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Corrigé

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**Phonologie** : stressed syllables

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**Phonologie** : how to pronounce numbers

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**Structures** : like, love, hate, prefer + nom / like, love, hate, prefer + verbe en -ing / I don't like swimming

**Lexique** : book, movie, salesperson, shop, survey, swimming, video game... / get up, go out, hate, learn, like, love, meet, spend time ...

**Phonologie** : how to pronounce the letter "i"



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**Phonologie** : how to pronounce "who" and "how"

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**Lexique** : apple, bread, cake, carrot, cheese,  
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**Phonologie** : how to pronounce the sound /h/

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/ Is/Are there ...? / How many ... are there? / Le  
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large, small / between, in, next to, on, under

**Phonologie** : how to pronounce plural words : /s/,  
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## Culture **CLICK** The United Kingdom ..... p.45



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**Lexique :** design, drawing, ink... / advise, check, get up, get dressed, have breakfast, have a shower, leave home, start work... / every day, in the morning, in the evening ...

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**Lexique :** building site, commercial area, estate agency, factory, joiner, technician... / build, buy, create, market, provide, repair, sell, treat ...

**Phonologie :** how to pronounce Internet and email addresses

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**Lexique :** accomodation, attraction, flight, weather... / camp, perform, tour... / fabulous, fantastic, great, magnificent...

**Phonologie :** how to pronounce words with silent letters

### Culture **CLICK** Ireland ..... p. 65



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**Lexique** : clothes, shoes / want, wear / checked, striped, trendy, plain, printed...

**Phonologie** : how to pronounce words with the sounds /u:/, /æ:/, /i:/, /e/

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**Lexique** : earmuffs, emergency, hard hat, overalls, premises, rules, safety... / display, fight, follow, use...

**Phonologie** : how to pronounce the letter "u"

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**Structures** : le futur avec WILL (formes affirmative, interrogative et négative)

**Lexique** : entrance ticket, prom, salary, work placement / bring, do homework, fix, happen ... / next month, next summer, soon, tomorrow...

**Phonologie** : how to pronounce "will, 'll, won't"

**Culture** **CLICK** **South Africa** ..... p. 85



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**Lexique:** *author, birth, career, death, founder, inventor...* / *be born, die, release...*

**Phonologie:** *how to pronounce the sounds /i/ and /i:/*

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**Lexique:** *break room, changing room, machinery... / grateful, tiring / assist, take off, teach, tidy...*

**Phonologie:** *how to pronounce the sounds: /ɛə/ and /ə/*



### Culture **CLICK** New Zealand ..... p.99

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# Meeting People

## PROJET

Créer un jeu des familles et y jouer.

EE et EOI-A2

Hello ..... Jamie!  
Good to see you here!

Good morning Sarah, nice to meet you

Good morning.....  
I'm Sarah, the new assistant.

Goodbye .....!  
Sue!



a.

An air kiss



b.

A handshake



c.

A hug

The royal wave



d.

A bro-check



e.

A goodbye wave



f.

Hi ..... bro!  
Wassup?!

Bye! See you soon!



CD1  
TRACK 1

1 Complete the stickers with: a bro-check, a hug, a handshake. Then listen and check.

CD1  
TRACK 2

2 Listen to the dialogues and complete the captions.

Goodbye – Nice to meet you – Hi – Good morning – Hello – Good to see you – See you soon.

3 Work in pairs. Act similar dialogues.



# Face-to-Face Meeting

TÂCHE

Demander ou donner des informations sur sa situation professionnelle.

E01-A2

CD1  
TRACK 3

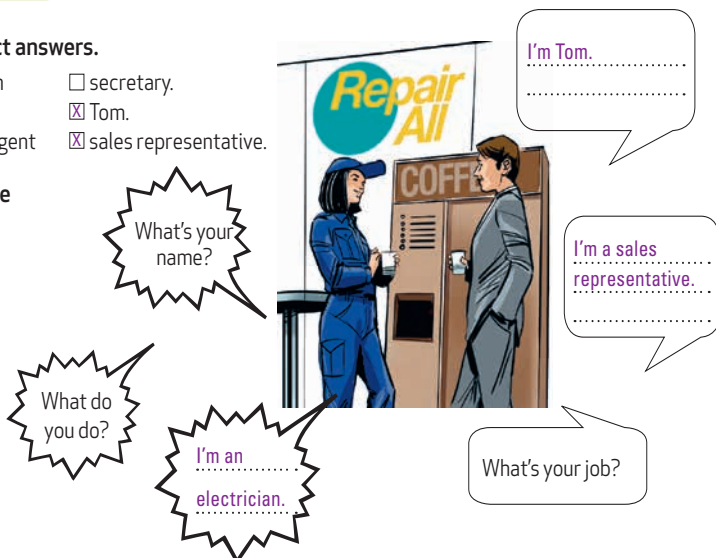
## Activity A What Do You Do?

### 1 Listen and tick the correct answers.

- a. Janet is the new: ☒ electrician ☐ secretary.  
 b. She is talking to: ☐ James ☒ Tom.  
 c. He is a: ☐ security agent ☒ sales representative.

### 2 Listen again and complete the captions with the corresponding answers.

I'm a sales representative.  
 I'm Tom. – I'm an electrician.



## Activity B Jobs



Janet  
a beautician



Sonia  
a police officer



Ryan  
a doctor



James  
a mechanic



Tim  
a shop assistant

### 3 Match the jobs and the corresponding pictures.

a shop assistant – a police officer  
 – a mechanic – a doctor – a beautician

CD1  
TRACK 4

### 4 Listen and complete the name tags.



## NOW ACT

### 5 In pairs, act dialogues using Exercise 2.



# Online Meeting

**TÂCHE**

Écrire un message électronique.

EE-A2

## Activity C Where Do You Live?



A. Sean Stevenson / Toronto



B. Anton Müller / Berlin



C. Margaret Ricci / Roma



6 Match the questions and the answers. Then listen and check.

- a. What's your name? ☐ 1. I'm a student.  
 b. Where do you live? ☐ 2. I live in Toronto.  
 c. What do you do? ☐ 3. I'm Sean. Sean Stevenson.

7 Work in pairs. Use documents B and C to ask and answer questions.

## Activity D Welcome Messages

8 Read these electronic messages and underline in red the names of the persons, in green the places where they live and in blue their jobs.

### FOCUS

I'm Sarah.

I am an electrician.

I'm a student.

Soulignez l'expression « je suis » dans les trois phrases. Quel mot met-on devant un métier? A ou AN



Good afternoon!  
I'm a postman in  
Washington DC  
and my name's  
Mark Post

Hello everybody!  
Samantha from  
Portsmouth. I'm  
an apprentice.



Hi! I'm Justin.  
I live in  
Minneapolis.  
I'm a florist.

**YOU**

Réponse libre

.....

.....

.....

.....

.....

.....

### NOW ACT

9 Add your personal welcome message on the forum (Activity D).

# PROJECT 1

## Play "Happy Families"

**V**ous allez jouer au jeu des familles. L'objectif est de reconstituer des familles (famille de cuisiniers, de musiciens, de docteurs ou de mécaniciens).

### TÂCHE 1

Compléter une fiche d'identité.

EE-A2

- Préparez les cartes pour jouer : complétez les familles 2, 4, 6 et 8 avec les villes de votre choix, puis reportez-les sur les cartes de la fiche de guidage fournie par votre professeur.

**Family 1:** Cooks / Anna Prentice, Pepe Roni, Al Dente / Venice

**Family 2:** Cooks / Anna Prentice, Pepe Roni, Al Dente / .....

**Family 3:** Musicians / Bonnie Ann Clyde, Carrie Oakey, Amanda Lynn / London

**Family 4:** Musicians / Bonnie Ann Clyde, Amanda Lynn, Carrie Oakey / .....

**Family 5:** Doctors / Jed Dye, Frank Enstein, Terry Fie / Liverpool

**Family 6:** Doctors / Jed Dye, Frank Enstein, Terry Fie / .....

**Family 7:** Mechanics / Dee Zaster, Rusty Dorr, Cara Van / Belfast

**Family 8:** Mechanics / Dee Zaster, Rusty Dorr, Cara Van / .....

- Entraînez-vous à prononcer les métiers et les noms des villes ci-dessus avec votre enseignant.
- Découpez les cartes pour former un jeu.

### TÂCHE 2

Demander ou donner des informations sur des personnes.

E01-A2

- **But du jeu :** rassembler une famille de 3 cartes de même métier et de même ville.

- **Nombre de joueurs :** 2

- **Déroulement de la partie :**

Chaque joueur prend 4 cartes ; le reste des cartes forme la pioche.

1. Le joueur A prend une carte de la pioche.

2. L'élève B pose les questions suivantes sur la carte tirée: 'What's your job?' / 'What do you do?', 'What's your name?' et 'Where do you live?'.

3. L'élève A répond et l'élève B garde ou non la carte. S'il garde la carte, il doit rejeter une carte de son jeu dans la pioche. Si l'élève B refuse la carte, l'élève A peut décider de la garder et rejeter une autre carte de son jeu. Les élèves ont toujours 4 cartes en main.

4. Le premier élève qui rassemble une famille remporte la partie.

## MON BILAN de l'unité 1

	Je peux...	-	+/-	+	++
<b>CO</b>	Comprendre une présentation professionnelle en face-à-face (identité, fonction)				
<b>EE</b>	Écrire un message électronique				
<b>E01</b>	Demander ou donner des informations sur des personnes				



Sur [www.editions-foucher.fr](http://www.editions-foucher.fr), votre fiche PROJECT





## In tune



**A. Ecoutez et répétez en prêtant attention à l'accentuation :**

a beautician, an electrician, a mechanic

**B. Ecoutez et soulignez la syllabe accentuée.**

a. a shop assistant

d. an actor

b. a police officer

e. a student

c. an apprentice

f. a doctor

**1** Trouvez dans la grille 10 métiers, puis retrouvez la phrase mystère.

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

**Phrase mystère:**

I AM SAMANTHA, I AM AN ENGLISH TEACHER.

**2** Classez les expressions suivantes dans la bonne catégorie.

Hi – Nice to meet you – Good morning – Thank you – Hello – See you soon – Good evening – Bye bye – Good to see you – Thanks – Good afternoon – Goodbye – Thank you very much.

**a.** Dire bonjour / bonsoir :

Hi, Good morning,

Hello, Good afternoon, Good evening.

**b.** Dire au revoir :

See you soon, Bye bye, Goodbye.

**c.** Dire à quelqu'un qu'on est content de le rencontrer :

Nice to meet you, Good to see you.

**d.** Remercier :

Thank you, Thanks, Thank you very much.

**3** Complétez avec *be* conjugué au présent.

**a.** Is \_\_\_\_\_ Mr Johnson a teacher?

**b.** What is \_\_\_\_\_ your name?

**c.** I am \_\_\_\_\_ the new postman.

**d.** What is \_\_\_\_\_ your job?

**e.** Hello, I am \_\_\_\_\_ a receptionist.

→ Word Card "Jobs" page 108

## Vocabulary

### Nouns

an apprentice un apprenti

a beautician une esthéticienne

a doctor un médecin

an electrician un électricien

a florist un fleuriste

a job un métier

a mechanic un mécanicien

a police officer un policier

a postman un facteur

a shop assistant un vendeur

a student un étudiant

a teacher un enseignant

### Verbs

be\* être

live habiter

### Others

Good afternoon Bonjour (après-midi)

Good evening Bonsoir

Good morning Bonjour (matin)

Hello Bonjour, Salut

Hi! Salut!

Nice to meet you. Ravi(e) de vous rencontrer.

See you soon. A bientôt.

Thank you. Merci.



## 4 Complétez avec le mot qui convient, puis traduisez.

a. Where do ..... you live?

Où habites-tu ?

b. What do ..... you do?

Que fais-tu ?

c. What is ..... your job?

Quel est ton métier ?

## 5 Complétez avec 'a' ou 'an'.

a. He is a ..... mechanic at Ford garage.

b. I am a ..... beautician for Avon.

c. Look! This is Sandra Bullock. She is an ..... actress.

d. Are you a ..... new assistant?

e. James is an ..... apprentice at Ricardo's pizzeria.

## 6 Traduisez en anglais.

a. Ravi de vous rencontrer.

Nice to meet you.

b. Je suis représentant.

I'm a sales representative.

c. Que fais-tu (dans la vie)?

What do you do?

d. Je viens de Londres.

I'm from London.

e. J'habite à New York.

I live in New York.

## 7 Associez les images et les métiers.

a grocer – a musician – a banker – a cook



a banker



a grocer



a musician



a cook

## 8 Retrouvez les questions.

a. What's your name?

I'm Johanna.

b. Where do you live?

I live in London.

c. What's your job?

I'm a student.

## Language tips

### Forme affirmative de BE (être)

I **am** < I'm je suis

He **is** < He's, she **is** < she's, It **is** < It's il/elle est ; c'est

### Demander des informations personnelles

What's your name? Comment t'appelles-tu ?

Where do you live? Où habites-tu ?

What do you do? Que fais-tu (dans la vie) ?

### Les articles indéfinis

A **mechanic** un(e) mécanicien(ne)

An **engineer** un(e) ingénieur(e)

AN s'utilise devant les sons voyelles,

A s'utilise devant les sons consonnes.

## The Final Countdown

**PROJET**

Jouer au Bingo.

EOC-A2



**1** Listen and pronounce the numbers from 1 to 12.

**2** Match the numbers and their spellings.

- |    |   |          |
|----|---|----------|
| 11 | → | ■ three  |
| 7  | → | ■ ten    |
| 2  | → | ■ five   |
| 10 | → | ■ eleven |
| 5  | → | ■ seven  |
| 3  | → | ■ two    |

**3** Complete the stickers corresponding to the competitors' numbers.

one - four - six - eight - nine - twelve

# Supporters

## TÂCHE

Demander ou donner des informations chiffrées.

E01-A2

## Activity A Phone Numbers

CD1  
TRACK 9

1 Listen and write the coach's phone number. Then, tick the question you hear.

2 Work in pairs. Ask your partner his/her home number, and his /her mobile number.

📞 réponse ouverte 📱 réponse ouverte

0 = oh / zero  
44 = double four

What's your home number? ☐  
What's your mobile number? ☒








Name:  
Jeremy Keagan  
Status:  
New coach  
Phone number:  
079 143 4430

CD1  
TRACK 10

## Activity B Ages (from 13 to 20)

3 Listen and write the names of the supporters of the month.

### SUPPORTERS OF THE MONTH

					
Names	Chris	Pat	Ann	Tim	Meg
Ages	17 (seventeen)	20 (twenty)	15 (fifteen)	13 (thirteen)	18 (eighteen)

I'm seventeen.....  
And you, Linda? How old are you?  
Are you seventeen..... too?

Hi, Jason. How old are..... you?



No, I'm not. I am sixteen.....

CD1  
TRACK 11

4 Listen and complete the balloons.

5 Answer the questions orally.

- How old are you?
- How old is Ann?
- How old is your partner?

## Focus

- How old are you?
- I'm sixteen.
- He is fifteen.

Pour demander son âge à quelqu'un, on utilise la phrase :

☒ a ☐ b ☐ c

Pour annoncer un âge, on dit :  
I'm – you are – he/she is  
+ un nombre. ☒ oui ☐ non

## NOW ACT

6 Work in pairs. You ask and answer questions to complete the information cards for the supporters' club.

Student A's cards are on page 105 – Student B's cards are on page 106.



# St Johnston's Club Shop

**TÂCHE**

Demander ou donner  
des prix.

**E01-A1**

## Activity C The Teams' Records

ST JOHNSTONE'S TEAMS - RECORDS			
Categories	2010	2014	This year
Goals	65 <i>sixty-five</i>	21 (twenty-one)	<i>84</i>
Penalties	37 (thirty-seven)	54 <i>fifty-four</i>	<i>32</i>
Faults	91 <i>ninety-one</i>	43 (forty-three)	<i>93</i>
Offsides	78 <i>seventy-eight</i>	22 <i>twenty-two</i>	<i>68</i>

**7** Write these figures next to the right numbers in the records board.



CD1  
TRACK 12

a. ninety-one    b. sixty-five    c. twenty-two    d. seventy-eight    e. fifty-four

**8** Listen to the records for this year and write them in the column. Then say them.

## Activity D Buying a Souvenir

a. Look! This is the club's new T-shirt.

c. It's £11.50

e. £27.45

g. £12.95



b. How much is it?

d. And how much is it for a cap and a mug?

f. Well. How much is a flag?

h. Let's buy the flag!



£1



£25.95

**9** Listen and pronounce the club's Special Offers.

**10** Listen to the conversation and write the missing prices.

**NOW ACT**

**11** Work in pairs. Ask your partner the prices for other items from the Club Boutique. Then swap roles.

# PROJECT 2

## Prepare and Play a Bingo Game

**V**ous préparez un jeu de Bingo en anglais et vous y jouez.

### TÂCHE 1

Compléter un document.

EE-A2

- Renseignez et complétez vos deux cartes de jeu avec des nombres de 1 à 99. Il ne doit pas y avoir deux nombres identiques sur une même carte.

**BINGO**

Name: \_\_\_\_\_ Class: \_\_\_\_\_


**BINGO**

Name: \_\_\_\_\_ Class: \_\_\_\_\_


### Bingo Rules

The stickers with the numbers from 1 to 99 are in a box.  
 The players have one Bingo card (or two).  
 One player is the leader. S/he pulls out a number from the box and says it aloud.  
 If the players have this number on their card, they circle it.  
 The game is over when one player has completed his or her card.

### TÂCHE 2

Donner une information brève.

EOC-A2

- Mettez-vous par groupe de quatre ou classe entière et désignez le meneur de jeu.
- Ce joueur annoncera chaque nombre un par un en anglais pour que les autres joueurs puissent compléter leur carte.
- Chacun d'entre vous sera le meneur de jeu à tour de rôle.

## MON BILAN de l'unité 2

	Je peux...	-	+/-	+	++
<b>EOI</b>	Demander ou donner des informations chiffrées (âges - téléphones)				
<b>EOI</b>	Demander ou donner des prix				
<b>EOC</b>	Dire les nombres de 0 à 99				



Sur [www.editions-foucher.fr](http://www.editions-foucher.fr), votre fiche PROJECT



## In tune

CD1  
TRACK 15

### A. Ecoutez la prononciation de la terminaison des nombres.

13 thirteen /i:/ - 30 thirty /i/.

CD1  
TRACK 16

### B. Cochez le son qui convient pour chacun des nombres suivants. Ecoutez, vérifiez et répétez.

	15	60	70	19	16	50	17
/i/ thirty		X	X			X	
/i:/ thirteen	X			X	X		X

### 1 Complétez la grille avec les nombres écrits en lettres.



CD1  
TRACK 17

### 2 Ecoutez et entourez les numéros de téléphone corrects.

Sara: 0173 451 875 / 0173 452 872

Lucas: 0153 731 499 / 0153 737 492

### 3 Ecrivez les nombres manquants en lettres.

a. 3/6 / nine / 12/15

b. 90/80 / seventy / 60 / fifty

c. 24 / twenty-one / 18/15 / twelve / 9

### 4 Faites les opérations suivantes et écrivez les résultats en chiffres et en lettres.

Ex.  $14 + 26 + 10 = \text{fifty} (50)$

a.  $18 + 20 - 14 = \text{twenty-four} (24)$

b.  $6 \times 6 = \text{thirty-six} (36)$

c.  $66 + 22 - 10 = \text{seventy-eight} (78)$

d.  $48 + 23 = \text{seventy-one}$

### 5 Répondez aux questions suivantes.

a. Are you twenty years old?

Réponse personnelle

b. How old is your best friend\*?

Réponse personnelle

c. How much is a cinema ticket in your city?

Réponse personnelle

d. What's the phone number of your school?

Réponse personnelle

\* ami(e)

→ Word Card "Sports Club Boutique" page 109

## Vocabulary

### Nouns

a cap une casquette

a coach un entraîneur

a flag un drapeau

a month un mois

a number un nombre, un numéro

a pair une paire

a pen un stylo

a phone un téléphone

a phone number un numéro de téléphone

a price un prix

a scarf une écharpe

socks des chaussettes

a team une équipe

a year une année, un an

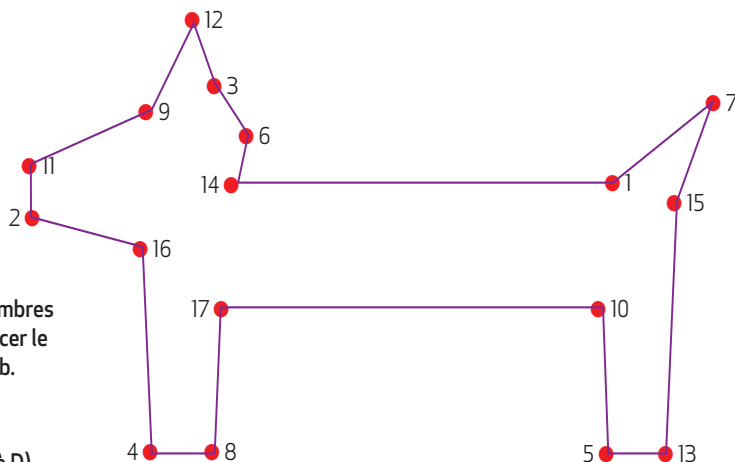
### Verbs

be\* être

count compter

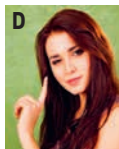
### Others

What's your phone number? Quel est ton numéro de téléphone ?



**6** Écoutez et reliez les nombres dans l'ordre indiqué pour tracer le dessin de la mascotte du club.

**7** Associez les photos (A à D) et les âges des personnages.



- a. She's seven years old. Photo C
- b. She's seven months old. Photo A
- c. She's seventeen years old. Photo D
- d. She's seventy years old. Photo B

**8** Complétez les questions par : *how much* ou *how old*.

- a. *How much* ..... is the book? It's £12.80
- b. *How old* ..... are you? I'm 30.

- c. *How old* ..... is Candy? She's 20 years old.
- d. *How much* ..... is a milkshake? £2.50.

**9** Associez chaque réponse à sa question.

Questions

a. How old are you?	D
b. What's your phone number?	E
c. How old is Mary?	A
d. How much is a pen?	C
e. Are you 19 years old?	B

Answers

- A. She's 20 years old.
- B. No, I'm not. I'm 25.
- C. It's £8.90.
- D. I'm 17 years old.
- E. It's 077 402 2558.

## Language tips

### Pour demander l'âge

**How old** are you? I'm sixteen (years old).

*Quel âge as-tu ? J'ai 16 ans.*

**How old** is he/she? He is fifteen (years old). She is seventeen (years old).

*Quel âge a-t-il ? Quel âge a-t-elle ? Il a 15 ans. Elle a 17 ans.*

### Pour demander un prix

**How much** is it? It's £6 (6 pounds).

*Combien ça coûte ? Cela coûte 6 livres sterling.*

### Pour dire un numéro de téléphone

Les numéros se disent chiffre par chiffre.

### BE (être)

I'm I am / You're You are / He's - He is / She's - She is

Forme négative : **I'm not...** Je ne suis pas...

Forme interrogative : **Are you ...?** Est-ce que tu es ... ? / Est-ce que vous êtes ... ?



## The Things I Like

### PROJET

Créer une affiche pour présenter ses goûts.

EE-A2



a. I like music but  
I don't like video games.



b. swimming



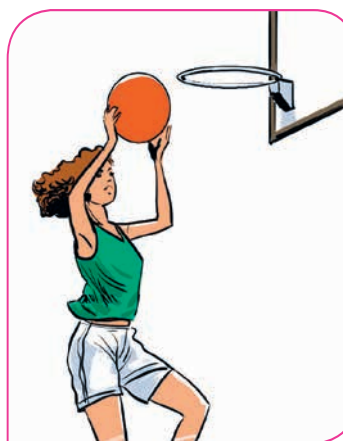
c. magazines



d. books



e. TV series



f. team sports



CD1  
TRACK 19

1 Pronounce then complete the stickers.

books – team sports – swimming – magazines – TV series

CD1  
TRACK 20

2 Listen to the sentences. Cross out what she doesn't like.

3 Complete the sentence then make others orally.

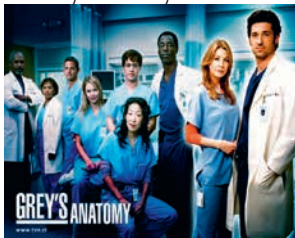
I like réponse libre but I don't like réponse libre

# Preferences

**TÂCHE**

Compléter un sondage et partager ses goûts.

EE et E01-A2

**Activity A What's On TV Tonight?**
**A. Grey's Anatomy** ☒


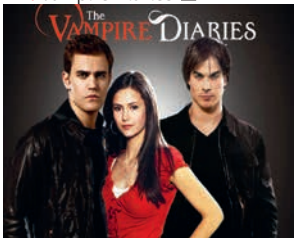
BBC1, 8.00 pm

**B. Doctor House** ☐


BBC2, 8.00 pm

**C. Ugly Betty** ☒


BBC4, 8.00 pm

**D. Vampire Diaries** ☒


Channel 4, 8.00 pm

**E. The Walking Dead** ☒


ITV, 8.00 pm



william

I don't like: **A** .....  
 I love: **E** .....  
 I hate: **C** .....  
 I prefer: **B** .....  
 I like very much: **D** .....



CD1  
TRACK 21

- Listen to William and Emma. Tick the TV series Emma likes watching.
- Listen again. Write the letter of the series corresponding to William's opinion.



CD1  
TRACK 22

**Activity B Survey About Favourites**

- Listen to the survey. Tick or complete the answers to questions 1 and 2.

<b>Question 1 Do you like team sports?</b>	
<input checked="" type="checkbox"/> Yes, I do.	Preference: <u>football</u>
<input type="checkbox"/> No, I don't.	Favourite team: <input type="checkbox"/> Real Madrid <input checked="" type="checkbox"/> Manchester United <input type="checkbox"/> Arsenal
<b>Question 2 Do you like horror films?</b>	
<input type="checkbox"/> Yes, I do.	Preference: <u>action films</u>
<input checked="" type="checkbox"/> No, I don't.	Favourite film: <u>Mission impossible</u>
<b>Question 3</b>	
<input type="checkbox"/> Yes, I do.	Favourite <input type="checkbox"/> .....
<input type="checkbox"/> No, I don't.	Preference .....

**NOW ACT**

- Write question 3 to complete the survey of Activity B (music, food, drinks, cars, etc.).
- Work in pairs. Ask your partner the question and take notes of his / her answer. Swap roles.

# What Do You Like Doing?

**TÂCHE**

Écrire un commentaire  
sur un blog.

EE-A2

## Activity C My Job Is Wonderful

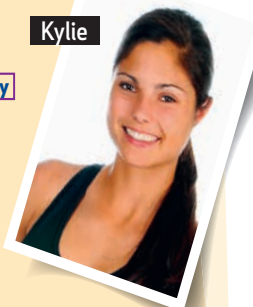
- 6 Read the text. Underline what Kylie likes in blue and what she doesn't like in red.

- 7 Answer the question in French.  
Quel est le métier de Kylie?

Kylie est vendeuse

I don't like it when customers don't say hello, thank you or goodbye but I love meeting people and talking to them. My job is very interesting because I like learning new things. I hate getting up early but I like working with the other salesgirls very much. I prefer Christmas time because I love decorating the shop. I love my job. My job is wonderful."

Kylie



## Focus

I like learning. ( j'aime ) I love meeting people. ( j'adore ) I hate getting up. ( je déteste )

Traduisez dans les parenthèses les expressions soulignées.

Dans les exemples, ces expressions sont suivies de verbes. Surlignez leur terminaison.

## Activity D What Do You Like Doing On Weekends?

- 8 Read the comments. Underline the verbs expressing likes and circle the ones expressing dislikes.
- 9 Select and write the expressions from the text corresponding to the pictures.



going out with my friends



going for walks

	<p><b>Emily</b></p> <p>What do you like doing at the weekend?</p> <p>I like sleeping or sometimes going to parties.</p> <p>I hate cleaning the house.</p>
	<p><b>James</b></p> <p>I like listening to music but I prefer watching movies.</p> <p>I love going shopping or going out with my friends.</p>
	<p><b>Katie</b></p> <p>I like spending time with my family but I don't like going for walks.</p>
	<p>Réponse libre</p> <p>.....</p> <p>.....</p> <p>.....</p>



sleeping



watching movies

**NOW ACT**

- 10 Write your name in Activity D and leave a comment about what you like doing on weekends.

# PROJECT 3

## Present What you Like and Dislike

**V**ous devez créer une affiche pour présenter vos goûts.

### TÂCHE 1

Compléter une fiche.

EE-A2

- Complétez et coloriez les cartes comme dans l'exemple en fonction de vos goûts. Utilisez le dictionnaire si nécessaire.

#### School subjects



English



History

#### Films / TV programmes



#### Celebrities



#### Food / Drink



#### Activities / Sports



#### Others



### TÂCHE 2

Rédiger des énoncés pour présenter ses goûts.

EE-A2

- Rédigez quelques phrases pour expliquer ce que vous aimez, ce que vous n'aimez pas, ce que vous préférez (*I like, I love, I don't like, I hate, my favourite ... is*)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

### TÂCHE 3

Créer une affiche.

EE-A2

- Créez une affiche de format A4 pour présenter vos goûts. Choisissez des photos. Recopiez les phrases de la tâche 2 sous la photo qui correspond.

## MON BILAN de l'unité 3

	Je peux...	-	+/-	+	++
EE	Compléter un sondage				
EOI	Partager mes goûts				
EE	Ecrire un commentaire				
EE	Rédiger des énoncés pour présenter ce que j'aime ou n'aime pas				



Sur [www.editions-foucher.fr](http://www.editions-foucher.fr), votre fiche PROJECT

## In tune

**A. Classez les mots dans le tableau selon la prononciation de la lettre « i ».**

video – vampire – writing – interesting – listen – favourite – sometimes – riding – film – tonight

**B. Écoutez, vérifiez et répétez.**

/i/ swim	/ai/ like
video – interesting – listen – film	vampire – writing – sometimes – riding – tonight

**1** Rayez dans la grille les mots de la liste ci-dessous. Grâce aux lettres restantes, découvrez la phrase mystère et recopiez-la.

GARDENING DANCING ICE-SKATING  
BOXING FISHING SWIMMING

G A R D E N I N G I  
G N I X O B L I K E  
I C E S K A T I N G  
S W I M M I N G F O  
F I S H I N G O T B  
G N I C N A D A L L

I like football

**2** Répondez par Yes, I do ou No, I don't.

- a. Do you like horse riding? Réponse libre  
b. Do you like horror films? Réponse libre  
c. Do you like playing cards? Réponse libre  
d. Do you like Chinese food? Réponse libre

**3** Répondez aux questions suivantes.

What's your favourite video game?

My favourite video game is ...

What's your favourite music?

My favourite music is ...



→ Word Card • Activities • page 110

## Vocabulary

### Nouns

a **book** un livre  
a **movie/film** un film  
a **salesperson** un(e) vendeur/-euse  
a **shop** un magasin  
a **survey** un sondage  
**swimming** la natation  
a **team** une équipe  
a **team sport** un sport collectif  
a **video game** un jeu vidéo

### Verbs

**clean** nettoyer  
**get\* up** se lever  
**go\* out with** sortir avec  
**hate** haïr, détester  
**learn\*** apprendre  
**like** aimer  
**love** aimer, adorer  
**meet\*** rencontrer  
**spend\* time** passer du temps

**talk** parler  
**walk** marcher  
**work** travailler

### Adjectives

**early** tôt  
**interesting** intéressant  
**wonderful** merveilleux

### Others

**tonight** ce soir





## 4 Complétez les phrases suivantes.

Example: *I don't like classical music, I prefer R'n'B.*

- a. I don't like football, I prefer réponse libre
- b. I don't like geography, I prefer réponse libre
- c. I don't like réponse libre  
I prefer réponse libre
- d. I don't like réponse libre, I réponse libre

## 5 Utilisez les images pour dire ce que vous aimez, adorez ou détestez.

a.

I like / love / hate chocolate.



b.



I like / love / hate video games.

c.



I like / love / hate working / doing my homework / reading.

## 6 Répondez aux questions par des phrases complètes en utilisant les éléments suivants.

eating popcorn – cooking cakes – having a picnic

- a. What do you like doing in the park?  
I like having a picnic in the park.
- b. What do you like doing at the cinema?  
I like eating popcorn at the cinema.
- c. What do you like doing in the kitchen?  
I like cooking cakes in the kitchen.

## 7 Utilisez les images pour demander à la personne ce qu'elle aime faire.

- a. Do you like cycling?
- b. Do you like playing tennis?
- c. Do you like walking?



a.



b.



c.

