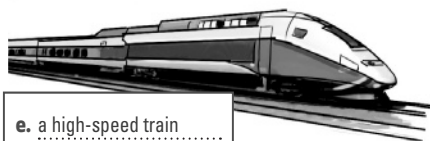
k. a horse



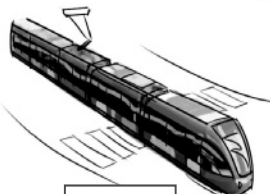
d. a bus



l. a coach



e. a high-speed train



h. a tram



m. a bush-taxi



1 Look and listen to the names of the means of transports. Then complete the stickers.

2 Highlight the public means of transports in green and the private ones in yellow.



3 Tick the wrong information. Then listen to 'How do people travel throughout the world?' and check your answers.

- |  |  |  |   |
|--|--|--|---|
| a. In western countries, millions of people travel | <input type="checkbox"/> by car                  | <input checked="" type="checkbox"/> on elephant back | <input type="checkbox"/> by plane.                  |
| b. In Asian cities, millions of people move around | <input checked="" type="checkbox"/> in a balloon | <input type="checkbox"/> by bike                     | <input type="checkbox"/> by scooter.                |
| c. In deserts, Bedouins travel                     | <input type="checkbox"/> on camelback            | <input checked="" type="checkbox"/> by helicopter    | <input type="checkbox"/> on horseback.              |
| d. In Mongolia, village people travel              | <input type="checkbox"/> on horseback            | <input type="checkbox"/> by motorbike                | <input checked="" type="checkbox"/> on skateboards. |
| e. In Africa, millions of people move around       | <input type="checkbox"/> on foot                 | <input checked="" type="checkbox"/> by train         | <input type="checkbox"/> by bush taxi.              |
| f. In India, people travel                         | <input checked="" type="checkbox"/> by limousine | <input type="checkbox"/> on packed-out trains        | <input type="checkbox"/> on 2-wheeled vehicles.     |

# Journeys

**TÂCHE**

Demander ou donner des informations  
sur un voyage

**E01 - A2**
**Activity A Distance and Time**


- How long does it take?

It takes an hour .....

- How long does it take?

It takes 2 ..... hrs and 15 ..... mns.

- How long does it take?

It takes more than 6 hours .....



How far is it? It's 280 ..... miles.



**1** Listen to 'How far is it to Paris, Dad?' and complete the information.

**Help**

A mile (1m) = 1.6 km  
60 minutes (60mns.) = an hour (1hr.)

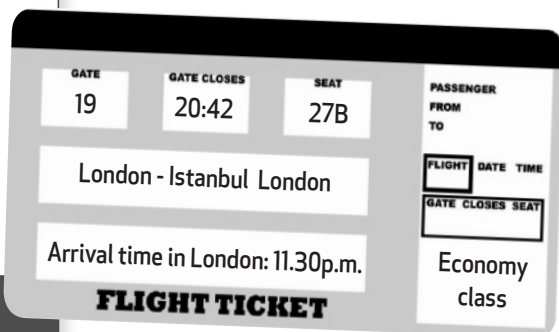
**STAR**   
Star Resort & Spa

Jordan Blake  
32 Oxford St  
London

Arrival in Istanbul:  
Fri 6 May, 8:45a.m

Departure:  
Sun 9 May, 8:15p.m

**STAR** Star Resort & Spa

**Activity B Last Weekend's Trip**


**2** Look at the documents. Select the right answer to each question or complete.

- Where did Jordan go last weekend? He went to Germany / Turkey.
- When did he leave London? He left on Friday morning / on Saturday morning.
- How long did he stay there? He stayed 3 days .....
- What time did he return to London on Sunday? He returned at 11.30 p.m .....
- He didn't travel business class, he travelled economy class .....

## Activity C Work In Pairs

### To and Back From School Last Friday

Your questions	Partner's answers
Means of transport?	.....
How did you get to school last Friday?	.....
Home leaving time?	.....
What time did you leave your house?	.....
Journey time!?	.....
How long did the journey take?	.....
Home return time?	.....
What time did you get back home?	.....

\* durée du trajet

**3** Write your questions. Ask your partner about her/his transport habits and note down the answers. Then swap roles.

## Activity D In the Early Sixties

- a.** The majority of women drove a car.  
☐ Yes, they did.      ☒ No, they didn't.
- b.** Jet planes started to replace liners.  
☒ Yes, they did.      ☐ No, they didn't.
- c.** Low cost airlines existed.  
☐ Yes, they did.      ☒ No, they didn't.
- d.** People booked their trips on the Internet.  
☐ Yes, they did.      ☒ No, they didn't.
- e.** High-speed trains existed.  
☐ Yes, they did.      ☒ No, they didn't.



**4** Read the statements and decide if they are true or false. Then listen and check.

**5** Turn examples a, c, d and e into full negative sentences.

- a.** In 1960, the majority of women didn't drive. ....
- c.** Low cost airlines didn't exist. ....
- d.** People didn't book their trips on the Internet. ....
- e.** High-speed trains didn't exist. ....

## Focus

*When did he leave? He left on Friday. What time did he return? He returned at 11.30.  
 Did you enjoy your trip? Yes, I did. Low cost airlines didn't exist in the '60s.*

À quel temps sont les verbes? Au prétérit.

Dans une question, la structure verbale est : **Did** + S + base verbale + ...? ☒ vrai      ☐ faux

À la forme négative, la structure est : sujet + **didn't** + base verbale.

► Training ex. 3 & 4

## NOW ACT

**6** Ask and answer questions about a recent trip.

**Student A** travelled from Paris to Idanha, Portugal (page 139).

**Student B** travelled from London to Brussels (see page 140).



# Adventure and Challenge

## TÂCHE

Rédiger un article sur le déroulement d'un voyage.

EE - B1

### Activity A Teenage Solo Sailor

#### Jessica Watson

Born in 1993, Jessica Watson became in 2010 the youngest Australian girl to sail non-stop and unassisted around the world. Her trip began on 18 October 2009 and finished on 15 May 2010, one day after her birthday. She sailed for 210 days on board her small yacht, the Ella's Pink Lady, over an estimated distance of 23,000 nautical miles<sup>1</sup>. She just wanted to make a long-held dream come true and she succeeded.

Nationality: Australian

Reason for fame<sup>2</sup>: She sailed non-stop and unassisted around the world.

Age on departure day: 16

Name of the boat: Ella's Pink Lady

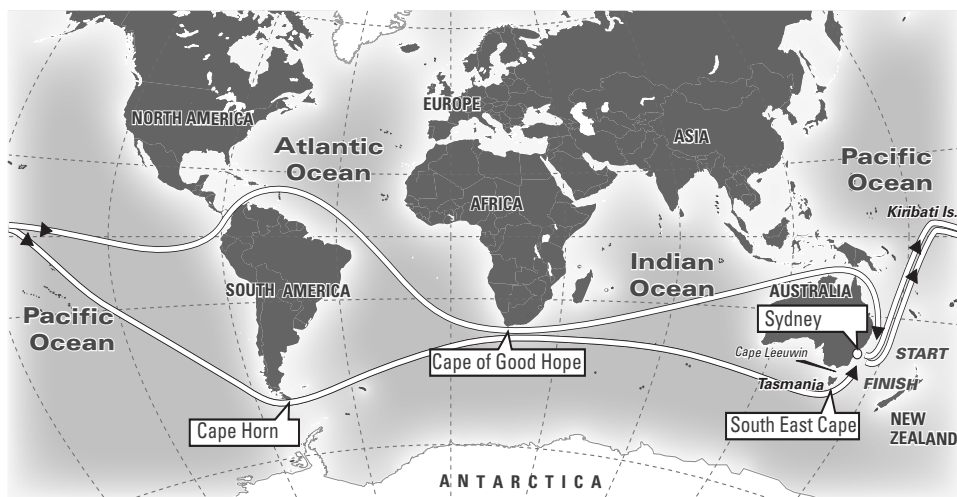
Journey distance: 23,000 nautical miles (42 596km)

Journey time: 210 days (7 months)

1 Fill in the card with information from the document.

1. a nautical mile: un mille marin = 1,852km  
2. le succès, la célébrité

### Activity B Jessica's Route



Jessica departed from Sydney and headed eastbound<sup>3</sup> over the Pacific Ocean, the Atlantic Ocean and the Indian Ocean. She first sailed towards the North until she reached Kiribati on the Equator. Then, she rounded Cape Horn at the extreme south of the American continent

and the Cape of Good Hope at the bottom of Africa. She continued in the direction of Australia, passed Cape Leeuwin, and then, reached South East Cape in Tasmania, the most southerly point of the Australian continent. She finally arrived in Sydney, terminus of her long trip.

3. mettre le cap en direction de l'Est

2 Read the document and complete the map with the following places.

Cape Horn – Cape of Good Hope – Sydney – South East Cape. Then colour the route Jessica followed.

- a. *The youngest Australian girl.*  
b. *The most southerly point.*

La phrase a. signifie :

- ☐ « la jeune Australienne »  
☐ « plus jeune que l'Australienne »  
☒ « la plus jeune Australienne »

La phrase b. signifie :

- ☐ « Le point le moins au sud »  
☐ « plus au sud que »  
☒ le point le plus au sud

Comment est formé le superlatif de l'adjectif court

« young » ? the ..... + young-est

Comment est formé le superlatif de l'adjectif long

« southerly » ? the most ..... + southerly

► Training ex. 5 & 6

## 3 Read the document and answer the questions in French.

- a. De quoi Jessica a-t-elle souffert pendant son périple ?

Elle a souffert d'une très grande fatigue, d'une solitude  
interminable, de peur et des critiques qui disaient qu'elle ne  
réussirait pas.

- b. Où a-t-elle eu le plus peur et pourquoi ?

Juste après le Cap Horn, côté Atlantique, où il y avait des vagues  
de 12m et au sud de la Tasmanie où il y avait de très grosses  
tempêtes.

- c. Quels sont ses meilleurs souvenirs ?

Des levers et couchers de soleil fabuleux, des baleines bleues et  
des étoiles filantes.

## Activity C Feelings and Emotions



### An Emotional Arrival

As she entered Sydney Harbour, Jessica knew she was leaving behind her extreme fatigue, endless months of solitude, her fears and the critics who said she would never make it. "The most dangerous waves and the highest ones, twelve metres high, were in the Atlantic, just after Cape Horn, but the biggest storms were to the south of Tasmania," she said. She also knew she was leaving behind fantastic emotions and wonderful things such as fabulous sunrises and sunsets, blue whales<sup>1</sup> and shooting stars<sup>2</sup>.

1. des baleines ; 2. des étoiles filantes

## NOW ACT

- 4 Use the following information to write an article about the journey actor Ewan McGregor did for the shooting of the series 'A long Way Down'.

Start: North of Scotland - 12 May 2007

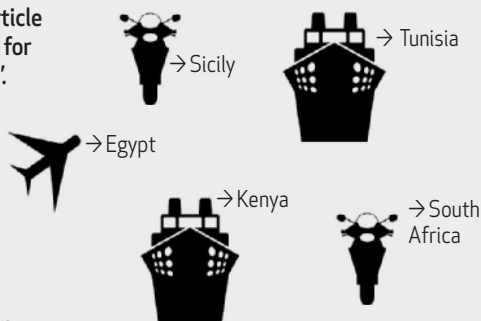
Finish: Cape Town - 4 August 2007

Distance and time: 24,000km - 3 months

Difficulties: African authorities - sandstorms in deserts - breakdowns<sup>1</sup> - bad roads - tiredness<sup>2</sup>

Feelings and emotions: happy - moved by wonderful sites - kind people - horrified by poverty.

1. une panne; 2. la fatigue



# Training

## In tune

**Vous connaissez les mots suivants : job - jogging - jeans.** Leur première lettre ne se prononce pas comme le « j » français mais il se prononce « dj ».

### A. Ecoutez et répétez.

a jacket - jam - Japan - a jet plane - John - a journalist - a journey - juice - just - justify

## 1 Retrouvez 12 moyens de transport dans la grille et classez-les par catégorie.

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


**Air transport:** balloon – helicopter – plane

**Rail transport:** train – underground

**Road transport:** bus – car – coach – motorbike

**Sea transport:** cargo boat – ferry – liner

## 2 Ecrivez les questions et leurs réponses comme dans l'exemple.


Example: Paris-London / 2hrs 15mn / 450 km 

→ How long does it take from Paris to London by train? It takes 2 hours and 15 minutes. How far is it? About 450km.

a. Paris-Marseille / 3hrs / 750km

How long does it take from Paris to Marseille by train? It takes

3 hours. How far is it? About 750km.

b. Paris-Sydney / 20hrs / 17,000km 

How long does it take from Paris to Sydney by plane? It takes

20 hours. How far is it? About 17,000km.

## 3 Posez les questions correspondant aux éléments soulignés.

a. When did Roman arrive?

Roman arrived yesterday.

b. Where did he sleep?

He slept at a hotel in the airport.

c. What time did he get up?

He got up at 4 a.m. and had a quick breakfast.

d. What did he forget?

He forgot his passport!

## Vocabulary

### Nouns

a bike un vélo, une moto  
a bush-taxi un taxi-brousse  
a camel un chameau  
a coach un autocar (tourisme)  
departure le départ  
fear la peur  
finish l'arrivée  
a flight un vol  
a high-speed train un TGV  
a horse un cheval  
a jet plane un avion à réaction

a journey un voyage  
a liner un paquebot  
a means of transport un moyen de transport  
a sunrise un lever de soleil  
a sunset un coucher de soleil  
a trip un voyage  
the underground le métro  
a wave une vague

### Verbs

expand se développer  
leave\* partir, quitter, laisser  
reach atteindre

sail naviguer (à la voile)

succeed réussir

travel voyager

### Adjectives

endless sans fin, interminable

high haut

wonderful merveilleux

unassisted sans assistance

### Phrases

at the bottom of en bas/au fond de

on camelback à dos de chameau

#### 4 En vous aidant des éléments fournis, traduisez les phrases suivantes.

a. Mercredi dernier... ? Alex n'a pas pris le bus, il a pris le métro! (*last Monday – take*)

.....  
Last Wednesday... ? Alex didn't take the bus, he took the underground!

b. Julia n'est pas partie la semaine dernière, elle est partie hier seulement! (*only – leave*)

.....  
Julia didn't leave last week, she only left yesterday!

#### 5 Reliez les trois premiers mots à leur superlatif puis complétez les suivants.

- |              |                          |                          |                    |
|--------------|--------------------------|--------------------------|--------------------|
| a. high      | <input type="checkbox"/> | <input type="checkbox"/> | the happiest       |
| b. wonderful | <input type="checkbox"/> | <input type="checkbox"/> | the highest        |
| c. happy     | <input type="checkbox"/> | <input type="checkbox"/> | the most wonderful |

d. quick: the quickest

e. difficult: the most difficult

f. easy: the easiest

#### 6 Répondez oralement aux questions par des phrases complètes. Débutez vos réponses par : "I think that..." ou "In my opinion".

a. Which is the cheapest urban means of transport?  
*tram; bus; car; motorbike; bicycle*

- b. Which is the most important quality?  
*generosity; moral courage; fidelity; team spirit; modesty*
- c. Which is the worst fault?  
*aggressiveness; hypocrisy; jealousy; intolerance; laziness*

#### 7 Complétez les questions par l'un des mots interrogatifs suivants.

*how – how far – how long – how many – how many times – how much – how often – how old*

a. How old is Stephen? He is 43.

b. How did you come? I took the tram.

c. How often do the boats leave? Every thirty minutes.

d. How much is the trip? It's £20.

e. How many cars do the Johnsons have? They have two.

f. How far is it to your hometown? 30 miles.

g. How long did the film last yesterday evening? Over 3 hours.

h. How many times a week do you have English lessons? Three times: on Mondays, Wednesdays and Fridays.

## Language tips

### Le prétérit

#### ⇒ La forme interrogative

Did you take the bus this morning? Yes, I did. / No, I didn't.  
*Est-ce que tu as pris le bus ce matin ? Oui. / Non*

What time did Jenny arrive yesterday? She arrived at 10PM.  
*À quelle heure Jenny est-elle arrivée hier ? Elle est arrivée à 22h.*

#### ⇒ La forme négative

In 1900, people didn't travel a lot. *En 1900, les gens ne voyageaient pas beaucoup.*

### Interroger sur une distance / une durée

How far is it to Madrid? *A quelle distance se trouve Madrid ?*

How long does it take to get there? *On met combien de temps pour y aller ?*

### Le superlatif de supériorité

#### ⇒ Adjectif long (2 syllabes et plus)

The most dangerous waves were at Cape Horn.  
*Les vagues les plus dangereuses étaient au Cap Horn.*

#### ⇒ Adjectif court (1 syllabe) et adjectif en -y.

Heathrow (London) is the largest and busiest airport in Europe. *Heathrow est le plus grand et le plus fréquenté des aéroports d'Europe.*

#### ⇒ Superlatifs irréguliers

good → the best le meilleur / le mieux

bad → the worst le plus mauvais / le pire

far → the farthest / the furthest le plus loin

# PROJECT 9

## Relate a Person's Journey

**V**ous devez retracer oralement l'histoire d'un voyage insolite.

### TÂCHE 1

Compléter une fiche pour mettre au point un diaporama.

CE – B1

- En groupe de 2 ou 3, choisissez le ou les personnages dont le voyage vous intéresse (explorateurs, navigateurs, aventuriers, astronautes...).
- Sélectionnez des informations essentielles (Internet, magazines, livres, vidéos...) et des documents visuels qui vous permettront d'illustrer votre présentation.

### TÂCHE 2

Préparer la présentation orale.

EE – B1

- Préparez une introduction annonçant le sujet du voyage et la raison de votre choix (époque ? dangerosité ? exotisme ?)
- Présentez les informations retenues sur le personnage et le déroulement du voyage.
- Préparez une conclusion exprimant vos sentiments (utilité du voyage ? admiration ?).

#### TITLE OF THE PRESENTATION

#### Traveller's personal details

Name: .....

Age: .....

His/her motivations: .....

Destination: .....

#### Journey details

Departure date and place: .....

Means of transport: .....

Route: .....

Time and distance: .....

Finishing date: .....

#### Feelings

Bad moments: .....

Good moments: .....

### TIPS

- Répartissez le temps de parole ainsi que les tâches de chacun.
- Entraînez-vous à parler clairement et distinctement, en vous détachant de vos notes.
- Enregistrez-vous pour mieux repérer et éliminer les défauts de votre présentation (vitesse, articulation, volume sonore...).

Retrouvez votre fiche PROJECT sur le site des éditions Foucher [www.editions-foucher.com](http://www.editions-foucher.com)



## Exprimer ses sentiments sur un événement passé

- 1** Répétez les adjectifs suivants puis complétez les phrases ci-après.  
 courageous – extraordinary – fantastic – formidable – remarkable – sensational – splendid – wonderful
- a. In my opinion, it was an extraordinary and splendid trip.
- b. I think that the travellers were courageous and remarkable.
- c. I believe that they had a fantastic time.



**2** Répétez ces nouveaux adjectifs puis traduisez-les.

fascinated	fasciné	fascinating	fascinant
impressed	impressionné	impressive	impressionnant
interested	intéressé	interesting	intéressant
moved	ému	moving	émouvant
surprised	surpris	surprising	surprenant

**3** Ecoutez et complétez ces exemples exprimant des sentiments.

- a. This travel story is really interesting. I was interested from start to finish.
- b. The beauty on the ocean was fascinating. I was particularly fascinated by the sunrises.
- c. Do you think that this adventure was impressive?  
 Yes. I was really impressed by the navigator's courage.

**4** Ecrivez ce que vous avez ressenti à chacun de ces événements.

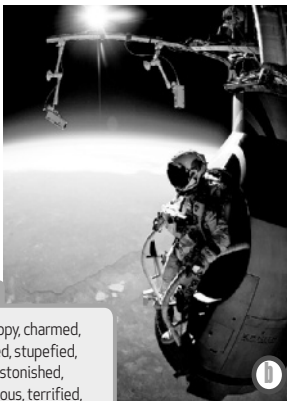
- a Baby George. My feelings : .....
- b Felix Baumgartner's jump from space. My feelings : .....
- c Typhoon Haiyan in the Philippines. My feelings : .....

**5** Présentez brièvement ces événements (ou choisissez-en un autre) et exprimez votre ressenti.

April 15, 2013 Boston Marathon bombings  
 November 30, 2013 death of actor Paul Walker  
 October 2013, shipwreck of a boat carrying illegal migrants

### Help

glad, happy, charmed,  
 surprised, stupefied,  
 afraid, astonished,  
 incredulous, terrified,  
 disbelieving, horrified,  
 petrified, disappointed,  
 upset, indifferent, bored,  
 distant, unconcerned.