## Language tips

### Pour dire ce que l'on aime

**I like books.** J'aime les livres. **I love The Walking Dead.**  
J'adore The Walking Dead.

### Pour dire ce que l'on n'aime pas

**I don't like swimming.** Je n'aime pas nager.  
**I hate sport.** Je déteste le sport.

### Pour indiquer la préférence

**I prefer action films.** Je préfère les films d'action.

### Like, love, hate, prefer + nom

**I like cakes.** J'aime les gâteaux.

### Like, love, hate, prefer + verbe en -ing

**I love cooking cakes.** J'adore faire des gâteaux.

### Pour demander à quelqu'un ce qu'il aime

**Do you like going shopping?** Yes, I do. / No, I don't.  
Est-ce que tu aimes aller faire du shopping? Oui. / Non.

# The United States of America

## Culture **CLICK**

a. The Golden Gate Bridge (CA)



b. Mount Rushmore (SD)



c. The White House (DC)



h. The Hollywood Sign (CA)



g. The Las Vegas Strip (NV)



f. The Grand Canyon (AZ)



d. The Statue of Liberty (NY)



e. The Everglades National Park (FL)



CD1  
TRACK 24

**1** Write the names of the sights in the right stickers. Listen and check.

The White House  
The Las Vegas Strip  
The Grand Canyon

The Statue of Liberty  
The Everglades National Park  
The Golden Gate Bridge

Mount Rushmore  
The Hollywood Sign

**2** Listen again and complete with the abbreviations of the states where the sights are located.

Nevada (NV)  
New York (NY)  
California (CA)

Florida (FL)  
South Dakota (SD)  
District of Columbia (DC)

Arizona (AZ)

## QUIZ

Tick the correct answers.

- 1 The symbol of the USA is:
  - a. the Rocky Mountains. ☐
  - b. the Statue of Liberty. ☒
  - c. Hollywood Boulevard. ☐
- 2 The capital of the USA is:
  - a. New York City. ☐
  - b. Washington DC. ☒
  - c. Dallas. ☐
- 3 Independence Day is:
  - a. on November 11th. ☐
  - b. on October 31st. ☐
  - c. on July 4th. ☒
- 4 The first inhabitants of America were:
  - a. Indian people. ☒
  - b. English people. ☐
  - c. African people. ☐
- 5 In the USA, you pay in:
  - a. euros. ☐
  - b. dollars. ☒
  - c. pounds. ☐
- 6 The subway is the name of:
  - a. a park. ☐
  - b. the underground train. ☒
  - c. a museum. ☐
- 7 There are bright screens in:
  - a. Central Park. ☐
  - b. the Empire State Building. ☐
  - c. Times Square. ☒
- 8 Boston's Fenway Park is the oldest stadium for:
  - a. handball. ☐
  - b. baseball. ☒
  - c. football. ☐
- 9 Cape Canaveral is in:
  - a. Florida. ☒
  - b. California. ☐
  - c. Colorado. ☐
- 10 You can see 2,400 stars on:
  - a. Sunset Boulevard. ☐
  - b. the Hollywood Walk of Fame. ☒
  - c. Broadway. ☐



CD1  
TRACK 26

Listen and check.

Your score:



**Crystal Apple  
Window  
Cleaning,  
New York**

### CUSTOMERS' COMMENTS

**B.J., Manhattan, NY \*\*\*\*\***

A small but fantastic business.

**Debby K., Manhattan, NY \*\*\*\*\***

Paul is competent and hard-working: 9 windows in a 9th-floor apartment in 2 hours. Reasonable prices.

**Rob B., Manhattan, NY \*\*\*\*\***

The manager - his name is Paul - is excellent. He does the job with great care.

**M.R., Manhattan, NY \*\*\*\*\***

Fast work. Perfect results. Paul is the best window cleaner. Highly recommended.

### 3 Read the comments and complete the form.

Name of the business: Crystal Apple Window Cleaning

Name of the boss: Paul

City: New York

Prices: Reasonable

Customers' opinions: Fantastic, excellent, competent, hard-working, the

best window cleaner.



CD1  
TRACK 25

### 4 Listen and circle the ingredients of a typical American breakfast.

Eggs

Cereal

Muffins

Hot chocolate

Bacon

Bagels

Donuts

Coffee

Sausages

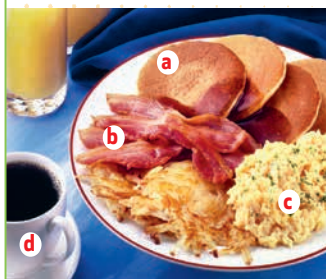
Toast

Orange juice

Potatoes

Pancakes

### 5 Write the name of the foods on this plate.



a. pancakes

b. bacon

c. eggs

d. coffee



# The Family Circle

## PROJET

Créer un arbre généalogique et le présenter.

EE et EOC – A2



3. That's Lindsay, my mother .....  
and Gordon, my father .....



1. That's me and my wife .....  
Her name is Jasmine.



4. That's my brother .....  
his name is Roman and that's Linda,  
my sister .....



2. This is Clive, my son .....  
and that is Chloe, my daughter .....  
They are twins.



CD1  
TRACK 27

1 Listen and repeat the family relationships.

parents – mother – father / children – daughter – son / brother – sister / couple – wife – husband

CD1  
TRACK 28

2 Listen to Matt introducing his family to Jenny and complete the stickers with some of the words above.

# Family Portrait

## TÂCHE

Demander ou donner des informations sur une famille. **E01 - A2**

## Activity A Have You Got a Big Family, Julian?

a. Have you got a big family? N°1 .....

b. What's his name? N°4 .....

c. What's her name?  
N°2 .....

d. Have you got grandparents? N°3 .....

Alice's questions	Julian's answers
d	e. Yes, I have.
a	f. No, I haven't. I have got only one sister.
b	g. His name is Alan.
c	h. Her name is Melina.



- 1 Listen to the dialogue and number Alice's questions in the order you hear them. Then match the questions and answers.



## Activity B Has Alice Got a Big or Small Family?

- 2 Listen and repeat the words: divorced - remarried - a stepfather - a half-brother - a half-sister



- 3 Listen to *A Reconstituted Family* and tick who is who for Alice.

### 1 > Shirley

- ☐ her grandmother  
☒ her mother  
☐ her sister

### 2 > Adeline

- ☒ her sister  
☐ her niece  
☐ her stepmother

### 3 > Charlie

- ☐ her father  
☐ her uncle  
☒ her brother

### 4 > Kevin

- ☐ her grandfather  
☐ her cousin  
☒ her stepfather

### 5 > Mia and Max

- ☐ her niece and nephew  
☐ her brother and sister  
☒ her half-sister and half-brother  
☐ her cousins



## FOCUS

a. Have you got brothers and sisters?  
Yes, I have. b. Has she got a big family?  
No, she hasn't.

Soulignez les termes signifiant : « as-tu ? » /  
« avez-vous ? » et « a-t-elle ? ».

c. This is Alice Collins. Her parents are  
divorced and her mother is remarried.

d. This is Kevin. His family name is White.

Encadrez les mots signifiant : « ses » et  
« sa » quand on parle d'Alice et « son » quand  
on parle de Kevin.

## NOW ACT

- 4 Work in pairs. Ask your classmate about her/his family. Then swap roles.

# Relatives

## TÂCHE

Expliquer les liens de parenté. E01 - A2

### Activity C Who is Who?



5 Listen and repeat these sentences. Then match the equivalents.

- |                      |                          |   |                       |
|----------------------|--------------------------|---|-----------------------|
| a. Who is that?      | <input type="checkbox"/> | → | ■ e. C'est mon oncle. |
| b. She is my aunt.   | <input type="checkbox"/> | → | ■ f. C'est mon amie.  |
| c. He is my uncle.   | <input type="checkbox"/> | → | ■ g. C'est ma tante.  |
| d. She is my friend. | <input type="checkbox"/> | → | ■ h. Qui est-ce?      |



6 Listen to "Who is Mike?" and complete the stickers as in the example.

## Focus

- a. Who is the man with no hair?  
b. He is Lily's grand-father.

Soulignez le mot qui veut dire « qui ». Encadrez l'expression signifiant « grand-père de Lily ».

7 Write who they are for Royal Baby George.

Lupo / George → Lupo is George's dog.

- a. William / George → William is George's father.  
b. Kate / George → Kate is George's mother.  
c. Harry / George → Harry is George's uncle.



## NOW ACT

8 Work in pairs. Go to page 105.

**Student A:** Choose 4 characters from the series 'SODA' and ask your classmate who these people are for Adam.

**Student B:** Answer your classmate's questions and ask four questions about 4 other characters.

Example: Who is Jenna? She is Adam's crush.

# PROJECT 4

## Present a Family Tree

**V**ous devez présenter l'arbre généalogique d'une personne de votre choix.

### TÂCHE 1

Compléter une fiche.

EE-A2

- Choisissez une personne (vous-même, quelqu'un de votre entourage, un personnage imaginaire, une célébrité...) et complétez le tableau qui vous aidera à mémoriser les informations pour votre présentation. Si besoin, trouvez des informations sur internet.

### TÂCHE 2

Créer l'arbre généalogique.

EE-A2

- Dessinez un arbre géométrique (type organigramme) ou un arbre artistique. De nombreux modèles sont consultables sur internet.
- Placez le nom des membres les plus âgés en haut. Vous pouvez illustrer votre poster par des photos.

NAME OF THE PERSON + AGE:

Family members

Name and Age

grandparents

parents

brothers / sisters

wife / husband / partner

children

stepfamily

uncles / aunts / cousins

### TÂCHE 3

Présenter l'arbre généalogique.

EOC-A2

- Après vous être entraîné, présentez chaque membre de manière variée (*this is... that is... She / he is my...I've / they have got... she / he has got...*).

## MON BILAN de l'unité 4

	Je peux...	-	+ / -	+	++
<b>EOI</b>	Demander ou donner des informations sur la composition d'une famille.				
<b>EE</b>	Créer et compléter un arbre généalogique.				
<b>EOC</b>	Présenter les membres d'une famille et leurs liens de parenté.				



Sur [www.editions-foucher.fr](http://www.editions-foucher.fr), votre fiche PROJECT





## In tune



### A. Ecoutez et répétez.

WHO - HOW

CD1  
TRACK 34

### B. Ecoutez et complétez avec « who » ou « how ». Lisez ensuite ces phrases à voix haute.

CD1  
TRACK 35

- Who ..... is David?
- How ..... is David?
- How ..... are you?
- Who ..... are you?
- Who ..... has got the book?
- How ..... much is the book?
- Who ..... do you know?

### 1 Complétez les liens familiaux représentés sur les photos.



- husband and wife .....
- mother and child (baby) .....
- brother and sister .....

### 2 Traduisez en français les énoncés suivants.

- Marco's brother  
le frère de Marco .....
- Justin's half-sister  
la demi-soeur de Justin .....
- Erica's stepfather  
le beau-père d'Erica .....
- Leonardo's dog  
le chien de Leonardo .....
- Tiffany's baby  
le bébé de Tiffany .....

### 3 Ecrivez à qui appartiennent ces objets.



a. Lola

b. Mr Tyle



c. Ms Black



d. Edwin



- This is Lola's pen. ....
- That is Mr Tyle's scarf. ....
- This is Ms Black's mobile phone. ....
- That is Edwin's cap. ....

## Vocabulary

→ Word Card "Family" page 111

### Nouns

an aunt une tante  
a brother un frère  
a child un enfant  
the children les enfants  
a cousin un(e) cousin(e)  
a daughter une fille

a family une famille  
a family tree un arbre généalogique  
the father le père  
the grandfather le grand-père  
the grandmother la grand-mère  
the grandparents les grands-parents  
a half-brother un demi-frère  
a half-sister une demi-soeur  
a husband un mari

the mother la mère  
a sister une soeur  
a son un fils

### Adjectives

her son, sa, ses  
his son, sa, ses  
married marié(e)  
divorced divorcé(e)



## 4 Complétez avec his ou her.

- This is my son; his name is Bruce.
- Jeremy lives with his parents.
- Who is that girl? What's her name?
- David likes his job, it's interesting.
- My sister is happy; her results at school are good.

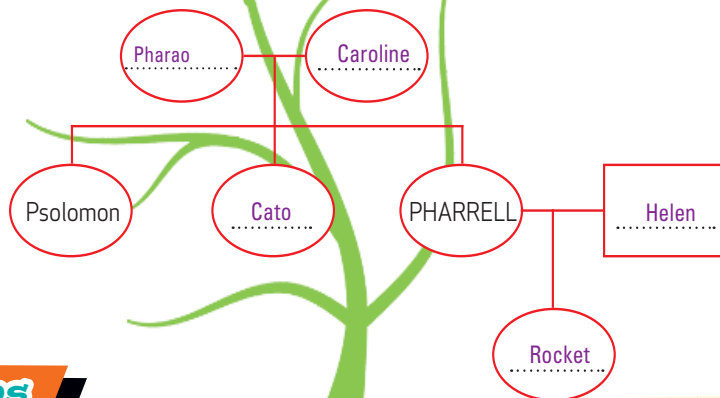
## 5 Complétez avec have got ou has got.

- Bob and Astrid have got 2 children.
- Have you got a PlayStation?
- Sylvia has got a new car.
- They have got problems.
- Has Jerry got his train ticket?



## 6 Ecoutez et placez les prénoms suivants sur l'arbre généalogique de Pharrell Williams.

Caroline – Cato – Helen – Pharao – Rocket



## 7 Complétez le paragraphe présentant David Guetta et sa famille.

**Naissance :** 1967 à Paris

**parents :** Monique et Pierre Guetta

**frères et sœurs :** Bernard Guetta (demi-frère) et Nathalie

**statut :** marié à Cathy (1992) et divorcé (2014)

**enfants :** Tim Elvis (2004), Angie (2007)

David was born in Paris in 1967. He is ... years old. David's parents are Monique and Pierre Guetta. He has got a stepbrother, Bernard Guetta and a sister; her name is Nathalie. David was married to Cathy in 1992 and they have got a son, Tim Elvis, and a daughter, Angie. David is now divorced.

## Language tips

### Demander ou donner des informations sur une personne.

**Who** is this? (Who's this?) *Qui est-ce ? C'est qui ?*

This is my brother and that is (that's) my sister.

*C'est mon frère et voilà ma sœur.*

### Have got (avoir)

**Have you got** children? Yes, I have. / No, I haven't.

*Est-ce que tu as (vous avez) des enfants ? Oui / non.*

**I have got / I've got** 2 sons. My aunt has got 3 daughters.

*J'ai 2 fils. Ma tante a 3 filles.*

### Les adjectifs possessifs: my - your - her - his

**My** boyfriend. **My** girlfriend. **My** friends.

*Mon copain. Ma copine. Mes ami(e)s.*

**Your** : ton, ta, tes, votre, vos

**Her** : son, sa, ses, pour une personne de sexe féminin.

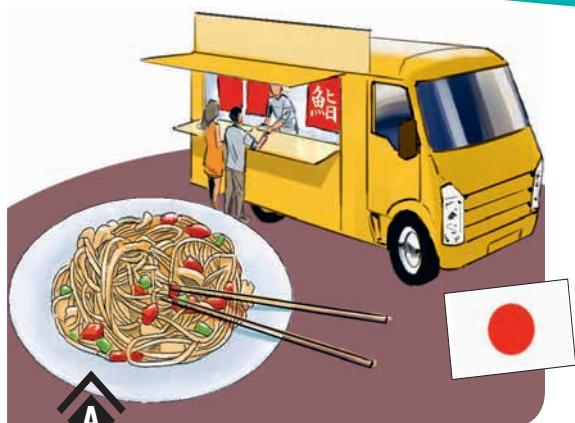
**His** : son, sa, ses, pour une personne de sexe masculin.

## At The Food Truck

### PROJET

Créer un menu et jouer un sketch.

EE et E01-A2



A

NAME: noodles

DESCRIPTION

This is a Japanese dish.

The main ingredients are:

- noodles
- vegetables
- meat



C

NAME: hot dog

DESCRIPTION

This is an American sandwich.

The main ingredients are:

- bread
- sausage
- onions, tomatoes and pickles.

B



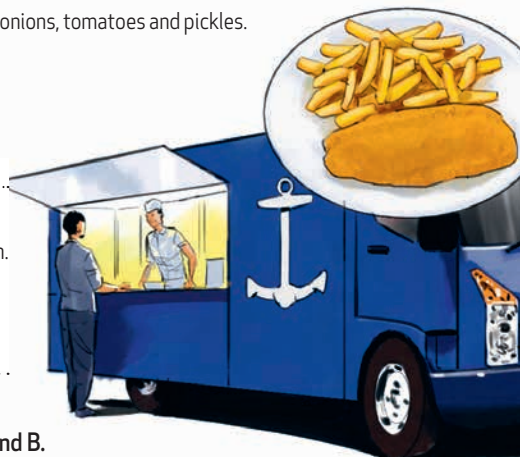
NAME: fish and chips

DESCRIPTION

This is a British dish.

The main ingredients are:

- fish
- potatoes



1 Complete the stickers with the names of dishes A and B.

Noodles – Fish and chips



2 Listen to the description (dish A and B) and complete with the right ingredients and the origin of the dish.

Ingredients: meat – vegetables – potatoes – noodles – sausage

Origins: British – Japanese



3 Complete the sticker for dish C and colour the flag according to the origin of the dish. Listen and check.

# Would You Like Orange Juice?

## Activity A Offering Drinks

TÂCHE

Prendre une commande.

E01-A2

- ☒ Yes, please.  
☒ No, thank you.



Would you like orange juice?

Your partner's order

### Beverage List

- ☐ Coffee  
☐ Tea  
☐ Orange juice  
☐ Strawberry smoothie  
☐ Mineral water  
☐ Fizzy drink  
☐ Beer

CD1  
TRACK 39

- Listen and tick ✓ or cross X the drink on the beverage list.
- Work in pairs. Offer your partner 3 drinks and tick the drink s/he accepts on "Your partner's order". Then swap roles.

## Activity B Ordering Food

Britt's order



### Cafeteria Menu

**Meat:** chicken, pork, beef  
**Fish:** salmon  
**served with:** rice, pasta, chips  
**Vegetables:** carrots, green beans, mixed salad.  
**Dessert:** pancakes, ice cream, apple pie

- Complete the waiter's questions and Britt's answers.

- a. Waiter: Would you like meat?  
b. Waiter: Would you like rice, pasta or chips?  
c. Waiter: Would you like vegetables ?  
d. Waiter: Would you like dessert?  
Pancakes, apple pie or ice cream?

- Britt: No, thank you. I'll have salmon .....  
Britt: I'll have rice ..... please.  
Britt: Yes, please. I'll have ..... green beans and salad.  
Britt: I'll have apple pie ..... please.

## NOW ACT

- You are the waiter. Your partner is the customer. Look at the cafeteria menu and the beverage list (Activities A and B) and act the dialogue. Then swap roles.



# Sam's Food Truck

**TÂCHE**

Compléter un ticket de caisse du food truck.

CO et EE-A2

## Activity C Prices and Receipts



**SAM'S FOOD TRUCK**  
RECEIPT

25/Nov/N 13:32

Carrot cake ....	<b>€4.50</b> .....
Cappuccino ....	<b>€2.40</b> .....
TOTAL .....	<b>€6.90</b> .....

THANK YOU. SEE YOU SOON.



**5** Look at the cartoons. Then listen and complete the speech balloons.

**6** Complete the customer's receipt.

## Focus

**Would you like dessert? Yes, please. I'll have ice-cream.**

Soulignez l'expression qui signifie « aimeriez-vous... ? / voudriez-vous... ? ».

Ici, « I'll have » signifie :

☐ j'aurai... ☒ je prendrai...

**AMERICAN FOOD TRUCK**  
540, West 10th Street, San Francisco (231) 542-2546

Dec/20/N 19:45

Mineral water .....	\$1.80
<b>Mixed salad</b> .....	\$2.90
Beef burger .....	<b>\$11.50</b>
<b>Apple pie</b> .....	<b>\$ 4.10</b>
<b>Tea</b> .....	<b>\$ 1.40</b>
TOTAL .....	<b>\$21.70</b>

ENJOY YOUR MEAL! THANK YOU.



**7** Listen to the conversation and complete the receipt.

# PROJECT 5

## Create a Menu and Act a Dialogue

**V**ous devez créer le menu de votre food truck puis imaginer un dialogue à partir de ce menu. Le sketch sera joué devant la classe.

### TÂCHE 1

#### Compléter un menu.

EE-A2

- Complétez le menu ci-dessous : vous devez donner un nom à votre food truck et noter les prix des plats au menu.
- Vous pouvez également compléter le menu par d'autres plats de votre choix.

### FOOD TRUCK

**Name:** .....

**SALADS**

Tomato salad .....

Crab salad .....

**MAIN DISHES**

Fish and chips .....

Chicken and vegetable curry .....

**DESSERTS**

Cheesecake .....

Peach Melba .....

**DRINKS**

Orange juice .....

Tea or coffee .....

Mineral water .....

*Prices*

*Prices*

*Prices*

*Prices*

### TÂCHE 2

#### Rédiger un dialogue.

EE-A2

- Choisissez et distribuez les rôles. Préparez des répliques courtes pour chacun.

#### Le serveur devra :

- Saluer le client
- Proposer des boissons
- Prendre la commande (2 ou 3 plats)
- Indiquer les prix
- Répéter la commande pour éviter toute erreur
- Donner la commande et le ticket de caisse
- Le remercier et le saluer

#### Le client devra :

- Saluer le serveur
- Choisir une boisson
- Commander 2 ou 3 plats en demandant certains prix
- Ecouter le récapitulatif de sa commande et demander le prix total
- Donner l'argent et saluer

### TÂCHE 3

#### Jouer un sketch.

E01-A2

- Entraînez-vous avec le menu sous les yeux, mais évitez de lire vos répliques : répétez-les plusieurs fois afin de soigner votre prononciation et de bien les mémoriser.
- Vous pouvez faire des gestes, utiliser des accessoires afin de théâtraliser votre sketch.
- Répétez ensemble plusieurs fois votre sketch avant de le jouer devant la classe.

## MON BILAN de l'unité 5

	Je peux...	-	+/-	+	++
<b>E01</b>	Prendre une commande.				
<b>C0</b>	Comprendre une commande				
<b>EE</b>	Créer un menu				
<b>E01</b>	Jouer un sketch à partir d'un menu				



Sur [www.editions-foucher.fr](http://www.editions-foucher.fr), votre fiche PROJECT

## In tune

CD1  
TRACK 42

**A. Ecoutez et entourez le mot que vous entendez.**

- a. as /has b. and / hand c. is /his d. eight /hate e. I'd / hide

CD1  
TRACK 43

**B. Ecoutez et répétez ces phrases en prononçant le /h/ (aspiré).**

- a. I'll have tea. c. Can I help you? e. He hates his hot dog.  
b. Here you are. d. She has got her new book. f. Have a nice day!

**1** Complétez la grille à l'aide des définitions.

**ACROSS**

- 1 Yellow, red or green fruit.
- 4 Round, red and juicy vegetables
- 5 Pork, chicken or beef
- 6 A very British drink
- 8 Delicious dessert with sugar or jam.
- 10 Salmon, trout or tuna.
- 11 Drink made with fruit: orange, apple ...

**DOWN**

- 2 To make chips
- 3 A very light and natural drink
- 7 Green and fresh dish
- 9 Black drink

→ Word Card « Food from all over the world » page 112

## Vocabulary

### Nouns

an apple une pomme  
bread du pain  
cake du gâteau  
a carrot une carotte  
cheese du fromage  
chicken du poulet  
chips des frites  
fish du poisson  
a green bean un haricot vert

ice cream de la crème glacée  
juice du jus (de fruit)  
meat de la viande  
noodles des nouilles  
an onion un oignon  
a pancake une crêpe  
pasta des pâtes  
a pie une tourte  
pork du porc  
a potato une pomme de terre

rice du riz  
salmon du saumon  
a sausage une saucisse  
a strawberry une fraise  
a tomato une tomate  
vegetables des légumes

### Others

Here you are Voici (en donnant quelque chose)

# Training



## 2 Classez les aliments dans la bonne catégorie.

- |                   |                  |
|-------------------|------------------|
| a. beef           | h. ice cream     |
| b. carrots        | i. mineral water |
| c. chocolate cake | j. onions        |
| d. chicken        | k. pancakes      |
| e. coffee         | l. sausage       |
| f. pork           | m. tea           |
| g. green beans    | n. tomatoes      |

Vegetables	Carrots, green beans, onions, tomatoes
Meat	Chicken, beef, pork, sausage
Desserts	Chocolate cake, ice cream, pancakes
Drinks	Coffee, mineral water, tea

## 3 Rédigez des phrases comme dans l'exemple.



Example: Lina / fish and chips.

→ Lina loves British food.

She'll have fish and chips.



a. Mark / sushi.

Mark loves Japanese food. He'll have sushi.



b. Jessica / a cheeseburger.

Jessica loves American food. She'll have

a cheeseburger.



c. Arthur / steak and chips

Arthur loves French food. He'll have steak

and chips.

## 4 Choisissez dans le menu ci-dessous ce qui vous conviendrait et répondez aux questions du serveur.



a. Waiter: Would you like salad?

You: Réponse libre

b. Waiter: Would you like meat?

You: Réponse libre

c. Waiter: Would you like rice, pasta or chips?

You: Réponse libre

d. Waiter: Would you like dessert?

You: Réponse libre



## 5 Ecoutez et écrivez les prénoms, les noms des plats et les prix.



a. Name:

Jenny

Dish:

Chicken salad

Price:

£5.30



b. Name:

Tom

Dish:

Salmon with

vegetables

Price: £7.50



c. Name:

Mike

Dish:

Pancakes with

strawberries

Price: £3.90

## Language tips

Pour proposer, offrir une boisson ou un plat

What would you like?

Que voudriez-vous/voudrais-tu ?

Would you like a dessert?

Voudriez-vous / Voudrais-tu un dessert ?

Pour accepter ou refuser une offre

Yes, please. Oui. No, thank you. Non merci.

Pour indiquer ce que l'on va prendre, manger

I'll have (some) vegetables.

Je prendrai des légumes.

I'd like (some/an) apple juice, please.

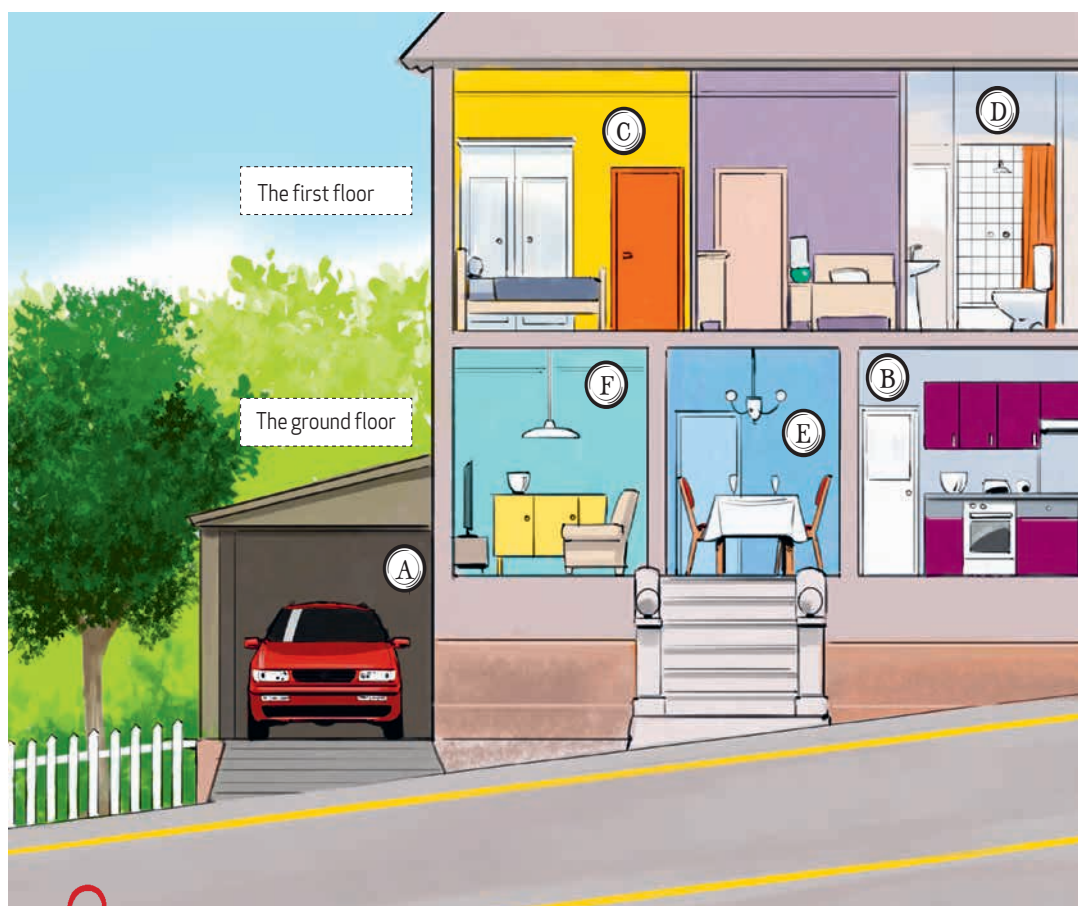
Je voudrais un/du jus de pommes, s'il vous plaît.

# Home Sweet Home

## PROJET

Préparer une pièce d'habitation.

E0C-A2



CD1  
TRACK 45

1 Listen and match the names of the rooms and the letters.

B the kitchen

C a bedroom

D the bathroom

F the living-room

E the dining-room

A the garage



CD1  
TRACK 46

2 Say the names of two rooms located on the ground floor and on the first floor.

3 Look at the pictures and tick the right information. Listen and check.

There is a garden.

☒ Yes

☐ No

There is a terrace.

☐ Yes

☒ No

There is a swimming pool.

☐ Yes

☒ No

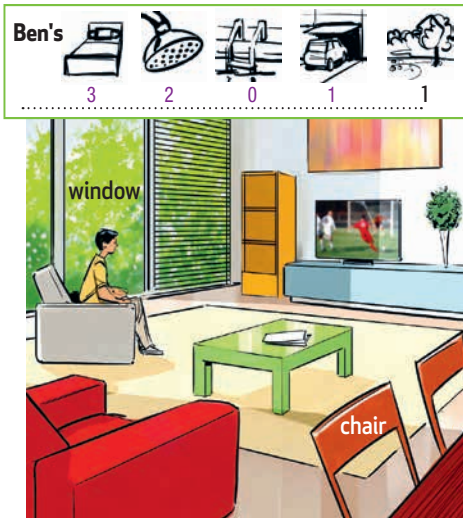
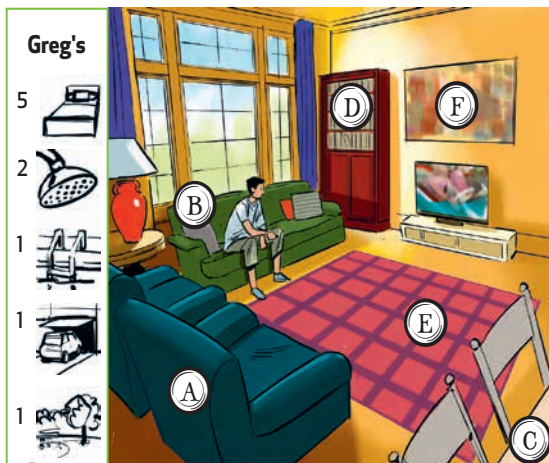


# An American House

## TÂCHE

Demander ou donner des informations sur des pièces d'une habitation. **E01-A1+**

### Activity A What Colour Is the Sofa?



Ben's



3



2



0



1



1



CD1  
TRACK 47

- 1 Look at Greg's living room, listen and pronounce the words.  
armchair – table – sofa – shelf/shelves – carpet – picture



CD1  
TRACK 48

- 2 Look again and answer the questions. Then listen and check.

- a. What colour is the carpet? It's red.
- b. What colour are the walls? They are yellow/orange.

- 3 Ask your partner about the colours in Ben's living room. Then answer his/her questions.



CD1  
TRACK 49

### Activity B How Many Bedrooms Are There?

- 4 Listen to the conversation between Greg and Debbie and complete.

small – lounge – bedrooms – large – sauna – is there – for three cars – bathrooms – five

Debbie: How many bedrooms are there?

Greg: There are five bedrooms.

Debbie: Is there a large dining-room?

Greg: No, there isn't. The dining-room is small but there is a large lounge.

Debbie: Is there a swimming pool?

Greg: In fact, there is one.

Debbie: Is there a big garage?

Greg: Yes, there is. For three cars. My house is a real palace! But there is no sauna!



CD1  
TRACK 50

- 5 Listen to Ben's interview and complete the chart above (picture on the right).

## NOW ACT

- 6 Work in pairs and spot the six differences.

Ask your partner questions to find the six differences between your photo and his/her photo. Answer his/her questions. Tick the differences on your photo.

Student A's photo is on page 105 – Student B's photo is on page 106.

# New School, New Room

**TÂCHE**

Décrire une pièce d'habitation.

EE - A1+

## Activity C Where Is the Headset?



CD1  
TRACK 51

a. between

b. under

c. in

d. next to

e. on

7 Listen and complete: on - in - under - next to - between

8 Choose three objects in the classroom and say where they are.

## Activity D A New Place

From:	maud.stuart@btinternet.com
To:	jenniferleekie@gmail.com
Date:	September 22nd
Subject	Morrison High School
Text	Attachments   Internet Header   Fields
<p>Dear Jennifer,</p> <p>(...) My bedroom at Morrison High School isn't very large but there are two windows. It's on the second floor. The walls are light green. There are no pictures on the walls at the moment; there is a table in the corner next to a window. There are two chairs but unfortunately, there is no armchair!</p> <p>There is a nice, comfortable bed; next to the bed, there are shelves for my books. Between the bed and the shelves, there is a beautiful modern lamp. There is a brown carpet on the floor. Well, it's not possible to have a TV in my room but there is a TV lounge, next to my room. Well, this bedroom isn't too bad! (...)</p> <p style="text-align: right;">Maud</p>	

## Focus

There is a kitchen and there are three bedrooms. There is no sauna.