## They Had No Choice

As we all remember the people who lost their lives in war, the SPCA is reminding us not to forget the sacrifices and contributions of animals.

During WW1, 10 million horses were killed or injured transporting soldiers, arms and supplies. Dogs were four-legged soldiers, rescuing army personnel and civilians, delivering messages and detecting explosives and landmines.

Birds and rats were sent into tunnels to detect poisonous gas; donkeys and elephants carried heavy loads and cats carried messages around their necks on the battlefield. Carrier pigeons were particularly important: with a good sense of direction and the ability to fly at 100 km an hour, pigeons flew through any weather conditions to deliver life-saving messages. At army camps, animals were kept as pets to boost the morale amongst troops. [...]

In modern wars, animals are still used to detect wounded soldiers or civilians in not very accessible places. Last year, Theo, who served as an arms and explosives search dog in Afghanistan, was posthumously awarded the Dickin Medal.

Adapted from: globalnews.ca

### Répondez aux questions en français.

- Quel est le sujet du document ? Il s'agit du rôle qu'ont eu certains animaux en temps de guerre.
- Quels sont les animaux listés dans le texte ? Les chevaux, les chiens, les chats, les rats, les oiseaux, les ânes, les éléphants et les pigeons voyageurs.
- Quels étaient leurs rôles ? Transporter les troupes, les armes et le ravitaillement. Secourir des soldats et des civils. Porter des messages. Détecter des gaz toxiques. Réconforter par leur présence les soldats démoralisés.
- Pourquoi les pigeons étaient-ils si importants ? Les pigeons voyageurs ont un bon sens de l'orientation, peuvent voler à 100km/heure par n'importe quel temps.
- Que nous apprend le document sur Theo ? Theo était un chien détecteur d'armes, d'explosifs et de blessés militaires et civils difficilement accessibles en Afghanistan. Il a été décoré, à titre posthume, de la médaille de guerre Dickin.

## MON BILAN de l'unité 9

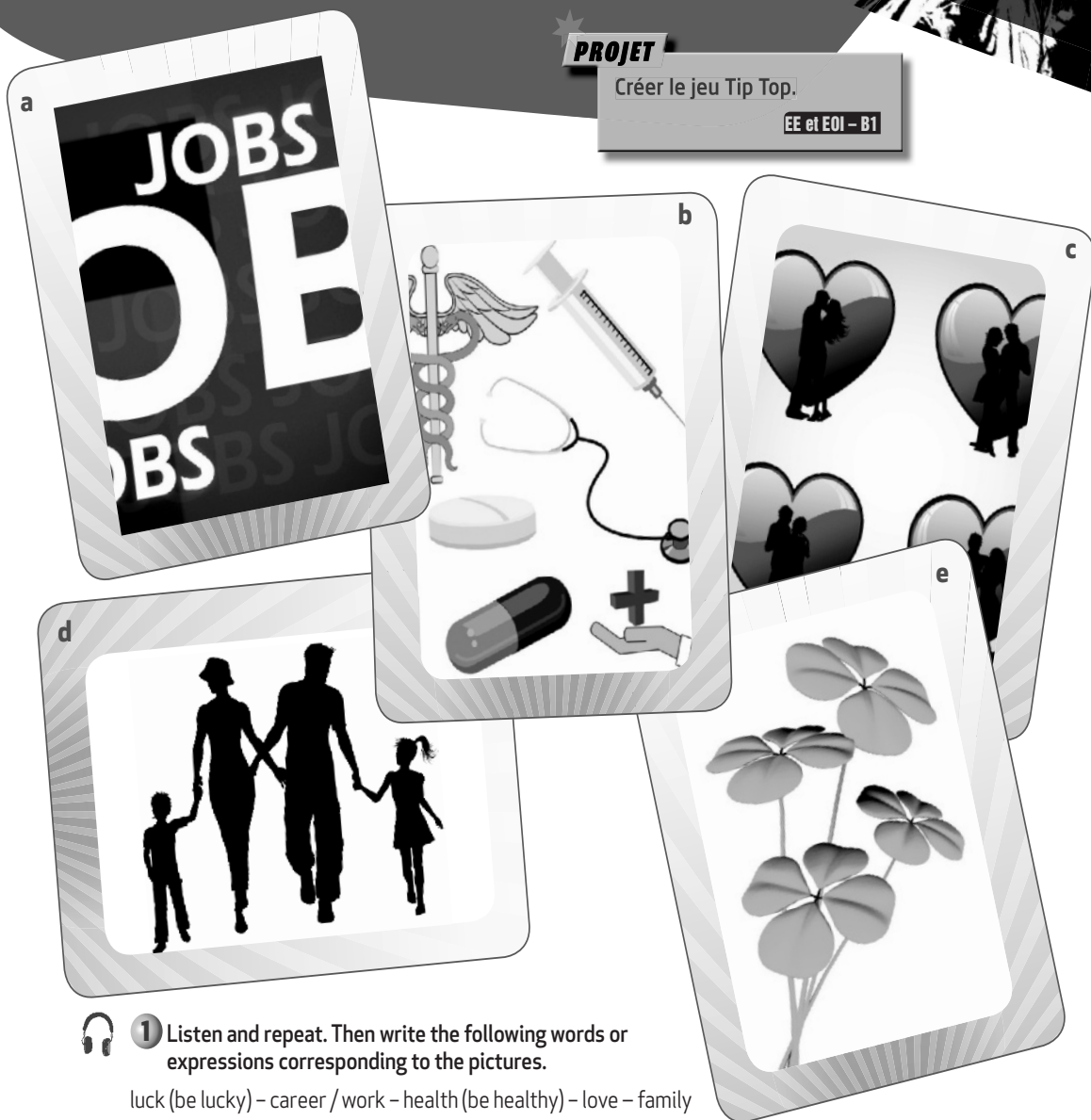
	J'ai pu... / J'ai réussi à...	-	+ / -	+	++
<b>CO</b>	Comprendre les détails de voyages : moyens de transport, dates, lieux, horaires et distances				
<b>EOI</b>	Demander et donner des informations sur un voyage que l'on a fait				
<b>CE</b>	Comprendre et repérer un itinéraire sur une mappemonde				
<b>EOC</b>	Présenter le voyage de quelqu'un à partir d'éléments fournis				
<b>EE</b>	Élaborer une fiche-guide pour présentation orale				
<b>EE</b>	Créer une affiche retraçant un voyage				
<b>EOC</b>	Faire un exposé				

## Plans and Predictions

### PROJET

Créer le jeu Tip Top.

EE et EO1 - B1



1 Listen and repeat. Then write the following words or expressions corresponding to the pictures.

luck (be lucky) – career / work – health (be healthy) – love – family

- a. career / work. ....
- b. health. ....
- c. love. ....
- d. family. ....
- e. luck. ....



2 Listen and match the elements to make sentences.

I will meet

I will have

I'll be

- ☐ a very lucky man.
- ☐ an interesting job.
- ☐ a nice family.
- ☐ healthy.
- ☐ the best partner for me.

# Good Luck, Bad Luck!

TÂCHE

Comprendre un horoscope.

CE - A2+

## Activity A What Sign Are You?



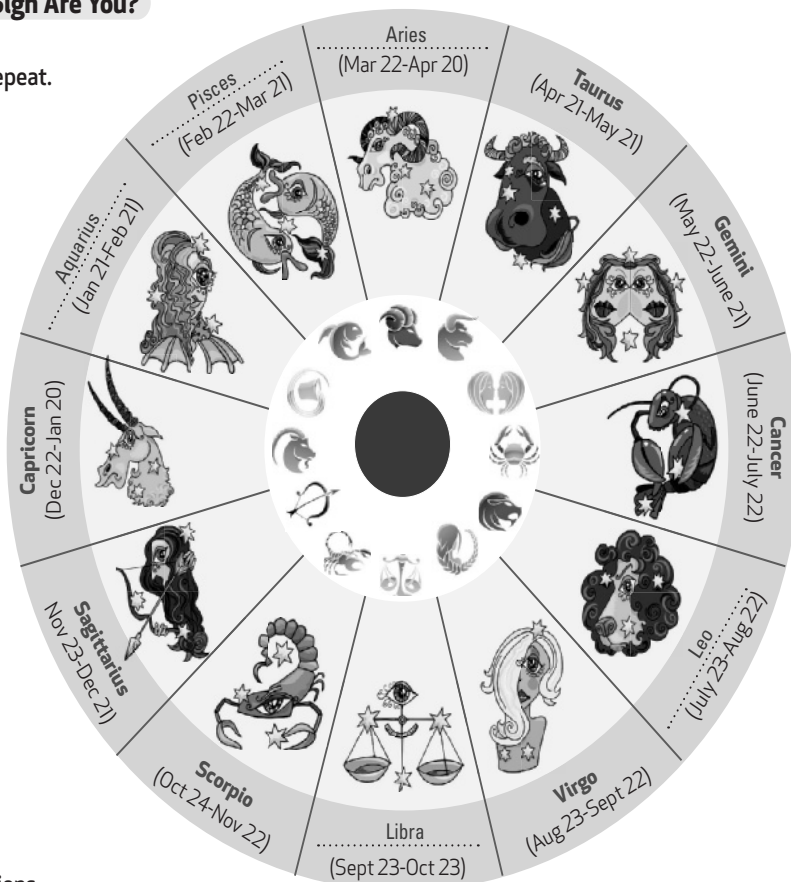
1 Look, listen and repeat.

Aries  
Taurus  
Gemini  
Cancer  
Leo  
Virgo  
Libra  
Scorpio  
Sagittarius  
Capricorn  
Aquarius  
Pisces



2 Write the missing signs with the matching dates. Listen and check.

Aquarius  
Aries  
Leo  
Libra  
Pisces



3 Answer the questions.

- a. When were you born? .....
- b. What sign are you? .....

4 Ask your neighbours' date of birth and say what their star sign is.

Name: ..... Date of birth: .....

Zodiac sign: .....

## Activity B Connie's Future



5 Listen to Connie and tick what you hear.

- |  |   |   |
|--|---|---|
| a. <input type="checkbox"/> I will go away           | <input type="checkbox"/> I won't go away            | <input checked="" type="checkbox"/> I will be in love with an attractive young man. |
| b. <input type="checkbox"/> I won't continue         | <input checked="" type="checkbox"/> I will continue | <input type="checkbox"/> I will stop my studies.                                    |
| c. <input type="checkbox"/> I won't live             | <input type="checkbox"/> I will stay                | <input checked="" type="checkbox"/> I won't stay in Rochester.                      |
| d. <input checked="" type="checkbox"/> I'll study in | <input type="checkbox"/> I won't study in           | <input type="checkbox"/> I'll go to another city.                                   |
| e. <input type="checkbox"/> I'll quit my jobs        | <input type="checkbox"/> I won't change jobs        | <input checked="" type="checkbox"/> I'll change jobs very often.                    |



## Activity C Jason's Horoscope



**Scorpio**  
(Oct 24 – Nov 22)

### HOROSCOPE

- ★☆☆Love : Your desire to change partners will make you very unhappy.
- ★★☆Studies : You will pass most of your exams soon.
- ★★★Career : You will find an interesting job in a company you already know, after your studies.
- ★★★Health : Because you exercise\* regularly, you will be in a very fit condition.
- ★★☆Family : You will need a long time before you are ready to start a family.

\* faire du sport

### 6 Read Jason's horoscope and write the corresponding titles.

Family – Studies – Love – Health – Career

### 7 Answer the questions in French.

a. Dans quel genre d'entreprise Jason trouvera-t-il un emploi ?

Dans une des entreprises qu'il connaît déjà.

b. Pour quelle raison sera-t-il malheureux ? Parce qu'il veut souvent changer de petite amie.

c. Pourquoi sera-t-il en forme ? Car il fait de l'exercice très régulièrement.

d. Réussira-t-il ses examens ? Oui, dans l'ensemble.

## Focus

*I will continue my studies. I'll move soon. Will you pass your exams? Yes, I will. Will you stay in Rochester? No, I won't.*

Les formes verbales soulignées sont au : ☐ présent simple ☒ futur simple

A la forme affirmative, on écrit : will + V ou bien 'll + V pour la forme contractée.

**won't** est la forme contractée de **will not** : ☒ vrai ☐ faux

► Training ex. 2 & 5

## NOW ACT

### 8 Check your neighbour's zodiac sign and tell him/her about next week's horoscope in French. For the other horoscopes, see pages 141-142.



**Aries** (March 22 – April 20)

★★☆Love: A lot of people will fall in love with you. Then it will be hard to choose the ideal partner.

★★☆Studies / Work: You will have to\*

be careful with your money. Save money to move to another city for a new job.

★★★Health: You have amazing energy and people will envy you.

★★☆Family: You are annoyed with your parents' demands.

\*have to devoir



**Taurus** (April 21 – May 21)

★★☆Love: Your projects with your partner will start to be more serious. But be careful not to go too fast.

★★☆Studies / Work: You will have to\* be concentrated on your objectives. But you are positive and most of your ideas are accepted.

★★★Health: You will have good physical resistance.

★★★Family: Everyone is satisfied and happy. There will be no conflict.

# Magic Times

## TÂCHE

Rédiger un programme d'activités pour une journée.

EE - B1

### Activity A Holidays in L.A.



**Cameron** Well it's magic! I'm going to L.A. next August. It's super!

8:50pm

**Zac** Lucky you! When are you going? Next month? Are you going alone or with your parents?

8:51pm

**Cameron** I am going on the 3rd of August, very soon, isn't it? And just me and my brother.

8:52pm

**Zac** How are you going to travel?

Where are you going to stay?

8:53pm

**Cameron** (b) We are going to fly from London to L.A. .... A direct flight, but it lasts 11 hours! (d) We are going to stay at John's - he's a relative. He is my father's cousin.

**Zac** How long are you going to stay over there?

**Cameron** (e) We are going to stay over there for two weeks ..... , until the 17th, exactly.

8:54pm

**Zac** What will you do? Will you meet Justin Bieber?

8:57pm

**Cameron** No, we won't. (a) But we will go to the famous beaches ..... , in Malibu or Santa Monica beach. We will also visit my father's American relatives.

Some are my age. It should be nice.

8:58pm

**Zac** And what about all those famous places? Hollywood and...

8:59pm

**Cameron** Yes... We'll go to Sunset Boulevard (c) and Universal Studios too.

9:00pm

**Zac** Will you really come back to England? I hope so.

9:01pm

**Cameron** Don't worry, I'll come back.

9:02pm

### 1 Complete Cameron's answers in the right order with the following elements.

- a. But we will go to the famous beaches
- b. We are going to fly from London to L.A..
- c. and Universal Studios
- d. We are going to stay at John's - he's a relative.
- e. We are going to stay over there for two weeks,

### 2 Answer the questions.

- a. How long will the flight from London to Los Angeles be?

11 hours / It will be an 11-hour flight.

- b. Is Cameron going to stay in a hotel?

No, she is going to stay at her father's cousin's (at a relative's); at John's.



**Universal Studios Hollywood** is a unique experience for everyone.

You'll have a full day of action and entertainment all in one place: numerous fascinating theme-park rides and shows, a real working movie studio, and LA's best shops, restaurants and cinemas at CityWalk.



Go behind the scenes at a real working movie studio. You will explore where Hollywood movies are made on the legendary **Studio Tour**.

You will come face to face with **King Kong 360 3-D**. It's the world's largest, most intense 3-D experience

You will experience our **Special Effects Stage** where you'll learn the secrets behind the making of your favorite **blockbuster movies**.



#### Get into the Movies!

Face the action head-on in stunning<sup>1</sup> rides, shows and attractions inside some of the world's biggest movies. You will:

- ride the greatest battle ever!  
**Transformers: The Ride-3D.**
- brave the world's scariest<sup>2</sup> indoor roller

coaster: **Revenge of the Mummy – The Ride.**

- be thrilled<sup>3</sup> as you go through the animated world of **The Simpsons™** on a revolutionary virtual roller coaster!
- join Shrek and Donkey on **Shrek 4-D™**.

1. époustouffiant ; 2. le plus effrayant ;  
3. tout excité

### End your day at CityWalk!

Adapted from <http://www.universalstudioshollywood.com>

#### 3 Read the document and tick the right answer(s).

- a. The document comes from: ☐ a magazine ☒ a website ☐ an advertising leaflet.  
b. It is about: ☒ a theme park ☐ a water park ☐ an adventure park.  
c. The park is located in: ☐ San Francisco ☐ Miami ☒ Los Angeles.

#### 4 Highlight these words in the document and choose the correct translation:

- a. entertainment: ☒ divertissement ☐ entretien.  
b. a special effects stage: ☐ un stage d'effets spéciaux ☒ un plateau d'effets spéciaux.  
c. face: ☒ être face à ☐ visage

#### 5 Answer the questions.

- a. Where will you have 3-D shows or rides? *King Kong, Transformers and The Revenge of the Mummy*  
b. How will you discover the place where films are made? *On the Studio Tour.*

### Focus

**Where are you going to stay? I'm going to stay at a relative's.**

La forme verbale **be going to** exprime : ☐ un souhait ☒ une intention.

► Training ex. 3 & 4

### NOW ACT

- 6 You organise a one-day visit at Universal Studios. Go to <http://www.universalstudioshollywood.com/attractions/> and choose what you will do.

Give one or two details about each attraction. The form to fill in is on page 143.

# Training

## In tune



A. Ecoutez les mots suivants et cochez le son correspondant à la lettre « t » en couleur.

	future	trust	adventure	teacher	nature	picture	turn	fortune
[tʃ]	x		x		x	x		x
[t]		x		x			x	

1 Retrouvez dix signes du zodiaque dans la grille ci-dessous. Ecrivez le nom des 2 signes manquants.

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

Signes manquants : Taurus - Leo

2 Répondez aux questions de Mr Jarman pour dire qui sera là ou non pour la réunion de vendredi prochain dans son entreprise.

– Will Alec be there, at the meeting?

– No, he won't; he will be in New York.

Glasgow office: Meeting,  
11.00 am, Friday April  
22nd

Jack OK  
Pathik No – in Hong Kong  
Judy OK

Alec No – in New York

Maggie OK

Sue No

Cheung No – on holiday

a. Will Maggie be at the meeting?

Yes, she will.

## Vocabulary

### Nouns

a career une carrière, une vie professionnelle

disappointment la déception

a flight un vol (air)

a fortune-teller un(e) voyant(e)

friendship l'amitié

health la santé

luck la chance

a movie un film

a partner un compagnon,  
une compagne

a relative un membre de la famille

sadness la tristesse

a sign un signe

a star sign un signe du zodiaque

a theme park un parc à thème

a zodiac sign un signe du zodiaque

### Verbs

be\* able to être capable de, pouvoir

be\* careful faire attention

be\* cautious être prudent

be\* lucky avoir de la chance

deal\* distribuer

exercise faire de l'exercice

experience faire l'expérience de

fail (an exam) échouer

(à un examen)

fly\* voyager en avion, voler

have\* to devoir

move déménager

pass an exam réussir un examen

quarrel se quereller, se disputer

stay rester

take\* an exam passer un examen

trust faire confiance à

visit rendre visite à

### Adjectives

annoyed agacé, ennuyé

disappointed déçu

excited excité

fascinating fascinant

happy heureux

lucky chanceux

magic magique

pleased content

sad triste

satisfied satisfait

scary effrayant, qui fait peur

stunning époustouffant

unhappy malheureux

### Others

in (2020) en (2020)

next week la semaine prochaine

soon bientôt

tomorrow demain

b. What about Sue and Cheung?

No, they won't; they will be on holiday.

c. Will Jack and Judy be there?

Yes, they will.

d. What about Pathik?

No, he won't; he'll be in Hong Kong.

### 3 Récrivez les mots des questions dans le bon ordre et répondez-y personnellement à l'oral.

a. take / in June / going / are / an exam / to / you / ?

Are you going to take an exam in June?

b. your / will / when / next / you / work placement / start / ?

When will your next work placement start?

c. you / to / are / what / morning / going / do / tomorrow / ?

What are you going to do tomorrow morning?

### 4 Dites à l'oral ce que vous serez capable ou non de faire, à la fin de cette année scolaire.

(+) I will be able to*	speak a little English
	continue my studies
(-) I won't be able to	understand videos in English
	find a job in my region
	work part-time
	get a job in England

\*pouvoir

### 5 Dites ce que ces différents personnages vont faire et ne pas faire, en utilisant *be going to*.



Example: They aren't going to visit the Eiffel Tower; they are going to visit the Arc de Triomphe.



c

a. They aren't going to stay on a campsite; they are going to stay in a hotel.

b. He isn't going to sail to Greece, he is going to fly to Morocco.

c. She isn't going to watch a DVD; she is going to read a JK Rowling's book.

## Language tips

Dire ce que l'on fera (ou pas), ce qui arrivera (le futur)

⇒ *will + V / 'll + V*

I will fly to Los Angeles/ I'll fly to Los Angeles.

J'irai à Los Angeles en avion.

Will you come back here?

Est-ce que tu reviendras ici ?

⇒ *won't + V / will not + V*

She won't stay long.

Elle ne restera pas longtemps.

Dire ce que l'on a l'intention de faire ou non

⇒ *be going to + V*

I am going to fly to California.

Je vais aller en avion en Californie.

Are you going to stay here?

Est-ce que tu vas rester ici ?

She isn't going to stay in LA.

Elle ne va pas rester à Los Angeles.

# PROJECT 10

## Create game cards for the Tip Top Game

**V**ous devez créer des cartes de jeu (questions-réponses), afin de faire jouer les autres élèves ou classes en anglais.

### TÂCHE 1

Rédiger un questionnaire.

EE – B1

● Rédigez quatre questions au futur sur quatre thèmes différents à choisir dans la liste suivante :

**Themes:** studies – love – holidays – jobs – family – luck – places of living – sports – travels – clothes – vehicles...

● Pour chacune des questions, rédigez trois réponses (une exacte et deux fausses). Les réponses aux questions seront reportées sur un document (cf fiche *PROJECT*).

### QUESTION 1

Theme .....

☐ Answer A: .....

☐ Answer B: .....

☐ Answer C: .....

### QUESTION 2

Theme .....

☐ Answer A: .....

☐ Answer B: .....

☐ Answer C: .....

### TÂCHE 2

Comprendre des instructions et jouer.

CE et EOC – B1

● Photocopiez vos cartes. Mélangez vos cartes à celles de trois autres élèves, qui seront vos partenaires de jeu.

● Lisez la règle du jeu pour jouer (APPENDIX, page 143).

### QUESTION 3

Theme .....

☐ Answer A: .....

☐ Answer B: .....

☐ Answer C: .....

### QUESTION 4

Theme .....

☐ Answer A: .....

☐ Answer B: .....

☐ Answer C: .....

### SCORE SHEET

Player n°1	Player n°2	Player n°3	Player n°4
.....	.....	.....	.....
.....	.....	.....	.....
Total:	Total:	Total:	Total:

Retrouvez votre fiche PROJECT sur le site des éditions Foucher [www.editions-foucher.com](http://www.editions-foucher.com)



## Réagir à des prédictions

- 1** Ecoutez la conversation entre Miss Joana, voyante à la boule de cristal et Andrew Boyne, un de ses clients. Cochez les réponses d'Andrew.

Subjects	Andrew's answers	His reactions
CAREER	<input type="checkbox"/> – Really? Fantastic! Unbelievable. <input checked="" type="checkbox"/> – Oh really? That's great! It's fantastic! I just can't wait... <input type="checkbox"/> – Oh really? It's great! Super! I am very lucky...	– surprise ..... – excitement ..... – satisfaction .....
LOVE	<input type="checkbox"/> – Oh no, it's horrible; terrible, too. I'm desperate. It can't be true... <input type="checkbox"/> – No... What horrible news! It's impossible. I am disappointed... <input checked="" type="checkbox"/> – Oh no, it's terrible; it can't be true. I am desperate.	– disappointment ..... – sadness ..... .....
HEALTH	<input checked="" type="checkbox"/> – Good. I am happy. Yes, very happy and... pleased... <input type="checkbox"/> – Brilliant. I am happy. I am very pleased too. <input type="checkbox"/> – Good. I am satisfied. It's very good news!	– happiness ..... – satisfaction .....

- 2** Classez les réactions d'Andrew en fonction de ses réponses (plusieurs réponses possibles).

Disappointment (déception) – surprise – happiness – excitement – satisfaction – sadness

- 3** Entraînez-vous à exprimer ces différentes réactions, en interprétant les réponses d'Andrew.



A deux, préparez le sketch de la consultation chez un(e) voyant (e).  
Choisissez votre rôle et préparez-le.  
Puis interprétez-le.

Exchange greetings

Ask what star sign your client is.

Give your star sign and ask questions about your future.

Look in your crystal ball and answer the client's questions.  
Make predictions about: love, friendship, hobbies, work, health, luck...

React to the predictions  
Express surprise, happiness, satisfaction, excitement, disappointment etc.

Say goodbye.

Make a final comment. Pay for the visit. Thank the fortune-teller and say goodbye.



### SeaOrbiter

SeaOrbiter is an autonomous drifting<sup>1</sup> scientific platform, similar to a spaceship. Designed by French architect Jacques Rougerie, it will be a residential and mobile research station [...]. The station will have laboratories, workshops, living quarters and a pressurised deck<sup>2</sup> to support divers<sup>3</sup> and submarines. It will accommodate a multidisciplinary crew of 22 members specially trained for campaigns lasting three to six months. [...]

Only 5% of abyss and 15% of sea biodiversity have already been explored. SeaOrbiter will carry out major scientific and educational missions for the benefit of humanity. [...]

The sea exploration will allow the discovery of new forms of underwater life. It will explore areas where there is an accumulation of oceanic biodiversity. It will also search for remains of sunken<sup>4</sup> civilizations. [...]

The vessel will be self-sufficient in energy: two vertical windmills<sup>5</sup> and solar panels on the back deck will produce all the necessary energy. Its propellers<sup>6</sup> will be fed eventually with a seaweed<sup>7</sup>-based fuel.



<http://seaorbiter.com/home/>

### Répondez aux questions en français.

1. qui dérive ; 2. un pont ; 3. des plongeurs ;  
4. englouties ; 5. éoliennes ; 6. hélices ; 7. algues.

a. Quel est le sujet du document ?

La présentation d'une plateforme marine scientifique, SeaOrbiter.

b. Comment sera aménagé SeaOrbiter ?

Il y aura des laboratoires, des ateliers, des espaces d'habitations et un pont pressurisé pour les plongeurs et les sous-marins.

c. Qui travaillera sur SeaOrbiter ?

Un équipage de 22 personnes très entraînées, aux compétences multidisciplinaires.

d. Que permettra de faire SeaOrbiter ?

Il permettra d'explorer les fonds marins pour découvrir de nouvelles formes de vie sous-marine, des cités englouties.

Il fera des recherches sous-marines au service de l'humanité.

e. Comment SeaOrbiter sera-t-il autosuffisant en énergie ?

L'énergie nécessaire sera produite par deux éoliennes et les panneaux solaires du pont arrière.

Les hélices seront alimentées par un carburant à base d'algues.

### MON BILAN de l'unité 10

	J'ai pu... / J'ai réussi à...	-	+/-	+	++
CO	Comprendre un horoscope				
EE	Rédiger un programme d'activités				
CE	Comprendre un court article sur un horoscope				
CE	Comprendre un article sur un parc à thèmes				
EOI	Jouer une scène entre un(e) voyant(e) et son/sa client(e)				

## Edinburgh



**A unique Scottish experience along the Royal Mile**

Have a tour of the Castle and overview the city. See the Crown Jewels and other important elements of Scottish history.

**Saint Giles Cathedral**

**George IV Bridge**

Try on traditional Scottish clothes: a kilt and the sporran (with fur and silver decorations), the black jacket... Choose your tartan material and become a member of a Scottish clan.

**South Bridge**

**North Bridge**

**the Royal Mile**

**Scottish Parliament**

**Holyrood House**

I am Little Annie's ghost and I live underground in Mary King's Close. Annie died during the Great Plague<sup>1</sup> of 1643 and now I see visitors giving her dolls<sup>2</sup> or toys...

**Taste the local specialties:** Haggis, Smokies, Salmon, Shortbread, Fudge... Enter my restaurant and enjoy!

### IDENTITY CARD

**Name:** Edinburgh

**Capital city of:** Scotland ..... since 1437

**Names of the areas:** The Old Town .....

The New Town .....

**Population:** 496,000 ..... inhabitants

**Places of interest:** the Castle  
the palace of Holyrood House, the Scottish Parliament, Murrayfield...

**Famous events:** - all year long  
- Hogmanay, the Festival Fringe, the Arts Festival, the Military Tattoo...



**1** Listen to Gordon MacRae and complete the ID card. Then, report the information orally.

**2** Find the English word(s) for:

- a. les Joyaux de la Couronne : the Crown Jewels .....
- b. du tissu écossais : tartan material .....
- c. un fantôme : a ghost .....
- d. sous terre : underground .....

**3** Answer the following questions in French.

- a. Quels éléments composent le vêtement traditionnel ? .....
- Le kilt, un sporran, une veste...
- b. Où peut-on rencontrer un fantôme ?
- Dans Mary King's Close.....
- c. Que font les visiteurs dans ce lieu, parfois ?
- Ils offrent des poupées, des jouets au fantôme !

**4** Search for information about these Scottish foods: Haggis and Smokies.

1. La Grande peste ; 2. des poupées

# QUIZ

Tick the correct answers.

1 The emblem of Scotland is:

- a. a leek ☐  
 b. a thistle ☒  
 c. a rose ☐

2 In Murrayfield Stadium to support their national team, the Scots sing:

- a. God Save the Queen ☐  
 b. Stars and Stripes ☐  
 c. Flower of Scotland ☒

3 The most famous traditional musical instrument is:

- a. the piano ☐  
 b. the violin ☐  
 c. the bagpipe ☒

4 A famous monster lives in:

- a. Loch Tay ☐  
 b. Loch Ness ☒  
 c. Loch Lomond ☐

5 The administrative area including Edinburgh is called:

- a. the Lothians ☒  
 b. Perthshire ☐  
 c. the Borders ☐

6 The Scottish Parliament is located:

- a. near the castle ☐  
 b. in the New Town ☐  
 c. opposite Holyrood Palace ☒

7 The new Scottish Parliament building held its first sitting in:

- a. 1952 ☐  
 b. 1991 ☐  
 c. 2004 ☒

8 The Palace of Holyroodhouse is a royal residence:

- a. Yes ☒  
 b. No ☐

9 The Royal Mile runs from the castle to the Palace of Holyrood:

- a. Yes ☒  
 b. No ☐

10 The royal yacht, which is based in Leith, is called:

- a. Britannia ☒  
 b. Queen Elizabeth ☐  
 c. Diana ☐



Listen and check.

Your score:

ONE OF THE CITY'S  
FESTIVALS:

# HOGMANAY<sup>1</sup>

3 days of spectacular events, incredible bands, fun ...

December 30th to January 1st

**The Keilidh** Traditional music and traditional dancing outdoors.

**Torchlight Procession**

35,000 people walk with torches from the George IV bridge to the historic Old Town, led by the picturesque Shetland's Up Helly Aa Vikings.

**The Street Party**

Live concerts – Live shows + many giant screens + 100,000 people in the streets

**The Loony Dook** A bath or a swim in the ice-cold Firth River on the 1st of January, after all the swimmers parade in the streets.

**Candlelit concert**

Music in St Giles' Cathedral

**Concerts in the Gardens** Outdoor music with great UK performers. At midnight on the 31st: fireworks<sup>2</sup> from all the surrounding hills.



1. Scottish word for the last day of the year and now synonymous with the celebration of New Year in the Scottish manner; 2. des feux d'artifice

5 Read the document and tick the correct answer(s).

- a. Hogmanay is: ☒ in winter ☐ in spring ☐ in summer.  
 b. Most of the events take place: ☐ indoors ☒ outdoors.  
 c. Hogmanay is a very popular festival: ☒ yes ☐ no.  
 d. The swimmers of the Loony Dook go for a parade:  
☒ before their swim ☐ after their swim.

6 Write the missing titles with the matching events on the poster.

**Titles:** Candlelit Concert – Street Party – Torchlight Procession  
 Go to the Edinburgh Hogmanay website for help:  
<http://www.edinburghshogmanay.org/whats-on>

Date:.....

Name:.....

Class:.....



# Study Of a Process



▶ **Titre de la vidéo\* :**  
How Whisky is Made - Part One:  
Scotch Malt Whisky

▶ **Lien vers la vidéo :**  
[http://www.youtube.com/  
watch?v=5BLZ0au7Ers](http://www.youtube.com/watch?v=5BLZ0au7Ers)

▶ **Durée : 2'32"**

▶ **Sous-titres : non**

\* à entrer dans le moteur  
de recherche si le lien ne fonctionne plus

barley l'orge  
a copper still un alambic en cuivre  
grist la farine d'orge maltée  
a kiln un four en céramique  
a mash tun une cuve de brassage  
starch de l'amidon  
a washback une cuve  
wort du moût  
yeast la levure

## ▶ Part 1 Watch the video in full.

Cochez les bonnes réponses.

- a. Le sujet de cette vidéo est : ☒ un processus industriel. ☐ l'histoire d'un produit.  
☐ une publicité pour un produit.
- b. Le produit est : ☐ du bourbon. ☒ du whisky. ☐ du vin.
- c. L'action se déroule : ☒ en Ecosse. ☐ aux Etats-Unis. ☐ en Angleterre.

## ▶ Part 2 Watch the video from the beginning to 0'28".

### 1 Complétez le script à l'aide de certains des mots suivants. Attention aux intrus !

access – process – five hundred (500) – centuries – three hundred (300) – cranberries

The Scots have been making whisky for over five hundred / 500 years.

It's a skillful process and one that whisky makers have refined over the centuries.

Malt whisky is made by what is called the pot still process.

### 2 Classez les différentes étapes du processus de fabrication.

4

Maturation

1

Malting

3

Distillation

2

Fermenting

## ▶ Part 3 Watch the video from 0'29" to 0'57".

Dites si les informations sont vraies ou fausses.

### MALTING

- |   |   |   |
|---|---|---|
| a. The first step is to malt the barley, steeped <sup>1</sup> in water. | <input checked="" type="checkbox"/> Right | <input type="checkbox"/> Wrong            |
| b. It prepares the starch in the barley for fermentation.               | <input checked="" type="checkbox"/> Right | <input type="checkbox"/> Wrong            |
| c. The malting process lasts for two weeks.                             | <input type="checkbox"/> Right            | <input checked="" type="checkbox"/> Wrong |
| d. The cereal is dried in ovens (kilns).                                | <input checked="" type="checkbox"/> Right | <input type="checkbox"/> Wrong            |

1. macéré

## ▶ Part 4 Watch the video from 0'58" to 1'26".

Classez les trois étapes de la fermentation dans le bon ordre.

### FERMENTATION

- |   |   |
|---|---|
| 2 | The liquid or wort is transferred into big washbacks. |
| 3 | The yeast causes fermentation.                        |
| 1 | The crushed grain is mixed with water.                |

## ▶ Part 5 Watch the video from 1'27" to 2'04".

1 Répondez aux questions en français.

### DISTILLATION

- a. Combien y a-t-il de distillations? Deux .....
- b. Dans quel type d'appareil se fait la distillation? Un alambic. ....

2 Choisissez les bons éléments de réponse.

- |                                       |  |   |
|---------------------------------------|--|---|
| a. The resulting spirit is known as:  | <input type="checkbox"/> water of life             | <input checked="" type="checkbox"/> low wines |
| b. After distillation, tax is due to: | <input checked="" type="checkbox"/> the government | <input type="checkbox"/> the Customs          |

## ▶ Part 6 Watch the video from 2'05" till the end.

Entourez le mot que vous entendez dans le script.

### MATURATION

The clear spirit is poured into oak casks – tasks) for a long period of (fermentation – maturation).

By law, the (whisky – spirit) cannot be called Scotch Whisky until it has matured in Scotland – England) for at least (six – three) years.

Many whiskies are matured for much longer. As the spirit matures in the casks, it (develops – envelops) in flavour and acquires its renowned golden colour.



**A**ccessory un accessoire  
accommodation un hébergement  
accountant un(e) comptable  
ad une petite annonce  
addict un drogué, un accro à  
addicted to accro à, dépendant de  
addiction une addiction  
advertiser un vendeur (par petite annonce)  
advice (n) des conseils  
advise (v) donner des conseils  
affect (v) affecter  
always toujours  
amazing surprenant, étonnant  
American américain  
ankle une cheville  
annoyed ennuyé, agacé  
Anything else? Autre chose ?  
apprentice un apprenti  
Aquarius Verseau  
Aries Bélier (astro)  
arm un bras  
at the bottom of en bas de  
Australia l'Australie  
Australian australien  
average (adj) moyen  
awkward maladroit

**B**ad-tempered de mauvaise humeur, désagréable  
baggy large, ample  
bangs une frange  
barefoot pieds nus  
be\* able to être capable (de), pouvoir  
be\* careful faire attention  
be\* cautious être prudent  
be\* être  
be\* fond of aimer bien  
be\* good at... être bon en...  
be\* in relationship with être ensemble (rel. amour.)  
be\* lucky avoir de la chance  
because parce que  
behaviour conduite, manières  
behind derrière  
belt une ceinture  
Bermuda shorts un bermuda  
between entre  
bike un vélo, une moto  
black noir  
blood du sang  
blouse un chemisier  
blue bleu  
bob (cut) un carré court (chev.)  
body le corps  
book (n) un livre

book (v) réserver  
boots des bottes  
box office à grand succès  
boxer shorts un caleçon  
brainy intelligent  
brand une marque  
break\* (v) casser  
breathe respirer  
broken cassé  
brown brun  
bruise un bleu  
bump une bosse  
bundle un ensemble  
burglar un cambrioleur  
burn (n) une brûlure  
burn\*(v) brûler  
bush-taxi un taxi-brousse  
buy\* acheter

**C**all (v) alerter, téléphoner, appeler  
camel un chameau  
car boot sale un vide-grenier  
card une carte  
career une carrière, une vie professionnelle  
careless insouciant, négligent  
carving la sculpture  
cash des espèces, du liquide  
cast la distribution (d'un film), un plâtre (médic.)  
castle un château  
casual décontracté  
casualty une victime, un blessé  
cell phone (US) un téléphone portable  
chatty bavard  
cheap bon marché  
check vérifier  
checked à carreaux  
checkout assistant un(e) caissier(ière)  
cheerful joyeux, enjoué  
chocoholic un(e) accro au chocolat  
choose\* choisir  
classmate un copain de classe  
clothes des vêtements  
coach un autocar, un bus de tourisme  
coastal resort une station balnéaire  
coat un manteau  
communicate communiquer  
company une entreprise  
compulsive shopping achats compulsifs  
contact (v) contacter  
cost\* (v) coûter  
CPR le massage cardiaque  
cream une crème  
credit card une carte bancaire  
crew cut une coupe en brosse (chev.)

crossroads un carrefour  
cut (n) une coupure  
cut\* (v) couper

**D**ark (adj) foncé  
data des données  
deal une affaire  
deal\* distribuer  
decade une décennie  
deep profond  
dental clinic un cabinet dentaire  
department store un grand magasin  
departure le départ  
dependence une dépendance, une addiction  
disappointed déçu  
disappointment la déception  
display (v) exposer, arranger  
dress (n) une robe  
DVD player un lecteur de DVD  
dyed strands des mèches (chev.)