Soulignez les expressions signifiant « il y a ».

« il n'y a pas de » se traduit par "there is no": ☒ Oui ☐ Non.

How many rooms are there? Is there a garage?

Encadrez le mot interrogatif qui signifie « combien de...? »

« Est-ce qu'il y a » se traduit par "is there...?/are there...?":

☒ Oui ☐ Non.

→ Training ex. 3, 4 & 5

9 Read Maud's email and answer the questions.

a. Where is Maud's bedroom? (It's) on the second floor / in Morrison High School.

b. What colour are the walls? They are light green.

c. How many chairs are there? There are two.

d. Is there a carpet? Yes, there is.

e. Is there a TV? No, there isn't.

f. Where is the TV? It's in a lounge next to her room.

## NOW ACT

10 Write a paragraph to describe your bedroom or any other room of your choice.

Réponse personnelle

.....

.....

.....

.....

.....

.....

.....

.....

# PROJECT 6

## Present Your Dream Room

**V**ous préparez le plan et la décoration d'une pièce d'habitation sur une affiche puis vous la présentez à l'oral.

### TÂCHE 1

Dresser une liste.

EE-A2

- Choisissez un type de pièce d'habitation: salon, chambre, salle des élèves, etc.
- Listez en anglais les éléments de mobilier et/ou décoration que vous souhaitez. Utilisez un dictionnaire pour les mots que vous ne connaissez pas.
- Puis imaginez la disposition des éléments choisis sur le plan.

### TÂCHE 2

Présenter un lieu d'habitation.

EOC-A2

- Reproduisez votre plan sur un format « Affiche ». Ajoutez des photos ou des dessins correspondant à vos choix.
- Entraînez-vous à présenter les différents éléments choisis à l'oral. Puis présentez votre affiche devant la classe.

#### List of furniture\*

- Example: a small table

.....

.....

.....

.....

.....

.....

.....

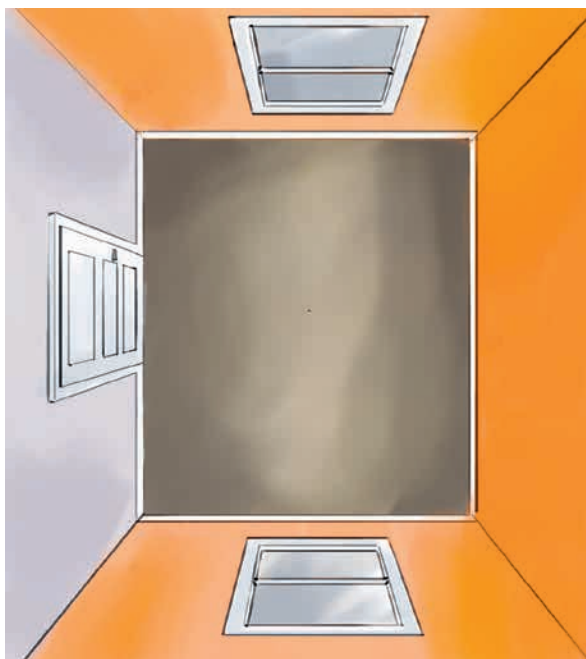
.....

#### Colours

Walls .....

Doors .....

.....



Plan of .....

\* Furniture du mobilier

## MON BILAN de l'unité 6

	Je peux...	-	+/-	+	++
EOI	Demander ou donner des informations sur ce qu'il y a dans une maison ou une pièce d'habitation				
EE	Décrire une pièce d'habitation				
EOC	Présenter une pièce d'habitation				



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## In tune



CD1  
TRACK 52

**A. Ecoutez et répétez les mots au pluriel suivants:** « lamps », « beds » « addresses ».

CD1  
TRACK 53

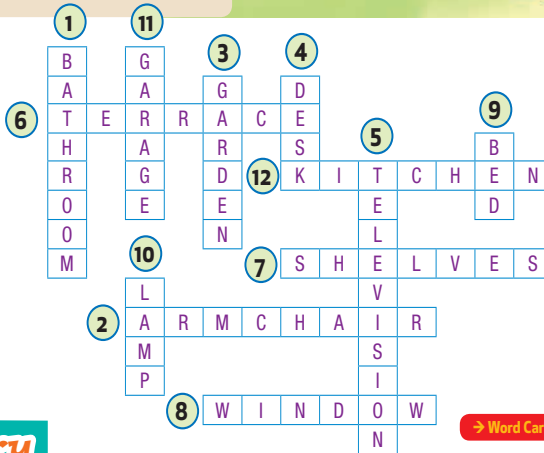
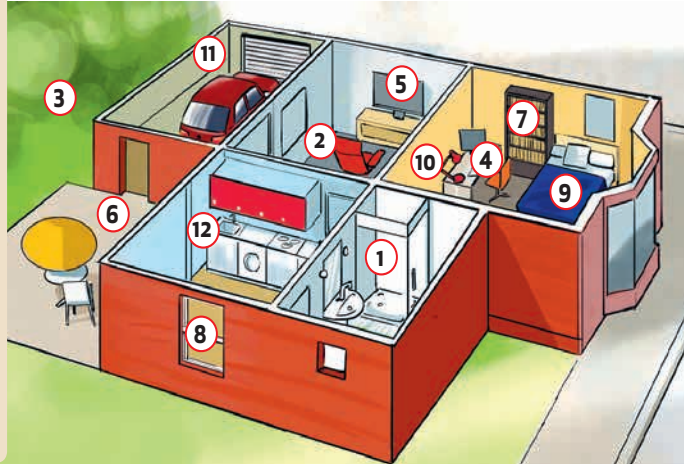
**B. Cochez le son qui convient pour chacun des mots pluriels suivants. Ecoutez, vérifiez et répétez.**

	/s/ lamps	/z/ beds	/iz/ addresses
chairs		X	
windows		X	
garages			X
desks*	X		
rooms		X	
tables		X	
steps**	X		

\* des bureaux (moblier) ;

\*\* des marches

**1** Complétez la grille avec les noms des pièces ou du mobilier repérés sur l'illustration.



→ Word Card "Home Equipment and Furniture" page 113

## Vocabulary

### Nouns

an **armchair** un fauteuil  
a **bathroom** une salle de bains  
a **bed** un lit  
a **bedroom** une chambre  
a **carpet** un tapis  
a **chair** une chaise  
a **colour** une couleur  
a **desk** un bureau (meuble)  
a **dining-room** une salle à manger  
a **door** une porte  
a **floor** un étage

a **garden** un jardin  
the **ground floor** le rez-de-chaussée  
a **house** une maison  
a **kitchen** une cuisine  
a **living-room** un salon  
a **lounge** un salon  
a **picture** une image, un cadre  
a **piece of furniture** un meuble  
a **room** une pièce, une salle  
a **shelf / shelves** une/des étagère(s)  
a **terrace** une terrasse  
a **window** une fenêtre

### Adjectives

large grand  
small petit

### Others

between entre  
in dans  
next to à côté de  
on sur  
under dessous

# Training



**2** Ecoutez Tim et repérez sur l'illustration l'emplacement des objets ci-dessous.

- a. a sports bag      c. a sweatshirt      e. a cap  
b. a computer      d. a Maths book



**3** Complétez les énoncés par *there is* ou *there are*.

- a. *There is* ..... a desk and a chair in the room.  
b. *There is* ..... only one book and *there* .....  
*are* ..... some magazines on the shelf.



c. *There are* ..... many pictures in this art gallery.

d. *There are* ..... swimming-pools in all the houses in Miami.

e. *There is* ..... no terrace for this house.

**4** Répondez aux questions.

a. What colour are the walls in your classroom?  
They are *réponse personnelle*.

b. How many students are there in your class?

*Réponse personnelle*

c. Are there English students in your school?

*Réponse personnelle*

**5** Dites en anglais que:

a. Le garage est à côté de la cuisine.

*The garage is next to the kitchen.*

b. La salle de bains est entre les deux chambres.

*The bathroom is between the two bedrooms.*

c. Il n'y a pas de jardin.

*There is no garden.*

d. Il y a deux salons et huit chambres.

*There are two living rooms and eight bedrooms.*

## Language tips

**Pour dire « il y a... » ou « il n'y a pas »**

*There is* + singulier / *There are* + pluriel

*There is* a table. Il y a une table.

*There are* two tables. Il y a deux tables.

*There is NO* + singulier / *There are NO* + pluriel

*There is no* garage. Il n'y a pas de garage.

*There are no* plants. Il n'y a pas de plantes

**Pour demander « est-ce qu'il y a ... ? »**

Is there a swimming pool? Y a-t-il une piscine ?

Are there bedrooms? Y a-t-il des chambres ?

**Pour demander « combien de ... y a-t-il ? »**

*How many* books are there? Combien de livres y a-t-il ?

**Le pluriel des noms**

Pour la majorité des mots, on ajoute "s" (ou "es") à la fin du mot.

a chair > chairs une chaise > des chaises

an address > addresses une adresse > des adresses



# The United Kingdom

# Culture **CLICK**



**a. Loch Ness** .....



**b. Hadrian's Wall** .....



**f. The Millennium Stadium** .....



**c. Buckingham Palace** .....



**e. Stonehenge** .....



**d. Canterbury Cathedral** .....



**1** Write the names of the sights in the right stickers. Listen and check.

Canterbury Cathedral – the Millennium Stadium – Hadrian's Wall – Buckingham Palace – Stonehenge – Loch Ness

**2** Listen again and say which sights correspond to the definitions.

- |  |   |                                      |
|--|---|--------------------------------------|
| <b>a.</b> a large sports centre              | <b>c.</b> a prehistoric monument          | <b>e.</b> the residence of the Queen |
| <b>b.</b> an ancient defensive fortification | <b>d.</b> the oldest cathedral in England | <b>f.</b> a large, deep lake         |

## QUIZ

Tick the correct answers.

- 1 The flag of the United Kingdom is called:
  - a. The Union Jack. ☒
  - b. The Maple Leaf. ☐
  - c. The Stars and Stripes. ☐
- 2 The capital of the United Kingdom is:
  - a. London. ☒
  - b. Edinburgh. ☐
  - c. Cardiff. ☐
- 3 The current Royal Family's name is:
  - a. Tudor. ☐
  - b. Windsor. ☒
  - c. Stuart. ☐
- 4 The United Kingdom is made up of:
  - a. 3 countries. ☐
  - b. 4 countries. ☒
  - c. 5 countries. ☐
- 5 In the United Kingdom, you pay in:
  - a. euros. ☐
  - b. dollars. ☐
  - c. pounds. ☒
- 6 A traditional British food is:
  - a. fish and chips. ☒
  - b. pasta. ☐
  - c. chicken curry. ☐
- 7 A traditional British sport is:
  - a. baseball. ☐
  - b. cricket. ☒
  - c. handball. ☐
- 8 Murrayfield Stadium is in:
  - a. Belfast. ☐
  - b. London. ☐
  - c. Edinburgh. ☒
- 9 J.K. Rowling, the author of the Harry Potter series, is:
  - a. Welsh. ☐
  - b. Irish. ☐
  - c. Scottish. ☒
- 10 Scotland's most famous product is:
  - a. whisky. ☒
  - b. beer. ☐
  - c. vodka. ☐



CD1  
TRACK 57

Listen and check.

Your score:

### Remembrance Day



The 11th of November is 'Remembrance Day' or 'Poppy Day'. It is the day when people remember the end of World War I on the 11th November, 1918, and people in the United Kingdom wear red paper poppies to remember all the people who have died in all wars. On Poppy Day volunteers sell paper poppies in the street. They collect money to aid soldiers in difficulty.

### 3 Read the document and complete with the correct information.

- a. Date of Remembrance Day: 11th November
- b. Other name of Remembrance Day: Poppy Day
- c. What is celebrated: the end of World War I
- d. Reason why people wear red paper poppies: to remember all the people who have died in all wars
- e. Reason why volunteers sell paper poppies: to collect money to aid soldiers in difficulty.



CD1  
TRACK 56

### 4 Listen to the description of Christmas dinner and circle the information you hear.



- a. Main dish: roast beef, French fries and gravy – turkey, vegetables and cranberry sauce
- b. Traditional dessert: Christmas pudding – carrot cake
- c. Principal ingredient of the dessert: dried fruit – fresh fruit
- d. It is cooked: a month before Christmas – two days before Christmas
- e. What is hidden in the dessert: coins – crackers

## Life of a Body Artist

### PROJET

Présenter le quotidien d'une personne célèbre.

EOC - A2



- ☒ I get up  
☐ I get dressed

at six ..... thirty am.

Hello, my name is Kat Von D. I'm a famous body artist.



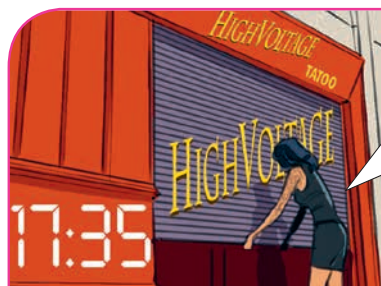
- ☒ I receive my first client  
☐ I welcome my first client

at nine fifteen ..... am.



- ☒ I start my day at the shop  
☐ I go to work

at eight ..... am.



- ☒ I finish my work  
☐ I leave work

at five  
thirty-five ..... pm.



- ☒ I go to bed  
☐ I go to sleep

at eleven fifty ..... pm.



1 Listen to Kat and tick the action you hear.



2 Listen again and write the times in full.

3 Match AM - PM and their equivalents.

- a. am c. in the afternoon  
b. pm d. in the morning



# Kat's Routine

## TÂCHE

Demander ou donner des informations sur des activités quotidiennes.

E01 - A2



CD1  
TRACK 59

### Activity A My Morning Routine

- 1 Listen to the interview and number the questions in the order you hear them.
- 2 Listen again and tick the times you hear.

- a. What time do you get dressed? Number 3 .....
- b. What time do you have a shower? Number 2 .....
- c. What time do you have breakfast? Number 1 .....
- d. What time do you leave home? Number 4 .....



I have a shower at:

☒ 7.05

☐ 7.10



I get dressed:

☒ between 7.30 and 7.55.

☐ between 7.15 and 7.55



I leave home at:

☐ 7.25 am

☒ 7.55 am.



I have breakfast at:

☒ 6.45

☐ 7.00

- 3 Work in pairs. Act the dialogue between the journalist and Kat, then swap roles.



CD1  
TRACK 60

### Activity B My Evening Routine

- 4 Listen and complete the questions.

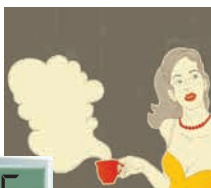
- a. What time ..... do you arrive home?
- b. What do you do ..... at five thirty-five?
- c. What ..... do you do in the evening?
- d. What time do you go ..... to bed?

- 5 You are Kat. Use the elements to answer the questions (ex. 4).



have a bath

11:50



have a cup of tea

5:35

## Focus

- a. What time do you get up? I get up at 6.30.
- b. What do you do at six forty-five? I have breakfast.

Soulignez l'expression qui signifie « à quelle heure ? ».

Pour demander à quelqu'un ce qu'il fait habituellement, on dit :

☐ « What time do you...? »

☒ « What do you ... ? »

« à 6h30 » se dit :

AT ..... 6.30.

→ Training ex. 2 & 3

## NOW ACT

- 6 Work in pairs. Ask and answer questions about what you do every day and at what time.

have dinner / lunch



take the bus >



< play video games



< listen  
to  
music

# My Work as a Body Artist

**TÂCHE**

Comprendre le quotidien d'un professionnel et en rendre compte en français. **CE – A2**

## Activity C Making a Tattoo: the step-by-step process

**STEP 1**  
the drawing



**STEP 2**  
the making of the tattoo



**STEP 3**  
the client's reaction



“

Hi, I'm Kevin. I work at Kat Von D's tattoo shop in LA. It's awesome!

This is my day: I arrive every morning at eight thirty. I welcome my first client. I listen to exactly what he wants and advise him. I sketch a drawing of the design the client wishes. I place it onto his skin to check if it suits him.

I follow the lines with an electrically operated needle. The needle injects ink under the skin. I use different shapes\* and numbers of needles depending on the type of tattoo. It's very important to follow very strict hygiene and health procedures.

Then the client discovers his tattoo and it's cool to see him so happy.

Being a body artist? The coolest job ever!

[www.tattooingthepassionofmylife.com](http://www.tattooingthepassionofmylife.com)

\* formes

### 7 Read the document and tick the correct answers.

- a. The document is: ☐ an email ☐ an article ☒ a post.  
b. Kevin: ☒ creates tattoos ☐ discovers new tattoos.

### 8 Complete the three steps with the corresponding titles. the client's reaction – the drawing – the making of the tattoo

### 9 Find in the text the English for.

- a. je conseille : I advise ..... d. l'aiguille injecte de l'encre :  
b. la peau : the skin ..... the needle injects ink .....  
c. cela convient : it suits ..... e. faire une esquisse/un dessin :  
sketch a drawing .....

### 10 Tick the name of the person who does the action.

	Kevin	The client
a. advises clients.	X	
b. sketches a drawing.	X	
c. checks if the design suits.	X	
d. wants a specific design.		X
e. discovers the tattoo.		X

## FOCUS

a. I arrive every morning at 8:30.

b. The client discovers the tattoo.

Soulignez les verbes et encadrez les sujets.

Au présent simple, on ajoute « -s » au verbe  
☐ à la 1<sup>re</sup> personne du singulier.

☒ à la 3<sup>e</sup> personne du singulier.

→ Training ex. 5, 6 & 7

**NOW ACT**

### 11 Explain Kevin's everyday work in French.

.....

.....

.....

.....



# PROJECT 7

## Present a Day in the Life of ...

**V**ous devez créer une fiche sur le quotidien d'une personne et la présenter à la classe.

### TÂCHE 1

Trouver les informations pertinentes sur internet.

CE-A2

- Choisissez une personne et faites des recherches pour compléter sa carte d'identité.
- Repérez ses habitudes et imaginez sa journée pour compléter le tableau.

ID CARD		
PHOTO	Name: .....	Age: .....
	Home Town: .....	Address: .....
	Occupation: .....	Place of Work: .....
	Others: .....	

Time (am / pm)	Personal Routine	Family Routine	Work Routine

### TÂCHE 2

Réalisez une fiche.

EE-A2

- Sélectionnez les photos pour présenter les différents moments de la journée.
- Rédigez une légende pour chaque photo.
- Mettez en page et soignez la présentation.

### TÂCHE 3

Présenter le quotidien de la personne choisie.

EOC-A2+

- Entraînez-vous à présenter le quotidien de votre personnage.
- Enregistrez votre présentation.

## MON BILAN de l'unité 7

	Je peux...	-	+/-	+	++
<b>EOI</b>	Demander ou donner des informations sur des activités quotidiennes				
<b>CE</b>	Comprendre le quotidien d'un professionnel				
<b>EOC</b>	Présenter une personne et ses activités quotidiennes				



Sur [www.editions-foucher.fr](http://www.editions-foucher.fr), votre fiche PROJECT



## In tune

CD1  
TRACK 61

### A. Ecoutez et répétez les sons.

/z/ arrives /iz/ advises /s/ injects

CD1  
TRACK 62

### B. Ecoutez et cochez selon la prononciation du -s final.

	/z/ arrives	/iz/ advises	/s/ injects
She finishes		x	
He wishes		x	
He plays	x		
She draws	x		
It checks			x
It makes			x

### 1 Retrouvez les mots suivants dans la grille.

tattoo – ink – injects – body – artist – needle – skin

T	Q	B	P	B	D	N
N	Q	O	O	X	E	A
J	K	D	T	E	R	N
E	Y	N	D	T	I	K
C	Y	L	X	K	A	R
T	E	S	S	Y	J	T
S	Q	J	N	Q	P	



CD1  
TRACK 63

### 2 Entourez les heures que vous entendez.

- a. 5:45    5:35    c. 2:30    2:40  
b. 6:50    6:15    d. 1:05    5:01

### 3 Faites correspondre les horaires et les horloges.

two pm – seven thirty-five – nine fifty – twelve fifteen



- a. seven thirty-five    c. nine fifty



- b. two pm    d. twelve fifteen

### 4 Rédigez les questions correspondant aux réponses.

Example: I go to the disco at 11:15 every day.  
→ What time do you go to the disco?

- a. I receive my clients at 9:15 am every day.  
→ What time do you receive your clients?  
b. I go shopping at 6:30 pm on Wednesdays.  
→ What time do you go shopping?  
c. I have lunch with my family every Sunday at 1pm.  
→ What time do you have lunch with your family?  
d. I sketch a drawing at 10:15 am.  
→ What time do you sketch a drawing?

→ Word Card "Daily Routines" page 114

## Vocabulary

### Nouns

a body artist un tatoueur  
a design un motif  
a drawing un dessin  
ink de l'encre  
a needle une aiguille  
skin la peau

### Verbs

advise conseiller  
check vérifier  
get\* up se lever  
get\* dressed s'habiller  
have\* breakfast / dinner / lunch  
prendre le petit-déjeuner / le dîner / le déjeuner  
have\* a shower prendre une douche  
leave\* home quitter la maison

start work commencer le travail  
wake\* up se réveiller  
welcome accueillir

### Others

every day tous les jours  
in the evening le soir  
in the morning le matin  
in the afternoon l'après-midi

# Training



**5** Conjuguez les verbes entre parenthèses pour parler du quotidien de Mike.

Mike (wake up) wakes up on Sundays at 10 am.  
He (have) has breakfast and (practise) practises football with his friends. He then (have) has lunch with his parents at 1pm and (watch) watches a DVD. Then, he (play) plays video games online. After dinner he (have) has a shower and (read) reads a manga. He (go) goes to bed at 11 pm.

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

## QUESTIONS

- What does she do at 5 pm? 4
- What do you do on Wednesday afternoons? 3
- What do they do on Friday evenings? 2
- What does he do at 8 in the morning? 1

## ANSWERS

- He arrives at school.
- They meet and go to the disco.
- We practise sports at school.
- She plays the guitar.

Monday



Notes

Notes

**7** Dites ce que fait Brad à partir de son agenda.  
relax – have a meeting – work on a machine – play tennis – take the bus.

## Language tips

### Poser des questions sur des habitudes

What time do you wake up? What do you do at 1:30 pm?  
A quelle heure te réveilles-tu ? Que fais-tu à 13h30 ?

### Décrire des actions habituelles : le présent simple

I **arrive** every morning at eight thirty. J'arrive tous les matins à 8h30.

The client **discovers** the tattoo. Le client découvre le tatouage.

Kat **goes** to work at 7.55. Kat va au travail à 7h55.

### Préciser si une action a lieu le matin ou l'après-midi / le soir

I wake up at 6 am. I go to bed at 11 pm.

Je me réveille à 6 heures du matin. Je me couche à 11 heures du soir.

## Companies

### PROJET

Créer une carte de visite pour présenter une entreprise. **EE et EOC – A2**



a. Name of the company

b. Contact person

c. Company logo

d. Activity

e. Company website

f. Company address



1 Read the business card and match the stickers and the information on the card.

2 Complete what Elie Bevington says. Then listen and check.

a web designer – is located – work for – websites and flyers

Hi! I'm a web designer ..... I work for  
EMWonline. We create websites and flyers .....  
My company is located ..... in Cheltenham.



# What Do They Do?

## TÂCHE

Comprendre des informations sur une entreprise. **CO-A2**

## Activity A Jobs and Places of Work



My name is **Charlie** .....  
and I'm a maintenance technician.



I'm **Shep** .....  
I'm Ted's boss!



Hi! I'm **Ted** .....  
I am a shop assistant.

Hello, I'm **Mark** ..... I'm a joiner.  
I work for BAM. My company builds houses. Today's building site is located in an industrial estate in Miami.



CD2  
TRACK 2

- 1 Listen and complete the speech balloons with the correct names.

Mark – Shep – Charlie – Ted

- 2 Find the English for...

- a. technicien : **technician** ..... b. menuisier : **joiner** ..... c. vendeur : **shop assistant** .....  
d. chantier : **building site** ..... e. zone industrielle : **industrial estate** .....



CD2  
TRACK 3

## Activity B Company Activities

- 3 Listen and complete the information about Pet Supermarket and Super Tool Factory.

### COMPANY INFORMATION

Name: Super Tool Factory

Activity: the company **designs** ..... and  
manufactures tools.

Place of work: a factory

Location/town: on an **industrial estate** .....  
in Los Angeles

### COMPANY INFORMATION

Name: Pet-Supermarket

Activity: the company sells **pet food** .....  
and pet accessories

Place of work: a pet shop

Location/town: in a commercial area in  
**London** .....

## NOW ACT



CD2  
TRACK 4

- 4 Listen and write the information about Maria and her company in French.

- a. Nom de l'entreprise : **Vinci** ..... **centre-ville** .....  
b. Ville : **London/ Londres** ..... d. Lieu de travail de Maria : **chantier** .....  
c. Activité : **construction d'un centre commercial au** ..... e. Profession de Maria : **électricienne** .....



# Business Cards

## TÂCHE

Présenter une entreprise à partir de sa carte de visite.

CE et EOC-A2

### Activity C Present a Company

A



B



C



#### 5 Match the activity of the companies and their business cards (A, B or C).

- a garden company designs gardens and provides<sup>1</sup> garden maintenance.
- an estate agency buys and sells houses, apartments, shops.
- a nail<sup>2</sup> beauty salon provides nail and beauty treatments.

- |                                       |                                       |                                       |
|---------------------------------------|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> A            | <input type="checkbox"/> B            | <input checked="" type="checkbox"/> C |
| <input checked="" type="checkbox"/> A | <input type="checkbox"/> B            | <input type="checkbox"/> C            |
| <input type="checkbox"/> A            | <input checked="" type="checkbox"/> B | <input type="checkbox"/> C            |

1. fournir ; 2. angle

#### 6 Complete this article about the garden company (Card C).

- Living Landscapes ..... is a garden company.
- The company designs gardens ..... and provides garden maintenance .....
- It is located in Nottingham .....
- The company message is "Investing in our living heritage" .....
- The person to contact is Martin Walker .....

You can phone him or send him an email.

## Focus

### a. the company address (l'adresse de l'entreprise)

Comparez l'ordre des mots en anglais et en français. En anglais, le mot important est ☐ le premier mot ☒ le dernier mot.

### b. a nail beauty salon / a maintenance technician / garden maintenance.

Soulignez le mot le plus important dans chaque groupe de mots. Traduisez oralement ces noms composés.

→ Training ex. 2

## NOW ACT

### 7 Orally present one of the other two companies (B or C).

First find the information you need on the company business card. Then make sentences to present the company.

- Company name
- Activity

- Town
- Message

- Contact person

# PROJECT 8

## Create a Business Card to Present a Company

**V**ous devez créer la carte de visite d'une entreprise et la présenter oralement.

### TÂCHE 1

Créer une carte de visite d'entreprise.

EE-A2

- Choisissez l'entreprise que vous souhaitez présenter (lieu de stage ou entreprise que vous connaissez bien).
- Complétez le document ci-dessous pour préparer la carte de visite de l'entreprise choisie. Puis créez la carte de visite en la mettant en page et en la décorant (choisissez les couleurs appropriées, ajoutez photo ou dessin...).

### TÂCHE 2

Présenter une entreprise.

EOC-A2

- Utilisez les informations de la carte de visite pour faire des phrases et présentez oralement l'entreprise en anglais.
- Enregistrez votre présentation sur MP3. Écoutez-vous attentivement et recommencez si nécessaire.

BUSINESS CARD	
Company name: .....	COMPANY LOGO
.....	Company message
.....	.....
Company activity .....	.....
.....	.....
Company address .....	VISUEL(S)
.....	
Phone number(s) .....	
Website .....	
Email address .....	
Contact person .....	
Name .....	
Job/position .....	

### MON BILAN de l'unité 8

	Je peux...	-	+/-	+	++
<b>CO</b>	Comprendre des informations sur une entreprise				
<b>EOC</b>	Présenter oralement une entreprise à partir de sa carte de visite				
<b>EE</b>	Créer une carte de visite d'entreprise				



Sur [www.editions-foucher.fr](http://www.editions-foucher.fr), votre fiche PROJECT



## In tune

CD2  
TRACK 5

### A. Ecoutez et répétez.

@ uk.com

larry-23

brad\_m5

abc.go.com/shows

CD2  
TRACK 6

### B. Ecoutez et notez le signe que vous entendez (tiret du 8, tiret du 6, point, slash, double slash)

a. at → @

c. dash -

e. underscore

b. dot .

d. slash /

f. double slash //

CD2  
TRACK 7

### C. Lisez ces adresses. Puis écoutez et vérifiez.

a. www.aaa.com/auto-repair//5

b. paul-john\_92@pet-supermarket.uk

## 1 Retrouvez la phrase cryptée.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
22		4	26	8	23	14	25	1				10	21	5	3		13	12	18	20				2	

A P H O N E F A C T O R Y D E S I G N S A N D M A N U F A C T U R E S P H O N E S .  
22 3 25 5 21 8 23 22 4 18 5 13 2 26 8 12 1 14 21 12 22 21 26 10 22 21 20 23 22 4 18 20 13 8 12 3 25 5 21 8 12

## 2 Associez les éléments par paires pour former 5 noms composés désignant des entreprises ou des commerces. Puis traduisez-les.

TOOL	SITE	Noms composés formés	Traductions
BEAUTY	FACTORY	Tool factory	Fabrique d'outils
BUILDING	COMPANY	Beauty salon	Salon de beauté
ESTATE	SALON	Building site	Chantier (site de construction)
GARDEN	AGENCY	Estate agency	Agence immobilière
		Garden company	Entreprise de jardinage

## Vocabulary

→ Word Card "Workplaces" page 115

### Nouns

a beauty salon un salon de beauté  
a building site un chantier  
a commercial area une zone commerciale  
an estate agency une agence immobilière  
an estate agent un agent immobilier  
a factory une usine  
an industrial estate une zone industrielle

a joiner un menuisier  
a maintenance technician un agent d'entretien  
a pet shop une animalerie  
a technician un technicien  
a tool un outil  
a web designer un créateur de sites

### Verbs

build\* construire

buy\* acheter  
create créer  
design dessiner, concevoir  
manufacture fabriquer, produire  
market commercialiser  
provide fournir  
repair réparer  
sell\* vendre  
treat traiter



### 3 Reliez le nom de l'entreprise à son activité

- adidas ☐ ☐ This company designs and manufactures planes and satellites.
- Boeing ☐ ☐ This company designs and manufactures vehicles and vehicle parts.
- Virgin Media ☐ ☐ This company markets and sells sportswear and accessories.
- General Motors ☐ ☐ This company provides Internet, TV and phone access.



### 4 Ecoutez et indiquez le numéro de l'entreprise présentée.

California After School

N° 3

New York Fashion

N° 1

Sydney Board shapes

N° 2

### 5 Ajoutez le verbe à la forme qui convient.

- a. Tim lives in Dublin (live).
- b. Tim and Sandy work as sales representatives (work).
- c. Their company manufactures doors and windows (manufacture).

d. Sandy often goes to London and Paris (go).

e. They sell the company's products all over Europe (sell).

### 6 Complétez avec les noms de métiers et les lieux de travail.



◀ Kate is a joiner.  
She builds houses. She works on a building site.



▲ Kevin is a shop assistant.  
He sells sports shoes. He works in a shop.



▲ Jess is a maintenance technician / an electrician.  
She controls and repairs equipment. She works in a factory / on a building site.

## Language tips

### Donner des informations sur l'activité d'une entreprise

The factory designs and manufactures tools. L'usine conçoit et fabrique des outils.

The company markets and sells pet accessories. L'entreprise lance et vend des accessoires pour animaux domestiques.

This company provides online services. Cette entreprise fournit des services en ligne.

### Indiquer la localisation

The company is located in the town centre. L'entreprise est située au centre ville.

The factories are located near the harbour. Les usines sont situées près du port.

### Les noms composés

The company address

L'adresse de l'entreprise

A garden company

Une entreprise de jardinage

A travel agency

Une agence de voyage

## Trip Advisor

### PROJET

Créer une fiche guide sur un lieu touristique.

EE-A2



### LOCAL WEATHER Average Temperatures<sup>1</sup>

82°F	77°F	69 °F	71 °F
28°C	25 °C	21°C	22 °C
DECEMBER	MARCH	JUNE	SEPTEMBER

1. The temperatures are given in °F (degrees Fahrenheit) and °C (degrees Celsius).



CD2  
TRACK 9

1 Match the list of words and the corresponding section. Then listen and check.

- a. Sights, monuments, museums
- b. Air transport, airports, planes
- c. Questions and answers, comments
- d. Hotels, bed & breakfasts, campsites



CD2  
TRACK 10

2 Translate the name of the sections in French.

3 Listen and complete the local weather information with the missing figures.

United Kingdom	France
Accommodation	Hébergement
Flights	Transport aérien
Attractions	Attractions touristiques
Forum	Forum



# Best Attractions in Port Douglas

## Activity A Recommendations

### TÂCHE

Comprendre des conseils et recommandations sur un lieu touristique. **C0-A2**



a. Lara ..... : You should go kitesurfing ..... : It's fantastic!



c. Dave ..... : You should go snorkelling ..... along the Great Barrier Reef\*. It is magnificent!

b. Britt ..... : You can go for a mountain bike ride. It is great!



a. Leo ..... : You can go sea kayaking ..... It is fabulous!