**E**asy to care for facile d'entretien  
egghead un intello, une grosse tête  
emergency first aid les gestes des premiers secours  
emergency services les urgences  
endless sans fin, interminable  
England l'Angleterre  
English anglais  
enjoy apprécier  
estimate (n) un devis  
estimate (v) faire un devis  
event un événement  
excited excité  
exercise faire de l'exercice  
expand se développer  
expect s'attendre à  
expense une dépense  
expensive cher  
experience (v) faire l'expérience de  
eye un œil

**F**ail échouer (à)  
fame la célébrité  
fascinating fascinant  
fashionable à la mode  
fear la peur  
feel\* better se sentir mieux  
finish (n) l'arrivée  
fire station une caserne de pompiers  
firefighter un pompier  
fit\* bien aller (taille)  
fitting-room une cabine d'essayage  
flight un vol  
fly\* voyager en avion, voler



for sale à vendre  
foreign (adj) étranger  
forklift operator un(e) cariste  
fortune-teller un(e) voyant(e)  
fracture une fracture  
frequently fréquemment  
friendship l'amitié  
frighten effrayer  
frizzy frisé, crépu

**G** ambling des jeux d'argent  
Gemini Gémeaux (astro)  
ghost un fantôme  
give\* first aid donner les premiers soins  
gloves des gants  
go\* aller  
go\* out sortir  
green vert  
grey gris  
grow up\* grandir  
grumpy bougon, grincheux

**H** air des cheveux, la chevelure  
hairstylist un coiffeur  
hairstyle une coupe de cheveux  
hand une main  
happy heureux  
harass harceler  
have\* avoir  
have\* to devoir  
hazard un risque  
head la tête  
health la santé  
high haut  
high-heeled à talons hauts  
high-speed train un TGV  
hometown une ville de résidence, une ville natale  
hooked on accro à, mordu(e) de  
horse un cheval  
how comment  
how many combien (de) + plur  
how much combien (de) + sing  
how often à quelle fréquence  
hurt\* faire mal  
hurt\* oneself se blesser

**I** n (2020) en (2020)  
in front of devant  
in good working order (GWO) en bon état de marche  
income-tax impôt sur le revenu  
inhabitant un habitant  
injection une piqûre  
injury une blessure  
interested intéressé

introduce présenter  
It suits you very well. Ça vous va très bien.  
item un article

**J** acket une veste  
jeans (a pair of jeans) un jean  
jet plane un avion à réaction  
jogging suit un jogging  
journey un voyage

**K** eep\* safe from protéger de  
knee un genou

**L** anguage une langue  
laptop un ordinateur portable  
large grand  
leading principal  
leather jacket un blouson de cuir  
leave\* partir, quitter, laisser  
length une durée, une longueur  
Leo Lion (astro)  
Libra Balance (astro)  
light (adj) clair  
like (v) aimer  
liner un paquebot  
live (v) vivre, habiter  
located situé  
lock (n) une boucle (de cheveux)  
long-sleeved à manches longues  
look (v) avoir l'air  
luck la chance  
lucky chanceux

**M** agic magique  
maintenance technician un(e) technicien(ne) de maintenance  
manager un responsable (de magasin)  
market un marché  
means of transport un moyen de transport  
medicine des médicaments  
meet\* rencontrer  
mobile phone (GB) un téléphone portable  
model un mannequin  
mouth la bouche  
move (v) déménager  
movie un film  
museum un musée

**N** ear près de  
network un réseau  
never jamais  
next to à côté de  
next week la semaine prochaine  
nomophobia nomophobie, peur d'être

injoinable  
nurse un(e) infirmier(ière)

**O** ccasionally à l'occasion  
occupation une profession, une activité  
office un bureau  
often souvent  
on camelback à dos de chameau  
on the corner of au coin de  
on the left à gauche  
on the right à droite  
online en ligne  
once (a day) une fois (par jour)  
opposite en face de  
or ou, ou bien  
order picker un(e) préparateur(trice) de commande  
Ouch! Aie!  
over there là-bas  
oversized trop grand

**P** ain la douleur  
partner un compagnon, une compagne, un partenaire  
party une fête  
pass an exam réussir un examen  
patient patient  
personal assistant un(e) secrétaire, un(e) assistant(e)  
petrol station une station essence  
pill un comprimé, un cachet  
pink rose  
Pisces Poisson (astro)  
plain uni (couleur)  
plaited hair des nattes  
pleased content  
poised posé, calme  
polite poli  
polo shirt un polo  
post office un bureau de poste  
pretty joli  
prevent éviter, empêcher  
printed imprimé, à motifs  
proceed with procéder à  
promote encourager  
protagonist un protagoniste  
punctual ponctuel  
purchase (n) un achat  
purchase (v) acheter  
purple violet

**Q** uarrel se quereller, se disputer

**R** arely rarement  
reach atteindre  
recovery position la position latérale de



sécurité  
recruiter un(e) recruteur(euse)  
red rouge  
regularly régulièrement  
relative un membre de la famille  
remote control une télécommande  
reply (n) une réponse  
reply (v) répondre  
responsible responsable, fiable  
rest se reposer  
roundabout un rond-point  
route un itinéraire

**S**ad triste  
sadness la tristesse  
safety la sécurité  
sail naviguer (à la voile)  
sale une vente  
salespeople des vendeurs  
salesperson un vendeur, une vendeuse  
satisfied satisfait  
save sauver (des vies)  
scarf une écharpe  
scary effrayant, qui fait peur  
Scotland l'Ecosse  
Scottish écossais  
search (v) chercher, rechercher  
second-hand shop un magasin d'articles d'occasion  
sell\* vendre  
send\* envoyer  
share (v) partager  
shell la coque, le coquillage  
shopaholic un(e) accro au shopping  
short-sleeved à manches courtes  
show\* montrer  
shy timide, craintif  
sign (n) un signe  
single célibataire  
skill une compétence  
skinny moulant  
skirt une jupe  
sleeveless sans manches  
slicked gominé  
smart chic, élégant  
sneakers des tennis  
socks des socquettes  
sometimes parfois  
soon bientôt  
South Africa l'Afrique du Sud  
South African Sud africain  
span s'étendre (distance)  
sporty sportif  
spotlight un projecteur  
sprained foulé  
stadium un stade

star sign un signe du zodiaque  
stay (v) rester  
step away s'éloigner  
store un magasin  
straight ahead tout droit  
straight raide (chev.)  
striped à rayures  
study (v) étudier  
stunning époustouflant  
suburb un faubourg, une banlieue  
succeed réussir  
suffer from shock être en état de choc  
suit (n) un costume  
suitable approprié, convenable  
sunrise un lever de soleil  
sunset un coucher de soleil  
support group un groupe de soutien  
surname un nom de famille  
swap échanger  
swollen gonflé

**T**ailored bien taillé, sur mesure  
take\* an exam passer un examen  
tartan écossais (tissu)  
Taurus Taureau (astro)  
tend to avoir tendance à  
text envoyer un sms  
theme park un parc à thème  
three times trois fois  
tie une cravate  
tight serré, étroit  
timid timide, craintif  
tip un conseil, un pourboire  
tomorrow demain  
tousled ébouriffé (chev.)  
traffic lights des feux de signalisation  
train station une gare ferroviaire  
trainers des baskets  
training centre un centre de formation  
transaction form une fiche de vente ou de transaction  
travel (v) voyager  
treatment un traitement  
trend une tendance  
trendy à la mode, tendance  
trip un voyage  
trousers (a pair of trousers) un pantalon  
trust (v) faire confiance à  
try on essayer (vêt.)  
turn left tourner à gauche  
turn right tourner à droite  
twice a day deux fois par jour

**U**nassisted sans assistance  
unconscious inconscient  
underground (n) le métro

unhappy malheureux  
United States (The) Les États-Unis  
use (n) une utilisation  
use (v) utiliser  
usually d'habitude

**V**isit (v) rendre visite à  
vocational school une école d'enseignement professionnel  
**W**aiter un serveur  
waitress une serveuse  
walk (v) marcher  
warehouse un entrepôt  
washable lavable  
waste time perdre du temps  
wave une vague  
wavy ondulé  
way un chemin, une façon  
wear\* porter (vêtement)  
website un site internet  
what que, quel...  
What's the matter? Que se passe-t-il?  
What's wrong? Qu'est-ce qui ne va pas?  
when quand  
where où  
which quel, lequel, ce que, ce qui  
white blanc  
who qui  
why pourquoi  
wiped effacé  
wireless sans fil  
wonderful merveilleux  
woodworker un travailleur du bois, un menuisier  
work (n) du travail  
work (v) travailler  
work as a... travailler en tant que...  
workaholic un(e) accro au travail  
working place un lieu de travail  
workshop un atelier  
worn abîmé  
wound une plaie

**X**-ray une radiographie

**Y**ard sale une brocante  
yellow jaune  
yummy délicieux, trop bon

**Z**odiac sign un signe du zodiaque



**A** carreaux checked  
à côté de next to  
à dos de chameau on camelback  
à droite on the right  
à gauche on the left  
à l'occasion occasionally  
à la mode fashionable, trendy  
à manches courtes short-sleeved  
à manches longues long-sleeved  
à motifs printed  
à quelle fréquence ? how often ?  
à rayures striped  
à talons hauts high-heeled  
à vendre for sale  
abîmé worn  
accessoire an accessory  
accro à (adj) addicted to, hooked on,  
accro (n) addict  
accro au chocolat (n) a chocoholic  
accro au shopping (n) a shopaholic  
accro au travail (n) a workaholic  
achat a purchase  
achats compulsifs compulsive shopping  
acheter buy\*, purchase  
activité an occupation  
addiction an addiction  
affaire a deal  
affecter affect  
Afrique du Sud South Africa  
agacé annoyed  
Aïe! Ouch!  
aimer bien be\* fond of  
aimer like  
alerter call  
aller go\*  
amitié friendship  
ample baggy  
anglais English  
Angleterre England  
annonce (petite) an ad  
appeler call  
apprécier enjoy  
apprenti an apprentice  
approprié suitable  
arranger display  
arrivée finish  
article an item  
assistant(e) a personal assistant,  
a secretary  
atelier a workshop  
atteindre reach  
au coin de on the corner of  
Australie Australia  
australien Australian  
autocar a coach  
Autre chose ? Anything else?  
avoir à réaction a jet plane

avoir (v) have\*  
avoir de la chance be\* lucky  
avoir l'air look  
avoir tendance à tend to

**B** alance (astro) Libra  
banlieue a suburb  
baskets trainers  
bavard chatty  
Bélier (astro) Aries  
bermuda Bermuda shorts  
bien aller (taille) fit\*  
bien taillé tailored  
bientôt soon  
blanc white  
blessé (n) a casualty  
blessure an injury  
bleu (blessure) a bruise  
bleu (coul.) blue  
blouson de cuir a leather jacket  
bon marché cheap  
bosse a bump  
bottes boots  
bouche the mouth  
boucle (de cheveux) a lock  
bougon grumpy  
boutique a shop  
bras an arm  
brocante a yard sale  
brûler burn\*  
brûlure a burn  
brun brown  
bureau an office  
bureau de poste a post office  
bus de tourisme a coach

**C** abine d'essayage a fitting-room  
cabinet dentaire a dental clinic  
cachet a pill  
caissier(ière) a checkout assistant  
caleçon boxer shorts  
calme poised  
cambrioleur a burglar  
cariste a forklift operator  
carré court (chev.) a bob (cut)  
carrefour a crossroads  
carrière a career  
carte a card  
carte bancaire a credit card  
caserne de pompiers a fire station  
cassé broken  
casser break\*  
ce que, ce qui which, what  
ceinture a belt  
célébrité fame  
célibataire single  
centre de formation a training centre

chameau a camel  
chance luck  
chanceux lucky  
château a castle  
chemin a way  
chemisier a blouse  
cher expensive  
chercher search, look for  
cheval a horse  
chevelure, cheveux hair  
cheville an ankle  
chic (adj) smart  
choisir choose\*  
clair light  
coiffeur a hairdresser  
combien (de) + plur how many  
combien (de) + sing how much  
comment how  
communiquer communicate  
compagne, compagnon a partner  
compagnon a partner  
compétence a skill  
comptable an accountant  
conduite a behaviour  
conseil a tip, an advice  
conseiller advise  
contacter contact  
content pleased  
convenable suitable  
copain de classe a classmate  
coque a shell  
corps the body  
costume a suit  
coucher de soleil a sunset  
coupe de cheveux a hairstyle  
coupe en brosse (chev.) a crew cut  
couper cut\*  
coupure a cut  
coûter cost\*  
craintif shy, timid  
cravate a tie  
crème a cream  
crépu frizzy

**D** 'habitude usually  
de mauvaise humeur bad-tempered  
décennie a decade  
déception a disappointment  
décontracté (vêt.) casual  
déçu disappointed  
délicieux yummy  
demain tomorrow  
déménager move  
départ the departure  
dépendance a dependence  
dépendant de addicted to  
dépense an expense  
derrière behind



désagréable bad-tempered  
deux fois par jour twice a day  
devis an estimate  
devoir (v) have\* to  
distribuer deal\*  
distribution d'un film the cast  
données data  
donner des conseils advise  
douleur a pain  
drogué (n) an addict  
durée the length

**E** bouriffé tousled  
échanger swap  
écharpe a scarf  
échouer (à) fail  
école d'enseignement professionnel  
a vocational school  
écossais Scottish  
écossais (tissu) tartan  
effacé wiped  
effrayant scary  
effrayer frighten  
élégant smart  
empêcher prevent  
en (2020) in (2020)  
en bon état de marche in good  
working order (GWO)  
en face de opposite  
en ligne online  
en bas de at the bottom of  
encourager promote  
enjoué cheerful  
ennuyé annoyed  
ensemble (n) a bundle  
entre between  
entrepôt a warehouse  
entreprise a company  
envoyer send\*  
envoyer un sms text  
époustouffant stunning  
espèces (argent) cash  
essayer (vét.) try on  
étonnant amazing  
étranger (adj) foreign  
être (v) be\*  
être bon en... be\* good at  
être capable (de) be\* able to  
être en état de choc suffer from shock  
être ensemble (rel. amoureuse)  
be\* in relationship with  
être prudent be\* cautious  
étroit (vét.) tight  
étudier study  
événement an event  
éviter prevent  
excité excited

exposer display

**F** acile d'entretien easy to care for, easy-care  
façon a way  
faire attention be\* careful  
faire confiance à trust  
faire de l'exercice exercise  
faire l'expérience de experience  
faire mal hurt\*  
faire un devis estimate  
fantôme a ghost  
fascinant fascinating  
faubourg a suburb  
feux de signalisation traffic lights  
fiable responsible  
fiche de transaction a transaction form  
film a movie, a film  
foncé dark  
foulé (blessure) sprained  
fracture a fracture  
frange (chev.) bangs  
fréquemment frequently  
frisé frizzy

**G** ants gloves  
gare ferroviaire a train station  
Gémeaux (astro) Gemini  
genou a knee  
gestes des premiers secours emergency  
first aid  
gominé slicked  
gonflé swollen  
grand large  
grand magasin a department store  
grandir grow up\*  
grincheux grumpy  
gris grey  
grosse tête an egghead  
groupe de soutien a support group

**H** abitant an inhabitant  
habiter live  
harceler harass  
haut high  
hébergement an accommodation  
heureux happy

**I** mpôt sur le revenu an income-tax  
imprimé printed  
inconscient unconscious  
infirmier(ière) a nurse  
insouciant careless  
intelligent brainy  
intello egghead  
intéressé interested  
interminable endless  
itinéraire a route

**J** amais never

jaune yellow  
jean jeans (a pair of jeans)  
jeux d'argent gambling  
jogging (vét.) a jogging suit  
joli pretty  
joyeux cheerful  
jupe a skirt

**L** à-bas over there  
laisser leave\*  
langue a language  
laquelle which  
large (vét.) baggy  
lavable washable  
lecteur de DVD a DVD player  
lequel which  
lever de soleil a sunrise  
lieu de travail a working place  
Lion (astro) Leo  
liquide (argent) cash  
longueur the length

**M** agasin a store  
magasin d'articles d'occasion a second-hand shop  
magique magic  
main a hand  
maladroit awkward  
malheureux unhappy  
manières behaviour  
mannequin a model  
manteau a coat  
marché a market  
marcher walk  
marque a brand  
massage cardiaque CPR  
mèches (chev.) dyed strands  
médicaments medicine  
membre de la famille a relative  
menuisier a woodworker, a joiner  
merveilleux wonderful  
métro the underground  
montrer show\*  
mordu hooked on  
moto a (motor) bike  
moulant skinny  
moyen (adj) average  
moyen de transport a means of transport  
musée a museum

**N** atté plaited  
nattes plaited hair  
naviguer sail  
négligent careless  
noir black  
nom de famille a surname  
nomophobie nomophobia



**O**eil an eye  
ondulé wavy  
ordinaire casual  
ordinateur portable a laptop  
ou/ou bien or  
où where

**P**antalon trousers (a pair of)  
paquebot a liner  
parc à thème a theme park  
parce que because  
parfois sometimes  
partager share  
partir leave\*  
passer un examen take\* an exam  
patient patient  
perdre du temps waste time  
peur d'être injoignable au tél.  
nomophobia  
peur a fear  
pieds nus barefoot  
piqûre an injection  
plaie a wound  
plâtre a cast  
Poisson (astro) Pisces  
poli polite  
polo a polo shirt  
pompier a firefighter  
ponctuel punctual  
porter (vêtement) wear\*  
posé poised  
position latérale de sécurité recovery  
position  
pourboire a tip  
pourquoi why  
pouvoir (v) be\* able to  
préparateur(trice) de commande an  
order picker  
près de near  
présenter introduce  
prévenir prevent  
principal (adj) leading  
procéder à proceed with  
profession an occupation  
profond deep  
projecteur a spotlight  
protagoniste a protagonist  
protéger de keep\* safe from

**Q**uand when  
que what  
quel what, which  
qui who  
quitter leave\*

**R**adiographie an X-ray  
raide (chev.) straight  
rarement rarely

rechercher search  
recruteur a recruiter  
régulièrement regularly  
rencontrer meet\*  
rendre visite à visit  
répondre reply, answer  
réponse a reply, an answer  
réseau a network  
réserver book  
respirer breathe  
responsable (adj) responsible  
responsable (de magasin) a manager  
rester stay  
réussir succeed  
réussir un examen pass an exam  
risque a hazard  
robe a dress  
rond-point a roundabout  
rose pink  
rouge red

**S**'attendre à expect  
s'éloigner step away  
s'étendre (dist.) span  
sang blood  
sans assistance unassisted  
sans fil wireless  
sans fin endless  
sans manches sleeveless  
santé health  
satisfait satisfied  
sauver des vies save  
sculpture carving  
se blesser hurt\* oneself  
se développer expand  
se disputer quarrel  
se reposer rest  
se sentir mieux feel\* better  
secrétaire a personal assistant  
sécurité safety  
semaine prochaine next week  
serré tight  
serveur(euse) a waiter, a waitress  
signe a sign  
signe du zodiaque a zodiac sign,  
a star sign  
site internet a website  
situé located  
socquettes socks  
sortir go\* out  
souvent often  
sportif sporty  
stade a stadium  
station balnéaire a coastal resort  
station essence a petrol station  
Sud-africain South African  
surprenant amazing

**T**ureau (astro) Taurus  
taxi-brousse a bush-taxi  
technicien de maintenance a  
maintenance technician  
télécommande a remote control  
téléphone portable a cell phone (US),  
a mobile phone (GB)  
téléphoner call, phone  
tendance the trend  
tennis (vêt.) sneakers  
tête the head  
TGV a high-speed train  
timide shy, timid  
toujours always  
tourner à droite turn right  
tourner à gauche turn left  
tout droit straight ahead  
traitement a treatment  
travailler en tant que work as (a)  
tressé plaited  
tresses plaited hair  
triste sad  
tristesse sadness  
trois fois three times  
trop grand oversized  
troquer swap

**U**ne fois (par jour) once (a day)  
uni (couleur) plain  
urgences emergency services  
utilisation use  
utiliser use

**V**ague a wave  
vélo a bike  
vendeur (par petite annonce) an  
advertiser  
vendeur a salesperson, a salesman  
vendeuse a salesperson, a salesgirl  
vendre sell\*  
vente a sale  
vérifier check  
Verseau (astro) Aquarius  
vert green  
veste a jacket  
vêtements clothes  
victime (n) a casualty  
vide-grenier a car boot sale  
vie professionnelle a career  
ville de résidence, natale a hometown  
violet purple  
vivre live  
vol (aér.) a flight  
voler (aér.) fly\*  
voyage a journey, a trip  
voyager en avion fly\*  
voyager travel  
voyant(e) a fortune-teller



## Unit 1 Join In!

**NOW ACT**

Page 11 exercise 10

Choose one of the 2 articles about social networking sites. Then report in French what you have understood. You can read more on [socialnetworking.procon.org](http://socialnetworking.procon.org)

Article 2



**Social networking sites offer teachers a platform for collaboration with other teachers and communication with students outside the classroom.**

More than 80% of US college and university faculty use social media; more than 50% use it for teaching; and 30% for communicating with students. Educators from around the world interact with each other and bring guest teachers, librarians, authors, and experts into class via social networks like Twitter and social networking tools like Skype. Edmodo, an education-specific social networking site designed for contact between students, teachers, and parents, reached over ten million users on Sep. 11, 2012.