\*barrière de corail



CD2  
TRACK 11

### 1 Listen and complete with the names and activities.

Names: Dave – Lara – Britt – Leo

Activities: kitesurfing – sea kayaking – mountain bike (MTB) – snorkelling

## Activity B Other Possible Activities

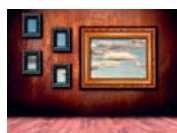
### 2 Number these activities according to your preferences.



N°.... play beach volleyball



N°.... swim in the sea



N°.... visit museums



N°.... go shopping



N°.... go dancing



N°.... walk or run on the beach

### 3 Use the list above to complete the sentences.

a. First, you should réponse personnelle.

b. Second, you can réponse personnelle.

c. Third, you should réponse personnelle.

## NOW ACT



CD2  
TRACK 12

### 4 Listen and complete with the 3 recommendations Jeremy gives you.

Activities	Recommendations
1. Activity: <u>snorkelling</u>	It is <u>the best attraction</u> .
2. Activity: <u>running on the beach</u>	It is <u>fantastic</u> .
3. Activity: <u>shopping</u>	It is <u>great</u> .

# Sydney Travel Guide

TÂCHE

Rédiger un court article pour un blog de tourisme.

EE- A2

## Activity C Best Things to Do in Sydney



### 1. Season

I recommend you to visit Sydney in winter: June to August is the time when you can get the cheapest flights to Sydney. During the winter months you can get irresistible prices in hotels and

## Enjoy your Holiday and Save Money

restaurants. There is much to see in Sydney winters too!

### 2. Accommodation

You should camp on Cockatoo Island! Imagine camping in the middle of the harbour, in the centre of the largest city in Australia!

### 3. Best Attraction

You should visit Sydney Opera

House: it is a fabulous place where operas, concerts, ballets and plays are performed\*!



\* Sont joués.

5 Read and complete the title of each article. Accommodation – Season – Best Attraction

6 Find the English equivalents in the blog.

- a. économiser de l'argent (titre) : save money
- b. je vous recommande de (S1) : I recommend you to
- c. les vols les moins chers (S1) : the cheapest flights
- d. le port (S2) : the harbour

7 Answer the questions.

- a. What is the best season to visit Sydney? .....  
The winter season (June to August).
- b. What type of accommodation is recommended? .....  
Camping (on Cockatoo Island).
- c. Are there only operas at Sydney Opera house? .....  
No, there aren't. There are also concerts, ballets and plays.

## Focus

**You should visit Sydney Opera House. You can get irresistible prices.**

"You should visit" se traduit par : ☐ vous pouvez visiter (possibilité) ☒ vous devriez visiter (conseil)

"You can get" se traduit par ☒ vous pouvez obtenir (possibilité) ☐ vous devriez obtenir (conseil)

→ Training ex. 4, 5 & 6

## NOW ACT

8 Use the information on page 106 to write a short article about what visitors should do at the Taronga Zoo.

### A Great Attraction in Sydney: Taronga Zoo

.....

.....

.....

.....

.....



<http://taronga.org.au/taronga-zoo>

# PROJECT 9

## Create a Tour Guide Flyer

**V**ous devez créer une fiche guide pour de jeunes étrangers qui veulent visiter une ville ou un lieu touristique.

### TÂCHE 1

Trouver les informations pertinentes. **CE-A2**

- Choisissez la ville ou l'endroit que vous souhaitez présenter.
- Cherchez des informations sur Internet afin de compléter cette fiche en anglais.

### TÂCHE 2

Réaliser une fiche guide. **EE-A2**

- Organisez votre fiche à partir des éléments ci-dessous. Rédigez des phrases courtes.
- Illustrez votre fiche avec des photos, plans ou dessins.
- Soignez la présentation. Relisez bien afin qu'il n'y ait aucune faute.

GUIDEBOOK PAGE	
Town or place to visit: .....	Best time to visit: .....
Location .....	.....
Local weather .....	Best attractions / What I recommend:
Accommodation Best address / Prices ..... ..... .....	1. ....
	2. ....
	3. ....
Best restaurant / address / prices ..... ..... .....	.....

### MON BILAN de l'unité 9

	Je peux...	-	+/-	+	++
<b>CO</b>	Comprendre des conseils et recommandations sur un lieu touristique				
<b>EE</b>	Rédiger un court article pour un blog de tourisme				
<b>EE</b>	Créer une fiche pour un guide touristique				



Sur [www.editions-foucher.fr](http://www.editions-foucher.fr), votre fiche PROJECT



## In tune



CD2  
TRACK 13

**A. Ecoutez la prononciation des mots ci-dessous et soulignez les lettres qui ne sont pas prononcées. Puis répétez.**

should – restaurant – interesting – walk – night – opera – friend – Wednesday



CD2  
TRACK 14

**B. Entraînez-vous à prononcer les énoncés suivants. Ecoutez et vérifiez.**

- We should go to the restaurant tonight.
- The two friends should have a walk on the beach next Wednesday.
- Sydney Opera House is a very interesting place. You should visit it!

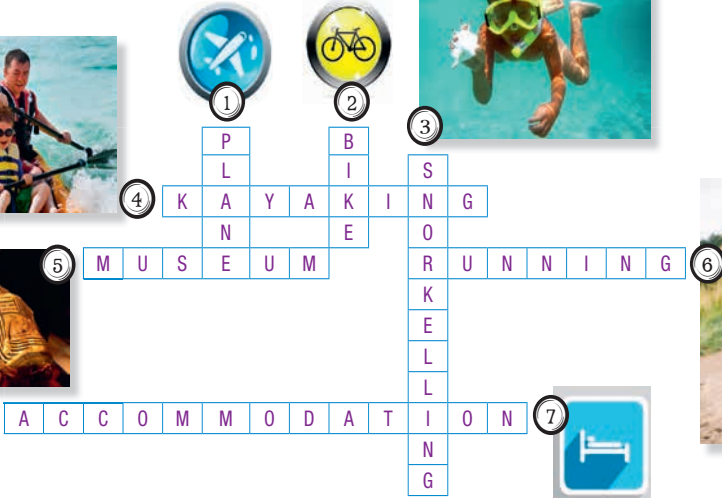
**1** Complétez la grille à l'aide des définitions ci-dessous.

### → ACROSS

- travelling on a river or on the sea.
- a place where objects of interest are kept.
- going somewhere quickly on foot.
- a hotel or a camping site.

### ↓ DOWN

- a vehicle designed for air transport
- a bicycle
- swimming while using a snorkel



## Vocabulary

### Nouns

- accommodation** un hébergement  
**a(n) (tourist) attraction** une attraction (touristique)  
**a beach** une plage  
**a campsite** un camping  
**a flight** un vol (avion)  
**kitesurfing** le kitesurf  
**a mountain bike** un vélo tout-terrain (VTT)  
**a museum** un musée

- a play** une pièce de théâtre  
**snorkelling** plongée libre (plongée avec tuba)  
**the weather** le temps, la météo

### Verbs

- camp** camper  
**perform** jouer, se produire  
**recommend** recommander  
**save** économiser  
**tour** visiter, faire du tourisme  
**visit** visiter

### Adjectives

- fabulous** fabuleux  
**fantastic** sensationnel, fantastique  
**great** super, génial  
**magnificent** magnifique, superbe

→ Word Card "Outdoors Activities" p. 116

# Training



**2** Reliez le nom de l'objet et l'activité correspondante.

- |                           |                          |                    |
|---------------------------|--------------------------|--------------------|
| a. trainers               | <input type="checkbox"/> | 1. sea kayaking    |
| b. a paddle               | <input type="checkbox"/> | 2. kitesurfing     |
| c. a ball                 | <input type="checkbox"/> | 3. running         |
| d. a kite and a surfboard | <input type="checkbox"/> | 4. beachvolleyball |



**3** Ecoutez et inscrivez le prénom correspondant à l'activité recommandée : Debbie, Jess, Pete.



Name: Jess



Name: Debbie



Name: Pete

**4** Ecrivez ce qu'on peut faire dans ces situations.

a. What can you do on the beach?

You can walk or run / play beach volleyball...

b. What can you do in Sydney?

You can visit attractions / go shopping ...

c. What can you do in a city at night?

You can have dinner in a restaurant / go dancing ...

**5** Complétez avec le pronom interrogatif qui convient : *what, where, when*.

a. Where can I see 4,000 animals? In Taronga Zoo.

b. What should you do in Port Douglas? Snorkelling.

c. When can you have a picnic on the beach? In December.

**6** Répondez pour conseiller un ami sur votre région.

a. What should I visit?

Réponse libre

b. Where should I have a drink?

Réponse libre

c. In what shop should I buy new clothes?

Réponse libre

## Language tips

### Demander ou indiquer ce qu'on peut faire

What **can** we do? Where **can** he camp? *Que pouvons-nous visiter? Où peut-il camper?*

You **can** visit the zoo. *Vous pouvez visiter le zoo*

He **can** do snorkelling. *Il peut faire de la plongée libre.*

### Demander ou donner des conseils

What do you **recommend** us **to** do? *Qu'est-ce que tu nous recommandes de faire?*

What **should** we do in Port Douglas? *Que devrions-nous faire à Port Douglas?*

You **should** visit the Opera House. *Vous devriez visiter l'Opéra.*

I **recommend** you **to** visit Sydney in winter. *Je vous recommande de visiter Sydney en hiver.*





a. Connemara lakes



b. The Giant's Causeway



f. The Aran Islands



c. Kilmainham Jail



e. Tullyally Castle



d. Guinness Storehouse



CD2  
TRACK 16

1 Write the names of the sights in the right stickers. Listen and check.

The Aran Islands – Tullyally Castle – Connemara lakes – Guinness Storehouse – Kilmainham Jail – the Giants' Causeway

2 Match the Irish symbols with their names.

- a. a leprechaun 2
- b. a Celtic cross 3
- c. a shamrock 1



1



2



3

## QUIZ

Tick the correct answers.

- 1 The other name of the Republic of Ireland is:
  - a. Eire. ☒
  - b. Iceland. ☐
  - c. Island. ☐
- 2 The capital of Northern Ireland is:
  - a. Belfast. ☒
  - b. Dublin. ☐
  - c. Galway. ☐
- 3 In the Republic of Ireland, the head of the government is:
  - a. the Queen. ☐
  - b. the President. ☒
  - c. the Prime Minister. ☐
- 4 Guinness is a famous:
  - a. cake. ☐
  - b. beer. ☒
  - c. tea. ☐
- 5 In the Republic of Ireland, you pay in:
  - a. euros. ☒
  - b. dollars. ☐
  - c. pounds. ☐
- 6 Irish coffee is:
  - a. coffee and sugar. ☐
  - b. coffee and ice cream. ☐
  - c. coffee, cream and whiskey. ☒
- 7 A traditional Irish breakfast is:
  - a. bacon and eggs. ☐
  - b. black pudding, bacon and eggs. ☒
  - c. cereals and tea. ☐
- 8 *Zombie* is a song by:
  - a. the Corrs. ☐
  - b. the Village People. ☐
  - c. the Cranberries. ☒
- 9 Eithne Ni Bhraonain is the true name of the Irish singer:
  - a. Dana. ☐
  - b. Sinead O'Connor. ☐
  - c. Enya. ☒
- 10 A traditional Irish musical instrument is:
  - a. the harp. ☒
  - b. the bagpipe. ☐
  - c. the violin. ☐



**A famous Irish actor**

**Jack Gleeson** was born on May 22 1992 in Cork. He began acting at the age of seven in *Reign of Fire* in 2002. He acted in four other films before becoming famous in *Game of Thrones*. He starred as Joffrey Baratheon, a vicious and sadistic character, in the TV series. He is now the artistic director of a theatre company in Dublin.

### 3 Read the document and complete with the correct information.

- a. Name of the actor: Jack Gleeson
- b. Place of birth: Cork
- c. Date of birth: May 22 1992
- d. Number of films: 5
- e. Name of the TV series in which he acted: Game of Thrones
- f. His job today: artistic director of a theatre company



### 4 Listen to the description of St Patrick's Day and tick the correct information.

- a. Date: ☒ March 17th.  
☐ May 7th.
- b. St Patrick was: ☐ an Irish political man.  
☒ the Irish patron saint.
- c. There are special: ☒ parades.  
☐ parties.
- d. People wear: ☒ green clothes.  
☐ grey clothes.
- e. They eat: ☐ roast beef and mashed potatoes.  
☒ corned beef and cabbage.



**Listen and check.**

Your score:

## Fashion

### PROJET

Créer et présenter des tenues vestimentaires sur un blog.

EE-A2



A

Name: Matthew  
Style: Beach Boy  
style



B

Name: Austin  
Style: Business  
style



C

Name: Lily  
Style: Sporty  
style



D

Name: Alexa  
Style: Denim  
style



CD2  
TRACK 19

1 Listen and complete with their names and their corresponding styles.

Styles: sporty – business – beach boy – denim

Names: Matthew – Alexa – Lily – Austin



CD2  
TRACK 20

2 Match the words and the numbers. Listen and check.

8 a jacket

5 jeans

4 a pullover

6 shorts

1 a T-shirt

7 trainers

2 leather shoes

3 leggings

9 flip-flops



# Shopping Online

## TÂCHE

Demander ou donner des informations sur des préférences vestimentaires.

EOI-A2



CD2  
TRACK 21

### Activity A Plain or Printed?

1 Complete with the right colour. Listen and check.

- a. a green T-shirt      d. black jeans  
b. a red jacket      e. white shorts  
c. a blue dress      f. a yellow T-shirt



CD2  
TRACK 22

2 Look, listen and repeat.

CD2  
TRACK 23

3 Listen and complete what Jamie says.

- a. I'd like the flowery shirt.  
b. I prefer the striped pullover.  
c. I'd like the plain T-shirt.  
d. I love checked jeans.



### Activity B Choosing your Style

4 Complete the comic strip. Then act the dialogue of the comic strip with your partner.

Eric: Would you like  
a T-shirt or a shirt?  
Trevor: I'd like a T-shirt.



Eric and Trevor are  
shopping online.



Eric: Do you prefer blue  
or red?  
Trevor: I prefer blue.



Eric: Do you prefer  
a checked or  
a striped T-shirt?  
Trevor: I prefer  
a striped T-shirt.

Eric: Ok, a blue striped T-shirt  
Trevor: Yes! Let's order it!  
I love it!

## NOW ACT

5 Work in pairs: ask and answer questions about what you would like to buy online.

Clothes	Colours and Patterns			
T-shirt				
Pullover/Cap				

Clothes	Colours and Patterns			
Jeans				
Shorts				

# Fashion Blog

**TÂCHE**

Décrire une tenue vestimentaire pour un blog.

EE-A2

## Activity C My Lookbook

stylishlook.com

Name of the models:

Jane and Ted

Name of the model:

Reed

Brown boots

Trainers

Skinny blue jeans

High-heeled shoes

### DETAILED DESCRIPTION

a. Reed is wearing skinny blue jeans with a plain blue shirt and blue high-heeled shoes.

b. Jane and Ted are wearing blue jeans. They are both wearing checked shirts. Jane is wearing brown boots and Ted is wearing grey trainers.

### Leave your comment

It's very classy!

It's cool!

It's smart!

It's fantastic!

Fab!

Nice outfit\*!

6 Read and write the names of the models in the chart.

7 Highlight the detailed descriptions of the clothes. Then complete the stickers.

## Activity D Presenting an Outfit

8 Complete these comments with the words from the list.

outfits – baggy – is – white – blue – leather – leggings – hoodie – yellow – trainers – jacket – black (x2) – are – grey (x2) – beanie – shoes

◀ This is Sean's outfit: Sean is wearing baggy blue jeans, a white T-shirt, and a black printed hoodie. He's also wearing yellow black and green trainers. It's very cool!

◀ These are Val and Jim's outfits: Val is wearing blue leggings with a grey dress. She's wearing brown leather boots and a beige beanie. Jim is wearing blue jeans and black shoes. He's wearing a black pullover, a brown jacket and a grey scarf. They are fab! It's so trendy!

## Focus

a. Sam is wearing a white jacket.

b. They are wearing my favourite outfits.

Les formes verbales soulignées permettent de décrire :

☒ ce que l'on porte en ce moment.

☐ ce que l'on porte habituellement.

Ces formes verbales sont :

☐ au présent simple.

☒ au présent en -ing.

Les mots encadrés sont des adjectifs ; ils se placent :

☒ avant ☐ après le nom.

## NOW ACT

9 Go to page 107, select an outfit and describe and comment it.



# PROJECT 10

## Create and Post Outfits For a Blog

**V**ous devez créer des tenues pour des occasions différentes, les présenter puis les poster sur un site de mode.

### TÂCHE 1

Compléter une fiche.

EE-A2+

- Créez trois tenues qui peuvent convenir à différentes occasions (une tenue par occasion).
- Donnez un nom à chaque tenue.

### TÂCHE 2

Décrire des tenues vestimentaires pour un blog.

EE-B1

- A partir des tenues que vous avez créées, rédigez des phrases pour les décrire.
- Postez vos tenues et vos descriptions sur le site de mode en y ajoutant vos commentaires personnels.

OUTFIT 1	OUTFIT 2	OUTFIT 3
<b>Name:</b> .....	<b>Name:</b> .....	<b>Name:</b> .....
<b>For :</b> <input type="checkbox"/> a wedding <sup>1</sup> <input type="checkbox"/> a date <sup>2</sup> <input type="checkbox"/> a party <input type="checkbox"/> school ...	<b>For :</b> <input type="checkbox"/> a wedding <sup>1</sup> <input type="checkbox"/> a date <sup>2</sup> <input type="checkbox"/> a party <input type="checkbox"/> school ...	<b>For :</b> <input type="checkbox"/> a wedding <sup>1</sup> <input type="checkbox"/> a date <sup>2</sup> <input type="checkbox"/> a party <input type="checkbox"/> school ...
<b>Outfit description:</b> Top: ..... ..... Bottom <sup>3</sup> : ..... ..... Shoes: ..... ..... Accessories: ..... ..... .....	<b>Outfit description:</b> Top: ..... ..... Bottom <sup>3</sup> : ..... ..... Shoes: ..... ..... Accessories: ..... ..... .....	<b>Outfit description:</b> Top: ..... ..... Bottom <sup>3</sup> : ..... ..... Shoes: ..... ..... Accessories: ..... ..... .....

1. un mariage ; 2. un rendez-vous galant ; 3. le bas

## MON BILAN de l'unité 10

	Je peux...	-	+ / -	+	++
<b>EOI</b>	Demander ou donner des informations sur des préférences vestimentaires.				
<b>EE</b>	Rédiger un texte pour un blog.				
<b>EE</b>	Décrire des tenues vestimentaires.				



Sur [www.editions-foucher.fr](http://www.editions-foucher.fr), votre fiche PROJECT



## In tune

**A. Reliez les adjectifs et les noms qui contiennent le même son.**

### Adjectifs

- a. blue /u:/  
b. black /æ/  
c. green /i:/  
d. red /e/

### Nouns

1. dress  
2. shoes  
3. hat  
4. jeans



CD2  
TRACK 24

**B. Ecoutez, vérifiez et répétez.**

**1** Complétez la grille.

**3**

J	A	C	K	E			
T	R	A	I	N	E	R	S
D	R	S	S	H	I	R	T

**2**

P	U	L	L	O	V	E
---	---	---	---	---	---	---

**5**

**8**

**4**

**7**

**6**

**8**

**1**

**3**

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**99**

**100**



1



2



3

1 H I G H - H E E L E D S H O E S



4



5



6



7

## Vocabulary

### Nouns

boots des bottes  
a dress une robe  
flip-flops des tongs  
a hat un chapeau  
high-heeled shoes des chaussures à hauts talons  
a jacket une veste  
(a pair of) jeans un jeans  
leggings un leggings  
an outfit une tenue

a pullover un pull  
sandals des sandales  
a shirt une chemise  
shoes des chaussures  
shorts un short  
a skirt une jupe  
a T-shirt un T-shirt  
trainers des chaussures de sport  
trousers (GB), pants (US) un pantalon

### Adjectives

checked à carreaux

trendy branché  
flowery fleuri  
plain uni  
printed avec un motif  
striped à rayures

### Verbs

like aimer  
prefer préférer  
want vouloir  
wear\* porter (vêtement)

→ Word Card "Clothes and Accessories" page 117

# Training



**2** Observez les illustrations et complétez les phrases avec les couleurs et les motifs.



a. Green and red  
flowery leggings. A white printed  
T-shirt. Green trainers.



b. A black and white striped  
pullover. A yellow skirt.



c. A plain red dress.  
Grey boots.

**3** Rayez l'intrus dans chaque série de mots.

- a. flowery – checked – blue – printed – striped
- b. high-heeled shoes – trousers – jeans – shorts – leggings
- c. trainers – hat – shoes – flip-flops – boots
- d. pullover – jacket – T-shirt – jeans – sweatshirt



**4** Écoutez et entourez ce que vous entendez.

- a. I prefer the blue printed (pullover / jacket)
- b. I'd like the smart blue and white checked (skirt / shirt)  
with a (red / blue) jacket and blue (baggy / skinny) jeans.
- c. I prefer the elegant pink (shirt / skirt) with a white  
(checked / flowery) T-shirt and (white / black) high-heeled shoes.
- d. I'd like the gorgeous (blue / green) flip-flops with  
(yellow and orange / red and green) striped shorts and a red T-shirt.

**5** Dessinez ou coloriez ce que portent ces personnages.



Jay is wearing red skinny jeans and black trainers. He's wearing a white shirt and a black hat. Judy is wearing an orange and blue flowery dress with high-heeled shoes.

## Language tips

**Décrire un vêtement : la place de l'adjectif épithète**

A blue T-shirt. Red and green flowery trousers.  
Un T-shirt bleu. Un pantalon à fleurs rouges et vertes.

**Dire ce que l'on préfère et ce qu'on voudrait**

I prefer the black pullover. I'd like a pair of blue jeans.  
Je préfère le pull noir. J'aimerais un jean bleu.

**Le présent en -ING: pour dire ce que l'on porte au moment où l'on parle**

I am wearing a blue pullover. Je porte un pullover bleu.

Be (être)	
I am I'm	
You are You're	
He is he's / she is she's / it is it's	
We are we're	
You are you're	
They are they're	

+ V-ing

## Rules at Work

### PROJET

Réaliser une affiche présentant les recommandations à suivre dans divers lieux du lycée. **EE et E0C-A2**

E. a safety vest

A. a hard hat

C. a protective mask

G. safety goggles

D. earmuffs

B. a safety harness

H. safety gloves

F. protective overalls

I. safety shoes



CD2  
TRACK 26

1 Look, listen and repeat the names of the safety items.

A. a hard hat

B. a safety harness

C. a protective mask

D. earmuffs

CD2  
TRACK 27

2 Listen and complete the stickers with the appropriate item.

a safety vest – protective overalls – safety shoes – safety goggles – safety gloves

CD2  
TRACK 28

3 Complete the sentences with the appropriate safety equipment. Listen and check.



a. Wear a hard hat to protect your head!



b. Wear safety goggles to protect your eyes!



c. Wear safety shoes to protect your feet!

# Attitudes at Work

## TÂCHE

Faire des recommandations.

E0C-A2

CD2  
TRACK 29

### Activity A A Good Posture!

1 Look, listen and pronounce the names of the body parts.

2 Listen and complete the recommendations.

- a. Support<sup>1</sup> your back !  
 b. Relax your legs, shoulders, neck  
 and arms !

1. appuyer

3 Match these recommendations to their right complement.

- a. Don't sit slouched<sup>2</sup> on your chair!  
 b. Don't stick<sup>3</sup> your eyes close to the screen!  
 c. Don't sit too long in the same position!

2. affalé ; 3. coller

1. Take regular breaks!  
 2. Sit up!  
 3. Observe a 70-cm distance!

## Focus

a. Don't sit slouched on your chair! b. Sit up!

Soulignez en bleu l'énoncé exprimant ce qu'il faut faire et en rouge ce qu'il ne faut pas faire.

→ Training ex. 4 &amp; 5



- a. Be / Don't be discreet.  
 b. Have / Don't have personal telephone calls all the time.  
 c. Criticise / Don't criticise your colleagues.  
 d. Be / Don't be polite and smile.  
 e. Arrive / Don't arrive on time.  
 f. Talk / Don't talk about your private life.

## NOW ACT

5 Make recommendations about dress codes at workplaces.





# Emergency Instructions

**TÂCHE**

Comprendre des consignes de sécurité et en rendre compte en français. **CE-A2**

## Activity C In an Emergency Case

### Fire Safety Tips at Workplace

Ensure that employees know exactly what to do or not to do in the event of a fire. Basic emergency procedures must be displayed in all the premises of the place of work.



#### If you discover a fire:

- You must sound the alarm by breaking the nearest glass fire call point.
- You must call the Fire Brigade (999).

#### If you hear the fire alarm:

- You must leave your place of work and close windows and doors behind you if possible.
- You mustn't return to your normal place of work to collect personal things.
- You mustn't fight the fire if you are not sure of the type of extinguisher to use.
- You mustn't use lifts or hoists.
- You mustn't open fire doors.
- You must follow your nearest exit route and go to the Assembly Point outside the building.

Abridged from Guidance on Fire Safety for Staff. [www.st-andrews.ac.uk/firesafety](http://www.st-andrews.ac.uk/firesafety)

### 6 Read the document and tick the right statement.

- a. The instructions indicate what to do in case of:
- ☐ a fire at home.
  - ☐ a gas explosion.
  - ☒ a fire at work.
- b. These instructions are for:
- ☒ employees.
  - ☐ firemen.

### 7 What's the English for?

- a. assurez-vous que : ensure that
- b. une urgence : an emergency
- c. affiché : displayed
- d. briser le carreau de l'avertisseur incendie : break the nearest glass fire call point.

### 8 Read paragraph 3 again and answer the questions in French.

En quittant son poste de travail :

- a. Que faut-il fermer ? Les fenêtres et les portes.
- b. Qu'est-il interdit d'utiliser ? Les ascenseurs et les monte-charges.
- c. Qu'est-il interdit d'ouvrir ? Les portes coupe-feu.
- d. Où faut-il aller ? Au point de rassemblement à l'extérieur du bâtiment en suivant l'itinéraire recommandé.

### Focus

- a. You must sound the alarm.
- b. You mustn't open fire doors.

Soulignez en bleu l'énoncé exprimant une obligation et en rouge celui exprimant une interdiction.

→ Training ex. 3

## NOW ACT

### 9 Read the document "Home Pool Safety" on page 107 and answer the questions in French.

- a. De quel organisme ce document provient-il ?
- b. De quel danger traite-t-il ?
- c. Que doivent faire les parents ?
- d. Quelles sont les règles à imposer aux enfants ?

# PROJECT 11

## Create a Poster about Rules of Conduct

**V**ous devez réaliser une affiche pour présenter les règles de conduite à tenir dans divers lieux de votre lycée.

### TÂCHE 1

Annoter un plan.

EE-A1

- Le groupe doit disposer d'un plan grand format du lycée.
- Par groupes de 2 ou 3 élèves, choisissez sur le plan 3 lieux dans la liste ci-contre et écrivez en anglais le nom de chaque endroit.

Places			
yard <sup>1</sup>	gymnasium	school library	stairs
car park	canteen	computing room	toilets
workshop	boarding house <sup>2</sup>	staff room <sup>3</sup>	...

1. la cour ; 2. l'internat ; 3. la salle des professeurs

### TÂCHE 2

Rédiger des consignes.

EE-A2

- Inscrivez les lieux que vous avez choisis dans le tableau ci-dessous. Utilisez un dictionnaire pour trouver le vocabulaire adéquat. Rédigez les règles de conduite à tenir dans chacun des lieux.

### TÂCHE 3

Réaliser une affiche.

EE-A2

- Reportez les recommandations sur des stickers que vous collerez sur les lieux choisis du grand plan.
- Illustrez chaque recommandation à l'aide d'une image trouvée sur internet.

Places	Vocabulary search	Recommendations
boarding house	keep / food / locker <sup>4</sup>	Don't / you mustn't keep food in your locker
-		
-		
-		

4. un casier

## MON BILAN de l'unité 11

	Je peux...	-	+ / -	+	++
<b>EOC</b>	Faire des recommandations				
<b>CO</b>	Comprendre des instructions de sécurité				
<b>EE</b>	Rédiger des consignes de règles de conduite à tenir.				



Sur [www.editions-foucher.fr](http://www.editions-foucher.fr), votre fiche PROJECT



## In tune



CD2  
TRACK 31

CD2  
TRACK 32

**A. Ecoutez et répétez les prononciations de la lettre « u ».**

/u:/ rules - /ʌ/ must - /ju:/ computing

**B. Ecoutez et cochez la bonne prononciation.**

	instructions	blue	use	attitude	earmuffs	prudent	Lucy	number	cube
/u:/ rules		X				X	X		
/ʌ/ must	X				X			X	
/ju:/ computing			X	X					X

**1** Retrouvez les 11 parties du corps contenues dans la grille et traduisez-les.

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

Body Parts		Traduction	
mouth	back	bouche	dos
head	nose	tête	nez
leg	foot	jambe	pied
eye	neck	œil	cou
ear	arm	oreille	bras
hand		main	

**2** Ecrivez le nom des accessoires de sécurité qui protègent ces parties du corps.



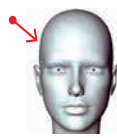
a. safety gloves



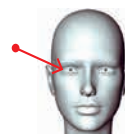
b. earmuffs



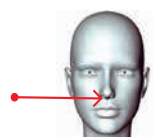
c. safety shoes



d. hard hat



e. safety glasses



f. protective mask

## Vocabulary

→ Word Card "Safety Signs" page 118

### Nouns

earmuffs un cache-oreilles

an emergency une urgence

an extinguisher un extincteur

facilities structures et équipements

a fire un feu, un incendie

a fire door une porte coupe-feu

a hard hat un casque

a harness un harnais

a lift un ascenseur

overalls une combinaison de travail

a posture une position, une posture

premises des locaux

a rule un règlement

safety la sécurité

safety goggles / glasses des lunettes de sécurité

a safety vest un gilet de sécurité

a screen un écran

### Verbs

display afficher

fight\* combattre

follow suivre

leave\* quitter, partir

use utiliser



**3** Rédigez des consignes pour chaque panneau en utilisant "must" ou "mustn't".



You **mustn't** use your  
phone



You **mustn't** touch



You **mustn't** smoke.



You **must** use a harness.



take

You **mustn't** take photos.



You **must** wear protective  
overalls.



wash

You **must** wash your  
hands.



dive

You **mustn't** dive

**4** Reliez les énoncés qui ont la même signification.

- |                 |                                     |                                     |                                   |
|-----------------|-------------------------------------|-------------------------------------|-----------------------------------|
| a. Be punctual. | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | 1. Don't make noise.              |
| b. Be friendly. | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | 2. Don't be too serious.          |
| c. Be quiet.    | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | 3. Don't arrive late.             |
| d. Be tolerant. | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | 4. Don't be unsociable.           |
| e. Smile!       | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | 5. Don't condemn the differences. |



**5** Écoutez la première strophe d'un poème d'Edgar A. Guest.

- a. Soulignez les verbes à l'impératif.  
b. Écrivez cette strophe en français.

### Always Saying "Don't"

Folks<sup>1</sup> are strange as they can be,  
Always sayin' "Don't" to me;  
Don't do this and don't do that;  
Don't annoy<sup>2</sup> or tease<sup>3</sup> the cat,  
Don't throw stones<sup>4</sup> or climb<sup>5</sup> a tree,  
Don't play in the road. Oh, Gee!  
Seems like<sup>6</sup> when I want to play,  
"Don't" is all that they can say.

1. les gens ; 2. embêter ; 3. taquiner ; 4. jeter des cailloux ;  
5. grimper ; 6. on dirait que

## Language tips

### Exprimer l'obligation et l'interdiction

#### L'impératif

**Don't sit** too long in the same position! **Take** regular breaks!

Ne restez pas trop longtemps assis dans la même position !  
Faites des pauses régulières !

#### Must / mustn't

You **must** call the Fire Brigade. You **mustn't** use the lifts.

Vous devez appeler les pompiers. Vous ne devez pas utiliser les ascenseurs.

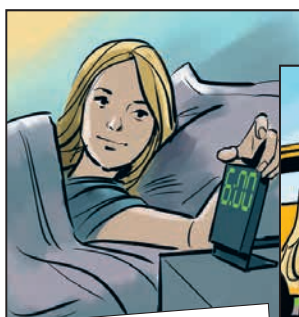
## Plans for Tomorrow

### PROJET

Organiser une soirée au lycée.

EE-A2

### Every Day from Monday to Saturday



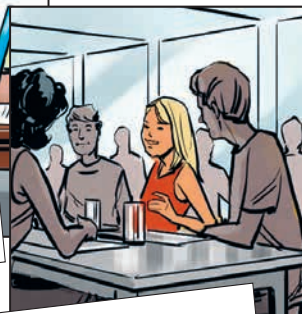
a. I get up ..... at 6:00.



b. I go ..... to school.



c. I do ..... my homework.



d. I have ..... lunch at the canteen.