Article 1



**Social networking sites facilitate cyberbullying**

49.5% of students reported being the victims of bullying online and 33.7% reported committing bullying behavior online. 800,000 minors were harassed or cyber bullied on Facebook according to a June 2012 Consumer Reports survey. Middle school children who were victims of cyberbullying were almost twice as likely to attempt suicide. Adults can also be victims of cyberbullying, from social, familial, or workplace aggression being displayed on social media sites.

[socialnetworking.procon.org](http://socialnetworking.procon.org)

## Unit 2 Follow Me!

**NOW ACT**

Page 21 exercise 7

Go to the Canterbury tourism website ([www.canterbury.co.uk](http://www.canterbury.co.uk)), choose one section or read the information below and explain in French to your classmates what you have understood.

Document 1

Home	Accommodation	See & Do	Events	Dining Out	Canterbury District	eShop	Plan My Visit
		Tours	Evening River Tours				

*A wonderful way to capture the magic of the river is through our candlelit evening tours!*

- These tours are provided solely for our group markets, usually with a minimum number of ten participants (subject to a minimum charge).
- The river is particularly beautiful at night, and offers a totally unique perspective of the city. The scene speaks for itself, as a lantern lit boat gently cruises down the river, away from the lights of the city centre, and with an illuminated cathedral shining in the background. Couple this with a glass of fine wine or champagne en route and you have all the ingredients for a night to remember.
- We are able to offer a variety of different evening tour packages that are tailored towards your specific needs and requirements.
- These include: standard evening tour which lasts between 40 minutes and one hour.
  - Tour & Pub
  - Tour & Italian Cuisine
  - Tour & Pub Buffet
  - Tour & Pub Barbecue
  - Tour & Pub Grub
  - Fine wine & dine tour
- **Whatever the motivation:** a birthday, an anniversary, a staff night out, or simply a celebration, we have something to cater for all your needs and look forward to providing an enjoyable experience that will live long in the memory for years to come.

**For more information just give us a call.**



## Document 2

Home	Accommodation	See & Do	Events	Dining Out	Canterbury District	eShop	Plan My Visit
 Tours			Canterbury Historic River Tours				
<p>➤ <b>Previous awards</b> South East England Tourism Awards 'Best Tourism Experience' runner up! 2011 ranked 3rd out of 299 attractions in Kent Tripadvisor.</p> <p>The tour lasts about <b>40 minutes</b>. Firstly, we take you up to a small Franciscan island at one end of the city, which is also known as <b>The Greyfriars</b>. The island is home to a wonderful little chapel from the 13th century which spans the river, and is the oldest example of Franciscan architecture in the country.</p> <p>➤ We then pass under the 12th century <b>Eastbridge Hospital</b> and the <b>King's Bridge</b> (1134), continuing down river past some industrial buildings from the medieval period, including <b>The</b></p>			<p><b>Old Weavers House</b>, The Kings Mill, and the Cromwellian iron forge.</p> <p>➤ After some wonderful views of the cathedral, the tour then passes through the Dominican priories which were built by the <b>Blackfriars</b> in the 14th century, and ends up in a peaceful garden area, that was the site of the old <b>Abbots Mill</b> in the city.</p> <p>➤ <b>We then return to our starting point</b> which is home to the infamous ducking stool.</p> <p>➤ <b>Each boat</b> is chauffeured by one of our team, who acts your guide to the sights upon the river by giving you the enjoyable history of all the different buildings that you pass along the way.</p> <p><b>Throughout the season</b>, from April to September, our tours leave every 15</p>				
			<p>to 20 minutes. Unless you are a group of more than 12 people (see group bookings), there is no need to book in advance. Simply visit us at the King's Bridge, outside The Old Weavers House to find out the next available tour time.</p> <p>➤ <b>A single ticket tour</b> which has a drop off point at the Millers Garden is also available but must be requested prior to departure.</p> <p><b>See our website for more information.</b></p> <p><b>Tour includes:</b> Kings Bridge - Eastbridge Hospital - Franciscan Island - Greyfriars Chapel - Old Weavers House - Kings Mill - Alchemist Tower - Cromwellian Forge - Friars Bridge - Blackfriars - Dominican Priors - The Abbots Mill - The Marlowe Theatre - The Ducking Stool.</p>				

## Document 3

Home	Accommodation	See & Do	Events	Dining Out	Canterbury District	eShop	Plan My Visit
<b>Canterbury Visitor Information Centre</b>							
<p>Canterbury Visitor Information centre covers Canterbury, Whitstable, Herne Bay and the surrounding area. Come and visit us in the Beane House of Art and Knowledge in the High Street where we offer a <b>comprehensive service for visitors and residents</b> alike.</p> <p><b>Our dedicated team</b> provides a wealth of information, ensuring you make the most of your visit to the Canterbury district. Trained staff can assist with:</p> <p>➤ <b>Information</b> about Canterbury, Whitstable and Herne Bay and the surrounding area</p> <p>➤ <b>Tickets</b> for top attractions</p> <p>➤ <b>Guided tours</b> of the city – including walking and river tours</p> <p>➤ <b>A large range of maps</b>, brochures and guides.</p>		<p>In addition there are three dedicated touchscreen information points in Whitstable and Herne Bay:</p> <p>➤ Herne Bay District Office, William Street, Herne Bay, CT6 5NX</p> <p>➤ Whitstable Harbour, Whitstable, CT5 1AB</p> <p>➤ The Horsebridge Arts and Community Centre, 11 Horsebridge Road, Whitstable, CT5 1AF</p> <p>➤ The Whitstable Shop at 34 Harbour Street (run by the Whitstable Improvement Trust) provides tourist information for Kent as well as knowledge of local issues and projects.</p>					
		<p><b>Opening Times</b></p> <p>The visitor centre is open 7 days a week all year except Christmas Day and Boxing Day.</p> <ul style="list-style-type: none"> <li>Monday to Wednesday 9am to 5pm</li> <li>Thursday 9am to 7pm</li> <li>Friday and Saturday 9am to 5pm</li> <li>Sunday 10am to 5pm</li> </ul>					
		<p><b>Contact Us</b></p> <p>Please use the information below to contact us either by post, telephone or email.</p> <p><b>Address:</b> The Beane House of Knowledge, 18 High Street, Canterbury, CT1 2RA</p> <p><b>Telephone:</b> 01227 378 100</p> <p><b>Email:</b> Canterbury Visitor Centre</p>					



# Unit 3 A Good Deal

**NOW ACT**

 Page 33 exercise **6**

Student B is the second-hand shop manager who buys the item(s) and fills in the transaction form.

TRANSACTION FORM		Date:	A – ADELAIDE SHOP 64 Union Street - CRIEFF Tel. 01738 682 894	
SELLER INFORMATION				
Name: .....				
Address: .....		Floor: .....	City: .....	
Phone number: .....				
				<b>Subtotal</b>
ITEM 1: ..... Details: .....				
Other: .....				
Original price: .....		Estimate: .....		.....
ITEM 2: ..... Details: .....				
Other: .....				
Original price: .....		Estimate: .....		.....
MEANS OF PAYMENT				<b>Total</b>
Cash <input checked="" type="checkbox"/> Cheque <input type="checkbox"/> Bank transfer <input type="checkbox"/>				.....
Seller: .....			SIGNATURES Store manager	

**NOW ACT**

 Page 35 exercise **6**

Answer one of the ads chosen page 35 using the reply form.

<b>Your message</b>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
<b>Your name</b>	<div></div> <div></div>
<b>Your email</b>	<div></div> <div></div>
<div>Send</div>	



## Unit 4 Addictions

Page 43 exercise **5**

Complete the quiz page 43. Count the number of symbols you have and check your results.

### Are you a video game addict?

**Mostly ●** : You're very far from video game addiction. Not enough\* time or are video games too hard for you?

**Mostly ■** : You sometimes play video games a little too much. But they don't control your life.

**Mostly ◆** : No social life! No friends! You play too much! You're a geek! Find help before it's too late!

\*assez

**NOW ACT**

Page 43 exercise **6**

**Student B:** Answer your partner's questions then change role. Use the elements below to ask your partner questions and tick his/her answers.

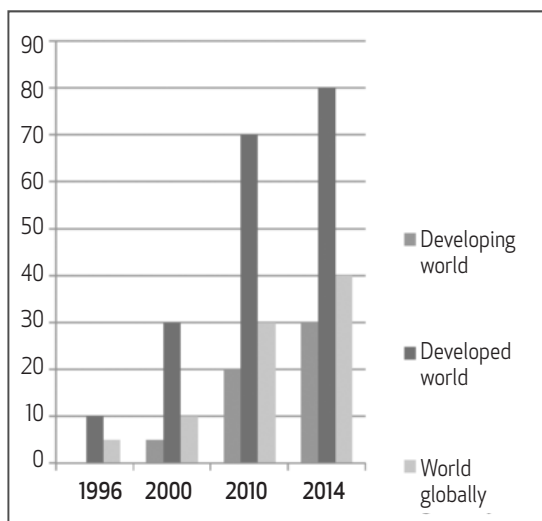
<b>a.</b> play video games a week?			
<input type="checkbox"/> Every day	<input type="checkbox"/> Three times a week	<input type="checkbox"/> Less than once a week	
<b>b.</b> number of hours a week you play video games?			
<input type="checkbox"/> 7 hours or more	<input type="checkbox"/> 3 to 6 hours	<input type="checkbox"/> Less than 3 hours	
<b>c.</b> have other interests than video games?			
<input type="checkbox"/> Some	<input type="checkbox"/> No	<input type="checkbox"/> Many	
<b>d.</b> have bad school grades* because you play too much?			
<input type="checkbox"/> Never	<input type="checkbox"/> barely	<input type="checkbox"/> Often	<input type="checkbox"/> Always
<b>e.</b> feel when you have to stop playing video games?			
<input type="checkbox"/> Angry	<input type="checkbox"/> Defensive	<input type="checkbox"/> Relaxed	<input type="checkbox"/> Indifferent
<b>f.</b> type of games you play?			
<input type="checkbox"/> Action	<input type="checkbox"/> Adventure	<input type="checkbox"/> Role-playing	
<input type="checkbox"/> Simulation	<input type="checkbox"/> Strategy	<input type="checkbox"/> Others	

\*notes

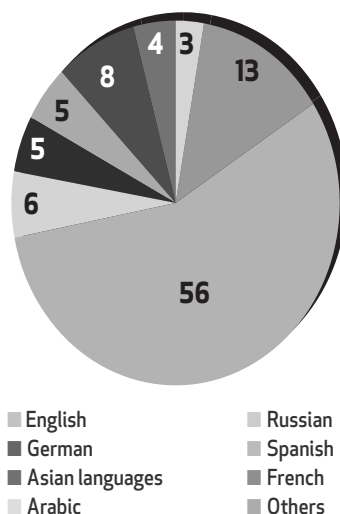
## EXAM PREP 7

Page 49 exercise 2

Use the graphs below and page 49 to present the results of the surveys.



Evolution of Internet users in the world



Websites by language in %

## Unit 6 Qualities and Skills

**NOW ACT**

Page 67 exercise 8 **Student A**

Work in pairs. Ask and answer questions about a professional profile.

**Student A:** You are Jamie Hunter and you work as a mechanic in a garage. You apply for a job of forklift operator in a warehouse. Look at the information in the grid below and answer the recruiter's questions

<b>Personal Information:</b> First name: Jamie Surname: Hunter Age: 21	<b>Current job:</b> Job: Mechanic Company: Austin Place of work: Manchester
<b>Personal skills:</b> - driving machines - repairing machines	<b>Personal qualities:</b> - punctual - well organised

**Then swap roles:** Now, you are the recruiter and you need a checkout assistant in your supermarket. Ask the candidate questions and complete the grid on page 67. Decide if he/she is suitable for the job or not and give your reasons.



## Unit 5 Market Places

**NOW ACT**

Page 57 exercice **6**

Student B plays the role of a salesperson. Student A plays the role of a customer.

- |                                     |                                      |
|-------------------------------------|--------------------------------------|
| 1. Puis-je vous aider ?             | 2. Oui. Je voudrais acheter un pull. |
| 3. longueur de manches?             | 4. manches longues                   |
| 5. taille?                          | 6. L                                 |
| 7. couleur?                         | 8. vert uni                          |
| 9. clair? foncé?                    | 10. foncé                            |
| 11. Ce modèle vous plaît-il ?       | 12. très beau ! prix?                |
| 13. €63.50                          | 14. trop cher                        |
| 15. autre modèle à €35.90           | 16. OK. Puis-je essayer ?            |
| 17. Oui. Les cabines sont à gauche. |                                      |

## Unit 6 Qualities and Skills

**NOW ACT**

Page 69 exercice **4**

Write a short message for the Career Forum. Write about your personal qualities and skills and your strongest intelligences. Ask what you could do for a career. One of your classmates will answer you.

### CAREER FORUM

	Answers
Your name:	I don't know what to do for a career. Could you help me?
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
	Answers
Your classmate's name :	.....
.....	.....
.....	.....
.....	.....
.....	.....



## NOW ACT

Page 67 exercice 8 Student B

**Work in pairs. Ask and answer questions about a professional profile.**

**Student B:** You are Morgan Campbell and you currently work as a sales assistant. You apply for a job of checkout assistant in a supermarket. Look at the information in the grid below and answer the recruiter's questions.

<b>Personal Information:</b> First name: Morgan Surname: Campbell Age: 24	<b>Current job:</b> Job: Sales assistant Company: V&A shop Place of work: London
<b>Personal skills:</b> - communicating - managing money	<b>Personal qualities:</b> - patient - responsible

**Then swap roles:** Now, you are the recruiter and you need a forklift operator in your warehouse. Ask the candidate questions and complete the grid on page 67. Decide if she/he is suitable for the job or not and give your reasons.

## Unit 9 Keep on Moving!

## NOW ACT

Page 105 exercice 6 Student A

**TALKING ABOUT RECENT TRIPS**

**Student A** asks **Student B** about her/his trip from London to Brussels.

**Student A → Questions to Student B**

- > jour + heure du départ ?
- > moyen de transport ?
- > durée du trajet ?
- > distance Londres- Bruxelles ?
- > prix du billet ?
- > durée du séjour ?
- > hôtel ? oui ? non ?
- > jour + heure du retour ?
- > appréciation ?

**Student B's answers**

• .....  
 • .....  
 • .....  
 • .....  
 • .....  
 • .....  
 • .....  
 • .....  
 • .....  
 • .....

**Student A: information about her/his trip to Idanha**

25 juillet à 15:00      autocar tourisme / 20h / 900m (1450km)  
 5 jours / non ; camping      £208 (€250) festival + car + camping  
 02/08/ à 20:00      oui : festival fabuleux  
 Non : trop longtemps dans autocar





## Unit 9 Keep on Moving!

**NOW ACT**

Page 105 exercice **6** Student B

TALKING ABOUT RECENT TRIPS

Student B asks Student A about her/his trip from Paris to the Boom Festival in Idanha-a-Nova (Portugal).

Student B → Questions to Student A

- > jour + heure du départ ?
- > moyen de transport ?
- > durée du trajet Paris-Idanha?
- > distance ?
- > durée du festival ?
- > hôtel ? oui ? non ?
- > coût ?
- > jour + heure du retour ?
- > appréciation ?

Student A's answers

.....

.....

.....

.....

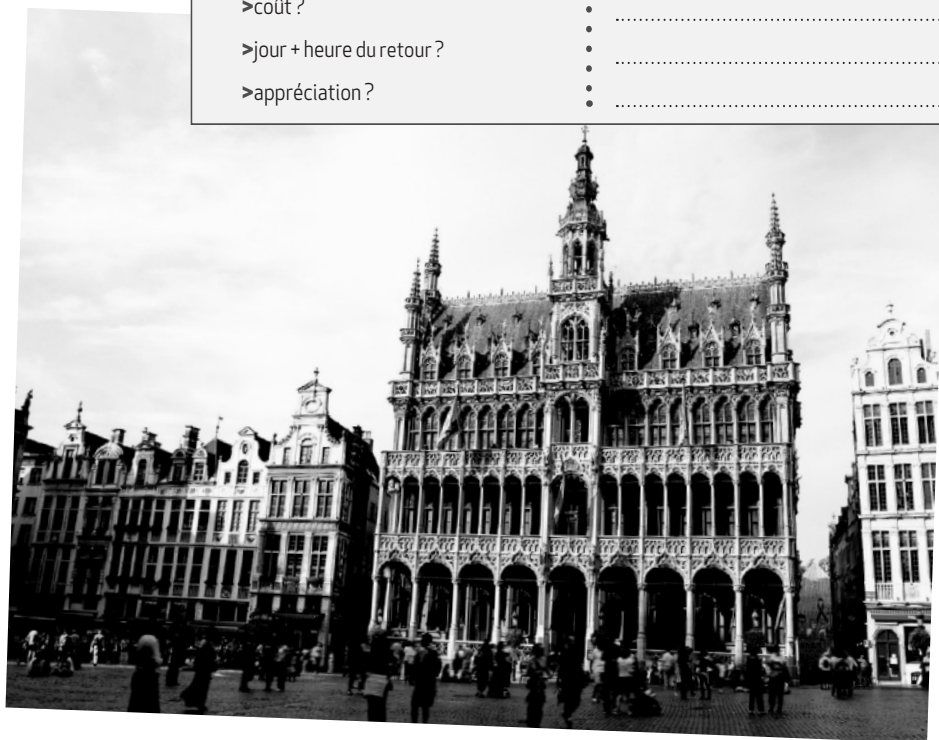
.....

.....

.....

.....

.....



**Student B:** information about her/his trip to Brussels.

samedi à 07:15

2 jours

dimanche à 22:30

Eurostar / 2h / 200ml (320km) / £59 (€70) aller-retour

non ; chez des amis

Oui. Bruxelles est magnifique.



## Unit 7 Saving Lives

**NOW ACT**

Page 81 exercise **5**

Ask and answer questions about simulated emergencies.

**Student B:** You are injured. Use one of the photos to answer your partner's questions. Then go to page 81 and swap roles.



## Unit 10 Plans and Predictions

**NOW ACT**

Page 115 exercise **8**

Check your neighbour's zodiac sign and tell him/her his/her horoscope in French.

### Next Week's Horoscope



**Gemini** (May 22 – June 21)

★★★☆☆ **Love:** Be very cautious<sup>1</sup> in showing your feelings<sup>2</sup>.

★★★☆☆ **Studies / Work:** You will find a nice company for your next work

placement.

★★★☆☆ **Health:** You will show good physical resistance and energy.

★★★☆☆ **Family:** There will be no conflict for the next two weeks. The whole family is very happy.

1. être prudent ; 2. des sentiments



**Cancer** (June 22 – July 22)

★★★☆☆ **Love:** It will be a wonderful week. Your partner starts speaking about the future.

★★★☆☆ **Studies / Work:** You will find a summer job for one month only.

★★★☆☆ **Health:** You will have to<sup>3</sup> be careful with chocolate.

★★★☆☆ **Family:** Unfortunately, there will be conflicts with your family.

3. devoir



## LEO (July 23 – August 22)

★★★Love: You will leave your partner because you are not very sure about your feelings.

★★★Studies / Work: It is a great week.

★★★Health: You will have to exercise<sup>4</sup> more often.

★★★Family: There will be no conflict.



## VIRGO (August 23 – September 22)

★★★Love: You meet the right partner.

★★★Studies / Work: You will have to<sup>3</sup> be nicer with your colleagues or the atmosphere at work will deteriorate.

★★★Health: You are in very good physical condition.

★★★Family: The beginning of the week is difficult.



## LIBRA (September 23 – October 22)

★★★Love: You have to<sup>3</sup> be patient. Your turn will come.

★★★Studies / Work: You will have to<sup>3</sup> trust<sup>5</sup> your colleagues. Be more

patient.

★★★Health: You show a good physical resistance and you don't get tired.

★★★Family: You will share projects with your family and everyone will be satisfied.



## SCORPIO (October 23 – November 22)

★★★Love: There will be no problems at all. It will be great happiness every day.

★★★Studies / Work: You will have to<sup>3</sup> be careful with money.

★★★Health: Go for a walk regularly.

★★★Family: There will be no conflict at all.



## SAGITTARIUS (November 23 – December 21)

★★★Love: You will have to<sup>3</sup> take your time in looking for the right partner.

★★★Studies / Work: You are in charge of a new project with your

colleagues.

★★★Health: You will have to sleep more regularly.

★★★Family: Everyone is satisfied and happy because there are no conflicts.



## CAPRICORN (December 22 – January 20)

★★★Love: You will be disappointed<sup>6</sup> by your partner. You will have to make sure you want to go on, or stop.

★★★Studies / Work: It will be a very successful week.