### Tomorrow is Sunday



1



2



3



4



CD2  
TRACK 34

1 Listen and complete the sentences (a, b, c, d) with the right verbs.

CD2  
TRACK 35

2 Match the sentences with the drawings. Listen and check then repeat.

a. I will have a barbecue in the garden.

3 .....

c. I will have breakfast on the terrace.

2 .....

b. I will stay in bed.

1 .....

d. I will listen to music.

4 .....



# Future Jobs

## Activity A My Summer Job

### TÂCHE

Demander ou donner des informations sur un prochain lieu de stage.

E01-A2



Lauren

- Will you work next summer?
- Will you serve the customers?
- Will you prepare the sandwiches?
- Will you start in July, then?

Daniel

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> yes | <input type="checkbox"/> no            |
| <input type="checkbox"/> yes            | <input checked="" type="checkbox"/> no |
| <input checked="" type="checkbox"/> yes | <input type="checkbox"/> no            |
| <input checked="" type="checkbox"/> yes | <input type="checkbox"/> no            |

I will work at the fast food restaurant  
(next summer / next month).



I'll cook you a hamburger  
(immediately / pretty soon).

I'll have my first salary  
(next year / next month).



- Listen to the conversation.  
Tick Daniel's answers.

- Listen to Daniel again.  
Circle the time marker you hear.



## Activity B My Work Placement

- Listen to Michael and Steve. Complete the questions with "What time, Where, When, What or How". Then match the questions with the answers.

- |              |                     |                                     |   |
|--------------|---------------------|-------------------------------------|---|
| a. Where     | will you work?      | <input checked="" type="checkbox"/> | I will start at 11.                     |
| b. What      | will you do?        | <input checked="" type="checkbox"/> | I will go by bus.                       |
| c. What time | will you start?     | <input checked="" type="checkbox"/> | I will start on July 1st.               |
| d. How       | will you get there? | <input checked="" type="checkbox"/> | I will work at the Bluebird restaurant. |
| e. When      | will you start?     | <input checked="" type="checkbox"/> | I will wash the dishes.                 |

## NOW ACT

- Ask your partner information about their future work placement. Take notes. Swap roles.

Address of the company: ..... Dates: .....  
Transport: ..... Working times: .....  
Tasks: .....

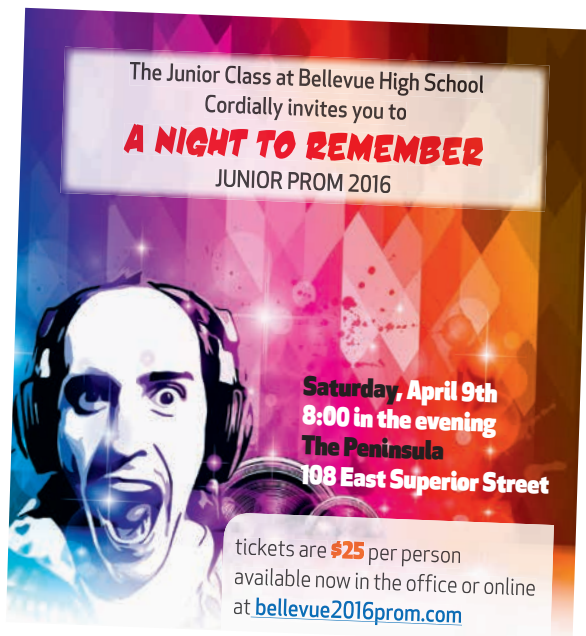
# Future Events

**TÂCHE**

Poster un commentaire  
sur un réseau social.

**EE-A2**

## Activity C Prom Night



### 5 Look at the invitation and complete with the right information.

- This is an invitation for the Junior Prom at Bellevue High School.
- The students will give a party on Saturday, April 9th.
- The party won't take place at the school but the guests will meet at The Peninsula, 108 East Superior Street.
- The party will start at 8:00 in the evening and the entrance ticket will cost \$25.

## Focus

*Will you work next summer? Yes, I will. No, I won't. I will work at the fast food restaurant. I'll cook you a hamburger. The party won't take place at the school.*

« Next summer » veut dire : ☒ l'été prochain  
☐ l'été dernier.

Le temps est ☒ le futur ☐ le passé.

Quelle est la forme contractée de 'I will'? I'll  
de 'will not'? won't

'I will work' signifie ☐ je travaille.  
☒ je travaillerai.

→ Training ex. 3, 4 & 5

## Activity D A Birthday Party



**Kathy**

I'll be 17 next week. I'd like a big birthday party with all of you but please I need your help to organise it. What will you do for me? What will you bring?

I will put up the decorations. I will make cakes. I will be the DJ. I will play the guitar. I will buy the drinks. I will bring the sweets. I will sing.

### 6 Answer the questions in French.

- A quelle occasion Kathy veut-elle donner sa soirée ? Pour fêter ses 17 ans.
- Que demande-t-elle à ses invités ? De l'aide pour l'organisation.

## NOW ACT

### 7 Post your comment (See Activity D). Use some elements from the list to answer Kathy's questions.

Put up / decorations - make / cakes - be the DJ - play the guitar - buy / drinks - bring / sweets - etc.

# PROJECT 12

## Organise a Party

**V**ous devez organiser une soirée dans votre lycée (anciens élèves, parents, élèves étrangers...).

### TÂCHE 1

Réaliser une affiche pour annoncer une fête.

EE-A2

● Par groupes de deux, créez une affiche pour annoncer la fête. Précisez le thème de cette soirée et écrivez une courte phrase d'accroche (*catch phrase*).

● Ecrivez les informations essentielles comme le lieu ou la date. Choisissez une jolie police d'écriture et illustrez soigneusement votre affiche.

Organisers	
Theme	
Catchphrase	
Date	
Time	
Place	
Entrance ticket	

### TÂCHE 2

Rédiger une courte invitation.

EE-A2

● Envoyez un message électronique à vos amis pour les inviter à la fête. Après les avoir salués, vous leur donnez des précisions sur la fête.

● Posez-leur quelques questions sur leur participation éventuelle (nombre de personnes, boissons, nourriture, musique, aide...).

This is an invitation for ...  
The students from the ...  
will give a party on ...  
The party will take place ...  
The party will start ...  
and the ticket will cost ...

## MON BILAN de l'unité 12

	Je peux...	-	+/-	+	++
CO	Comprendre des informations sur des événements futurs.				
EOI	Demander ou donner des informations sur un prochain lieu de stage.				
EE	Poster un commentaire sur un réseau social.				
EE	Réaliser une affiche pour annoncer une fête.				
EE	Rédiger une courte invitation.				



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## In tune



**A. Ecoutez les phrases et cochez ce que vous entendez.**

CD2  
TRACK 38

Phrases	a	b	c	d	e
I will		X			
I'll			X	X	
I won't	X				X

CD2  
TRACK 39

**B. Observez ces phrases. Ecoutez et répétez.**

- I'll see you tomorrow.
- I won't see you tomorrow.
- He'll fix it for you.
- He won't fix it for you.
- It'll be too late.
- It won't be too late.
- They'll tell you about it.
- They won't tell you.

**1** Lisez la phrase dans le sens des aiguilles d'une montre puis écrivez-la.

→	N	O	T	T	O	M
S	O	O	N	M	A	O
Y	U	M	M	E	Y	R
T	S			R	B	R
T	T	X	E	N	E	O
E	R	P	T	U	B	W

Not tomorrow but pretty soon, maybe next summer.

.....

.....

.....

.....

.....

**2** Retrouvez la phrase mystère.

A	D	E	G	I	L	N	O	R	S	T	U	W	X	Y
7	12	1	8	13	16	17	24	5	14	19	18	4	9	10

I W O N ' T G O T O E N G L A N D N E X T Y E A R

13 4 24 17 19 8 24 19 24 1 17 8 16 7 17 12 17 1 9 19 10 1 7 5

I W I L L G O T O A U S T R A L I A

13 4 13 16 16 8 24 19 24 7 18 14 19 5 7 16 13 7

## Vocabulary

→ Word Card "Predictions" page 119

### Nouns

a customer un(e) client(e)  
 an entrance ticket un ticket d'entrée  
 homework les devoirs  
 a prom un bal de promo  
 a salary un salaire  
 a work placement un stage

### Verbs

bring\* apporter  
 clean / wash the dishes / do the washing-up faire la vaisselle  
 cook faire cuire  
 do\* homework faire des devoirs  
 fix réparer  
 happen arriver, se passer  
 put\* mettre

serve servir  
 stay rester

### Others

next month le mois prochain  
 next summer l'été prochain  
 soon bientôt  
 tomorrow demain



**3** Associez la réponse à la question correspondante.

- |                                       |         |
|---------------------------------------|---------|
| a. Will you come with us?             | 4 ..... |
| b. Who will take my dog out?          | 5 ..... |
| c. Will you phone her?                | 1 ..... |
| d. What will they do tomorrow?        | 2 ..... |
| e. What time will he catch the train? | 3 ..... |
1. No, I won't. I'll send her a message.  
 2. They will go to the cinema tomorrow.  
 3. At 11:30 am.  
 4. Yes, we will.  
 5. My children will look after him.

**4** Conjuguez les verbes entre parenthèses au futur à la forme demandée.

- a. Mr Morris will be back at 10.00 am. (be)  
 b. Will it rain tomorrow? (rain)  
 c. I'm sure she won't see him. (not see)  
 d. When will they go to London? (go)  
 e. It's too late. You won't catch the 8.30 train. (not catch)

**5** Répondez par une réponse courte affirmative ou négative selon la situation.

- a. Will you work late tonight? Yes, I will.  
 b. Will you buy a new car next month? No, I won't.  
 c. Will he have breakfast in his hotel room? Yes, he will.  
 d. Will she go to school tomorrow? No, she won't.  
 e. Will they come again? Yes, they will.



## Language tips

### Le futur avec WILL

#### Forme affirmative

I will / I'll read this book. Je lirai ce livre.

He will / He'll go to London. Il ira à Londres.

They will / They'll respect the rules. Ils / elles respecteront le règlement.

#### Forme affirmative

I		
You		
He / She / It	+ will ou 'll	+ base verbale
We		
You		
They		

#### Forme négative

I		
You		
He / She / It	+ won't	+ base verbale
We		
You		
They		

#### Forme interrogative

	I	
	You	
Will	He / She / It	+ base verbale
	We	
	You	
	They	

#### Forme négative

I won't go swimming. Je n'irai pas nager.

You won't smoke in here. Tu ne fumeras pas / Vous ne fumerez pas ici.

#### Forme interrogative

Will you go to New York next year? Iras-tu / Irez-vous à New-York l'année prochaine ?

Will he call her? Est-ce qu'il l'appellera ?



# South Africa



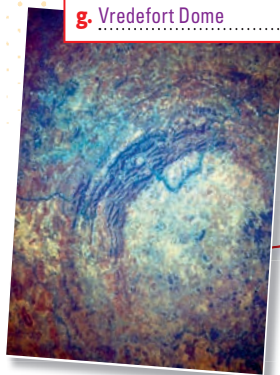
## Culture CLICK



a. The Augrabies Falls



b. Kruger National Park



g. Vredefort Dome



c. The Cradle of Humankind



f. The Cape of Good Hope



e. The Cape Winelands



d. Durban



### 1 Match the places and the pictures. Listen and check.

Kruger National Park – Vredefort Dome – The Cape of Good Hope –  
The Cradle of Humankind – Durban – The Augrabies Falls – The Cape Winelands

### 2 Listen again and say which sights correspond to the definitions.

- |  |   |                                 |   |
|--|---|---------------------------------|---|
| 1. the most famous wildlife reserve              | B | 5. a rocky promontory           | F |
| 2. one of the oldest and largest meteorite sites | G | 6. a famous wine-producing area | E |
| 3. large and powerful waterfalls                 | A | 7. a World Heritage Site        | C |
| 4. the biggest city on the Indian Ocean coast    | D |                                 |   |

## QUIZ

Tick the correct answers.

- 1 The current flag of South Africa was created in:
  - a. 1910. ☐
  - b. 1994. ☒
  - c. 1928. ☐
- 2 The largest city is:
  - a. Pretoria. ☐
  - b. Johannesburg. ☒
  - c. Cape Town. ☐
- 3 South Africa has a:
  - a. King. ☐
  - b. President. ☒
  - c. Queen. ☐
- 4 South Africa is divided into:
  - a. 9 states. ☐
  - b. 9 provinces. ☒
  - c. 9 regions. ☐
- 5 In South Africa, you pay in:
  - a. South African Dollars (SAD). ☐
  - b. South African Pounds (SAP). ☐
  - c. South African Rands (ZAR). ☒
- 6 A typical South African dish is:
  - a. Fish and chips. ☐
  - b. Biltong. ☒
  - c. SA burger. ☐
- 7 South Africa is often called the 'Rainbow Nation', because:
  - a. there are very often rainbows. ☐
  - b. it's a rich country. ☐
  - c. there are many different languages and traditions. ☒
- 8 The longest river in South Africa is:
  - a. the Orange River. ☒
  - b. the Yellow River. ☐
  - c. the Black River. ☐
- 9 Johnny Clegg is called:
  - a. The Zulu Dancer. ☐
  - b. The White Zulu. ☒
  - c. The Famous Zulu. ☐
- 10 In South Africa there are:
  - a. 11 official languages. ☒
  - b. 1 official language. ☐
  - c. 3 official languages. ☐



Listen and check.

Your score:



**Nelson Mandela:**  
The Father  
of the Nation

To many people around the world, **Mandela** is known as a great hero. He fought for the freedom of blacks in South Africa. From the 1950s until the late 1980s, South Africa was ruled by a minority of white people. Black people had few rights. The separation of white and black people was known as "Apartheid." Blacks were not given the same rights as Whites. Apartheid was denounced around the world. Nelson Mandela wanted to change things so he was imprisoned. In 1990, President Frederik Willem de Klerk started the process of bringing down Apartheid. Mandela was let out of jail and eventually became South Africa's first black president in 1994.

### 3 Read the document and complete with the correct information.

- a. Name of the "father of the nation": Nelson Mandela
- b. What he did: He fought for the freedom of blacks
- c. Definition of Apartheid: The separation of white people and black people
- d. Date of Mandela's election as President: 1994



### 4 Listen and write the names of the symbols.



King Protea



Springbok



Galjoen



Real Yellowwood



Blue Crane



### 5 Listen again and circle the information you hear.

- a. "The Proteas" is: the name of the national rugby team - the name of the national cricket team.
- b. Real yellowwood is used: to make beautiful furniture - to make paper.
- c. "The Springboks" is: the name of the national rugby team - the name of the national cricket team.
- d. The blue crane lives: in South Africa only - in Asia and South Africa.
- e. Galjoen is known as: blackfish - big fish.

## Celebrities

### PROJET

Préserver une personnalité.

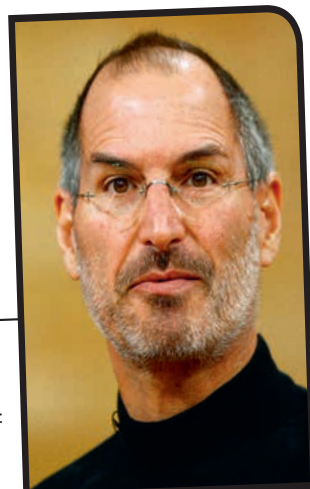
E0C-A2



**Marilyn Monroe**

1926 – 1962

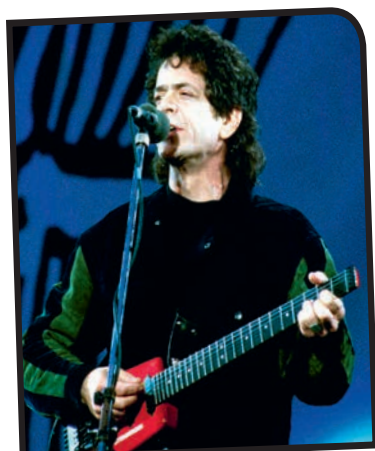
- a. She was:
- ☒ an actress and a model.
  - ☐ a singer and a TV presenter.



**Steve Jobs**

1955 – 2011

- b. He was the inventor of:
- ☐ Samsung products.
  - ☒ Apple products.



**Lou Reed**

1942 – 2013

- c. He was:
- ☒ an American rock singer.
  - ☐ an Australian pop singer.



**Agatha Christie**

1890 – 1973

- d. She was:
- ☐ a fantasy author.
  - ☒ a crime fiction author.



1 Look at the documents. Then tick the correct answers.



2 Listen and complete the documents with the dates of birth and death.

3 Orally present the celebrities' dates.

Example: Marilyn Monroe was born in 1926 and died in 1962.



# Famous Entrepreneurs

## TÂCHE

Demander ou donner des informations sur une entreprise et son fondateur.

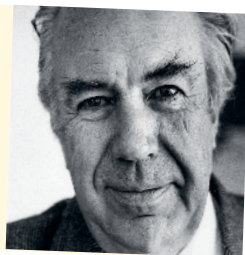
E01-A2



## Activity A H&M

- 1 Listen and circle the correct information.

Name of the founder: Erling Persson / Amancio Ortega  
 Nationality: Spanish / Swedish  
 Date of the creation of H&M: 1947 / 1975  
 First H&M store in France: 1998 / 2000  
 Number of H&M stores in France in 2014: 83 / 197



- 2 Listen again and number the questions in the order you hear them.

- a. What is the date of H&M's creation? 3 ..... c. How many stores were there in France in 2014? 4 .....  
 b. Who was the founder of H&M? 1 ..... d. What nationality was he? 2 .....

## Activity B Apple Company



- 3 Listen and complete the exchange. Then repeat.

## Focus

a. He was American.

b. How many stores were there in 2014?

Soulignez les verbes conjugués. Donnez leur base verbale : BE .....

Le prétérit exprime une action :

☐ en train de se dérouler

☒ passée, datée et terminée.

→ Training ex. 4

## NOW ACT

- 4 Work in pairs. Ask and answer questions about Zara and Footlocker to complete the cards (Appendix page 106 and 107).

Name of the founder: .....

His place of birth: .....

His nationality: .....

His occupation: .....

Date of creation of the company: .....

Number of stores in the world in 2014: .....

# A Great Actor

## TÂCHE

Comprendre des informations sur le parcours d'une célébrité et en rendre compte en français. **CE-A2**

### Activity C A Life in Brief



#### His Professional Life

Famed actor and comedian Robin Williams was born on July 21, 1951, in Chicago, Illinois. In 1974 he began his career on TV, then he was a theatre actor and he played numerous memorable film roles: *Good Morning Vietnam*

in 1987, *Dead Poets' Society* in 1989, *Mrs. Doubtfire* in 1993, *Old Dogs* in 2009... He offered his public a lot of joy and happiness and he won many awards.

#### His Hobbies



Robin liked cycling, reading and listening to jazz and he loved playing video games. He spent a lot of time with his three children.

#### An Unhappy Personal Life

Sadly, during his successful career, he developed a drug and alcohol problem and he suffered a lot from this addiction. He also had many difficult romantic relationships and he divorced twice, in 1988 and 2008. He had health problems: he suffered from depression and Parkinson's disease. He committed suicide on August 11, 2014.

**5** Read the document. Then, match the subtitles with the corresponding paragraphs.

His Hobbies – An Unhappy Personal Life – His Professional Life

**6** Find the English for:

- |   |  |
|---|--|
| a. célèbre : <u>famed</u>                       | d. une dépendance : <u>an addiction</u>            |
| b. beaucoup de récompenses : <u>many awards</u> | e. deux fois : <u>twice</u>                        |
| c. faire du vélo : <u>cycling</u>               | f. des problèmes de santé : <u>health problems</u> |

### Activity D Robin Williams's Timeline

July 21, 1951: birth	1989
1974 : beginning on TV	<i>Dead Poets' Society</i>
1978: 1st wedding	2013: <i>The Butler</i>
1979: first Golden Globe	August 11, 2014
1988 : 1st divorce	death

## Focus

a. He began his career on TV.

b. He offered his public a lot of joy.

Soulignez les verbes au prétérit. Au prétérit, le verbe régulier "offer" se termine par -ed.

Le prétérit du verbe irrégulier "begin" est began.

→ Training ex. 5, 6 & 7

**7** Read the text again and complete with the missing dates.

**8** Present the three other events from exercise 7 using: get married – win – play and the list of irregular verbs.

- |   |  |
|---|--|
| a. Robin Williams got married for the first time in 1978. |  |
| b. He won his first Golden Globe in 1979.                 |  |
| c. He played in <i>The Butler</i> in 2013.                |  |

## NOW ACT

**9** Orally explain in French what you have understood.



# PROJECT 13

## Present a Personality

**V**ous devez présenter à l'oral la personnalité de votre choix.

### TÂCHE 1

Compléter une fiche biographique. **EE-A2**

- Faites des recherches sur la personnalité que vous avez choisie. Aidez-vous d'un dictionnaire au besoin pour compléter la fiche ci-dessous.
- Vous pouvez ajouter ou supprimer des rubriques et coller la photo de la personnalité.

ID CARD	
PHOTO	Name: .....
	Date of birth: ..... Nationality: .....
	Place of living: .....
	Occupation: .....

### TÂCHE 2

Présenter une personnalité et décrire brièvement son parcours. **EOC-A2+**

- Complétez avec les principaux événements de sa vie personnelle et professionnelle.
- Entraînez-vous à présenter cette personnalité, avec un camarade de classe ou avec un MP3.
- Présentez-la à la classe.

HIS/HER CAREER	HIS/HER PERSONAL LIFE
Beginning of his/her success: .....	Important events and dates of his/her personal life:
Company: .....	-
Important events and dates of his/her career:	-
Date: Event	-
- .....	-
- .....	-
- .....	-
- .....	-

## MON BILAN de l'unité 13

	Je peux...	-	+/-	+	++
<b>EOI</b>	Demander ou donner des informations sur une entreprise et son fondateur				
<b>CE</b>	Comprendre des informations sur le parcours d'une célébrité				
<b>EE</b>	Compléter une fiche biographique				
<b>EOC</b>	Présenter une personnalité				



## In tune

CD2  
TRACK 46

### A. Écoutez et répétez.

/i:/ seventeen

/i:/ seventy

CD2  
TRACK 47

### B. Classez les mots suivants dans le tableau. Écoutez et vérifiez.

engineer – cream – nationality – release –  
comedian – film – fourteen – read – video

/i/ seventy	/i:/ seventeen
engineer – nationality – film – video	cream – release – comedian – fourteen – read

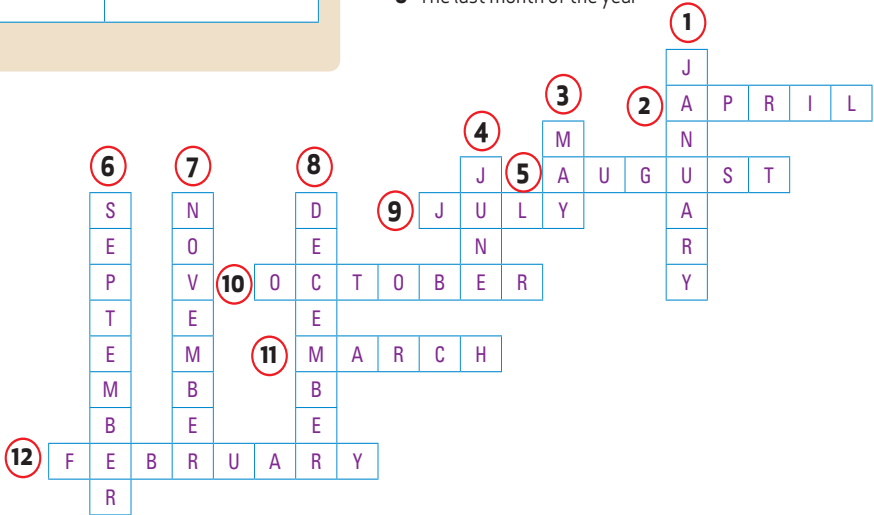
**1** Placez à l'aide des indices les 12 mois de l'année en anglais.

→ **ACROSS**

- 2** The fourth month of the year, between March and May
- 5** The eighth month of the year
- 9** The first month of summer holidays
- 10** The tenth month of the year, between September and November
- 11** The month when Saint Patrick is celebrated
- 12** The month between January and March

↓ **DOWN**

- 1** The first month of the year
- 3** The month when mothers are celebrated
- 4** The sixth month of the year
- 6** The month when the new school year starts
- 7** The eleventh month of the year
- 8** The last month of the year



→ Word Card "Celebrations and Events" page 120

## Vocabulary

### Nouns

**an author** un auteur  
**a birth** une naissance  
**a career** une carrière  
**a death** un décès, une mort  
**a disease** une maladie  
**a fashion designer** un créateur de mode  
**a founder** un fondateur  
**an inventor** un inventeur

**a model** un mannequin  
**an occupation** un métier, une profession  
**a place of living** un lieu d'habitation  
**a store** un magasin, une boutique

### Verbs

**be\* born** être né  
**die** mourir  
**found** fonder, créer  
**release** sortir (un film / un livre)

**sell\*** vendre  
**suffer from** souffrir de

### Adjectives

**Australian** australien  
**Spanish** espagnol  
**Swedish** suédois

### Others

**How long...?** Pendant combien de temps...?

# Training



## 2 Ecrivez ces années en chiffres.

- a. seventeen sixty-five: 1765
- b. nineteen seventy-three: 1973
- c. two thousand and four: 2004
- d. eighteen ninety-one: 1891
- e. nineteen forty-seven: 1947



## 3 Ecrivez les dates que vous entendez.

- a. September 1954
- b. December 2012
- c. March 1876
- d. August 2001

## 4 Complétez avec was ou were.

- a. Coco Chanel was a fashion designer.
- b. Léon Gaumont was an engineer in the film industry.
- c. They were French.
- d. We were students at this vocational college.
- e. My grandparents were farmers in the Ardèche region.

## 5 Mettez les verbes suivants au prétérit. Consultez la liste des verbes irréguliers sur les rabats.

- a. be → was / were
- b. marry → married
- c. pass → passed
- d. begin → began
- e. buy → bought
- f. obtain → obtained
- g. die → died

## 6 Utilisez les verbes de l'exercice 5 pour compléter le paragraphe.

Bernard Loiseau was born in January 1951. He was an apprentice at La Maison Troisgros in Roanne from 1968 to 1971. He passed the City and Guilds (C.A.P.) in 1971. He began his career at La Barrière de Clichy in 1972. In 1982 he bought the restaurant La Côte d'Or. He married Dominique Brunet in 1989. In 1991 he obtained three stars for his restaurant. He died in February 2003.

## 7 Conjuguez les verbes au prétérit.

- a. The company (open) opened in 1957.
- b. It (be) was located in Germany.
- c. There (be) were 350 employees.
- d. They (sell) sold toys and games.
- e. The workers (manufacture) manufactured handmade products.

## 8 Posez des questions sur les éléments soulignés.

- a. Ayrton Senna was a racing driver.  
What was Ayrton Senna's job?
- b. He was Brazilian. What nationality was he?
- c. He was born in March 1960.  
When was he born?

## 9 Rédigez quelques énoncés sur votre enfance.

Réponse personnelle.

## Language tips

### Lire ou écrire une date

1987 nineteen eighty-seven

2014 twenty fourteen ou two thousand and fourteen

### Le prétérit simple : exprimer des événements passés, datés et terminés

#### BE au prétérit

Be > I was, you were, s-he/it was, we were, they were

#### Forme interrogative de BE au prétérit

What was his nationality ? Quelle était sa nationalité ?

#### Forme affirmative des verbes réguliers : base verbale + -ed

Erling Persson founded H&M. Erling Persson a fondé H&M.

#### Pour les verbes irréguliers, se reporter à la liste sur les rabats

He had health problems. Il avait des problèmes de santé.

# Vocational Training

## PROJET

Rédiger un rapport de stage.

EE-A2

a. My name is Jade. When I was a student,  
I went on work placement in a preschool.

Now, I am a teaching assistant.



b. I am Jasmina. From 16 to 19 years old, I was a catering  
apprentice. Now, I am a cook in a company restaurant.



c. I'm Clive. When I was 17, I had a summer job in  
a nursing home.  
Now, I'm a nursing auxiliary.



CD2  
TRACK 49

### 1 Listen and repeat the following words.

**Workplaces:** a preschool – a company restaurant  
– a nursing home

**Jobs:** a teaching assistant – a cook – a nursing auxiliary

CD2  
TRACK 50

### 2 Listen and complete the stickers with the words from exercise 1.

### 3 Match the English and French words.

- |                         |                          |                          |                         |
|-------------------------|--------------------------|--------------------------|-------------------------|
| a. a teaching assistant | <input type="checkbox"/> | <input type="checkbox"/> | Un(e) auxiliaire de vie |
| b. a cook               | <input type="checkbox"/> | <input type="checkbox"/> | Un(e) cuisinier(ière)   |
| c. a nursing auxiliary  | <input type="checkbox"/> | <input type="checkbox"/> | Un(e) ATSEM*            |

\* Agent Territorial Spécialisé des Écoles Maternelles

# Work Placement

## TÂCHE

Demander ou donner des informations sur un stage en entreprise.

E01-A2

## Activity A Stan's Placement



Trainee's name: Stan Miller

Workplace: ASDA Hypermarket in London

Length of the placement: 4 weeks

Dates: 14 February to 16 March

Trainee's job: cleaning operative

Supervisor's name: Ted Wilson

Supervisor's job: chief cleaner

Number of trainees: 4

### 1 Find the English for:

- a. un stagiaire : a trainee
- b. durée du stage : length of the placement
- c. un agent de propreté et d'hygiène : a cleaning operative
- d. un agent chef : a chief cleaner
- e. un tuteur : a supervisor



### 2 Listen to Adele and Stan and complete the information card.

## Focus

*He wasn't very friendly.*

Comment dit-on « Il n'était pas »?

*He wasn't*

*Did you like your supervisor?*

*I didn't have much contact with him.*

Complétez les structures du prétérit dans la question et dans la phrase négative :

« *did* ..... + S + V » ?

« S + *didn't* ..... + V ».

→ Training ex. 3 à 6



## Activity B Ken's Work Experience

### 3 Match Adele's questions to Ken's answers. Listen and check.

- a. How was the work? ☐ f. I started at 7 every day.
- b. How many hours did you work? ☐ g. It was varied but tiring.
- c. What time did you start? ☐ h. At the beginning, I didn't like him.
- d. What time was the break? ☐ i. From 11 to 11:30.
- e. Did you like your supervisor? ☐ j. I worked 30 hours per week.

### 4 Listen again to Adele and Ken and complete the sentences with the following words.

break room – the changing rooms – the machinery – the store floor – tiring

And what exactly did you do? I cleaned the store floor, the staff break room and the changing rooms. I washed the toilets and I cleaned and checked the machinery for the afternoon colleague.

## NOW ACT

- 5 Work in pairs. Ask and answer questions about a work placement. Student A goes to page 105 to answer student B's questions. Student B goes to page 107 to answer student A's questions.

### Questions

Workplace: name + location?  
Number of employees?  
Length of the placement?  
Dates?  
Working hours?  
Day off?

Break?  
Other trainees?  
Supervisor's name and job?  
Everyday tasks?  
Likes?



# Reporting Work Experience

**TÂCHE**

Comprendre le récit d'une expérience professionnelle et en rendre compte en français.

**CE-A2**

## Activity C An Enriching Training Period

**§1.** I am Lilla Brooks. I'm 17. I'm training to become a teaching assistant. That is why I had a 4-week placement in April at Belgrave Preschool in Dover, Kent.

**§2.** This preschool opened in 1986. It is made up of three classrooms plus rest rooms. It welcomes a maximum of 50 children aged between 2 and 5. There are 3 teachers and 3 teaching assistants and Lydia Jones is the headmistress.

**§3.** I worked there with Julie King the teacher, Meg Scott the teaching assistant and 16 children aged 3 and 4.

**§4.** Every morning at 8:45 I brought the children into<sup>1</sup> the

classroom and helped them take off their coats. Then I assisted Julie and Meg in various activities such as singing, dancing, painting and counting. At 1:30 pm, Meg and I took the children to the rest room and I read them a story. While they were sleeping, we prepared the next activities.

When the children left at 4:30, I still had an hour of tidying and cleaning.

**§5.** The difficult moments were when I took them to the toilet and



helped them wash their hands before and after each break<sup>2</sup> but I loved the days I spent with them and I am very grateful to Julie who was my supervisor and to Meg who taught me so many things.

1. je faisais entrer les enfants ; 2. avant et après chaque récréation

### 6 Read the document and find the English for.

**§2**

a. des salles de repos :

rest rooms

b. la directrice :

the headmistress

**§4**

c. enlever : take off

d. j'aidais : I assisted

e. rangement : tidying

**§5**

f. je remercie vivement :

I am very grateful to

g. qui m'a appris :

who taught me

### 7 Write in which paragraph you can find the following information.

Information	§ no.
a. Lilla's self-introducing.	1
b. The people she worked with.	3
c. The presentation of the workplace: premises and staff.	2
d. The reason for her choice.	1
e. What Lilla liked and didn't like.	5
f. Lilla's working hours and everyday activities.	4

### 8 Answer the questions.

a. When did Belgrave Preschool open?

It opened in 1986.

b. What did Lilla do before the children fell asleep?

She read them a story.

### 9 Present Lilla's work placement in French.

# PROJECT 14

## Write a Work Placement Report

**V**ous devez rédiger un rapport de stage en anglais.

### TÂCHE 1

Compléter une fiche.

EE-A2

- Complétez la fiche avec les informations relatives à votre stage.

Introduction	Personal information	
	Name of the workplace	
	Location	
	Reason for choice	
Body of the report	Description of the premises	
	Placement dates	
	Supervisor's name and job	
	Working hours	
	Day off	
	Daily activities	
Conclusion	What you liked	
	What you didn't like	
	Thanks	

### TÂCHE 2

Rédiger un rapport de stage.

EE-A2

- Utilisez les informations de la fiche dans des phrases structurées et courtes.
- Ordonnez les informations dans des paragraphes

distincts. (Ne mélangez pas, par exemple, la description des lieux et les remerciements dans le même paragraphe).

- Présentez vos informations personnelles et l'entreprise au présent simple. Utilisez le prétérit pour décrire le stage.

## MON BILAN de l'unité 14

	Je peux...	-	+/-	+	++
<b>EOI</b>	Demander ou donner des informations sur un stage en entreprise				
<b>CE</b>	Comprendre le récit d'une expérience professionnelle				
<b>EE</b>	Rédiger un rapport de stage				



Sur [www.editions-foucher.fr](http://www.editions-foucher.fr), votre fiche PROJECT



## In tune

CD2  
TRACK 53

### A. Ecoutez et répétez. where /ɛə/ were /ɜ:/

Where is it? - Were you at home? - Where were you? - Tell me where you were.

CD2  
TRACK 54

### B. Ecoutez et cochez le son que vous entendez dans les mots du tableau.

	there is	there was	nurse	word	prepare	work	chair	girl	shirt	care
/ɛə/ where	X	X			X		X			X
/ɜ:/ were			X	X		X		X	X	

## 1 Ecrivez le nom de chaque salle.



a. a classroom .....



b. a rest room .....



c. a break room .....



d. a changing room .....

## 2 Retrouvez dans la grille les équivalents anglais de cette liste.

activité - fatigant - jour de congé - lieu de travail - locaux - stage - stagiaire - tuteur - varié

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

## Vocabulary

### Nouns

a break une pause, une récréation  
a break room une salle de pause  
a changing room un vestiaire  
a floor un sol, un étage  
an hour une heure

the machinery les appareils,  
les machines  
the premises les locaux

### Adjectives

grateful reconnaissant  
tiring fatigant

### Verbs

assist aider  
clean nettoyer  
take\* off enlever (vêtements)  
teach\* enseigner  
tidy faire du rangement

→ Word Card "Craft Workers" page 121



### 3 Complétez avec 'there was' ou 'there were'.

When I was a child, there was only one building in my school. There was only one floor, on which there were eight classrooms. There were also lavatories. There was one teacher for each class. There were about two hundred pupils.

### 4 Répondez aux questions concernant votre établissement scolaire.

a. How many students are there in your school?

Réponse personnelle

b. Are there any boarders\*? (internes)

Réponse personnelle

c. What time do classes start and finish?

Réponse personnelle

d. What facilities are there? (for meals, for sports, for health...)

Réponse personnelle

### 5 Complétez les questions qui amèneraient les réponses suivantes.

a. Where did you spend last weekend? I spent it in England.

b. Where exactly did you go? I went to London.

c. What time did you arrive in London? I arrived in London at 9pm on Friday night.

d. When did you get back home? I got back home on Monday morning.

### 6 Ecrivez des phrases en imitant l'exemple.



(Paul) (live)

a. Last year, Paul didn't live in New York, he lived in Paris.



(Sheila) (work)

b. In 2001, Sheila didn't work in a boutique, she worked in a post office.



(Zac+ Lula) (buy)

c. Zac and Lula didn't buy a house in 2010, they bought it in 2012.



(Zoey) (sell)

d. Last week, Zoey didn't sell her car, she sold her motorbike.

## Language tips

### Il y avait

There was a 15-minute break. There were two other students with me.

Il y avait une pause de 15 minutes. Il y avait deux autres étudiants avec moi.

Was there a different supervisor for each trainee? Yes, there was. / No, there wasn't.

Est-ce-qu' il y avait un tuteur différent pour chaque stagiaire ? Oui. / Non.

### Poser une question au prétérit

Did you work every day? Yes, I did. / No, I didn't.  
Est-ce-que tu travaillais tous les jours ? Oui. / Non

### Exprimer un énoncé à la forme négative

I didn't like my working hours.  
Je n'aimais pas mes horaires.





a. The All Blacks

b. Mud pools



Auckland

Rotorua

Wellington

Queenstown



f. a New Zealander

c. sheep farming



d. rafting



e. a kiwi



CD2  
TRACK 55

1 Write the words in the right stickers. Listen and check.

a kiwi – a New Zealander – mud pools – the All Blacks – rafting – sheep farming

2 Complete the sentences with the places from the map.

a. Watch a rugby match in Auckland

c. Practise rafting in Queenstown

b. Russell Crowe was born in Wellington

d. There are mud pools in Rotorua



## QUIZ

Tick the correct answers.

- 1 A New Zealander is also called:
  - a. a Kiwi. ☒
  - b. an Aussie. ☐
  - c. a Scotsman. ☐
- 2 The capital of New Zealand is:
  - a. Christchurch. ☐
  - b. Wellington. ☒
  - c. Auckland. ☐
- 3 The population is about:
  - a. 60 million. ☐
  - b. 4.5 million. ☒
  - c. 10.5 million. ☐
- 4 New Zealand is in:
  - a. the North Sea. ☐
  - b. the Atlantic Ocean. ☐
  - c. the Pacific Ocean. ☒
- 5 The head of state is:
  - a. the king. ☐
  - b. the president. ☐
  - c. the Queen of England. ☒
- 6 In New Zealand, you pay in:
  - a. New Zealand euros. ☐
  - b. New Zealand dollars. ☒
  - c. New Zealand pounds. ☐
- 7 The two official languages are:
  - a. French and English. ☐
  - b. English and Maori. ☒
  - c. Maori and Chinese. ☐
- 8 Mount Cook (3.754 metres) is:
  - a. the highest mountain. ☒
  - b. the lowest mountain. ☐
  - c. an average mountain. ☐
- 9 In New Zealand, people drive:
  - a. on the right. ☐
  - b. on the left. ☒
- 10 In Wellington, Te Papa is:
  - a. a shopping centre. ☐
  - b. a concert hall. ☐
  - c. the museum of New Zealand. ☒



Listen and check.

Your score:

"My name is Aroha.  
I'm proud to be a Maori."



In the past Maori language was forbidden but in 1987, Maori became the second official language. Of course I speak English and I could learn Maori at school. Now children can go to kindergartens where Maori language is used and some high schools do all classes in Maori. I like watching TV and I love watching the channels which broadcast the news in Maori language. I'm proud to be a Maori but I'm also proud to be a New Zealander."

### 3 Read the document and answer the questions.

a. What happened in 1987?

Maori became the second official language.

b. What languages does Aroha speak?

Aroha speaks English and Maori

c. Where did she learn to speak Maori?

At school

d. What is her favourite programme on Maori TV?

She likes watching the news



Hobbiton Movie Set



### 4 Listen to the description of Hobbiton Movie Set and tick the correct information.

a. The Lord of the Rings and Hobbit trilogies were shot in

☒ New Zealand ☐ Australia.

b. Matamata is in the

☒ north of NZ ☐ south of NZ.

c. The village of Hobbiton is for

☐ Maoris ☒ tourists.

d. "Welcome to Hobbiton" is

☐ the title of a film ☒ a road sign.

**Accessories** des accessoires  
**accommodation** un hébergement  
**actor/actress** un acteur, une actrice  
**advise** conseiller  
**alone** seul  
**American** américain  
**apple** une pomme  
**apprentice** un apprenti  
**April** avril  
**architect** un architecte  
**arm** un bras  
**armchair** un fauteuil  
**assist** aider  
**attraction** une attraction  
**August** août  
**aunt** une tante  
**Australian** australien  
**auxiliary nurse** un aide-soignant  
**award (n)** une récompense

**Back (n)** le dos  
**bag** un sac  
**baker** un boulanger  
**bathroom** une salle de bains  
**be\* born** être né  
**be\*** être  
**beach** une plage  
**bean** un haricot  
**beanie** un bonnet  
**beautician** une esthéticienne  
**because** parce que  
**bed** un lit  
**bedroom** une chambre  
**bedside table** une table de nuit  
**begin\*** commencer  
**between** entre  
**birth** une naissance  
**body artist** un tatoueur  
**book (n)** un livre  
**boots** des bottes  
**boss** le patron  
**bread** du pain  
**break (n)** une pause, une récréation  
**break (v)** casser, briser  
**break room** une salle de pause  
**bricklayer** un maçon  
**bring\*** apporter  
**British** britannique  
**brother** un frère  
**build\*** construire  
**building site** un chantier  
**bungee jumping** saut à l'élastique  
**butcher** un boucher  
**buy\*** acheter

**Cake** du/un gâteau  
**camp (v)** camper  
**campsite** un camping  
**Canadian** canadien  
**cap** une casquette  
**career** une carrière  
**carpet** un tapis  
**carrot** une carotte  
**cashier** un caissier  
**chair** une chaise  
**changing room** un vestiaire  
**check (v)** vérifier

**checked** à carreaux  
**cheese** du fromage  
**chicken** du poulet  
**child/children** un/des enfant(s)  
**childcare centre** une crèche  
**chips** des frites  
**city** une ville  
**clean (v)** nettoyer  
**clean the dishes** faire la vaisselle  
**climb** grimper  
**clothes/clothing** les vêtements  
**coach** un entraîneur  
**coffee table** une table basse  
**colour (n)** une couleur  
**come\*** venir  
**commercial area** une zone commerciale  
**computer** un ordinateur  
**cook (n)** un chef, un cuisinier  
**cook (v)** cuisiner  
**cooker** une cuisinière (appareil)  
**cool** cool, sympa  
**count** compter  
**cousin** un(e) cousin(e)  
**create** créer  
**cupboard** un placard  
**cushion** un coussin  
**cycle (v)** faire du vélo

**Date (n)** un rendez-vous  
**daughter** une fille  
**day** un jour, une journée  
**day nursery** une crèche  
**death** un décès, une mort  
**December** décembre  
**denim** en jeans / du jeans (tissu)  
**department store** un grand magasin  
**design (n)** le motif  
**design (v)** concevoir  
**designer** un créateur, une créatrice  
**desk** un bureau (meublier)  
**die** mourir  
**dining-room** une salle à manger  
**discover** découvrir  
**disease** une maladie  
**dishwasher** un lave-vaisselle  
**display (v)** afficher  
**divorced** divorcé(e)  
**do\* one's homework** faire ses devoirs  
**do\* the washing-up** faire la vaisselle  
**doctor** un médecin  
**door** une porte  
**drawing** un dessin  
**dress (n)** une robe  
**dressmaker** une couturière  
**driver** un chauffeur

**Early** tôt  
**earmuffs** un cache-oreilles  
**earn** gagner (argent)  
**eat\*** manger  
**electrician** un électricien  
**emergency** une urgence  
**engineer** un ingénieur

**English** anglais  
**enter** entrer  
**entrance ticket** un ticket d'entrée  
**estate agency** une agence immobilière  
**evening** le soir  
**everyday** de tous les jours  
**exactly** exactement  
**extinguisher** un extincteur  
**eyes** les yeux

**Fabulous** fabuleux  
**facilities** structures et équipements  
**factory** une usine  
**family** une famille  
**family-tree** un arbre généalogique  
**fantastic** sensationnel, fantastique  
**fashion designer** un créateur de mode  
**fashion** la mode  
**father** le père  
**February** février  
**feed\*** nourrir  
**fight\*** combattre  
**fire** un feu, un incendie  
**fire-door** une porte coupe-feu  
**fireman** un pompier  
**fish** du poisson  
**fishing** la pêche  
**fishmonger** un poissonnier  
**flag** un drapeau  
**flight** un vol (avion)  
**flip flops** des tongs  
**floor** le sol, un étage  
**florist** un fleuriste  
**flowery** à fleurs  
**follow** suivre  
**found (v)** fonder, créer  
**French** français  
**fridge** un réfrigérateur  
**furniture** le mobilier, les meubles

**Garage** un garage  
**garden (n)** un jardin  
**get\* dressed** s'habiller  
**get\* married** se marier  
**get\* up** se lever  
**glasses** des lunettes  
**gloves** des gants  
**go\*** aller  
**go\* out** with sortir avec  
**good afternoon** bonjour (après-midi)  
**good evening** bonsoir  
**good morning** bonjour (matin)  
**gorgeous** magnifique  
**grandchild/children** un/des petit(s)-enfant(s)  
**grandfather** le grand-père  
**grandmother** la grand-mère  
**grandparents** les grands-parents  
**grandson** un petit-fils  
**grateful** reconnaissant  
**great** super, génial  
**Greek** grec  
**groundfloor** le rez-de chaussée

**Hairdresser** un coiffeur  
**half-brother** un demi-frère  
**half-sister** une demi-soeur  
**happen** arriver, se passer  
**hard hat** un casque de chantier  
**harness** un harnais  
**hat** un chapeau  
**hate** haïr, détester  
**have\* (got)** avoir  
**have\* a shower** prendre une douche  
**have\* breakfast** prendre le petit déjeuner  
**have\* lunch** déjeuner  
**health** la santé  
**Hello** Bonjour, Salut  
**her** son, sa, ses (pour une fille)  
**here you are** voici (en donnant quelque chose)  
**Hi!** Salut!  
**high-heeled shoes** des chaussures à haut talons  
**hiking** la randonnée  
**his** son, sa, ses (pour un garçon)  
**hoodie** un sweatshirt à capuche  
**hospital** un hôpital  
**hour** une heure  
**house** une maison  
**housewife** une femme au foyer  
**how long...?** ? Pendant combien de temps...?  
**how many...?** ? combien de ?  
**how much...?** ? Combien (prix)?  
**how old (+be)?** ? quel âge...?  
**husband** un mari  
**hygiene** l'hygiène

**Ice-cream maker** un glacier  
**ice-cream** de la crème glacée  
**in** dans, en (+ année)  
**in ten years' time** dans dix ans  
**in the evening** le soir  
**in the morning** le matin  
**in two weeks' time** dans deux semaines  
**industrial estate** une zone industrielle  
**inject** injecter  
**ink** de l'encre  
**interesting** intéressant  
**inventor** un inventeur  
**Irish** irlandais  
**Italian** italien

**Jacket** une veste  
**January** janvier  
**Japanese** japonais  
**jeans** un jeans  
**job** un métier  
**joiner** un menuisier  
**juice** du jus de fruit  
**July** juillet  
**June** juin

**Kitchen** une cuisine  
**kitesurfing** le kitesurf  
**know\*** savoir, connaître

**Laboratory** un laboratoire  
**large** grand  
**learn\*** apprendre  
**leather** du cuir  
**leave\* home** quitter la maison  
**leave\*** quitter, partir  
**leg** une jambe  
**leggings** un leggings  
**lift** un ascenseur  
**like (v)** aimer  
**listen** écouter  
**live (v)** habiter  
**living-room** un salon  
**locksmith** un serrurier  
**lorry driver** conducteur de camions, routier  
**lounge** un salon  
**love (n)** l'amour  
**love (v)** aimer, adorer

**Machinery** les appareils, les machines  
**magnificent** magnifique, superbe  
**maintenance technician** un technicien de maintenance  
**make\*** faire, fabriquer  
**make\* sure** s'assurer  
**manager** un(e) directeur / directrice  
**March** mars  
**market (n)** un marché  
**market (v)** commercialiser  
**married** marié(e)  
**marry** épouser  
**mask** un masque  
**May** mai  
**meat** de la viande  
**mechanic** un mécanicien  
**meet\*** rencontrer  
**Mexican** mexicain  
**microwave** un micro-ondes  
**mirror** un miroir  
**month** un mois  
**morning** le matin  
**mother** la mère  
**mountain bike** un vélo tout-terrain  
**movie** un film  
**museum** un musée  
**mushroom picking** cueillette de champignons  
**my** mon, ma, mes

**Name** un nom  
**nationality** nationalité  
**navy blue** bleu marine  
**neck** le cou  
**necklace** un collier  
**needle** une aiguille  
**new** neuf, nouveau  
**New Zealander** néo-zélandais  
**next** prochain  
**next to** à côté de  
**nice to meet you** ravi(e) de vous rencontrer.  
**noodles** des nouilles (chinoises)  
**November** novembre  
**number** un nombre, un numéro  
**nurse** une infirmière

**Occupation** un métier, une profession  
**October** octobre  
**office** un bureau (lieu)  
**old** vieux  
**on** sur  
**onion** un oignon  
**opening** une ouverture  
**outdoor** d'extérieur  
**outfit** une tenue  
**overalls** une combinaison de travail, une cotte

**Pack one's bags** faire ses valises  
**pancake** une crêpe  
**pants (US)** un pantalon  
**paragliding** le parapente  
**parents** les parents  
**pasta** des pâtes  
**pen** un stylo  
**perform** jouer, se produire  
**pet shop** une animalerie  
**phone number** un numéro de téléphone  
**phone** un téléphone  
**picture** une image, un cadre  
**pie** de la tarte  
**piece of furniture** un meuble  
**place of living** un lieu d'habitation  
**plain** uni  
**play (n)** une pièce de théâtre  
**play (v)** jouer  
**police officer** un policier  
**pork** du porc  
**postman** un facteur  
**posture** une position, une posture  
**potato** une pomme de terre  
**prefer** préférer  
**premises** les locaux  
**preschool** une crèche  
**pretty soon** très bientôt  
**price** un prix  
**printed** avec un motif, à motifs, imprimé  
**prom** un bal de promo  
**provide** fournir  
**pullover** un pull  
**put\*** mettre

**Read\*** lire  
**recommend** recommander  
**release** sortir (un film / un livre)  
**repair** réparer  
**repetitive** monotone, répétitif  
**rice** du riz  
**rock climbing** l'escalade  
**room** une pièce, une salle  
**rule** un règlement

**Safety goggles/glasses** lunettes de sécurité  
**safety** la sécurité  
**safety rules** les règles de sécurité  
**safety vest** un gilet de sécurité  
**salesgirl/man** une vendeuse, un vendeur  
**salmon** du saumon  
**sandals** des sandales

**sausage** une saucisse  
**save** économiser  
**scarf** une écharpe  
**screen** un écran  
**scuba diving** la plongée  
**see you soon** à bientôt.  
**sell\*** vendre  
**September** septembre  
**serve** servir  
**shelf / shelves** une/des étagère(s)  
**shirt** une chemise  
**shoes** des chaussures  
**shop (n)** un magasin, une boutique  
**shop assistant** un(e) vendeur/-euse  
**shorts** un short  
**shoulder** l'épaule  
**sister** une sœur  
**sketch** faire une esquisse  
**skin** la peau  
**skinny** moulant  
**skirt** une jupe  
**slouched** affalé  
**slow down** ralentir  
**small** petit  
**snorkelling** plongée libre (plongée avec tuba)  
**socks** des socquettes  
**sofa** un canapé  
**son** un fils  
**soon** bientôt  
**South African** sud africain  
**Spanish** espagnol  
**spend\* time** passer du temps  
**sports shirt** un maillot de sport  
**sporty** sportif  
**staircase** un escalier  
**start** commencer  
**stay** rester  
**stepfather** un beau-père  
**stepmother** une belle-mère  
**stool** un tabouret  
**store** un magasin, une boutique  
**strawberry** une fraise  
**strict** strict, rigoureux  
**striped** à rayures  
**student** un étudiant  
**suffer from** souffrir de  
**suit** un costume  
**supermarket** un supermarché  
**supervisor** un tuteur  
**support (v)** appuyer  
**survey** un sondage  
**Swedish** suédois  
**sweets** des bonbons  
**swim\*** nager  
**swimming** la natation

**T-shirt** un T-shirt  
**take\* off** enlever (vêtements)  
**talk** parler  
**tattoo** un tatouage  
**teach\*** enseigner  
**teacher** un(e) enseignant(e)  
**team sport** un sport collectif  
**team** une équipe  
**technician** un technicien  
**terrace** une terrasse  
**thank you** merci.

**there is/there are** il y a  
**tidy (v)** ranger  
**tie** une cravate  
**tiler** un carrelleur  
**tiring** fatigant  
**today** aujourd'hui  
**tomato** une tomate  
**tomorrow** demain  
**tonight** ce soir  
**top** (vêtement) un haut  
**tour (v)** visiter, faire du tourisme  
**town** une ville  
**town centre** le centre ville  
**tracksuit** un survêtement  
**trainee** un stagiaire  
**trainers** des chaussures de sport  
**travel agency** une agence de voyages  
**trousers** un pantalon  
**Turkish** turc  
**twins** des jumeaux

**Uncle** un oncle  
**under** dessous  
**use (v)** utiliser

**Vegetables** des légumes  
**video game** un jeu vidéo  
**visit (v)** visiter

**Waiter** un serveur  
**wake\* up** se réveiller  
**walk (v)** marcher  
**want** vouloir  
**wardrobe** une armoire  
**warehouse** un entrepôt  
**wash** laver  
**watch (n)** une montre  
**watch (v)** observer, regarder  
**wear\*** porter (vêtement)  
**weather** le temps (météo)  
**web designer** un concepteur de sites internet  
**wedding** un mariage  
**welcome (v)** accueillir  
**what colour...?** de quelle couleur...?  
**what** quel, que...  
**where** où  
**who** qui  
**why** pourquoi  
**wife** une épouse  
**wildlife** les animaux sauvages  
**window** une fenêtre  
**windsurfing** la planche à voile  
**winter hat** un bonnet  
**wonderful** merveilleux  
**work (n)** le travail  
**work (v)** travailler  
**worker** un travailleur  
**workplace** le lieu de travail  
**workshop** un atelier  
**write\*** écrire

**Year** une année, un an  
**yesterday** hier



## français-anglais

**A** **bientôt** see you soon  
**à carreaux** checked  
**à côté de** next to  
**à fleurs** flowery  
**à motifs** printed  
**à rayures** striped  
**accessoire(s)** an accessory, accessories  
**accueillir** welcome  
**acheter** buy\*  
**acteur** an actor  
**adorer** love  
**affalé** slouched  
**afficher** display  
**agence de voyages** a travel agency  
**agence immobilière** an estate agency  
**aide soignant** an auxiliary nurse  
**aider** assist  
**aiguille** a needle  
**aimer** like, love  
**aller** go\*  
**américain** American  
**an, année** a year  
**anglais** English  
**animalerie** a pet shop  
**animaux sauvages** wildlife  
**août** August  
**appareils** the machinery  
**apporter** bring\*  
**apprendre** learn\*  
**apprenti(e)** an apprentice  
**appuyer** support  
**arbre généalogique** a family-tree  
**architecte** an architect  
**armoire** a wardrobe  
**arriver (événement)** happen  
**ascenseur** a lift  
**atelier** a workshop  
**attraction touristique** an attraction  
**aujourd'hui** today  
**australien, -ne** Australian  
**avoir** have\*/have\* got  
**avril** April

**B** **al de promo** a prom  
**beau-père** a stepfather  
**belle-mère** a stepmother  
**bientôt** soon  
**bleu marine** navy blue  
**bonbons** sweets  
**bonjour (après-midi)** good afternoon, hello  
**bonjour (matin)** good morning, hello  
**bonnet** a winter hat, a beanie  
**bonsoir** good evening  
**bottes** boots  
**boucher (n)** a butcher  
**boulangier** a baker  
**boutique** a shop  
**bras** an arm  
**britannique** British  
**bureau** a desk (meuble), an office (lieu)

**C** **ache-oreilles** earmuffs

**cadre** a picture  
**caissier** a cashier  
**camper** camp  
**camping (terrain)** a campsite  
**canadien** Canadian  
**canapé** a sofa  
**carotte** a carrot  
**carreleur** a tiler  
**carrière** a career  
**casque** a hard hat  
**casquette** a cap  
**ce soir** tonight  
**centre ville** the town centre  
**chaise** a chair  
**chambre** a bedroom  
**chantier** a building site  
**chapeau** a hat  
**chauffeur** a driver  
**chaussures** shoes  
**chaussures à talons** high-heeled shoes  
**chaussures de sports** trainers  
**chemise** a shirt  
**chef (cuisine)** a cook  
**chips** des frites  
**coiffeur** a hairdresser  
**collier** a necklace  
**combattre** fight\*  
**combien ça coûte?** how much is it?  
**combien de?** how many ...?  
**combinaison de travail** overalls  
**commencer** start  
**commercialiser** market  
**compter** count  
**concepteur de sites Internet** a webdesigner  
**concevoir** design  
**conseiller (v)** advise  
**construire** build\*  
**costume** a suit  
**cotte** overalls  
**cou** the neck  
**couleur** a colour  
**cousin, -e** a cousin  
**coussin** a cushion  
**couturière** a dressmaker  
**cravate** a tie  
**créateur de mode** a fashion designer  
**créateur, créatrice** a designer  
**crèche** a childcare centre, a day nursery, a preschool  
**créer** create, found  
**crème glacée** an ice-cream  
**crêpe** a pancake  
**cueillette** picking  
**cuir** leather  
**cuisine** a kitchen  
**cuisinière (appareil)** a cooker  
**cuisinier** a cook

**D** **extérieur** outdoor  
**dans deux semaines** in two weeks' time  
**dans dix ans** in ten years' time  
**dans in**  
**de quelle couleur...?** what colour ...?

**décembre** December  
**décès (n)** a death  
**découvrir** discover  
**déjeuner (v)** have\* lunch  
**demain** tomorrow  
**demi-frère** a half-brother  
**demi-soeur** a half-sister  
**dessin** a drawing  
**dessous** under  
**détester** hate  
**directeur, -trice** a manager/manageress  
**divorcé** divorced  
**dos** the back  
**drapeau** a flag

**E** **charpe** a scarf  
**économiser** save  
**écouter** listen  
**écran** a screen  
**écrire** write\*  
**électricien** an electrician  
**en (+ année ou mois)** in  
**en jeans (tissu)** denim  
**encre** ink  
**enfant, -s** a child/children  
**enlever (vêtements)** take\* off  
**enseignant, -e** a teacher  
**enseigner** teach\*  
**entraîneur** a coach  
**entre** between  
**entrepôt** a warehouse  
**entrer** enter  
**épaule** the shoulder  
**épouse** a wife  
**épouser** marry  
**équipe** a team  
**équipements** facilities  
**escalade** rock climbing  
**escalier** a staircase  
**espagnol** Spanish  
**esthéticienne** a beautician  
**étage** a floor  
**étagère(s)** a shelf/shelves  
**être** be\*  
**être né** be\* born  
**étudiant** a student  
**exactement** exactly  
**extincteur** an extinguisher

**F** **abriquer** make\*  
**fabuleux** fabulous  
**facteur** a postman  
**faire du rangement** tidy  
**faire du tourisme** tour  
**faire la vaisselle** clean the dishes, do the washing-up  
**faire** make\*  
**faire ses devoirs** do\* one's homework  
**faire ses valises** pack one's bags  
**faire une esquisse** sketch  
**famille** a family  
**fantastique** fantastic  
**fatigant** tiring  
**fauteuil** an armchair  
**femme au foyer** a housewife  
**fenêtre** a window

**feu** a fire  
**février** February  
**filie** the daughter/a girl  
**film** a movie  
**fil** a son  
**fleuriste** a florist  
**fonder** found  
**fournir** provide  
**fraise** a strawberry  
**français** French  
**frère** a brother  
**fromage** cheese  
**Gagner (argent)** earn\*  
**gants** gloves  
**garage** a garage  
**garçon** a boy  
**gâteau** a cake  
**génial** great  
**gilet de sécurité** a safety vest  
**glacier (métier)** an ice-cream maker  
**grand** large  
**grand magasin** a department store  
**grand-mère** the grandmother  
**grand-père** the grandfather  
**grands-parents** the grandparents  
**grec** Greek  
**grimper** climb

**H** **abiter** live  
**haïr** hate  
**harnais** a harness  
**haut (vêtement)** a top  
**hébergement** accommodation  
**heure** an hour  
**hier** yesterday  
**hôpital** a hospital  
**hygiène** hygiene

**I** **il y a** there is/are  
**image** a picture  
**incendie** a fire  
**infirmière** a nurse  
**ingénieur** an engineer  
**injecter** inject  
**intéressant** interesting  
**inventeur** an inventor  
**irlandais** Irish  
**italien** Italian

**J** **jambe** a leg  
**janvier** January  
**japonais** Japanese  
**jardin** a garden  
**jeu vidéo** a video game  
**jouer (spectacle)** perform  
**jouer** play  
**juillet** July  
**juin** June  
**jumeaux** twins  
**jupe** a skirt  
**jus de fruit** fruit juice

**L** **laboratoire** a laboratory  
**laisser** leave\*  
**lave-vaisselle** a dishwasher  
**laver** wash

**legging** leggings  
**légumes** vegetables  
**lieu d'habitation** a place of living  
**lieu de travail** a workplace  
**lire** read\*  
**lit** a bed  
**livre** a book  
**locaux** the premises  
**lunettes de sécurité** safety goggles/glasses  
**lunettes** glasses

**Ma, mon, mes** my  
**machines** the machinery  
**maçon** a bricklayer  
**magasin** a shop, a store  
**magnifique** gorgeous, magnificent  
**mai** May  
**maillot de sport** a sports shirt  
**maison** a house  
**maladie** a disease  
**marcher** walk  
**mari** a husband  
**mariage** a wedding  
**marié** married  
**mars** March  
**masque** a mask  
**matin** the morning  
**mécanicien** a mechanic  
**médecin** a doctor  
**menuisier** a joiner  
**merci** thank you, thanks  
**mère** the mother  
**merveilleux** wonderful  
**métier** a job, an occupation  
**mettre** put\*  
**meuble** a piece of furniture  
**mexicain** Mexican  
**micro-ondes** a microwave  
**miroir** a mirror  
**mode** fashion  
**mois** a month  
**monotone** repetitive  
**montre** a watch  
**mort (n)** a death  
**motif** a design  
**moulant** skinny  
**mourir** die  
**musée** a museum

**Nager** swim\*  
**naissance** a birth  
**natation** swimming  
**nationalité** a nationality  
**nettoyer** clean  
**neo-zélandais** New Zealander  
**neuf** new  
**nom** a name  
**nombre** a number  
**nouilles (chinoises)** noodles  
**nourrir** feed\*  
**nouveau** new  
**novembre** November  
**numéro** a number  
**numéro de téléphone** a phone number

**Observer** watch  
**octobre** October  
**oignon** an onion  
**oncle** the uncle  
**ouverture** an opening  
**ouvrir** open

**Pain** bread  
**pantalons** pants (US), trousers (GB)  
**parapente** paragliding  
**parce que** because  
**parents** the parents  
**parler** talk, speak\*  
**passer du temps** spend\* time  
**pâtes** pasta  
**patron** the boss  
**pause** a break  
**peau** skin  
**pêche** fishing  
**pendant combien de temps ?** how long...?  
**père** the father  
**petit** small  
**petit-fils** a grandson  
**petits-enfants** the grandchildren  
**pièce** a room  
**pièce de théâtre** a play  
**placard** a cupboard  
**plage** a beach  
**planche à voile** windsurfing  
**plongée libre** snorkelling  
**plongée** scuba diving  
**poisson** fish  
**poissonnier** a fishmonger  
**policier** a police officer  
**pomme** an apple  
**pomme de terre** a potato  
**pompier** a fireman  
**porc** pork  
**porte** a door  
**porte coupe-feu** a fire-door  
**porter (vêtement)** wear\*  
**position** a posture  
**posture** a posture  
**poulet** chicken  
**pourquoi** why  
**préférer** prefer  
**prendre le petit déjeuner** have\* breakfast  
**prendre une douche** have\* a shower  
**prix** a price  
**prochain** next  
**professeur** a teacher  
**profession** an occupation  
**pull** a pullover

**Quel âge ...?** how old (+ be)?  
**quel** what  
**qui** who  
**quitter** leave\*

**Ralentir** slow down  
**randonnée** hiking  
**ravi(e) de vous rencontrer** nice to meet you.  
**recommander** recommend

**reconnaissant** grateful  
**récréation** a break  
**réfrigérateur** a fridge  
**regarder** watch  
**règlement** a rule  
**règles de sécurité** safety rules  
**rencontrer** meet\*  
**rendez-vous** a date  
**réparer** repair  
**répétitif** repetitive  
**rester** stay  
**rez-de chaussée** the ground floor  
**riz** rice  
**robe** a dress  
**roulier** a lorry driver  
**s'assurer** make\* sure  
**s'habiller** get\* dressed

**Sa, son, ses** his, her  
**sac** a bag  
**salle à manger** a dining room  
**salle** a room  
**salle de bains** a bathroom  
**salle de pause** a break room  
**salon** a living room, a lounge  
**salut** Hello!, Hi!  
**sandales** sandals  
**santé** health  
**saucisse** a sausage  
**saumon** salmon  
**saut à l'élastique** bungee jumping  
**savoir** know\*  
**se lever** get\* up  
**se marier** get\* married  
**se passer** happen  
**se produire** perform  
**se réveiller** wake up\*  
**sécurité** safety  
**sensationnel** fantastic  
**septembre** September  
**serrurier** a locksmith  
**servir** serve  
**seul** alone  
**short (n)** shorts  
**ski (n)** skiing  
**socquettes** socks  
**sœur** a sister  
**soir** the evening  
**sol** the floor  
**sondage** a survey  
**sortir (un film / un livre)** release  
**sortir avec** go\* out with  
**souffrir (de)** suffer (from)  
**sport collectif** a team sport  
**sportif** sporty  
**stagiaire** a trainee  
**stylo** a pen  
**sud africain** South African  
**suédois** Swedish  
**suivre** follow  
**super** great  
**superbe** magnificent  
**supermarché** a supermarket  
**sur** on  
**survêtement** a tracksuit  
**sweatshirt à capuche** a hoodie  
**Table basse** a coffee table

**table de nuit** a bedside table  
**tabouret** un tabouret  
**tante** an aunt  
**tapis** a carpet  
**tarte** a pie  
**tatouage** a tattoo  
**tatoueur** a body artist  
**technicien** a technician  
**technicien de maintenance** a maintenance technician  
**téléphone** a phone  
**temps (météo)** the weather  
**tenu** an outfit  
**terrasse** a terrace  
**ticket d'entrée** an entrance ticket  
**tidy** ranger  
**tomate** a tomato  
**tongs** flip flops  
**tôt** early  
**tous les jours** every day  
**travailler** work  
**travailleur,-se** a worker  
**très bientôt** pretty soon  
**turc** Turkish  
**tuteur** a supervisor

**Uni** plain  
**urgence** an emergency  
**usine** a factory  
**utiliser** use

**Vélo tout-terrain (VTT)** a mountain bike  
**vendeur** a shop assistant, a salesman  
**vendeuse** a shop assistant, a salesgirl  
**vendre** sell\*  
**vérifier** check  
**veste** a jacket  
**vestiaire** a changing room  
**vêtements** clothing, the clothes  
**viande** meat  
**vieux** old  
**ville** a city, a town  
**visiter** tour, visit  
**vivre** live  
**voici** here you are!  
**vol (avion)** a flight  
**vouloir** want

**Yeux** the eyes

**Zone commerciale** a commercial area  
**zone industrielle** an industrial estate



## UNIT 2 The Final Countdown

**NOW ACT**

Page 14 exercise **6** STUDENT A

You ask **student B** questions to complete the information cards for the supporters' club.