★★★Health: You decide to start exercising<sup>4</sup> regularly.

★★★Family: Everyone will have to make an effort to stop quarelling<sup>7</sup>.



## AQUARIUS (January 21 – February 21)

★★★Love: You have to be nicer with your partner if you want your love story to go on.

★★★Studies / Work: All your projects will be a real success.

★★★Health: You will be very tired in the middle of the week because of too much stress.

★★★Family: The family atmosphere is very calm and friendly, with no conflicts, no quarelling<sup>7</sup>.



## PISCES (February 22 – March 21)

★★★Love: Every day of the week means great happiness.

★★★Studies / Work: You will have to<sup>3</sup> wait before you are promoted.

★★★Health: You show a good physical resistance in all sports.

★★★Family: Some people will be satisfied and happy, some won't.

3. devoir ; 4. faire du sport ; 5. faire confiance à ; 6. déçu ; 7. se disputer, se quereller



## NOW ACT

## Page 117 exercise 6

You organise a one-day visit to Universal Studios. Go to <http://www.universalstudioshollywood.com/attractions/> and choose what you will do.

Give one or two details about each attraction. (minimum: 3 activities)

## ONE DAY AT UNIVERSAL STUDIOS

9.30 am: arrival

..... am Activity one

We will start with the Studio tour. You will see the making of a movie and the special effects stage.

..... am Activity 2

You will .....

Lunch

You will choose between .....

..... am Activity 3

You will .....

..... am Activity 4

You will .....

..... am Activity 5

You will .....

..... pm Departure

## PROJECT

## Page 120 Tâche 2

## RULES FOR THE «TIP TOP» QUESTION GAME

- || All the cards are in a pack on a table, face down.
- || One player will mark the score for the group of players.
- || The game goes clockwise\*.
- || The youngest player starts the game and picks up the first card.
- || He reads the question aloud and

chooses the answer he thinks is correct and says it orally.

|| Two possibilities:

- If he answers this question correctly, he is given 3 points.
- If he doesn't answer the question correctly, he doesn't get any points.

|| The next player goes on and picks up another card.

|| The game is over when there are no cards left. The winner is the player with the best score.

\*dans le sens des aiguilles d'une montre



# Scripts des activités de compréhension orale

## UNIT 1 Join In!

### Page 7 exercise 1

**Listen and write down the corresponding name for each picture. Then complete the sentences.**

Brian loves fashion. He is the fashion addict of the group.

Ed is very sporty. He is the most athletic boy of the group!

Hannah is lovely, but she is really timid. She is our shy girl.

Jess is often bad-tempered and never satisfied. She is the grumpy girl of the group.

Lizzie is very brainy. She is the intellectual of the group. She is an egghead.

Nelson is always talking on the phone! He is so chatty we call him Mr Chatterbox.

Oliver is fond of new technology. He is our computer geek.

### Page 8 exercise 1

**Listen to Nola and circle the correct information on her profile.**

Hi! I'm Nola Jackson. I'm sixteen... Er... yes, I'm sixteen years old.

Well, I'm a girl. I've got brown hair and I'm an apprentice at Southeast Training Centre.

My birthday is on March, the eighth, don't forget to send me a gift!

Er... I live in London, in the United Kingdom and... I've got a boy-friend: his name is Sam. I do boxing in a club and I love it. I also like TV series: Grey's Anatomy is my favourite!

And I'm fond of supporting my favourite football teams: I'm a great football fan!

### Page 9 exercise 4

**Listen and tick exactly what you hear.**

Hi, guys! Let me introduce you to my friend!

Here he is. This is Sammy Haddon.

Well, err, he is nineteen. Isn't he great?

He studies at Hull vocational school and I know he is very brainy.

Listen carefully girls, he is single! Oh poor Sammy! You haven't got a girlfriend!

Maybe you know Tina, don't you? Well, his brother Rick is in a relationship with Tina.

I'm sure you'll get on well with Sammy. Here are his hobbies: Sammy is fond of cinema and he enjoys listening to R&B music.

He is my best friend!

### Page 10 exercise 3

**Read these titles of articles taken from [socialnetworking.procon.org](http://socialnetworking.procon.org). Tick if the articles are about pros or cons. Then listen and check.**

Here are the pros:

- Social networking sites help people who are shy connect with other people.
- Social networking sites offer teachers a platform for collaboration with other teachers and communication with students outside the classroom.

Now, here are the cons:

- People who use social networking sites are prone to social isolation.
- Social networking sites facilitate cyberbullying.
- Students who are heavy social media users tend to have lower grades.

## Page 11 exercise 9

**Read the list of tips for teenagers. Then listen to Jonathan and Keiza and tick the corresponding tips.**

### DIALOGUE A

Hi! I'm Jonathan and I love social media. I have many friends on Facebook and we communicate a lot. But, you must be careful. It isn't safe to give personal information to people you don't know. The more information you post, the easier it may be for a hacker or someone else to use that information to steal your identity, access your data, or commit other crimes.

You can really have fun online but try and respect your friends; for example, never post messages, photos or videos which could make them uncomfortable.

### DIALOGUE B

Hello, I'm Keiza and I'm a Twitter fan! Yet I know that you must protect your reputation and present yourself on line in a positive way. Think twice before posting pictures you wouldn't want your parents, your teachers or your future employers to see!

To keep safe, you should always use the privacy and security settings on social networks. I spend a lot of time on line but I often prefer going out and playing basketball with my friends. Even if I love communicating on line, I must say that we have more fun when we are together having face to face conversations.

## IN TUNE page 12 exercise A

a. his                      b. as                      c. hi                      d. hate                      e. old                      f. hear

## IN TUNE page 12 exercise B

Hi! Here is my friend Henry.

He has got grey eyes.

Here is his girlfriend Helen.

He is twenty-eight years old.

He hates hamburgers.

Her favourite music is hard rock and heavy metal.

## TRAINING page 13 exercise 7

**Boy:** Do you know Bob and Ann?

**Girl:** Well, yes, I think Bob is tall. His hair is black and his eyes are brown.

**Boy:** And Ann is tall and she has got brown eyes too, but her hair is blond.

**Girl:** What about his age?

**Boy:** He's 19, and Ann is younger I think.

**Girl:** I know his favourite music is hard metal and her favourite is pop music.

**Boy:** Yes, you are right and his favourite sport is handball!

**Girl:** Exactly.

## EXAM PREP 1 page 15 exercise 1

I have just read a post from Tim about favourite teenage social media. Tim is seventeen and he says that he loves social media. He communicates very late at night with friends and sometimes with strangers, which could be risky. His favourite site is MySpace.

## EXAM PREP 1 page 15 exercise 2

I have just read a post from Stella about teenagers and social media. Stella is fifteen and she says that she doesn't like social media because she was the victim of cyberbullying, which is terrible. She prefers face-to-face conversations. She says that her friends help her feel better.

# UNIT 2 Follow Me!

## Page 17 exercise 1

**Look, listen and repeat.**

a. a police station  
d. a department store

b. a post office  
e. a pharmacy / a chemist's

c. a town hall  
f. a petrol station

## Page 18 exercise 1

### Listen and write the corresponding words from the list.

- a. The car park is in front of the supermarket.
- b. The park is next to the town hall.
- c. The flower shop is on the corner of Edward Road and Albert Road.
- d. The toilets are between the school and the car park.
- e. The swimming pool is opposite the pub.

## Page 18 exercise 3

### Sam is at the bus station and wants to go to the Canterbury Tales. Listen and tick what you hear.

**Sam:** Excuse me, could you tell me the way to the Canterbury Tales, please?

**A woman:** I'm sorry. I'm French and I don't know.

**Sam:** All right. Thank you.

Excuse me! Where is the museum called the Canterbury Tales?

**A man:** Well... We are in Upper Bridge Street. Walk along this street as far as the roundabout. Turn left at the roundabout. Walk straight on, don't turn into Rose Lane as the road sign shows, take the next street on your left instead, it's easier. Then you are in St Margaret's Street and the museum is on your right.

**Sam:** OK. Thanks. Bye.

## Page 19 exercise 7

### Listen to the directions and:

- a. Draw the 4 routes in different colours.
- b. Complete the map with the names of the places: post office, police station, bookshop, park.

#### DIRECTION 1

You're at the department store. Turn left. Go straight along Crampton Avenue. At the second crossroads, turn right. Go along Nelson Street. The bookshop is on the left.

#### DIRECTION 2

**A:** Excuse me, Sir! Can you tell me the way to the police station?

**B:** Yes, of course! Well, here, you're in front of the school. Turn right then turn left into College Road. Go along College Road. The police station is on the right.

**A:** OK, I turn right then left into College Road. I walk along College Road and the police station is on the right. Is it far?

**B:** No, it's only about five minutes' walk.

**A:** OK, thank you for your help!

**B:** You're welcome. Bye!

#### DIRECTION 3

You're in front of the school. Go along Church Road past the bus station. Turn right into Crampton Avenue. Walk along Crampton Avenue. The park is on your left.

#### DIRECTION 4

**A:** Excuse me, please. I'm trying to find the post office.

**B:** From the bus station, turn left, then turn right into Crampton Avenue. Go along Crampton Avenue. The post office is on the right.

**A:** OK... I turn left then right. I walk along Crampton Avenue and the post office is on the right.

**B:** Yes, that's it! It's no distance at all.

**A:** Thank you very much indeed. Bye!

**B:** It's a pleasure. Bye!

## IN TUNE page 22 exercise A

Police – cinema – superstore – petrol station – roundabout – opposite – Canterbury – accommodation – attractions

## TRAINING page 22 exercise 2

- a. Turn right.
- b. Turn left.
- c. Go straight on.
- d. a roundabout
- e. traffic lights

## CULTURE CLICK Chicago

### Page 27 exercise 2

**Listen to Daryl and fill in the card. Then, report the information orally.**

Hi guys! I'm Daryl. I'm from Chicago and sure, I love this place! Here are some facts about this great city! Chicago is home to:

- 2.8 million residents,
- dozens of cultural institutions, historical sites and museums,
- more than 200 theaters and 7,300 restaurants,
- 77 community areas and 26 miles of lake front,
- 15 miles of bathing beaches and 552 parks,
- and United States President Barack Obama.

### Page 28 QUIZ

1. Chicago is in the State of Illinois.
2. Chicago is the 3rd most populous city in the US.
3. Chicago's nickname is "Windy City".
4. President Obama started his career in Chicago.
5. The largest of the five Great Lakes is Lake Superior.
6. Michael Jordan is a famous Chicago Bulls player.
7. Willis Tower is a 442-meter skyscraper.
8. Chicago's famous dish is the deep dish pizza.
9. Emergency Room is a TV series which is set in Chicago.
10. Al Capone was arrested by Eliot Ness.

## VIDEO TIME A basketball camp

**Presenter Ryan Baker (CBS 2 Sports):** With six championship rings and a spot in the Hall of Fame, Scottie Pippen has some pretty good basketball credentials. As Jill Carlson reports, some fortunate kids are taking full advantage of them.

**Scottie Pippen and kids:** One, two, three, team work!

**Reporter Joe Carlson:** When most current or former NBA players put their names on a basketball camp, they either show up and leave, or let others do everything. But not Scottie Pippen. He's downright interactive in his first ever skills camp at Joy of the Game in Deerfield.

**Scottie Pippen:** These kids come here to spend time with me and want me to work with them. So that's why I'm here. I dedicated myself to having this camp and that's what I wanted to do, is stay here and work with the kids.

**Reporter Jill Carlson:** More than 125 kids are taking part in this week-long camp and they unanimously agree on one thing. This is the best basketball camp they've ever attended.

**Ari Eisenberg - camper:** It's special because it's really fun and you're learning a lot and it makes you get really good.

**Kian Nematollahi - camper:** You don't get to learn from a NBA superstar every day. It's a once in-a-life time opportunity for a selected few.

**Reporter Jill Carlson:** Pippen said he saw a shot of Michael Jordan jamming at his camp last week. But don't ask him to do the same. His big toe is broken right now.

**Scottie Pippen:** I'm not gonna try to show him up, but I did see his dunk. Was that a ten-foot basket?

**Reporter Jill Carlson:** Yeah. It seemed like it was. Yeah. Exactly!

**Scottie Pippen:** Yeah, it seemed pretty shallow.

**Reporter Jill Carlson:** His toe may be broken but not his sense of humor! In Deerfield, Jill Carlson, CBS 2 News.

## UNIT 3 A Good Deal

### Page 32 exercise 1

**Listen to the first part of the conversation and tick the correct information.**

#### IN THE SECOND-HAND SHOP (PART 1)

**Shop manager:** Good morning, Miss. Can I help you?

**Liz:** Good morning. Err... Well, I'd like to sell a few things...

**Shop manager:** Sure. Let's go over there, on the left. There is a special counter. I will have a look at your items. And I will make the estimates.

**Liz:** Thank you.

**Shop manager:** OK, Miss. What have you got for sale?

**Liz:** Well, two items. That's all.

**Shop manager:** Let me see. A few DVDs... How many DVDs?

**Liz:** Five.

**Shop manager:** And a DVD player. I have to check if everything is OK.

**Liz:** Sure. The DVDs are Sci-Fi and detective films. The original price was £9 each

**Shop manager:** Good. Your DVDs are new... We pay £3.00 each....

### Page 32 exercise 3

**Listen to the second part of the conversation and take notes about the DVD player.**

#### IN THE SECOND-HAND SHOP (PART 2)

**Shop manager:** Now, the DVD player.... What brand is it?

**Liz:** Sony - Err... It's not new but it works all right. I just don't need it any more.

**Shop manager:** OK. I'll check if everything is okay. The remote is here and here is the manual.... Good.

**Liz:** Nothing is missing.

**Shop manager:** Yes, it's OK. How much did you pay for it?

**Liz:** Here is the invoice: £120.

**Shop manager:** When did you buy it?

**Liz:** Four years ago.

**Shop manager:** Right. Let me count. Err... That's £40 for the DVD player...

**Liz:** That's not much....

### Page 33 exercise 5

**Listen to part 3 of the conversation and complete the form.**

#### IN THE SECOND-HAND SHOP (PART 3)

**Shop manager:** Well your DVD player is not new, Miss. Five DVDs for £15 plus £40 for the DVD player... £55 altogether. Do you accept?

**Liz:** Yes, I do.

**Shop manager:** OK. Now, we have to fill in a transaction form. What's your name, Miss?

**Liz:** Liz Rae. R - A - E.

**Shop manager:** Liz Rae. OK... What's your address?

**Liz:** 2nd floor, 26 Barossa Place, Crieff.

**Shop manager:** 2nd floor, 26 Barossa Place. Your phone number now, please?

**Liz:** Yes... 01738 571 527.

**Shop manager:** 01738 571 527. And how would you like to be paid?

**Liz:** In cash, please.

**Shop manager:** OK. Can you sign here, please?

**Liz:** Here you are.

**Shop manager:** Here is your money. In cash. And a copy of the receipt.

**Liz:** Thank you very much. Bye.

**Shop manager:** Goodbye.

## IN TUNE page 36 exercise A

lead – sweat – meat – real – really – health – teacher – cheap – near – hearty – bread – mean

## EXAM PREP 5 Page 39 exercise 1

**Chris:** Hi Jane! How are you?

**Jane:** Oh, hello Chris. I'm fine and you?

**Chris:** I am very well, thank you. Would you like to come to Paul's, the new media store?

**Jane:** That's very kind of you but I have a match at 1.30.

**Chris:** OK then. Would you like to come tomorrow?

**Jane:** Yes, tomorrow will be fine. What time?

**Chris:** 12.30.

**Jane:** Thank you very much. See you tomorrow. Bye.

**Chris:** Bye. See you tomorrow.

## UNIT 4 Addictions

### Page 41 exercise 1

#### Pronounce the following words.

Addict – addicted to – addiction

connected – hooked on

shopaholic – workaholic – chocoholic

### Page 41 exercise 2

#### Use the words above to complete the caption of each photo. Listen and check.

##### ADDICTIONS

- a. She buys too many things. She is a real shopaholic.
- b. She works too much. She is a workaholic.
- c. Dark chocolate is so yummy! She is a chocoholic.
- d. She keeps exercising. She has an addiction to exercise.
- e. She always needs a computer. She is constantly connected.
- f. They don't go out. They are hooked on video games.
- g. He sleeps with his cell phone. He is addicted to his mobile.
- h. She watches TV all day long. She is a TV addict.

### Page 42 exercise 1

#### Listen to the interviews about mobile phone usage. Complete the sentences with "never, often, usually or always" then translate those words.

##### HOW OFTEN DO YOU USE YOUR MOBILE PHONE?

**Reporter:** Mobile phones are part of our daily life. Our correspondent asked people in the street the following question: How important is your mobile phone in your life?

**a. Mark:** I'm Mark. I'm 15. I never forget my mobile phone. I use it all the time. I text, I get on Facebook, I play games, I watch videos, I listen to music. I always take pictures of my friends or my family. I feel really bad when my mobile phone runs out of battery.

**b. Mary:** I'm Mary. Having a mobile phone is not very important for me. I love the fact that you can call your family or your friends to help you if you have a problem... But when I have a face-to-face conversation, I put my phone in my bag. I never text someone else when I'm with a friend. I think it's rude.

**c. Liam:** I'm Liam. I'm 17. While I am doing my homework, eating dinner with my family, lying in bed, or taking notes in math class, I often check my social networking apps. I must be constantly socially connected with my friends.

**d. John:** I'm John. I have a mobile phone but it's not very important for me. It just keeps me connected. I usually use my phone to call, calculate or get directions. I think it's strange watching people queuing for the bus, all looking down at their phones at the same time.

## Page 42 exercise 3

**Listen to the phone survey about Facebook users and number the questions in the order you hear them.**

**DO YOU HAVE A FACEBOOK ACCOUNT?**

**Jane Stevenson:** Hello, Jane Stevenson speaking. I'm working for Social Science Studies and I'm phoning for a survey about the use of Facebook. Do you have a Facebook account?

**Man:** Yes, I do.

**Jane Stevenson:** May I ask you a few questions then? It will take you about five minutes to answer.

**Man:** All right. I have a few minutes to answer your questions.

**Jane Stevenson:** Thank you. Here is the first question. How many times do you visit Facebook per day?

**Man:** Well, I visit Facebook every day. It depends but usually once or twice a day.

**Jane Stevenson:** What do you usually use Facebook for?

**Man:** Generally to communicate with my friends or to share photos or videos.

**Jane Stevenson:** Do you go onto Facebook on your mobile?

**Man:** Oh yes, I do. Every evening on the train, when I'm coming back from work.

**Jane Stevenson:** How do you know when you have a new message on Facebook?

**Man:** I check my messages directly on Facebook.

**Jane Stevenson:** And the last question... How often do you change your profile picture on Facebook?

**Man:** I don't change my profile picture very often, actually.

**Jane Stevenson:** Thank you for taking the time to answer the questions. Your information will be very useful. Have a nice day.

**Man:** Thank you. Goodbye.

**Jane Stevenson:** Goodbye.

## IN TUNE page 46 exercise A

Fifteen

Nineteen pounds ninety-nine

Six thousand seven hundred

Fifty

Four hundred and forty-five pounds forty-nine

Six thousand eight hundred and sixty-six

## IN TUNE page 46 exercise B

a. forty

b. six dollars thirty-five

c. nineteen dollars ninety

d. seventy-five pounds ninety-nine

e. three hundred and sixty-eight

f. eight hundred and seventy-one

g. nine hundred and fifty pounds fifteen

## EXAM PREP 7 Page 49 exercise 1

**Listen to the statistics about nomophobia in the UK. Write the numbers you hear. Then match the graphs to the sentences.**

**STATISTICS ABOUT NOMOPHOBIA IN THE UK**

1. 81% of people between 18 and 24 check their phone for messages on average 34 times a day. And 46% of people aged 65 or more check their phone very frequently.

2. 47% of men have two mobile phones.

3. In 2008, 53 percent of people were afraid of being phoneless. In 2012, 66% of people suffered from nomophobia.

4. 7 out of 10 women are afraid of losing their phone.

## CULTURE CLICK Johannesburg

### Page 51 exercise 1

**Listen and tick the information you hear.**

#### JOHANNESBURG

Johannesburg, also called "Joburg" or "Jozi" is the largest city of the Republic of South Africa.

It was founded in the late 19th century, thanks to the discovery of gold in the ground. Johannesburg looks like Manhattan with all its buildings and towers. Public transport is modern and cheap, which is good for the population and the tourists. However, the residential suburbs still contrast with the huge townships south of the city, such as Alexandra and Soweto.

### Page 52 exercise 4

**Listen to a short biography of Nelson Mandela and fill in the information card.**

#### NELSON MANDELA - PEACEMAKER HERO

He was born in 1918 in South Africa. He was a civil rights leader and he fought all his life against apartheid. He was classified as a terrorist by the government and he was sent to prison in 1963. He spent 27 years there and was finally released through international pressure in 1990.

In 1993, he was awarded the Nobel Peace Prize and a year later, in 1994, when all races were allowed to vote for the first time, he won the election and became the first black president of South Africa. He died in Johannesburg on the 5th of December 2013.

### Page 52 QUIZ

1. The area of South Africa is nearly 1,221,000 km<sup>2</sup>. It is twice as large as France.
2. The administrative capital is Pretoria.
3. As it is located in the Southern hemisphere, the coldest days are in July and August.
4. South Africa is the world leader for the production of gold and platinum and it is the 5th producer of diamonds.
5. The South African currency is the rand.
6. There are about 53,000,000 inhabitants in the republic of South Africa.
7. The 3 first official spoken languages are: Zulu, English and Afrikaans but there are 8 others. There are 11 in total.
8. The percentage of children who never go to school is 23%.
9. Life expectancy for men is 43 years and only 41 for women.
10. The principal cause of death is HIV/AIDS.

## VIDEO TIME Nelson Mandela: Life and Times

Nelson Mandela: the story of an inspiring leader.

"Do not judge me by my success. Judge me by how many times I fell down and got back up again," are the words of the great leader Nelson Mandela.

Rolihlahla Mandela was born on 18 July 1918 in South Africa. He was later given the name Nelson by his teacher on his first day at school.

When Nelson Mandela was growing up, black people had little say in how South Africa was run. The government was run by white people only. Most black people were poor. They worked as servants; they worked on farms, in factories and gold mines.

Nelson Mandela became known for his long fight against racial inequality. He spent 27 years in prison for the cause of equality. He did not give up.

At last, in 1988, the South African government began to make changes. One change was to let black students into "white" universities.

After he left prison, he worked to achieve human rights and a better future for everyone in South Africa. He won the Nobel Peace Prize and was respected for his courage and wisdom in bringing people together to live in peace.

In 1994, Nelson Mandela became South Africa's first black president. People lovingly called him "Madiba", a nickname taken from his clan.

Nelson Mandela proved to the world what he believed in.

He said, "Everyone can rise above their circumstances and can achieve success if they are dedicated to, and passionate about what they do. Death is something inevitable. When a man has done what he considers to be his duty to his people and his country, he can rest in peace. I believe I have made that effort and that it is why I will sleep for eternity."

## UNIT 5 Market Places

### Page 55 exercise 1

**Listen and match the letters to the clothes. Then repeat.**

**A** a dark blue T-shirt

**B** a light blue top

**C** a white long-sleeved shirt

**D** a sleeveless black dress

**E** black high-heeled shoes

**F** a classic jacket

**G** a skirt

**H** grey trousers

**I** a short-sleeved white polo shirt

### Page 56 exercise 1

**Look, listen and tick the adjective describing each item. Then repeat.**

**a.** a checked umbrella

**b.** a plain cap

**c.** a striped pullover

**d.** printed flip-flops

### Page 56 exercise 3

**Listen to the mini-conversations and underline the price of each item.**

**HOW MUCH IS IT, PLEASE?**

**DIALOGUE A**

**Salesman:** Can I help you?

**Alice:** Yes. How much is that tie, please?

**Salesman:** You mean that one?

**Alice:** Yes.

**Salesman:** It's nine euros eighty.

**Alice:** Thank you.

**DIALOGUE B**

**Nina:** Do you like those Bermuda shorts, Greg?

**Greg:** Yes, I do. How much are they?

**Nina:** Not too expensive: fourteen euros fifty.

**Greg:** OK. I'll try them on.

**DIALOGUE C**

**Ella:** How much is this belt, please?

**Salesgirl:** It's only sixteen euros ninety-nine! Try it on!

**Ella:** Yes. Thanks

**DIALOGUE D**

**Valentine:** I'll take that scarf for your grandfather, how much is it?

**Tom:** It's thirteen euros twenty-five, Mum.

**Valentine:** All right, where's the cash desk?

**Tom:** Over there, Mum.

### DIALOGUE E

**Charles:** These socks must be good quality. How much are they?

**Peter:** Three euros twenty-five.

**Charles:** They're cheap. I'll take ten pairs.

**Peter:** Ten pairs? Gosh!

### DIALOGUE F

**Justine:** Hey, look at these printed gloves, Tricia! They are so nice!

**Tricia:** Beautiful! They must be expensive!

**Justine:** Err... Well, no! They are nineteen euros ninety. I want them!

### DIALOGUE G

**Stan:** How much are the striped boxer shorts in the window, please?

**Salesgirl:** Fourteen euros eighty-nine. What size are you?

**Stan:** I think it's M.

### DIALOGUE H

**Julie:** I'd like a pair of sneakers, please.

**Salesgirl:** Printed or plain?

**Julie:** Plain. How much are they?

**Salesgirl:** Twenty-six euros seventy. What size are you?

## Page 57 exercise 4

**Listen and complete the conversation corresponding to situation A with the following elements.**

### SITUATION A

**Salesgirl:** Can I help you?

**Customer:** Yes. I'd like to buy a jacket. This one is very nice; can I try it on, please?

**Salesgirl:** Yes, of course. The fitting rooms are over there.

**Customer:** Thank you.

**Salesgirl:** Does it fit? Is it the right size?

**Customer:** No, it's too tight.

**Salesgirl:** What size is it?

**Customer:** Size S.

**Salesgirl:** You need a size M! I'll get you one.

**Customer:** Thank you.

## IN TUNE page 60 exercise A

how – below – snow – now – slow – show – allowed – cow – tomorrow – brown – yellow – know

## IN TUNE page 60 exercise B

[au] comme dans how – now – allowed – cow – brown

[əu] comme dans below – snow – slow – show – tomorrow – yellow – know

## TRAINING page 60 exercise 1

- a. I like this plain yellow scarf very much.
- b. That black belt is expensive!
- c. I'm looking for a purple and grey striped tie, do you have any?
- d. My sister has bought a dark green and black checked skirt. I don't like it.
- e. Are you sure you want those pink gloves?
- f. How much are these light blue sneakers, please?

## TRAINING page 61 exercise 3

- a. Thirty-six euros ninety-five
- b. Three hundred and thirty pounds
- c. Two thousand three hundred and fifty dollars

## TRAINING page 61 exercise 4

- a. one hundred and fifty-seven
- b. six thousand
- c. a hundred thousand
- d. two thousand four hundred and twenty-three
- e. nine hundred and eighty-five
- f. four hundred and twenty-two thousand

## TRAINING page 61 exercise 8

**Nat:** Hello?

**Alex:** Hello, Nat. It's Alex here. I've got a problem with Internet and I need to order a birthday present for my father. Can you place the order for me, please?

**Nat:** Yes, of course. Give me the details of your order.

**Alex:** OK. I'd like to order a leather jacket from the H&M site.

**Nat:** Right. What reference is the jacket, please?

**Alex:** It's MLJ789.

**Nat:** MLJ789... What colour?

**Alex:** Dark brown.

**Nat:** What size, please?

**Alex:** Size XXL. It costs £162.

**Nat:** XXL; £162. Anything else?

**Alex:** No, that's all. How much is the postage?

**Nat:** £5. So, let's recapitulate: a dark brown leather jacket, size XXL at £162, plus £5 for the postage. Is that correct?

**Alex:** Correct.

**Nat:** That makes a total of £167. How will you pay?

**Alex:** By credit card.

**Nat:** All right. Can you give me your...

## EXAM PREP 9 Page 63 exercise 2

### A QUICK PURCHASE

**Salesgirl:** Hello. Can I help you?

**Customer:** Hello. I'm looking for some Bermuda shorts.

**Salesgirl:** What size are you?

**Customer:** I think I'm size M.

**Salesgirl:** What colour would you like?

**Customer:** I'd like black.

**Salesgirl:** Here is a nice model in black. Try them on. The fitting rooms are just over there.

**Salesgirl:** Do they fit?

**Customer:** No. They are too tight.

**Salesgirl:** I'll get you a size L.

**Salesgirl:** Let me see, you look perfect!

**Customer:** How much are they?

**Salesgirl:** Only 30 euros. A good price for a good quality! And they are easy to care for!

**Customer:** OK, I'll take them.

**Salesgirl:** Would you like a shirt or a tee-shirt to go with them?

**Customer:** No, thank you.

**Salesgirl:** Do you pay in cash or by credit card?

**Customer:** In cash.

**Salesgirl:** Here is your change and your receipt.

**Customer:** Thanks. Good-bye.

## UNIT 6 Qualities and Skills

### Page 65 exercise 1

**Listen and complete the stickers with the corresponding places of work.**

They work in a supermarket. She is a salesperson and her friend is a checkout assistant.

They work in a workshop. He is a maintenance technician and his colleague works as a woodworker.

They work in an office. He works as a personal assistant and his colleague is an accountant.

They work in a warehouse. She works as an order picker and her colleague is a forklift operator.

## Page 66 exercise 1

**Look at name tag A. Then listen and match questions and answers.**

### NAME TAG A

**Sally:** Good morning, Sir. Welcome to the Conference for Student Employment. I'm Sally and I think you're speaking at the conference, aren't you?

**Mr. Davies:** Yes, I'm speaking at 10 o'clock in room 103.

**Sally:** OK. I need to complete your name tag. Can you spell your name, please?

**Mr. Davies:** Yes, it's D-A-V-I-E-S.

**Sally:** Thank you. Nice to meet you, Mr. Davies.

**Mr. Davies:** Nice to meet you, Sally.

**Sally:** What company do you work for, Mr. Davies?

**Mr. Davies:** I work for General Motors.

**Sally:** What do you do?

**Mr. Davies:** I'm a maintenance technician.

**Sally:** Where do you work?

**Mr. Davies:** In a workshop in London.

**Sally:** Here is your name tag, Mr. Davies. Have a nice day.

**Mr. Davies:** Thank you, Sally.

## Page 66 exercise 2

**Listen and complete name tag B.**

### NAME TAG B

**Sally:** Good morning, Madam. I'm Sally. Are you Ms. Blake: B-L-A-K-E? Are you speaking at the conference?

**Mrs. Blake:** Yes, That's right. I'm Sarah Blake.

**Sally:** Nice to meet you, Ms. Blake. What do you do, please?

**Mrs. Blake:** I'm a PA.

**Sally:** OK. You are a personal assistant. What company do you work for, please, Ms. Blake?

**Mrs. Blake:** I work for Nintendo.

**Sally:** OK Nintendo. Err and where do you work?

**Mrs. Blake:** I work in an office in Windsor.

**Sally:** Windsor: W-I-N-D-S-O-R, UK. Thank you, Ms. Blake. Here is your name tag. Have a nice day.

**Mrs Blake:** Thank you, Sally.

## Page 66 exercise 4

**Listen and tick the qualities and skills you need to work as a salesperson.**

### QUALITIES AND SKILLS TO BE A GOOD SALESPERSON

My friend Maria wants to work as a salesperson. I think this is the perfect job for her because, to be a salesperson, you have to be patient and polite, and she is very polite and really patient! She is also very good at managing money and at mental arithmetic. Plus, she is good at communicating and at foreign languages. And above all, she is very friendly, so maybe she'll get the job! What do you think?

## Page 67 exercise 6

**Look at the ad and listen to the two job interviews to complete the forms with the personal information and the personal skills and qualities.**

### FIRST JOB INTERVIEW: KEVIN

**Matt Potter:** Hello, Matt Potter, Maintenance Service. Can I help you?

**Kevin:** Hello, Mr Potter. I'm Kevin Turino, I'm a student. I'm calling about the maintenance technician job.

**Matt Potter:** OK. I have some questions to ask you immediately. Errrr... Can you spell your surname, please?

**Kevin:** Yes, of course. Turino. T-U-R-I-N-O. And I'm 19.

**Matt Potter:** Age: 19. OK. And errr... Can you tell me why you think you are suitable for the job?

**Kevin:** Well, I love repairing machines. I also have excellent communication skills. And of course you need to have good communication skills with customers, don't you?

**Matt Potter:** Yes, Kevin. That's right. And what are your personal qualities?

**Kevin:** Err... I'm always punctual and I think I am very polite.

**Matt Potter:** Oh! OK. And I can hear you are enthusiastic. Have you got good computing skills?

**Kevin:** Well, of course, I can use a computer, but I must admit I'm not very good at ICT. But I'll do my best, Sir.

**Matt Potter:** OK. Thank you, Kevin. I'll contact you soon.

**Kevin:** Thank you, Mr Potter. Have a nice day!

**Matt Potter:** Thanks. Good bye, Kevin.

### **SECOND JOB INTERVIEW: ASHLEY**

**Matt Potter:** Hello, Matt Potter, Maintenance Service. Can I help you?

**Ashley:** Hello, I'm Ashley Norton. I saw the ad about the maintenance technician job on Saturdays. I'm a student and I'm interested in the job.

**Matt Potter:** OK. Hello Ashley. Just a few seconds please. Errr... Ashley Norton: N-O-R-T-O-N, is that it?

**Ashley:** Yes, that's correct.

**Matt Potter:** How old are you, Ashley?

**Ashley:** I'm 20 years old.

**Matt Potter:** 20. OK. Ashley, can you tell me why you think you are suitable for the job?

**Ashley:** Well, I have good experience in repairing machines and I'm studying computing at university, so I have very good ICT skills. I also have foreign language skills. I can speak German and a little Spanish. I think you need to have good foreign language skills to welcome customers.

**Matt Potter:** Oh! That's good. And errr... what are your personal qualities?

**Ashley:** I think I am always calm. I'm punctual. And errr... I can say I'm very patient.

**Matt Potter:** Good. Yes, you seem calm and patient. Thank you, Ashley. I'll contact you soon.

**Ashley:** Thank you Mr Potter. Goodbye.

**Matt Potter:** Goodbye, Ashley.

## **IN TUNE Page 70 exercise A**

Sound /ei/ : A, H, J, K

Sound /e/ : F, L, M, N, S, X, Z

Sound /ju:/ : Q, U, W

Sound /a:/ : R

Sound /i:/ : B, C, D, E, G, P, T, V

Sound /ai/ : I, Y

Sound /əu/ : O

## **IN TUNE Page 70 exercise B**

**1.** BMW

**2.** AOL

**3.** UPS

**4.** C&A

**5.** KFC

**6.** DHL

## **TRAINING Page 71 exercise 7**

### **TESSA**

Well, Tessa, you have a lot of skills. I can see you are good at drawing and repairing machines. You are also good with your hands and you are imaginative, which is an excellent personal quality. I think you could be a woodworker.

### **NOLAN**

Come here Nolan, I have read your file and I understand you are very good at mental arithmetic and computing. You also have valuable personal qualities because you are logical and patient.

I would advise you to be an accountant.

### **LUCY**

Well, Lucy. I think you have great personal skills: you are very good at first aid and sports. In addition, I can see you are brave and calm.

As you love action, I think you could be a firefighter.

## **EXAM PREP 11 Page 73 exercise 1**

**Lara:** Hello everyone. This is Martin Haas. He's from Sony BMG. Martin, this is Luisa Douglas. She's from MTV Networks.

**Luisa:** Hello Martin.

**Martin:** Nice to meet you, Luisa.

**Lara:** And this is Bob Taylor and Sam Pick. They are from AKQA Communications.

**Sam:** Hello.

**Bob:** Hello, I'm Bob. Nice to meet you, Martin. Where do you work?

**Martin:** I work in Paris.

**Bob:** Great! What do you do?

**Martin:** I work as a communications adviser.

**Lara:** Would you like a drink, Martin?

**Martin:** Yes, please. Could I have coffee?

**Lara:** Of course.

## CULTURE CLICK London

### Page 75 exercise 2

**Listen and write the number of the landmark where each film was shot.**

#### LONDON FILM LOCATIONS

**a.** In *Skyfall*, the latest James Bond, 007 meets Q in front of *The Fighting Temeraire*, a painting by Turner, in the National Gallery, on the north side of Trafalgar Square.

**b.** In the romantic comedy film *Love Actually*, Harry is the managing director of a design agency. For Christmas, he buys his new secretary an expensive necklace at Selfridges. The shop assistant (Rowan Atkinson) takes so much time to wrap the present that he fears being caught by his wife.

**c.** In *Fantastic Four*, the Silver Surfer appears right next to the London Eye. This giant Ferris wheel located on the south bank of the River Thames is the tallest in Europe.

**d.** Thor and Malekith fight on the top of the 180-metre-tall futuristic building called the Gherkin in *Thor 2*.

**e.** The story of *The Da Vinci Code* takes us to the tomb of Isaac Newton at Westminster Abbey where all the kings and queens of England have been crowned since the 11th century.

**f.** *Sherlock Holmes* is an action mystery film based on the character created by Sir Arthur Conan Doyle. Sherlock Holmes fights against a bad man who falls from Tower Bridge.

### Page 76 exercise 3

**Listen to the description of the Sherlock Holmes London tour and correct the caption of each photo.**

#### SHERLOCK HOLMES LONDON WALK

Sherlock Holmes was created by Sir Arthur Conan Doyle in 1887 and 75 different actors have played the part of the famous detective in more than 200 films.

Sherlock Holmes's address was 221b Baker Street, so take the tube to Baker Street Station. Outside the station, near Baker Street, there is a big bronze statue of the great detective.

Then buy a ticket to visit the Sherlock Holmes Museum between 237 and 241 Baker Street. There you will see Holmes's famous study as described in the books and Dr Watson's bedroom. After that, pay a visit to Madame Tussauds and take a picture of the wax model of Robert Downey Jr. He is dressed in Victorian costume, with a black and grey suit, waistcoat and cravat.

The Sherlock Holmes pub is the place where you can eat Dr Watson's favourite sausages and see his old service revolver.

Sherlock Holmes and Dr Watson travelled all over London looking for clues and criminals. Holmes loved the Royal Opera House and he often visited the British Museum for his research. Key scenes were shot for the 2009 *Sherlock Holmes* movie at St Paul's Cathedral.

In the evening, enjoy very nice traditional English food at Sherlock Holmes' favourite restaurant, Simpson's-in-the-Strand or have a drink at the Punch Bowl, where the actors from the *Sherlock Holmes* movie went after filming.

### Page 76 QUIZ

1. London is the capital city of the United Kingdom: England, Scotland, Wales and Northern Ireland.
2. Tower Bridge is a bascule and suspension bridge which crosses the River Thames.
3. Celebrities have a wax double at Madame Tussaud's, the wax museum.
4. Portobello Road market is the world's largest antiques market. Portobello Road runs through Notting Hill.

5. The statue of Eros is located at Piccadilly Circus, famous for its neon signs.
6. Big Ben is the name of the bell in the clock tower.
7. The Queen usually lives at Buckingham Palace. She also stays at Windsor Castle, Balmoral Castle and Sandringham House.
8. The most famous department store in London is Harrods.
9. The summer Proms concerts are held at the Royal Albert Hall. During the festival, classical music concerts are given free or at a very low price.
10. Designed by Renzo Piano and standing 310 metres tall, the Shard is Europe's tallest skyscraper.

## VIDEO TIME Harry Potter Walking Tour of London

**American tourist:** Today I'm going to do something that every kid around the world would love to do. I'm gonna walk around London and check out all the sites where Harry Potter was filmed.

First stop on the Harry Potter Tour is Diagon Alley. Well actually it's not really called Diagon Alley, it's just the inspiration for the film, well it's an alley full of old bookshops and all the bookshops are full of books of magic and potions.

**Tour guide:** It was the visitors' entrance to the Ministry of Magic in The Order of the Phoenix and that was the entrance of the Leaky Cauldron in the first book.

**American tourist:** I'm learning a lot of fun stuff. And more than just learning about Harry Potter, I'm seeing the great city of London. Our tour guide is pointing out everything that has to do with London so it's not just Harry Potter, it's everything.

Not only are we walking around the city today but we're jumping on boats: we're heading across the Thames River now.

**Tour guide:** In front of us here is Shakespeare's Globe Theatre and in the books the bridge which is destroyed is called Brockdale Bridge but the Millennium Bridge was used because apparently it's the easiest bridge to destroy using CGI.

**American tourist:** And back on solid ground, it is time to check out more film locations from Harry Potter.

**Woman:** I've been a Harry Potter fan pretty much from the beginning, so it's pretty fun to actually be here.

**American tourist:** This is Leadenhall Market, and it was in the first film and it actually looks like a movie set but it's a real place.