**ST JOHNSTONE SPORTS CLUB**

NAME: .....

AGE: .....

PHONE NUMBER: .....

**ST JOHNSTONE SPORTS CLUB**

NAME: .....

AGE: .....

PHONE NUMBER: .....

Name: Jane  
Age: 19  
Phone number:  
078 871 7423

Name: Gordon  
Age: 17  
Phone number:  
077 422 5581

Use this information to answer student B's questions.

## UNIT 4 The Family Circle

**NOW ACT**

Page 29 exercise **9**

**Student A:** Choose 4 characters from the series 'SODA' in the list below and ask your classmate who these people are for Adam.

Babeth – Eve – Gisèle – Ludo – Michel – Slimane – Uskur – Mrs Vergneau

**Student B:** Answer your classmate's questions and ask 4 questions about 4 other characters.

Example: Who is Jenna? She is Adam's crush.

## UNIT 6 Home Sweet Home

**NOW ACT**

Page 40 exercise **6** STUDENT A

Work in pairs and spot the six differences.

Ask your partner questions to find the six differences between your photo and his/her picture. Answer his/her questions. Tick the differences on your picture.



## UNIT 14 Vocational Training

**NOW ACT**

Page 94 exercise **5** STUDENT A

Work in pairs. Use the elements below to answer Student B's questions.

STUDENT A'S WORK PLACEMENT	
Workplace (name + location): NewTrends - Cambridge	Working hours: 10am – 5pm
Number of employees: 5	Break: 1 – 2pm
Length of the placement: 3 weeks	Day off: Thursday
Dates: 17 May – 6 June	Daily tasks: welcome customers – advise customers
Other trainees: 1	Likes: sell clothes – friendly employees – see many people.
Supervisor's name and job: Steven Morris / salesman	

# Appendix

## UNIT 2 The Final Countdown

**NOW ACT**

Page 14 exercise **6** STUDENT B

You ask student A questions to complete the information cards for the supporters' club.

**ST JOHNSTONE  
SPORTS CLUB**

NAME: .....

AGE: .....

PHONE NUMBER: .....

**ST JOHNSTONE  
SPORTS CLUB**

NAME: .....

AGE: .....

PHONE NUMBER: .....

► Name: Kevin  
Age: 18  
Phone number:  
075 499 1637

► Name: Melinda  
Age: 20  
Phone number:  
076 498 3185

Use this information to answer student A's questions.

## UNIT 6 Home Sweet Home

**NOW ACT**

Page 40 exercise **6** STUDENT B

Work in pairs and spot the six differences.

Ask your partner questions to find the six differences between your photo and his/her picture.

Answer his/her questions. Tick the differences on your picture.



## UNIT 13 Celebrities

**NOW ACT**

Page 88 exercise **4** STUDENT A

Use the information below to answer Student B's questions about Zara.

► Name: Amancio Ortega  
► Place of birth: Busdongo de Arbas, Spain  
► Nationality: Spanish  
► Occupation: businessman

► Date of creation of the company: 1975  
► Number of Zara stores in the world in 2014: 1,216

## UNIT 9 Trip Advisor

**NOW ACT**

Page 61 exercise **8**

Use the information below to write a short article about what visitors should do at the Taronga Zoo.

**Taronga zoo:** (Opening Hours: 9:30am – 5:00pm)

- see koalas, kangaroos, wallabies, emus, giraffes, lions, chimpanzees, penguins, alligators ... (4,000 animals)
- feed\* the giraffes with the zoo keeper (\*nourrir)
- attend the seal show\* (\*assister au spectacle de phoques)
- attend conferences about kangaroos or alligators
- visit the wildlife hospital

## UNIT 10 Fashion

**NOW ACT**

Page 69 exercise **9**

Select an outfit, describe and comment it.



## UNIT 11 Rules at Work

**NOW ACT**

Page 75 exercise **9**

Read the document and answer the questions in French.

### Home Pool Safety

It only takes a few seconds for a young child to drown<sup>1</sup>. Every year, hundreds of children under 4 die. The American Red Cross appeal to parents to follow this guideline.

- **Secure** your pool with appropriate barriers.
- **Don't leave** children without surveillance.
- **Ensure** everybody in the house can swim well.

- **Ensure** you know the emergency telephone number.
- **Tell** the children to obey:
  - > They must wear a life-jacket.
  - > They mustn't run
  - > They mustn't dive<sup>2</sup>.

1. se noyer ; 2. plonger

Abridged from [www.redcross.org/water-safety](http://www.redcross.org/water-safety)

## UNIT 13 Celebrities

**NOW ACT**

Page 88 exercise **4** STUDENT B

Use the information below to answer Student A's questions about Foot Locker.

- ▶ **Name:** Frank Woolworth
- ▶ **Place of birth:** New York, USA
- ▶ **Nationality:** American
- ▶ **Occupation:** businessman

- ▶ **Date of creation of the company:** 1974
- ▶ **Number of Foot Locker stores in the world in 2014:** 3,900

## UNIT 14 Vocational Training

**NOW ACT**

Page 94 exercise **5** STUDENT B

Work in pairs. Use the elements below to answer Student A's questions.

### STUDENT B'S WORK PLACEMENT

**Workplace** (name + location): French Bread - Liverpool  
**Type:** bakery  
**Number of employees:** 5  
**Length of the placement:** 3 weeks  
**Dates:** 19 November – 21 December  
**Other trainees:** 2  
**Supervisor's name and job:** Mabel Perez / baker

**Working hours:** 5am – 1pm  
**Break:** 9am – 9:30am  
**Day off:** Monday  
**Daily tasks:** help the boss – clean the shop – put the bread in the shop  
**Likes and dislikes:** friendly boss, staff and trainees – get up very early – tiring work

# Word Card

1

## unit 1 > Jobs

Complétez avec a ou an.



a ..... bus driver



a ..... hairdresser



a ..... butcher



an ..... auxiliary nurse



a ..... teacher



a ..... waiter



a ..... cashier



an ..... architect



## unit 2 &gt; The Sports Club Boutique



1 Écoutez et complétez les prix des trois premiers articles.  
Puis dites-les à l'oral comme dans l'exemple.

The tie is £12.

2 Complétez chaque étiquette avec le prix correspondant  
aux quatre derniers articles.

bag = twenty-one pounds fifty

scarf = sixteen pounds ninety

hat = seventeen pounds

jacket = forty pounds ninety-nine

3



a sports shirt

£25

1



a pair of sports shoes

2

£38



a tracksuit

4



a scarf

£16.90

5

£40.99



a jacket

£21.50



a bag

6

7



a hat

£17



## unit 3 > Activities



▲ Babysitting



▲ Cooking



▲ Playing video games



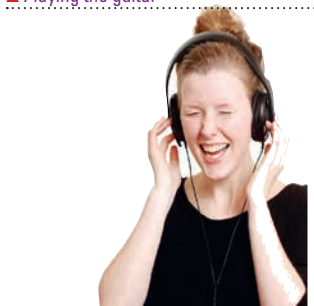
▲ Playing the guitar



▲ Watching TV



▲ Singing



▲ Listening to music



▲ Painting



▲ Stamp collecting

**1** Placez les mots suivants sous la photo correspondante.

Singing  
Cooking

Painting  
Babysitting

Playing the guitar  
Watching TV

Stamp collecting  
Playing video games

Listening to music

**2** Ecrivez une phrase sur ce que vous aimez, vous détestez ou vous préférez faire.

Réponse personnelle

.....

.....

.....

.....



4

# Word Card

## unit 4 > Family



An Indonesian wedding



A grandmother and her grandson



Twins



A father and his son



A mother and her daughter



A grandfather and his grandchildren

1 Placez les légendes sous les images qui correspondent.

- |  |                                   |
|--|-----------------------------------|
| a. a mother and her daughter           | d. a father and his son           |
| b. an Indonesian wedding               | e. a grandmother and her grandson |
| c. a grandfather and his grandchildren | f. twins                          |

2 Reliez les liens de parenté avec les appellations familiales.

- |                |  |                      |
|----------------|--|----------------------|
| a. mother      |  | f. Grandma – Granny  |
| b. father      |  | g. Auntie            |
| c. aunt        |  | h. Mum – Mummy       |
| d. grandmother |  | i. Dad – Daddy       |
| e. grandfather |  | j. Grandad – Grandpa |

## unit 5 > Food from all over the World

Roast beef, potatoes  
and vegetables



British ..... food

Paella



Spanish ..... food

Tex Mex  
chicken



Mexican ..... food

Blueberry  
pancakes



American ..... food

Ice cream



Italian ..... food

Pizza



Italian ..... food

Scones



British ..... food

Sushi



Japanese ..... food

Greek salad



Greek ..... food

Cheese burger



American ..... food

Carrot cake



Canadian ..... food

Grilled kebab



Turkish ..... food

1 Complétez en ajoutant l'adjectif de nationalité sous les drapeaux.

American – British – Canadian – Greek – Italian – Japanese – Spanish – Mexican – Turkish

2 Faites des mini-dialogues par deux.

L'élève A montre un plat et le propose à l'élève B en disant : « *Would you like ...?* ».

L'élève B répond en fonction de ses goûts : « *Yes, please / No, thank you. I'll have ...* ».

Puis inversez les rôles.

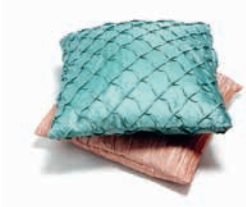




# 6

# Word Card

## unit 6 > Home Equipment and Furniture



▲ cushions



▲ a coffee table



▲ a mirror



▲ a fridge



▲ a cooker



▲ a microwave



▲ a dishwasher



▲ a staircase



▲ cupboards



▲ a stool



▲ a bedside table



▲ a wardrobe

1 Complétez les noms sous chaque photo : cupboards – fridge – coffee table – dishwasher – cushions – wardrobe – cooker – stool – microwave – mirror – staircase – bedside table

2 Classez dix de ces objets ou meubles de façon logique dans les pièces suivantes.

In the bedroom	In the kitchen
bedside table	cupboards
cushions	stool
wardrobe	fridge
mirror	microwave
	dishwasher
	cooker

## unit 7 > Daily Routines

have a shower



get dressed



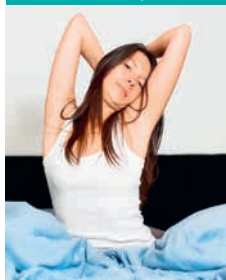
meet friends



go to school



wake up



leave home



surf the internet



take the bus



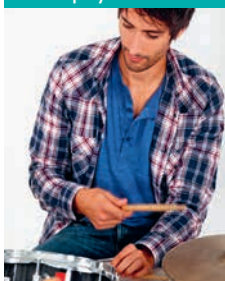
watch TV



practise sport



play music



go to work



- 1 Observez les images pendant quelques minutes. Fermez le livre et citez le maximum de mots à votre partenaire. Echangez les rôles.
- 2 Demandez à votre partenaire de vous citer:
  - 1 activité commençant par la lettre S;
  - 2 activités commençant par la lettre W;
  - 2 activités commençant par la lettre P;
 Echangez les rôles.
  - 3 activités commençant par la lettre G;
  - 1 activité commençant par la lettre H.
- 3 Utilisez ces photos pour dire ce que vous faites toutes les semaines en précisant le jour et l'heure.

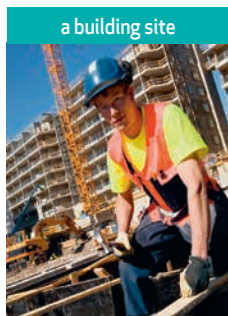




# 8

# Word Card

## unit 8 > Workplaces



### 1 Complétez par un métier.

- a. She works in a hospital. She is a nurse .....
- b. He works on a building site. He is an electrician / a bricklayer / joiner .....
- c. He works in a garage. He is a mechanic .....
- d. She works in a workshop. She is a ... .....
- e. She works in a supermarket. She is a cashier / shop assistant .....

### 2 Faites des mini-dialogues par deux.

L'élève A montre à l'élève B un lieu de travail et dit : « Where does s/he work ? ».

L'élève B répond : « S/He works in a ... ». Puis inversez les rôles.

## unit 9 > Outdoor Activities

hiking



rock climbing



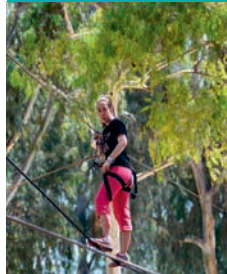
snowboarding



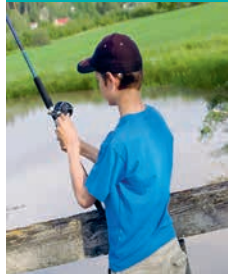
paragliding



tree climbing



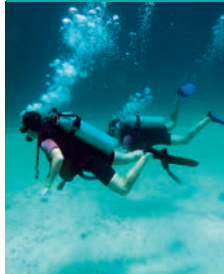
fishing



windsurfing



scuba diving



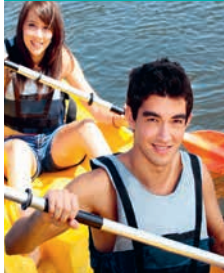
bungee jumping



mushroom picking



canoeing



ballooning



**1** Entourez la traduction exacte du mot français.

Escalade : rock climbing - tree climbing

Faire du canoë : kayaking - canoeing

Pêcher en mer : sea fishing - river fishing

Faire de la plongée libre (avec tuba) : scuba diving - snorkelling

Faire de la montgolfière : ballooning - paragliding

**2** Faites des mini-dialogues par deux.

L'élève A demande à l'élève B : *What should I do in summer/autumn/winter/spring? ou*

*"What do you recommend me to do in ...?"*

L'élève B répond en montrant une des illustrations : *You should go... ou I recommend you to go / to do...*

Puis inversez les rôles.

## unit 10 &gt; Clothes and Accessories

a bag



a watch



a tie



a bangle



a beanie



gloves



a scarf



a top



(a pair of) trousers



a suit



a sweatshirt



a hoodie



**1** Demandez à votre partenaire de pointer du doigt la carte que vous dites. Echangez les rôles.

**2** Demandez à votre partenaire de vous citer :

- 1 accessoire commençant par la lettre G ;
- 3 vêtements commençant par la lettre T ;
- 3 vêtements commençant par la lettre S ;

- 1 accessoire commençant par la lettre W ;
- 1 accessoire commençant par la lettre B ;
- 1 vêtement commençant par la lettre H.

**3** Posez des questions à votre partenaire comme dans l'exemple.

*What are you wearing? I'm wearing a top.*

*Do you prefer the striped tie or the checked tie? I prefer the checked tie.*



## unit 11 > Safety Signs



▲ a. Wear a protective  
mask!



▲ b. Slow down!



▲ c. Don't enter!



▲ d. Don't swim here!



▲ e. Wash your hands!



▲ f. Use the fire phone!



▲ g. Wash your eyes!



▲ h. Don't drink this water!



▲ i. Don't touch!



▲ j. Don't walk here!



▲ k. Watch your step!



▲ l. Have a shower!

1 Ecrivez la légende correspondant à chaque image.

1. Don't drink this water!
2. Don't enter!
3. Don't swim here!
4. Don't touch!

5. Don't walk here!
6. Have a shower!
7. Slow down!
8. Use the fire phone!

9. Wash your eyes!
10. Wash your hands!
11. Watch your step!
12. Wear a protective mask!

2 Reprenez chaque consigne oralement en commençant par **You must** ou **You mustn't**.

## unit 12 &gt; Predictions



2

NEXT WEEK



4

NEXT YEAR



TOMORROW



5

SOON



What will happen? Will I ...?

- Yes, you will...  
- No, you won't... but you will...



3

IN TWO MONTHS' TIME



7

IN THE YEAR 2025



6

IN TWO YEARS' TIME

## 1 Associez les prédictions de la voyante aux photos correspondantes.

- |                                   |                                      |
|-----------------------------------|--------------------------------------|
| a. You will buy a house. (6.....) | e. You will have children. (7.....)  |
| b. You will earn money. (2.....)  | f. You will meet someone. (1.....)   |
| c. You will get married. (4.....) | g. You will take the plane. (5.....) |
| d. You will buy a car. (3.....)   |                                      |

## 2 Par deux, jouez la conversation avec la voyante selon le modèle ci-dessous.

Elève A : Will I meet someone?

Elève B : Yes, you will meet someone tomorrow.



## unit 13 > Celebrations and Events

JANUARY



New Year's Eve

FEBRUARY



Valentine's Day

MARCH



Saint Patrick's Day

APRIL



April Fools' Day

MAY



Mother's Day

JUNE



World Environment Day

JULY



Independence Day (US)

AUGUST



Twins' Day

SEPTEMBER



Start of new school year

OCTOBER



Halloween

NOVEMBER



Guy Fawkes Night

DECEMBER



Christmas

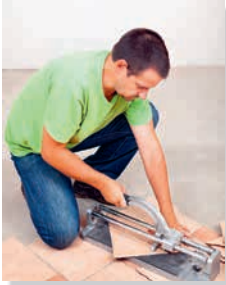
Complétez le calendrier avec les fêtes ou événements.

- a. Mother's Day
- b. Valentine's Day
- c. Independence Day (US)
- d. Christmas

- e. Saint Patrick's Day
- f. Halloween
- g. April Fools' Day
- h. World Environment Day

- i. Twins Days
- j. New Year's Eve
- k. Start of new school year
- l. Guy Fawkes Night

## unit 14 &gt; Craft Workers



a. a tiler



b. a chocolate maker



c. a locksmith



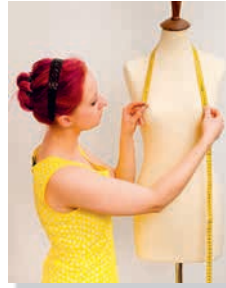
d. a shoe repairer



e. a cook



f. a fishmonger



g. a dressmaker



h. a heating specialist



i. a baker



j. a bricklayer



k. a jeweller



● Quels métiers appartiennent aux secteurs suivants ?

the building sector	the fashion sector	the food sector
tiler locksmith heating specialist bricklayer	shoe repairer jeweller dressmaker	chocolate maker cook baker fishmonger

## Situation A Compréhension de l'écrit - expression écrite

Durée 20 minutes

### Rainbow Looms<sup>1</sup>

Summer 2014 has seen a new craze<sup>2</sup> in the US, France, the UK, Belgium, Japan and Australia: bracelets and other things made with rubber bands assembled on a loom with a hook. People of all ages make and wear this new type of jewellery, including Kate Middleton, Prince William, Malia Obama and Pope Francis! All the ingredients are united for the success of the product, such as an auction sale<sup>3</sup> of a dress made out of bands on eBay!

Rainbow Loom, the original brand, was created by Cheong Choon Ng, a Malaysian immigrant in the US. At the beginning it was unsuccessful, so Ng started a website and instructional videos to show how to use the loom. In 2012, the first looms and bands were sold with success. The bands and looms are made in China and Ng supervises their distribution. In France, the story started in November 2013 and "Creative Import", a small society based in Quimper, has got the monopoly.



1. des métiers ; 2. une mode ; 3. une vente aux enchères

### 1 Lisez le document et répondez en anglais aux questions. 20 points

a. What elements compose a Rainbow Loom set? 3 pts

There is a loom, a hook and rubber bands.

b. Where and when did the success of Rainbow Loom start? 4 pts

It started in the States in 2012.

c. Give the two solutions Cheong Choon Ng thought up\* to make his product successful. 4 pts

Cheong Ng started a website and also instructional videos.

d. Where are the products made? 2 pts

They are made in China.

e. Who organises their distribution? 2 pts

Cheong Choon Ng.

f. When and where did the story start in France? 4 pts

The story started in November 2013, in Quimper.

g. What is the name of the French company? 1 pt

Its name is Creative Import.

\* inventer

## Situation B Compréhension de l'oral

Durée 20 minutes / 3 écoutes



### 2 Ecoutez cette conversation entre Mike et Tony et cochez les bonnes réponses.

20 points (2 pts par bonne réponse)

- |   |  |  |   |
|---|--|--|---|
| a. Mike part en vacances :                  | <input type="checkbox"/> en Angleterre             | <input checked="" type="checkbox"/> en Australie     | <input type="checkbox"/> en Autriche.                       |
| b. Il y restera :                           | <input checked="" type="checkbox"/> trois semaines | <input type="checkbox"/> quatre semaines             | <input type="checkbox"/> cinq semaines.                     |
| c. A Sydney, il logera :                    | <input type="checkbox"/> à l'hôtel                 | <input type="checkbox"/> chez son ami Jeremy         | <input checked="" type="checkbox"/> chez son cousin Jeremy. |
| d. Il y restera :                           | <input type="checkbox"/> trois jours               | <input type="checkbox"/> cinq jours                  | <input checked="" type="checkbox"/> une semaine.            |
| e. Ensuite, Mike ira à Port Stephens :      | <input type="checkbox"/> en train                  | <input checked="" type="checkbox"/> en voiture       | <input type="checkbox"/> en avion.                          |
| f. Et pour faire le trajet, il lui faudra : | <input type="checkbox"/> une heure                 | <input type="checkbox"/> deux heures                 | <input checked="" type="checkbox"/> trois heures.           |
| g. Là bas, Mike ira :                       | <input checked="" type="checkbox"/> à la plage     | <input type="checkbox"/> à la piscine                | <input type="checkbox"/> à l'aquagym.                       |
| h. Puis dans l'Outback, à Cobar, il fera :  | <input type="checkbox"/> de la plongée             | <input type="checkbox"/> de la voile                 | <input checked="" type="checkbox"/> du camping.             |
| i. Il rencontrera :                         | <input type="checkbox"/> des Inuits                | <input checked="" type="checkbox"/> des Aborigènes   | <input type="checkbox"/> des Amérindiens.                   |
| j. Tony, lui, pour ses vacances :           | <input type="checkbox"/> ira aux Etats Unis        | <input checked="" type="checkbox"/> restera chez lui | <input type="checkbox"/> ira dans sa famille.               |

## Situation C Compréhension de l'écrit - expression orale

Durée 20 minutes

### 3 Observez cette affiche et répondez oralement en anglais aux questions avec des phrases complètes. 20 points

**apple FEAST**

**Norfolk Orchards**

**LITTLE MELTON**  
Community Hall and village park  
15- 16 October / 11am - 6 pm  
both days

admission £1,50 adults, kids under 16 free  
60 stalls (including seeds and plants, crafts, veggies and fruit) - cookery demos - talks - kids' area  
- food and drinks - free juice tasting

**MORE INFO 0173 265 156**

- |   |  |
|---|--|
| a. What is the document about? <b>2 pts</b>   | f. Can you have lunch on the premises? <b>2 pts</b>            |
| b. Where does the event take place?<br>(two pieces of information/facts minimum) <b>4 pts</b> | g. What is the programme for the public? <b>2 pts</b>          |
| c. When does the event take place? <b>2 pts</b>   | h. Who is sponsoring the event? <b>2 pts</b>                   |
| d. Does everyone have to pay to get in? <b>2 pts</b>  | i. What must you do if you want more information? <b>2 pts</b> |
| e. What can the public buy during the feast? <b>2 pts</b>                                     |  |



## Situation A Compréhension de l'écrit - expression écrite

Durée 20 minutes

### JEEP

The history of the Jeep began with World War II and no other motor vehicle has ever inspired the kind of respect and affection that this vehicle does.

The U.S. Army needed a fast, lightweight, all-terrain vehicle. In 1940, the Army called on the automotive companies to create a working prototype (fitting army specifications) in forty-nine days. Willy's Truck Company was the first company to create the right prototype. The new vehicle was nicknamed "the Jeep." There were many advantages to the Jeep. Being small and compact, it could be transported to battle areas by plane or glider\*, dropped by parachute or floated across a river. General Dwight D. Eisenhower said that America could not have won World War II without it. The Jeep became as familiar to rich and famous people as it was to the ordinary citizen. Today Jeeps are sometimes used in competitions like Jeep Jamboree in the US.

Adapted from <http://auto.howstuffworks.com>



\* un planeur

### 1 Lisez le document et répondez en anglais aux questions. 20 points

a. When did the history of the Jeep start? 2 pts

It started with World War II.

b. What sort of vehicle did the US Army want? 2 pts

They wanted a fast and lightweight vehicle.

c. When was the first jeep designed? 2 pts

It was designed in 1940 (World War II).

d. Who created the first prototype? 2 pts

Willy's Truck Company.

e. How long did it take? 2 pts It took 49 days only.

f. What are the advantages of this vehicle? 4 pts

It can be transported by a plane or a glider / it can be dropped by parachute / it can be floated across a river / it is a small and compact vehicle.

g. Who declared that Jeep was essential for the victory? 2 pts

General Dwight D. Eisenhower (declared that).

h. Was the Jeep popular in the army only? 2 pts

No, it was familiar to everyone: rich and famous people and ordinary citizens.

i. What is the use of this vehicle today? 2 pts

It is used in competitions like Jeep Jamboree.



## Situation B Compréhension de l'oral

Durée 20 minutes / 3 écoutes



### 2 Ecoutez cette conversation dans un office de tourisme et répondez aux questions en français. 20 points

- Que veut la touriste ? **2 pts** Elle veut réserver une chambre d'hôtel.
- Pour combien de temps ? **2 pts** Pour une durée de 3 nuits.
- Quel lieu choisit-elle ? **2 pts** Celui près du lac / L'hôtel près du lac.
- Quels sont les tarifs du premier hôtel ? **3 pts** £90 par nuit pour deux personnes, petit déjeuner compris.
- Du second hôtel ? **3 pts** £75 par nuit sans le petit déjeuner.
- Lequel préfère-t-elle ? **2 pts** Le premier hôtel.
- Comment s'appelle la touriste ? **3 pts** Elizabeth/Ms MURRAY
- Quel autre renseignement l'employée demande-t-elle ? **3 pts** Un numéro de carte bancaire.

## Situation C Compréhension de l'écrit - expression orale

Durée 20 minutes

### 3 Lisez cette fiche et répondez oralement en anglais avec des phrases complètes. 20 points

#### HALLOWEEN

**Other names:** Hallowe'en or All Hallows' Eve.

**Observed:** in many countries all over the world.

**Origin:** a celebration initially influenced by Celtic harvest festivals.

**Symbols:** "jack-o'-lanterns" (they represent the souls<sup>2</sup> of the dead people), witches<sup>3</sup>, skeletons...

**Festivities:** "trick-or-treating" (children in costumes go from house to house in order to ask for treats

such as candies<sup>4</sup>), fancy dress<sup>5</sup> parties, making jack-o'-lanterns with pumpkins, lighting bonfires<sup>6</sup>, apple bobbing (apples are put in a basin full of water and children try to catch one apple with their teeth), visiting haunted houses, watching horror films, decorating houses (artificial spider webs or plastic skeletons).

**Date:** the 31st of October

**Frequency:** annual.

**Today:** a very commercialised celebration.

*Adapted from Wikipedia*

#### JACK-O'-LANTERN



1. la moisson ; 2. les âmes ; 3. des sorcières ;  
4. des bonbons ; 5. déguisement ; 6. des feux de joie

- What is Halloween? **2 pts**
- When does it take place? **2 pts**
- Is it a yearly or biannual celebration? **2 pts**
- What is its origin? **2 pts**
- What activities are typical for children? **3 pts**
- What other activities are possible? **5 pts**
- What does a Jack-o'-lantern represent? **2 pts**
- What sort of feast is Halloween today? **2 pts**

## Situation A Compréhension de l'écrit - expression écrite

Durée 20 minutes

### An Incredible Batmobile for ill Children's Dreams

Zac Mihajlovic, from Australia, built a replica of the Batmobile in two years by modelling it on the famous car from the 1989 Batman film. There are only between 10 and 12 similar replicas on the planet. But with a full registration plate<sup>1</sup>, this is the unique replica eligible<sup>2</sup> to be driven on the roads. Mihajlovic's objective is to make dreams come true for ill children. Mihajlovic bought spare parts from the actual Batmobile in 2009, then asked Warner Brothers<sup>3</sup> for a licence to build this replica. His grandfather, a retired mechanical engineer, helped him to build the car. It was finally completed in 2011 but remained in the garage for two years. In December 2013 the Batmobile was finally registered. The vehicle is now mainly used for charities. Forty ill children were able to jump in that famous car during the first months of 2014.



Adapted from <http://www.mirror.co.uk/news/weird-news/super-fan-builds-incredible-batmobile-3674303>

1. plaque d'immatriculation ; 2. autorisé à ; 3. grande société de production et de distribution pour le cinéma et la télévision

#### 1 Lisez le document et répondez en anglais aux questions. 20 points

a. What did Australian Zac Mihajlovic build? **2 pts**

Zac Mihajlovic built a replica of a Batmobile.

b. How long did it take him? **2 pts**

It took him two years.

c. How many replicas of the Batmobile are there in the world? **2 pts**

There are between ten and twelve replicas.

d. Why is this replica unique? **2 pts**

It is the only replica which can be driven on the roads / eligible to be driven on the roads.

e. Why did Mihajlovic build it? **3 pts**

To help ill children / To make ill children's dreams come true / To make dreams come true for ill children.

f. When did he start the work? **2 pts**

He started the construction / building it in 2009.

g. Who helped him? **2 pts** His grandfather helped him.

h. What did Zac do in December 2013? **3 pts**

He registered the Batmobile.

i. What happened in the first months of 2014? **2 pts**

Forty ill children used the Batmobile.

## Situation B Compréhension de l'oral

Durée 20 minutes / 3 écoutes



### 2 Ecoutez cette annonce et cochez les bonnes réponses. 20 points 2 pts par réponse.

- |   |  |  |   |
|---|--|--|---|
| a. Brandon Monroe est :   | <input type="checkbox"/> le pilote                 | <input type="checkbox"/> un steward                  | <input checked="" type="checkbox"/> le commandant de bord.  |
| b. Ce vol a lieu :  | <input checked="" type="checkbox"/> le matin       | <input type="checkbox"/> l'après midi                | <input type="checkbox"/> le soir.                           |
| c. Il va en direction de :  | <input type="checkbox"/> Zurich                    | <input checked="" type="checkbox"/> Rome             | <input type="checkbox"/> Bonn.                              |
| d. En ce moment, l'avion survole :                                      | <input type="checkbox"/> Genève                    | <input checked="" type="checkbox"/> Zurich           | <input type="checkbox"/> Bonn.                              |
| e. Les passagers pouvant voir cette ville par les hublots, sont assis : | <input type="checkbox"/> à droite                  | <input type="checkbox"/> à l'avant                   | <input checked="" type="checkbox"/> à gauche de l'appareil. |
| f. La vitesse de l'avion est de :                                       | <input type="checkbox"/> 750 km/h                  | <input checked="" type="checkbox"/> 800 km/h         | <input type="checkbox"/> 850 km/h.                          |
| g. Il vole à une altitude de :  | <input type="checkbox"/> 10 000                    | <input type="checkbox"/> 11 000                      | <input checked="" type="checkbox"/> 12 000 mètres.          |
| h. A l'arrivée, la météo prévoit :                                      | <input type="checkbox"/> un orage                  | <input checked="" type="checkbox"/> de fortes pluies | <input type="checkbox"/> de la neige.                       |
|   | <input checked="" type="checkbox"/> un ciel gris   | <input type="checkbox"/> un beau soleil              | <input type="checkbox"/> un ciel bleu.                      |
|   | <input checked="" type="checkbox"/> un peu de vent | <input type="checkbox"/> des bourrasques             | <input type="checkbox"/> du mistral.                        |

## Situation C Compréhension de l'écrit - expression orale

Durée 20 minutes

### 3 Lisez cet extrait d'un document sur des consignes de sécurité puis répondez oralement aux questions avec des phrases complètes. 20 points

#### Driving in Tunnels

##### Approaching the tunnel.

- Switch on your headlights.
- Take off your sunglasses.
- Pay attention to the traffic lights and traffic signs.