This is awesome: walking, boats and now the Tube– the subway– to check out the final chapter of the Harry Potter Tour.

This is the famous railway station where Harry Potter and all his buds would get on the train and go to school in Scotland.

This is so cool, I didn't know this existed in real life. Platform nine and three-quarters, quite a spot for a photo there.

I absolutely enjoyed this Harry Potter Tour. Have a good time. Good things.

## UNIT 7 Saving Lives

### Page 79 exercise 2

**Listen. Link the injury and the corresponding photo.**

Liam goes rock climbing. He has a head injury.

Victoria goes hiking. She has a deep cut in the arm.

Dylan goes roller skating. He has a sprained ankle.

Rita goes biking. She has a big bruise on her knee.

Emily goes boxing. She has a swollen eye.

Julia goes horse riding. She has a broken arm.

## Page 80 exercise 1

**Listen to the conversation between Doctor Craig and his patients. Tick the information you hear or write the part of the body which is injured.**

### DOCTOR CRAIG'S DIAGNOSIS AND TREATMENTS

#### DIALOGUE 1

**Doctor Craig:** Well, David, what's wrong with you?

**David:** I hurt myself while I was playing football with my friends.

**Doctor Craig:** Where does it hurt, David?

**David:** My head and my nose hurt a lot.

**Doctor Craig:** Let me see... Your nose isn't broken but you've got a big bump on your head. I'll give you some cream and you must stay here for the night for observation.

#### DIALOGUE 2

**Doctor Craig:** What's the matter with you, Emma?

**Emma:** It was the hot milk. I was having breakfast in the kitchen. My hand hurts.

**Doctor Craig:** Well, it is a burn but it's not too severe. Let's put some cream on your burn and a bandage.

#### DIALOGUE 3

**Doctor Craig:** Well, Tommy, what's wrong with you?

**Tommy:** I fell on my leg while I was in the shower.

**Doctor Craig:** I'm afraid it is a fracture. You must have an X-ray to be sure. And if it is a fracture, you'll have to wear a cast for three months.

## Page 80 exercise 2

**Listen and match Tony's answers to Doctor Hart's examination.**

### EXAMINING A PATIENT

**Doctor Hart:** Well, Tony, what's wrong with you?

**Tony:** I hurt myself while I was roller skating in the street.

**Doctor Hart:** Where does it hurt, Tony?

**Tony:** My leg hurts a lot.

**Doctor Hart:** Let me see. Can you move your foot?

**Tony:** No, I can't. It hurts me too much.

**Doctor Hart:** Does it hurt when I do this?

**Tony:** No, it doesn't hurt.

**Doctor Hart:** OK! I'm going to touch your ankle.

**Tony:** Ouch. It hurts there.

**Doctor Hart:** You've got a sprained ankle. It is very swollen. Let's put some cream on your ankle and a bandage. This may hurt a little bit.

**Tony:** Ouch! It hurts badly.

**Doctor Hart:** Yes, I know... Do you feel better now?

**Tony:** Yes, much better. The pain is gone.

**Doctor Hart:** Be careful. You mustn't walk. You'll have to rest and wear a cast for three weeks. I'll give you some pills for the pain.

**Tony:** Thank you, Doctor.

## IN TUNE Page 84 exercise A

Shoulder – mouth – ouch – shout – should – cough – around – dangerous

## EXAM PREP 13 Page 87 exercise 1

### CALLING 999

**Operator:** Hello. This is the emergency 999 operator.

**Keith:** Help! Help! Please help me! I need an ambulance.

**Operator:** Please, calm down. What's your name?

**Keith:** Keith, I'm Keith Roberts.

**Operator:** What is the number of the telephone you are calling from?  
**Keith:** It's my mobile, 07901 826268.  
**Operator:** All right. Where are you exactly?  
**Keith:** We're on the Sherwood Route, next to Hardwick Village.  
**Operator:** What's wrong with you?  
**Keith:** It's not me. It's Robin. We were mountain biking in the forest and he fell.  
**Operator:** Is Robin conscious?  
**Keith:** Yes, he is. He's crying out in pain.  
**Operator:** Where does it hurt?  
**Keith:** His leg is broken and he's got blood everywhere on his face. How soon can someone get here?  
**Operator:** Help's on its way, Keith. The ambulance should be there any second. What's your friend's name?  
**Keith:** Robin Stevenson.  
**Operator:** How old is he?  
**Keith:** He is 16.  
**Operator:** Is he bleeding badly?  
**Keith:** His nose is bleeding and his mouth too...

## EXAM PREP 13 Page 87 exercise 2

### REASSURING A PERSON

**Operator:** You just need to stay calm and keep him warm. Don't hang up your mobile before I tell you! It will help them to find you.  
**Keith:** Please hurry. He is feeling sick.  
**Operator:** He is suffering from shock. Stay with your friend and keep him warm. You're doing well, Keith. We are going to help your friend.  
**Keith:** Here's the ambulance. They're here... Hey! Hey! We're over here...

## UNIT 8 New Looks

### Page 89 exercise 1

**Look at the pictures, listen and complete the stickers:**

- |                 |               |               |
|-----------------|---------------|---------------|
| a. formal dress | b. beachwear  | c. sportswear |
| d. streetwear   | e. party wear |               |

### Page 89 exercise 2

**Listen and match the fashion styles and their definitions.**

- a. Swimsuits are examples of beachwear.
- b. Streetwear is fashionable casual clothes for everyday life.
- c. Partywear is wearing nice fashionable clothes for parties with your friends or your family.
- d. Sportswear is clothes worn for sport or for leisure activities.
- e. Formal dress is smart clothes worn at work or at formal social events such as weddings.

### Page 90 exercise 1

**Listen and tick the correct information about Lisa.**

Hi, I'm Lisa. I'm 19. I'm from Newark, Ohio. I started a new job a month ago; at the time I always wore casual clothes, that is to say trainers, jeans, over-sized tee-shirts and piercings. I am now a receptionist in a company so I needed to change my appearance.

I wanted to be very smart to welcome the clients. It wouldn't have been professional to go to work in casual wear. So I decided that it was time for a brand new look and I asked my hairdresser's and my friend Jen for help!

## Page 90 exercise 4

### Listen to Lisa and draw her hairstyle before and after.

#### LISA AT THE HAIRDRESSER'S

I went to the hairdresser's. I absolutely needed a new hairstyle!

I had long brown hair. I hadn't been to a hairdresser's for many years and my hair was awful and very straight. The hairdresser began by dying a few strands of my hair, then he gave me a bob with bangs. I now have shorter hair and I'm very happy with my new hairstyle!

## Page 91 exercise 5

### Listen and tick the words you hear.

#### LISA'S CLOTHING STYLE

**Jen:** Hello, Lisa! You look splendid with your new hairstyle!

**Lisa:** Thanks, Jen! Can you help me? I'd like to buy some new clothes.

**Jen:** Sure! Well, you always wear casual clothes; you may want a new pair of jeans; I saw some trendy skinny jeans in Penneys' shop window.

**Lisa:** Jen, I want to change my clothing style; I'm now a receptionist and I feel it would be better to wear more formal clothes.

**Jen:** Oh, OK.

**Lisa:** I can't wear my black baggy jeans and trainers any more. Maybe I should buy black trousers and a white blouse.

**Jen:** Yes, good idea! A black jacket on top of it and you will look a perfect receptionist!

You could also wear your white blouse with a skirt or you could buy a nice dress and high-heeled shoes or boots.

**Lisa:** Well, let's have a look in the city centre!

## IN TUNE Page 94 exercise A

decided – looked – wanted – changed – appeared – realised – started – played – worked

## EXAM PREP 15 Page 97 exercise 1

#### ROBERT PATTINSON'S FILMOGRAPHY

**a.** Robert Pattinson is an English actor playing Cedric Diggory in Harry Potter and the Goblet of Fire.

**b.** Three years later, he was cast as Edward Cullen in the film Twilight.

**c.** Twilight was released in November 2008 and turned Pattinson into a movie star.

**d.** A few years ago, he starred in Water for Elephants, Cosmopolis and Bel Ami.

**e.** Water for Elephants is a romantic drama, directed by Francis Lawrence.

**f.** His next film, Cosmopolis, was in competition for the Palme d'Or at the 2012 Cannes Film Festival and the movie received positive reviews.

**g.** His co-stars in Cosmopolis were Juliette Binoche, Paul Giamatti and Samantha Morton.

## CULTURE CLICK Darwin

### Page 99 exercise 2

#### Listen and complete the grid.

The climate in Darwin is tropical. The average daytime temperatures are 31°C in winter and 34°C in spring.

The average night-time temperatures are 25°C in summer and 24°C in autumn.

During the rainy season, in summer, there are approximately 51 rainy days and only about 3 rainy days in winter.

## Page 99 exercise 3

### Listen and answer the questions.

Christmas in Darwin is always the most exciting time of the year. School children get six weeks' holiday, and many professionals close their office from Christmas Eve to the Australia Day public holiday on 26th January; so many families have their holidays over this period.

The traditional Australian Christmas dinner is the English-style turkey with baked potatoes and pumpkin followed by plum pudding and custard.

Boxing Day is also a great Australian tradition. It's the day after Christmas Day and it's always a public holiday. It is a sports day with two great Australian sporting traditions: cricket and the spectacular Sydney to Hobart yacht race. Many families watch these events on TV. Others go for a picnic or a trip to the beach. There is always boating and fishing, also great family outings.

## Page 100 QUIZ

1. The capital city of Australia is Canberra.
2. Captain Cook discovered Australia.
3. Darwin is the capital city of the Northern Territory.
4. Darwin is close to the Tiwi islands.
5. The distance between Darwin and Canberra is 3,144 kilometres.
6. The largest National Park near Darwin is Kakadu National Park.
7. On Christmas Eve, in 1974, Darwin was heavily damaged by a cyclone.
8. The Timor Sea borders Darwin.
9. The flight from Paris to Darwin is about 20 hours long.
10. Darwin's population is notable for its high proportion of Aborigines.

## VIDEO TIME The Best Jobs in the World

**Ben Southall:** Hi, I'm Ben Southall. A few years ago, I won the best job in the world being an island caretaker on the Great Barrier Reef in Australia. Well, unfortunately for me, my time is up, but luckily for you, "The Best Job in the World" is back. Yet this time, there's not one, but six amazing jobs in Australia - all up for grabs!

How about working here as the new Chief Funster? Crash festivals and events, write reviews and live the life of a Sydney VIP!

Have you considered working as a "Taste Master"? Eat your way around the state, forage out the finest produce and uncover the best bars and restaurants.

Have you considered working as a Wildlife Caretaker?

**Marionnette koala:** It's a very relaxed working environment!

**Ben Southall:** Wake up the kangaroos, swim with dolphins and sea lions and explore Kangaroo Island.

Or you could be an Outback Adventurer. Travel the Outback, meet the locals and have a new adventure every day.

How about working as a Lifestyle Photographer with TimeOut magazine? Discover hidden laneways, create photo shoots and work with high-profile designers and artists.

And finally, you could be a full time Park Ranger. Check the water temperature, patrol the beaches and leave only footprints.

The pay's not bad either. Each job comes with a free jar of Vegemite... oh, and a 6-month contract worth \$100,000.

And while you're here, you'll be able to travel around in style with Virgin Australia. So click through to apply now. Good luck! And take it from me: there's nothing like Australia.

(Now, I wonder if they'll let me apply again...)

## UNIT 9 Let's Move!

### Page 103 exercise 1

**Look and listen to the names of the means of transports. Then complete the stickers.**

- |                         |                       |                                     |
|-------------------------|-----------------------|-------------------------------------|
| a. a plane              | b. a train            | c. a car                            |
| d. a bus                | e. a high-speed train | f. a bike – a scooter – a motorbike |
| g. a camel              | h. a tram             | i. a liner                          |
| j. an underground train | k. a horse            | l. a coach                          |
| m. a bush taxi          |                       |                                     |

### Page 103 exercise 3

**Tick the wrong information. Then listen to “How do people travel throughout the world?” and check your answers.**

#### HOW DO PEOPLE TRAVEL THROUGHOUT THE WORLD?

- a. In western countries, millions of people travel by car and by plane.
- b. In Asian cities, millions of people move around by bike and by scooter.
- c. In deserts, Bedouins travel on camelback or horseback.
- d. In Mongolia, village people travel on horseback and by motorbike.
- e. In Africa, millions of people move around on foot or by bush taxi.
- f. In India, people travel on packed-out trains or on 2-wheeled vehicles.

### Page 104 exercise 1

**Listen to “How far is it to Paris, Dad?” and complete the information.**

#### HOW FAR IS IT TO PARIS, DAD?

**Cindy:** Dad? Do you know how far it is to Paris?

**Father:** London to Paris... err... I think it's about 280 miles.

**Cindy:** 280 miles! And err... Do you know how long it takes to go to Paris?

**Father:** How long? Well, it depends on how you get there.

**Cindy:** How long does it take by plane?

**Father:** Err... about an hour.

**Cindy:** And by Eurostar, how long does it take?

**Father:** It takes 2 hours and 15 minutes, which is great!

**Cindy:** And how long does it take by train and ferry?

**Father:** By train and ferry? I think it takes more than 6 hours. Cindy, are you doing mathematics for school?

**Cindy:** No, Dad! I just would like to go to Euro Disney!

### Page 105 exercise 4

**Read the statements and decide if they are true or false. Then listen and check.**

#### IN THE EARLY SIXTIES

- a. The majority of women didn't drive a car.
- b. Jet planes started to replace liners.
- c. Low cost airlines didn't exist.
- d. People didn't book their trips on the Internet.
- e. High-speed trains didn't exist.

### IN TUNE page 108

a jacket – jam – Japan – a jet plane – John – a journalist – a journey – juice – just – justify

## EXAM PREP 17 page 111 exercise 1

courageous – extraordinary – fantastic – formidable – remarkable – sensational – splendid – wonderful

- a. In my opinion, it was an extraordinary and splendid trip.
- b. I think that the travellers were courageous and remarkable.
- c. I believe that they had a fantastic time.

## EXAM PREP 17 page 111 exercise 2

Fascinated – fascinating

Impressed – impressive

Interested – interesting

Moved – moving

Surprised – surprising

## EXAM PREP 17 page 111 exercise 3

- a. This travel story is really interesting. I was interested from start to finish.
- b. The beauty on the ocean was fascinating. I was particularly fascinated by the sunrises.
- c. Do you think that this adventure was impressive? Yes. I was really impressed by the navigator's courage.

# UNIT 10 Plans and Predictions

## Page 113 exercise 1

**Listen and repeat. Then write the following words or expressions corresponding to the pictures.**

- a. career/work
- b. health (be healthy)
- c. love
- d. family
- e. luck (be lucky)

## Page 113 exercise 2

**Listen and match the elements to make sentences.**

I had a dream. I will have a great life in the future.

I will be very lucky and luck will be with me every day.

I will meet the best partner in the world and I will be in love.

I will have a nice family, soon. I will be healthy and I will have an interesting job too.

## Page 114 exercise 1

**Look, listen and repeat.**

Aries – Taurus – Gemini – Cancer – Leo – Virgo – Libra – Scorpio – Sagittarius – Capricorn – Aquarius – Pisces

## Page 114 exercise 2

**Write the missing signs with the matching dates. Listen and check.**

Aquarius is for people born between the 21st of January and the 21st of February.

You are Aries if you were born between March the 22nd and April the 21st.

Leo is for people born between the 23rd of July and the 22nd of August.

You are Libra if you were born between September the 23rd and October the 23rd.

Pisces is for people born between the 22nd of February and the 21st of March.

## Page 114 exercises 4 and 5

**Listen to Connie and tick what you hear.**

**Connie:** Oh, super! Come on Jason! Let's put some money in the horoscope machine... I want to know my horoscope.

**Jason:** What sign are you? And will you tell me...?

**Connie:** Yes. Of course I will tell you. I was born on the 28th of January... I am Aquarius. Now the paper is coming. Yes... Oh! Very interesting.

**Jason:** Tell me.

**Connie:** OK. I will be in love with an attractive young man from another city.

**Jason:** It won't be me! And what about your exams? Will you pass your exams?

**Connie:** Yes, I will. I will pass all my exams... Without any problem. Fantastic! I will also continue my studies. But I won't stay here in Rochester, I will study in another city.

**Jason:** I hope it won't be too far away. What does it say about your future job?

**Connie:** Well, I will change job very often and I will move to different cities, because I won't have the same job all my life long.

**Jason:** Quite interesting! Now Let's see my horoscope... My birthday is in November, I am Scorpio...

## IN TUNE Page 118

future – trust – adventure – teacher – nature – picture – turn – fortune

## EXAM PREP 19 Page 121 exercise 1

**Joana:** Good morning.

**Andrew:** Good morning.

**Joana:** Well, now, what sign are you?

**Andrew:** I am Scorpio. What can you tell me about my career, please?

**Joana:** Let me see.... I can see good opportunities for an excellent position in the company. You will get a promotion.

**Andrew:** Oh really? That's great! It's fantastic. I just can't wait... What about love, please?

**Joana:** Well, I am afraid it's not that brilliant. Your partner will leave you soon!

**Andrew:** Oh no, that's terrible; it can't be true. I am desperate... Oh no! Err... And what about health, now?

**Joana:** Err.... It's not too bad. You will be a bit tired but you will recover very soon.

**Andrew:** Good. I am happy. Yes, very happy and... pleased...

## CULTURE CLICK Edinburgh

### Page 123 exercise 1

**Listen to Gordon McRae and complete the ID card. Then, report the information orally.**

Hello, I am Gordon MacRae and I live in Edinburgh. I love my home city. It has been the capital of Scotland since 1437. It is divided into two areas: the Old Town and the New Town. There are about 496,000 inhabitants in the city. There are many places of interest all over the city: the castle, the Palace of Holyrood House, the Scottish Parliament and Murrayfield Stadium, for example.

And it is also the best and most famous place in the world for festivals, all year long! Yes, all year long! For example Hogmanay, the Festival Fringe, the Arts Festival, the Military Tattoo and many others.

Well, let's go for a visit now...

### Page 124 QUIZ

1. The emblem of Scotland is the thistle.
2. In Murrayfield Stadium to support their national team, the Scots sing Flower of Scotland, the Scottish anthem.
3. The most famous traditional musical instrument is the bagpipe.
4. A famous monster, known as Nessie, lives in Loch Ness.
5. The administrative area including Edinburgh is called the Lothians.
6. The new buildings of the Scottish Parliament are located opposite Holyrood Palace, at the bottom end of the Royal Mile.
7. The new Scottish Parliament building held its first sitting in 2004.
8. The Palace of Holyroodhouse has been a royal residence for many centuries. Today, it is the Queen's Scottish residence.
9. The Royal Mile runs from the castle to Holyrood Palace, like the spine of the city.
10. Britannia is the name of the royal yacht. It has been based in Leith harbour near Edinburgh, since 1997.

## VIDEO TIME Study Of a Process

Scots have been making whisky for over 500 years. It's a skillful process, and one that whisky makers have refined over the centuries.

Malt whisky is made by what is called the pot still process, which involves: malting, fermenting, distillation and maturation.

The first step is to malt the barley where it's steeped in water and then traditionally spread out on a malting floor and allowed to germinate.

Today modern and high tech malting serve the same purpose: preparing the starch in the barley for fermentation.

The malting process lasts about a week until germination is stopped, by drying the cereal in a large oven called the kiln.

Once the barley is dried the malt is ground in a mill and the crushed grain - called "grist" - is mixed with hot water in a mash tun.

The starch in the malt is broken down and creates a liquid called wort; the wort is transferred into large vessels called washbacks, where yeast is added.

The yeast causes fermentation of the wort, creating alcohol; this is known as wash.

The wash is distilled twice in distinctive copper pot stills. First in the wash still and then in the spirit still. These act like large kettles, heating the liquid.

The alcohol vapours rise and pass over the top of the wash still before being guided through condensers and returning to liquid. The resulting spirit, known as "low wines", is forwarded to the spirit still where distillation is repeated.

Only the heart of the run - the purest spirit - is collected in a spirit safe, which is kept locked as tax is now due to the government.

The clear spirit is poured into oak casks for the long period of maturation. By law, the spirit cannot be called Scotch Whisky until it has matured in Scotland for at least 3 years. Many whiskies are matured for much longer. As the spirit matures in the cask, it develops in flavour and acquires its renowned golden colour.

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