##### In the tunnel.

- Keep a good distance from the vehicle in front.
- Observe speed limits.
- Don't make a U-turn or reverse.
- Don't stop except in an emergency.

##### Congestion.

- If traffic slows suddenly, turn on hazard warning lights.

- If traffic stops moving, turn off the engine.
- Do not leave your vehicle.

##### Breakdown.

- Turn on hazard lights.
- Pull over into an emergency lane.
- Turn off the engine.
- Leave your vehicle; wear a reflective jacket and pay attention to the traffic.
- Use an emergency phone to call the rescue service.
- Wait for help. [...]

Adapted from <http://www.theaa.com>

- a. What must you do before you enter the tunnel? 3 pts
- b. What is prohibited when you are driving in a tunnel? 3 pts
- c. When must you turn off your engine? 3 pts
- d. When do you need your hazard warning lights? 3 pts
- e. What phone can you use to phone the rescue services? 1 pt
- f. Can you leave your vehicle in case of congestion? In case of breakdown? 2 pts
- g. When must you wear a reflective jacket? 2 pts
- h. What must you do when you are driving in the tunnel? 3 pts



# Scripts des activités de compréhension orale

## UNIT 1 Meeting People

### Page 7 exercise 1

- |                   |                |                   |
|-------------------|----------------|-------------------|
| a. an air kiss    | b. a handshake | c. a hug          |
| d. the royal wave | e. a bro check | f. a goodbye wave |

### Page 7 exercise 2

**Dialogue A:** Hello, Jamie! Good to see you here!

**DIALOGUE B**

– Good morning. I'm Sarah, the new assistant.

– Good morning, Sarah. Nice to meet you.

**Dialogue C:** Goodbye, Sue.

**Dialogue E:** Hi, bro! Wassup?

**Dialogue F:** Bye! See you soon.

### Page 8 exercises 1 and 2

**Tom:** Good morning!

**Janet:** Good morning!

**Tom:** What's your job?

**Janet:** I'm an electrician.

**Tom:** Ok...

**Janet:** And what's your name?

**Tom:** I'm Tom.

**Janet:** What do you do, Tom?

**Tom:** I'm a sales representative.

### Page 8 exercise 4

**DIALOGUE A**

**Man:** Good morning!

**Woman:** Good morning!

**Man:** What's your name?

**Woman:** My name's Sally Andrews.

**Man:** What's your job?

**Woman:** I'm a doctor.

**DIALOGUE B**

**Man:** Hi, what's your name?

**Woman:** Hi! I'm Deborah Watson.

**Man:** What do you do?

**Woman:** I'm a beautician.

### Page 9 exercise 6

**Woman:** Hello, what's your name?

**Sean:** I'm Sean. Sean Stevenson.

**Woman:** Where do you live?

**Sean:** I live in Toronto.

**Woman:** Oh, you're Canadian! Great! What do you do?

**Sean:** I'm a student.



## Page 11 In Tune exercise A

a beautician, an electrician, a mechanic

## Page 11 In Tune exercise B

a. a shop assistant / b. a police officer / c. an apprentice / d. an actor / e. a student / f. a doctor

# UNIT 2 The Final Countdown

## Page 13 exercise 1

one – two – three – four – five – six – seven – eight – nine – ten – eleven – twelve

## Page 14 exercise 1

Hi folks. I'm Jeremy Keegan, your new coach. Here is my phone number. It's 079 143 4430. Now you, Jim. Tell me, what's your mobile number, please?

## Page 14 exercise 3

Chris is seventeen. Pat is twenty. Now, Ann; Ann is fifteen.

Tim is thirteen, yes he is the baby of the club. And Meg? She is eighteen...

## Page 14 exercise 4

**Linda:** Hi, Jason. How old are you?

**Jason:** I'm seventeen. And you, Linda? How old are you? Are you seventeen too?

**Linda:** No, I'm not. I'm sixteen.

## Page 15 exercise 8

Eighty-four goals

Thirty-two penalties

Ninety-three faults

Sixty-eight offsides

## Page 15 exercise 9

Today's Special Offers. It's £1 for a chocolate bar. £1      £25.95 for the club sweatshirt. £25.95

## Page 15 exercise 10

– Look! This is the club's new T-shirt.

– How much is it?

– It's £11.50.

– And how much is it for a cap and a mug?

– £27.45.

– Well. How much is a flag?

– £12.95.

– Let's buy the flag.

## Page 17 In Tune exercise A

thirteen – thirty

## Page 17 In Tune exercise B

15 – 60 – 70 – 19 – 16 – 50 – 17

## Page 17 exercise 2

Sara: 0173 452 872

Lucas: 0153 731 499

## Page 18 exercise 5

Start with number 12. 3 – 6 – 14 – 1 – 7 – 15 – 13 – 5 – 10 – 17 – 8 – 4 – 16 – 2 – 11 – 9 and back to 12.

## UNIT 3 The Things I Like

### Page 19 exercise 1

books – team sports – swimming – magazines – TV series

### Page 19 exercise 2

#### I LIKE MUSIC

- a. I like music but I don't like video games.
- b. I don't like swimming at school.
- c. I like magazines.
- d. I don't like books.
- e. I like TV series.
- f. I like team sports.

### Page 20 exercises 1 and 2

#### WHAT'S ON TONIGHT?

**Emma:** William, what about watching TV tonight?

**William:** Yes, why not? It's a good idea. Let's have a look at the programme.

**Emma:** So, what's on TV tonight?

**William:** There are many series tonight. What TV series do you like?

**Emma:** I like Grey's Anatomy but I don't like Doctor House.

**William:** Well, it's the opposite for me. I don't like Grey's Anatomy. I prefer Doctor House. I think it's more interesting.

**Emma:** OK, in that case, I like Ugly Betty.

**William:** How can you like that sort of series? I hate Ugly Betty but I like Vampire Diaries very much.

**Emma:** Oh, that's fine. I like Vampire Diaries. Stephan and Damon, I like them. But I prefer The Walking Dead.

**William:** I love The Walking Dead. It's a good choice. Let's watch The Walking Dead.

### Page 20 exercise 3

#### DO YOU LIKE IT?

**Man:** Hello! I'm doing a survey. Can I ask you some questions, please?

**Woman:** Yes, of course.

**Man:** Question number one: Do you like team sports?

**Woman:** Yes, I do. I love football.

**Man:** What is your favourite team?

**Woman:** My favourite football team is Manchester United.

**Man:** Question number two: Do you like horror films?

**Woman:** No, I don't. I hate horror films. I prefer action films.

**Man:** What is your favourite film?

**Woman:** My favourite film is Mission Impossible.

**Man:** Thank you for your answers. Goodbye.

**Woman:** Goodbye.

### Page 23 In Tune exercise B

[i] like "swim": video – interesting – listen – film

[ai] like "like": vampire – writing – sometimes – riding – tonight

## CULTURE CLICK The United States of America

### Page 25 exercises 1 and 2

a. The Golden Gate Bridge is one of the longest suspension bridges in the world. It is located in San Francisco, California.

b. The faces of George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln are carved into the granite of Mount Rushmore in South Dakota.

c. The White House, in Washington D.C., is the residence for the president and his family. It's also the workplace of America's political leaders.

- d. The Statue of Liberty was given as a gift to America by France in 1884. The statue stands on Liberty Island in the state of New York.
- e. The home to the American alligator is the Everglades National Park, in Florida.
- f. The Grand Canyon is a gorge carved by the Colorado River throughout Arizona.
- g. The most unique casinos in the world are on the Las Vegas Strip in Nevada.
- h. The Hollywood sign, located in Los Angeles, California, is 110 metres long.

## Page 26 exercise 4

### AMERICAN BREAKFAST

A typical American breakfast menu is different in the north and the south of the USA. But there are some common ingredients, like scrambled or fried eggs, bacon or ham, potatoes, cereal, bagels or pancakes, and toast with jam, jelly or peanut butter, washed down with some coffee and/or orange juice.

## Page 26 Quiz

1. The symbol of the USA is the Statue of Liberty.
2. The capital of the USA is Washington DC.
3. Independence Day is on July 4th.
4. The first inhabitants of America were Indian people.
5. In the USA, you pay in dollars.
6. The subway is the name of the underground.
7. There are many bright screens in Times Square.
8. Boston's Fenway Park is the oldest stadium for baseball.
9. Cape Canaveral is in Florida.
10. You can see 2,400 stars on the Hollywood Walk of Fame.

# UNIT 4 The Family Circle

## Page 27 exercise 1

parents – mother – father  
 children – daughter – son  
 brother – sister  
 couple – wife – husband

## Page 27 exercise 2

### FAMILY PHOTOS

**Matt:** Hello, Jenny. Have you received my email with the photos of my family?

**Jenny:** Yes, Matt. There are 4 photos. Is that you on photo number 1, Matt?

**Matt:** Yes, that's me. Me and my wife. Her name is Jasmine.

Photo number 2 is a photo of my children. This is my daughter –her name is Chloe– and that is Clive, my son. They are both 7; they are twins.

**Jenny:** And who is on photo number 3? Your parents?

**Matt:** Yes, that's my father; his name is Gordon, and my mother.

**Jenny:** What's her name?

**Matt:** Lindsay. They are super parents.

**Jenny:** And who is the man on photo number 4?

**Matt:** That's my brother; his name is Roman.

**Jenny:** Is the girl his wife?

**Matt:** No! That's Linda, my sister.

## Page 28 exercise 1

### HAVE YOU GOT A BIG FAMILY, JULIAN?

**Alice:** Have you got a big family, Julian?

**Julian:** No, I haven't. I've only got one sister.

**Alice:** What's her name?

**Julian:** Her name is Melina.

**Alice:** Have you got grandparents?

**Julian:** Yes, I have. Betty, my grandmother, is great.

**Alice:** You are lucky! And your grandfather? What's his name?

**Julian:** His name is Alan.

## Page 28 exercise 2

divorced – remarried – a stepfather – a half-brother – a half-sister

## Page 28 exercise 3

### A RECONSTITUTED FAMILY

**Julian:** Now, it's my turn to ask you questions, Alice. Have YOU got a big family?

**Alice:** Yes, I have. I have got a brother, Charlie and a sister, Adeline.

**Julian:** Well, that is not a big family!

**Alice:** Wait a minute! My parents are divorced...

**Julian:** And?

**Alice:** My mother is remarried...

**Julian:** So, you've got a stepfather?

**Alice:** Yes, his name is Kevin White.

**Julian:** And?

**Alice:** Kevin and my mother have got 2 children together: Max and Mia. They are twins.

**Julian:** Wahoo! So, let's recap: you've got one brother and one sister, one half-brother and one half-sister. Correct?

**Alice:** Yeah... and with me, that makes 5 children! Plus, we've got a cat and a dog. It IS a big family!

## Page 29 exercise 5

a. Who is that?      b. She is my aunt.      c. He is my uncle.      d. She is my friend.

## Page 29 exercise 6

### WHO IS MIKE?

**Steve:** Lily, who is Mike? Your father?

**Lily:** Yes, he's my father.

**Steve:** And your mother? What's her name?

**Lily:** Her name is Sally.

**Steve:** And who are Britney and Ted?

**Lily:** Ted is my uncle and Britney is my aunt.

**Steve:** And who is that? Your grandmother?

**Lily:** Yes. Her name is Bridget.

**Steve:** And who is the man with no hair in the photo?

**Lily:** Oh that's my grand-father. His name is Jack.

## IN TUNE Page 31 exercise A

Who - How

## IN TUNE Page 31 exercise B

a. **Who** is David?      b. **How** is David?      c. **How** are you?      d. **Who** are you?  
e. **Who** has got the book?      f. **How** much is the book?      g. **Who** do you know?

## TRAINING Page 32 exercise 6

### PHARRELL'S FAMILY

Pharrell's parents are Caroline and Pharao Williams. They have got 3 children. Pharrell's brothers are Cato and Psolomon.

Pharrell is married to Helen and they have got a son; his name is Rocket.

# UNIT 5 At the Food Truck

## Page 33 exercise 2

### A. NOODLES

This is a Japanese dish. The main ingredients are noodles, vegetables and meat.

### B. FISH AND CHIPS.

This is a British dish. The main ingredients are fish and potatoes.

## Page 33 exercise 3

### C. HOT DOG

This is an American sandwich. The main ingredients are bread and sausage, onions, tomatoes and pickles.

## Page 34 exercise 1

Would you like orange juice? Yes, please.

Would you like coffee? No, thank you.

Would you like a strawberry smoothie? No, thank you.

Would you like mineral water? Yes, please.

Would you like a fizzy drink? Yes, please.

## Page 35 exercise 5

### AT THE FOOD TRUCK

**Waitress:** Hello. Can I help you?

**Customer:** Yes, I'd like carrot cake, please.

**Waitress:** Here you are. Would you like anything else?

**Customer:** Yes, I'll have a drink. How much is a Cappuccino, please?

**Waitress:** It is €2.40, Sir.

**Customer:** OK. I'll have a carrot cake and a Cappuccino. How much is that?

**Waitress:** It's €6.90, Sir.

**Customer:** Thank you. Here you are.

**Waitress:** Thank you, Sir. Have a nice day!

## Page 35 exercise 7

### AMERICAN FOOD TRUCK

**Waiter:** Good morning, Madam. Can I help you?

**Customer:** Yes, I'd like mineral water, please. How much is it?

**Waiter:** It's \$1.80. Here you are. Would you like anything else?

**Customer:** Thank you. Yes, I'll have a mixed salad. Is it \$2.90?

**Waiter:** Er ... Yes, you are right: mixed salad is \$2.90.

**Customer:** OK. And errr ... I'll have a beef burger and some pie. How much is apple pie, please?

**Waiter:** Er ... Apple pie is \$4.10.

**Customer:** Good. I'll have some apple pie then.

**Waiter:** Beefburger, apple pie. Anything else, Madam?

**Customer:** Er ... Yes, I'll have tea with my apple pie.

**Waiter:** Tea is \$1.40.

**Customer:** OK. How much is that?

**Waiter:** It's \$21.70 in all, Madam.

**Customer:** Here you are.

**Waiter:** Thank you, Madam. Enjoy your meal!

**Customer:** Thanks.

## IN TUNE Page 37 exercise A

a. has

b. and

c. his

d. hate

e. I'd



## IN TUNE Page 37 exercise B

- a. I'll have tea.
- b. Here you are.
- c. Can I help you?
- d. She has got her new book.
- e. He hates his hot dog.
- f. Have a nice day!

## TRAINING Page 38 exercise 5

### DIALOGUE A

**Mike:** Jenny, what will you have? Would you like salad?

**Jenny:** Yes, I'll have chicken salad, please.

**Mike:** OK. Chicken salad for Jenny.

**Jenny:** How much is it?

**Mike:** Errr... It's £5.30. Yes, 5.30.

### DIALOGUE B

**Mike:** And you, Tom, what will you have? Would you like salad too?

**Tom:** No, thank you. I'll have salmon with vegetables, please.

**Mike:** Salmon with vegetables: that's a good choice, Tom!

**Tom:** Yes, I love salmon. How much is it?

**Mike:** Errr... Salmon with vegetables..errr... It's £7.50.

### DIALOGUE C

**Jenny:** What about you, Mike, what will you have? Would you like dessert?

**Mike:** Yes. I'll have pancakes with strawberries.

**Jenny:** Pancakes with strawberries! Yum! How much is that, Mike?

**Mike:** It's £3.90.

## UNIT 6 Home Sweet Home

### Page 39 exercise 1

The garage is letter A. B is the kitchen, on the ground floor. C is one of the bedrooms and D is the bathroom, on the first floor.

And on the ground floor, E is the dining room and F is the living room.

### Page 39 exercise 3

There is a big garden but there is no terrace. There is no swimming pool.

### Page 40 exercise 1

- a. an armchair
- b. a sofa
- c. a table
- d. a shelf, shelves
- e. a carpet
- f. a picture

### Page 40 exercise 2

- a. What colour is the carpet? It's red.
- b. What colour are the walls? They are yellow / orange.

### Page 40 exercise 4

**Debbie:** How many bedrooms are there?

**Greg:** There are five bedrooms.

**Debbie:** Is there a large dining-room?

**Greg:** No, there isn't. The dining room is small but there is a large lounge.

**Debbie:** Is there a swimming pool?

**Greg:** In fact, there is one.

**Debbie:** Is there a big garage?

**Greg:** Yes, there is. For three cars. My house is a real palace! But there is no sauna!

## Page 40 exercise 5

**Journalist:** How many bedrooms are there?

**Ben:** There are three.

**Journalist:** Is there a garage?

**Ben:** Yes there is one.

**Journalist:** Is there a swimming pool?

**Ben:** No, there is no swimming pool.

**Journalist:** Is there a bathroom?

**Ben:** Yes, there are two.

## Page 41 exercise 7

a. The headset is between the boxes.

b. It's under the box.

c. It's in the box.

d. It's next to the box.

e. It's on the box.

## IN TUNE Page 43 exercise A

Lamps – beds – addresses.

## IN TUNE Page 43 exercise B

chairs – windows – garages – desks – rooms – tables – steps

## TRAINING Page 44 exercise 2

Hello, I'm Tim. This is my room. My computer is on my desk and my Maths book? Well, it's under my desk. Yes, under my desk! I don't like Maths.

But my sweatshirt is on my bed and my cap is next to my bed. My sports bag is on the chair.

# CULTURE CLICK The United Kingdom

## Page 45 exercises 1 and 2

a. Loch Ness is a large, deep lake in Scotland.

b. Hadrian's Wall was an ancient defensive fortification; it's in northern England.

c. Buckingham Palace is the residence of the Queen in London.

d. Canterbury Cathedral is one of the oldest cathedral in England. It is located in the south east of England.

e. Stonehenge is a prehistoric monument in the south of England.

f. The Millenium Stadium is a large sports centre. It is the national stadium of Wales.

## Page 46 exercise 4

On the 25th December, English people eat turkey, vegetables and cranberry sauce. The traditional dessert at Christmas is Christmas pudding. It's made with dried fruit about a month in advance. Little coins are hidden in the pudding and they bring luck to the person who finds one. After dinner people pull crackers.

## Page 46 QUIZ

1. The flag of the United Kingdom is called the Union Jack.

2. The capital of the United Kingdom is London.

3. The current Royal Family's name is Windsor.

4. The United Kingdom is made up of 4 countries.

5. In the United Kingdom, you pay in pounds.

6. A traditional British food is fish and chips.

7. A traditional British sport is cricket.

8. Murrayfield Stadium is in Edinburgh.

9. JK Rowling, the author of the Harry Potter series, is Scottish.

10. Scotland's most famous product is whisky.

# UNIT 7 Life of a Body Artist

## Page 47 exercise 1 and 2

Hello, my name is Kat Von D. I'm a famous body artist. This is what I do every day!

I get up at 6:30 am.

I start my day at the shop at 8:00 am.

I receive my first client at 9:15 am.

I finish my work at 5:35 pm.

I go to bed at 11:50 pm.

## Page 48 exercise 1 and 2

### A DAY WITH KAT VON D (PART 1)

**Journalist:** Good evening Kat Von D! Welcome to our show! Everybody knows you thanks to *L.A.Ink*, the famous reality show. So tell us how is the day of a famous body artist like you?

**Kat Von D:** Well to be precise, just like anybody's, I guess!

**Journalist:** Tell us, please! What do you do in the morning?

**Kat Von D:** I wake up at 6.30, then I make myself a big mug of tea to wake me up (my days are long, you know).

**Journalist:** What time do you have breakfast?

**Kat Von D:** I have breakfast at about 6.45.

**Journalist:** What time do you have your shower?

**Kat Von D:** I have a shower at seven oh five. Then, I brush my teeth and put on my make-up!

**Journalist:** Yes, the make-up you're so famous for! What time do you get dressed?

**Kat Von D:** I get dressed between 7:30 and 7:55.

**Journalist:** What time do you leave home?

**Kat Von D:** I leave home for work at 7:55 am.

**Journalist:** What do you...

## Page 48 exercise 4

### A DAY WITH KAT VON D (PART 2)

**Journalist:** After an exciting day tattooing people, what time do you arrive home?

**Kat Von D:** I arrive home at 5.35.

**Journalist:** What do you do at 5.35?

**Kat Von D:** Well, the first thing I do is to make myself a nice cup of tea.

**Journalist:** What do you do in the evening?

**Kat Von D:** I have a hot bath and relax.

**Journalist:** What time do you go to bed?

**Kat Von D:** I go to bed at 11.50. I'm so busy, you know!

## IN TUNE page 51 exercise A

arrives – advises – injects

## IN TUNE page 51 exercise B

she finishes – he wishes – he plays – she draws – it checks – it makes

## TRAINING page 51 exercise 2

a. It's five thirty-five.

b. It's six fifty.

c. It's two forty.

d. It's one oh five.

# UNIT 8 Companies

## Page 53 exercise 2

Hi! I'm a web designer. I work for EMWonline.  
We create websites and flyers. My company is located in Cheltenham.

## Page 54 exercise 1

**Charlie:** My name is Charlie and I'm a maintenance technician.  
**Mark:** Hello, I'm Mark. I'm a joiner. I work for BAM. My company builds houses. Today's building site is located in an industrial estate in Miami.  
**Ted:** Hi! I'm Ted. I'm a shop assistant.  
**Shep:** I'm Shep. I'm Ted's boss!!!

## Page 54 exercise 3

**Charlie:** My company's name is Super Tool Factory. It designs and manufactures tools. The factory is located on an industrial estate in Los Angeles.  
**Ted:** I work for Pet Supermarket. It's a pet shop. The company sells pet food and pet accessories. It is located in a commercial area in London.

## Page 54 exercise 4

**Reporter:** Maria, I'd like to ask you some questions about your job and your company.  
**Maria:** OK; go ahead.  
**Reporter:** What do you do, Maria?  
**Maria:** I work for Vinci in London.  
**Reporter:** Vinci? Do you mean Vinci, the construction company?  
**Maria:** Yes, that's it. I work on a building site. We're building a new shopping centre in London.  
**Reporter:** Where is it in London? Is it in a commercial area outside London?  
**Maria:** No, not at all. It's in the town centre.  
**Reporter:** Great! You're building a new shopping centre in the town centre! Wow! And what's your job? Are you a painter or a joiner?  
**Maria:** No, I'm an electrician.  
**Reporter:** An electrician! That's a good job. Congratulations, Maria. Are you going to your building site, now?  
**Maria:** Yes, that's it. I'll take the train.  
**Reporter:** OK. Have a nice day and do great work!  
**Maria:** Thank you. Bye.  
**Reporter:** Thank you, Maria. Goodbye.

## IN TUNE Page 57 exercise A

@uk.com                      larry-23                      brad\_m5                      abc.go.com/shows

## IN TUNE Page 57 exercise B

a. at                      b. dot                      c. dash                      d. slash                      e. underscore                      f. double slash

## IN TUNE Page 57 exercise C

a. www.aaa.com/auto-repair//5  
b. paul-john\_92@pet-supermarket.uk

## TRAINING Page 58 exercise 4

Number 1: This American company designs and sells fashion clothes and accessories for women. It's located in New York.  
Number 2: This Australian company designs and manufactures surfboards and body boards. It's located in Sydney.  
Number 3: This Californian company provides online special education services to help students. It is located in San Francisco.

## UNIT 9 Trip Advisor

### Page 59 exercise 1

- a. Sights, monuments and museums are attractions.
- b. Air transport, airports and planes are about flights.
- c. Questions, answers and comments are on forums.
- d. Hotels, bed & breakfasts, campsites are accommodation.

### Page 59 exercise 3

Port Douglas has a tropical climate with hot summers and warm winters.

In December, the average temperature is 82°F or 28°C.

In March, the average temperature is 77°F or 25°C.

In June, the average temperature is 69°F or 21°C.

And in September, the average temperature is 71°F or 22°C.

### Page 60 exercise 1

**a. Young traveller:** Hey, Lara, please, tell me. What should I do in Port Douglas?

**Lara:** You should go kitesurfing. It's fantastic!

**b. Young traveller:** What do you think, Britt? What type of activity can I do in Port Douglas?

**Britt:** You can go for a mountain bike ride. It is great!

**c. Young traveller:** Excuse me, Dave, what should I do in Port Douglas?

**Dave:** You should go snorkelling along the Great Barrier Reef. It is magnificent!

**d. Young traveller:** Leo, what do you think? What can I do in Port Douglas?

**Leo:** You can go sea kayaking. It's fabulous!

### Page 60 exercise 4

**Reporter:** Hi, Jeremy. You have just come back from Port Douglas. Could you please tell us what we should do there?

**Jeremy:** Well, err... First, you should go snorkelling. That's the best attraction. The Great Barrier Reef is really extraordinary. Second, err... you should run on the beach every day. It is fantastic! Third, you should go shopping at the Sunday market. It is great because it's the best place to buy local souvenirs at a low price.

### IN TUNE page 63 exercise A

should – restaurant – interesting – walk – night – opera – friend – Wednesday

### IN TUNE page 63 exercise B

- a. We should go to the restaurant tonight.
- b. The two friends should have a walk on the beach next Wednesday.
- c. Sydney Opera House is a very interesting place. You should visit it!

### TRAINING page 64 exercise 3

Debbie, I know you love animals. I recommend you to visit the zoo in Sydney. It is fabulous!

Pete, in Australia you can discover fantastic places and go for mountain bike rides at the same time. Yes, definitely, Pete, you should go mountain biking.

Jess, I know you like running. You should run on the beach! It is so pleasant!

## CULTURE CLICK Ireland

### Page 65 exercise 1

Kilmainham Jail and the Guinness Storehouse are in Dublin.

The Giants' Causeway is on the north coast of Ireland.

The Aran Islands and Connemara lakes are on the west coast of Ireland.

Tullynally Castle is located a few miles from Dublin.



## Page 66 exercise 4

This holiday is celebrated every year on March 17th, honoring the Irish patron saint, St Patrick. Common traditions include parades and wearing green. People eat cabbage and corned beef and drink Guinness.

## Page 66 QUIZ

1. The other name of the Republic of Ireland is Eire.
2. The capital of Northern Ireland is Belfast.
3. In the Republic of Ireland the head of the government is the President.
4. Guinness is a famous beer.
5. In the Republic of Ireland, you pay in euros.
6. Irish coffee is coffee, cream and whiskey.
7. A traditional Irish breakfast is black pudding, bacon and eggs.
8. *Zombie* is a song by the Cranberries.
9. Eithne Ni Bhraonain is the true name of the Irish singer Enya.
10. A traditional Irish musical instrument is the harp.

## UNIT 10 Fashion

### Page 67 exercise 1

- a. Matthew likes the beach boy style.
- b. Austin likes the business style.
- c. Lily likes the sporty style.
- d. Alexa likes the denim style.

### Page 67 exercise 2

- |              |                  |             |               |          |
|--------------|------------------|-------------|---------------|----------|
| 1. a T-shirt | 2. leather shoes | 3. leggings | 4. a pullover | 5. jeans |
| 6. shorts    | 7. trainers      | 8. a jacket | 9. flip-flops |          |

### Page 68 exercise 1

- |                    |                 |                     |
|--------------------|-----------------|---------------------|
| a. a green T-shirt | c. a blue dress | e. white shorts     |
| b. a red jacket    | d. black jeans  | f. a yellow T-shirt |

### Page 68 exercise 2

- |                     |                       |                    |                  |
|---------------------|-----------------------|--------------------|------------------|
| a. a flowery shirt. | b. a striped pullover | c. a plain T-shirt | d. checked jeans |
|---------------------|-----------------------|--------------------|------------------|

### Page 68 exercise 3

- I'd like the flowery shirt.
- I prefer the striped pullover.
- I'd like the plain T-shirt.
- I love checked jeans.

## Page 71 IN TUNE exercise B

- blue shoes
- black hat
- green jeans
- red dress

## Page 72 Training exercise 4

- I prefer the blue printed jacket.
- I'd like the smart blue and white checked shirt with a blue jacket and blue skinny jeans.
- I prefer the elegant pink skirt with a white flowery T-shirt and white high-heeled shoes.
- I'd like the gorgeous green flip-flops with red and green striped shorts and a red T-shirt.

## UNIT 11 Rules at Work

### Page 73 exercise 1

- a. a hard hat                      b. a safety harness                      c. a protective mask                      d. earmuffs

### Page 73 exercise 2

- E. a safety vest                      G. safety goggles                      I. safety shoes  
F. protective overalls                      H. safety gloves

### Page 73 exercise 3

- a. Wear a hard hat to protect your head!  
b. Wear safety goggles to protect your eyes!  
c. Wear safety shoes to protect your feet!

### Page 74 exercise 1

the neck – the shoulder – the arm – the back – the leg

### Page 74 exercise 2

- a. Support your back!  
b. Relax your legs, shoulders, neck and arms!

### IN TUNE Page 77 exercise A

rules – must – computing

### IN TUNE Page 77 exercise B

Instructions – blue – use – attitude – earmuffs – prudent – Lucy – number – cube

### TRAINING Page 78 exercise 5

#### ALWAYS SAYING “DON’T”

Folks are strange as they can be,  
Always sayin’ “Don’t” to me;  
Don’t do this and don’t do that;  
Don’t annoy or tease the cat,  
Don’t throw stones or climb a tree,  
Don’t play in the road. Oh, Gee!  
Seems like when I want to play,  
“Don’t” is all that they can say.

## UNIT 12 Plans for Tomorrow

### Page 79 exercise 1

Every day from Monday to Saturday

- a. Every day I get up at six.  
b. Every day I go to school.  
c. Every day I do my homework.  
d. Every day I have lunch at the canteen.

### Page 79 exercise 2

Tomorrow is Sunday.

1. Tomorrow I will stay in bed.  
2. Tomorrow I will have breakfast on the terrace.  
3. Tomorrow I will have a barbecue in the garden.  
4. Tomorrow I will listen to music.

## Page 80 exercises 1 and 2

### A SUMMER JOB

**Lauren:** Hello Daniel! How are you?

**Daniel:** Hello Lauren! I'm fine, thank you. And you?

**Lauren:** Fine, thanks. Next summer I will work at the fast food restaurant. And you Daniel, what about your summer job? Will you work next summer?

**Daniel:** Yes, I will. Next summer, I'll work at the fast food place too.

**Lauren:** Will you serve the customers?

**Daniel:** No, I won't.

**Lauren:** Will you prepare the sandwiches?

**Daniel:** Yes, I will. I'll cook you a hamburger pretty soon.

**Lauren:** Will you start in July then?

**Daniel:** Yes, I will. I'll have my first salary next month.

## Page 80 exercise 3

### MY WORK PLACEMENT

**Michael:** Hello Steve, how are you?

**Steve:** Hello Michael, I'm fine thanks, and you?

**Michael:** Fine, thank you. I've got my work placement.

**Steve:** That's good news. Where will you work?

**Michael:** I will work at the Bluebird restaurant. They need a trainee for a month.

**Steve:** What will you do?

**Michael:** I will wash the dishes.

**Steve:** Oh! Lots of work then! What time will you start?

**Michael:** I'll start at 11 am and I'll finish at 3 or 4 pm.

**Steve:** About 6 hours a day. That's OK.

**Michael:** Yes, it's not too long.

**Steve:** And how will you get there?

**Michael:** I'll take the bus.

**Steve:** When will you start?

**Michael:** I'll start on July 1st.

## IN TUNE Page 83 exercise A

a. I won't speak to him.

b. I will go to Italy.

c. I'll do it for you.

d. I'll leave on Tuesday.

e. I won't stay long.

## IN TUNE Page 83 exercise B

a. I'll see you tomorrow.

b. I won't see you tomorrow.

c. He'll fix it for you.

d. He won't fix it for you.

e. It'll be too late.

f. It won't be too late.

g. They'll tell you about it.

h. They won't tell you.

## CULTURE CLICK South Africa

### Page 85 exercises 1 and 2

a. The Augrabies Falls are large and powerful waterfalls, they are in the west of South Africa.

b. Kruger National Park is the most famous wildlife reserve. It is located in the north-east of South Africa.

c. The Cradle of Humankind is a World Heritage Site first named by UNESCO in 1999, about 50 kilometres northwest of Johannesburg, in the Gauteng province.

d. Durban is the biggest city on the Indian Ocean coast.

e. The Cape Winelands is a famous wine-producing area in the south of the country.

f. The Cape of Good Hope is a rocky promontory at the southern end of the Western Cape province.

g. Vredfort Dome is one of the oldest and largest meteorite sites. It is situated in the centre of South Africa.

## Page 86 exercises 4 and 5

### SOUTH AFRICA HAS 5 SYMBOLS

The National Flower: King Protea It looks like a beautiful pink and red artichoke. Did you know that the National Cricket Team of South Africa is called "The Proteas"?

The National Tree: Real Yellowwood is the most valued tree and is used to make beautiful furniture

The National Animal: Springbok. The springbok is South Africa's most well-known antelope. The springbok is the fastest antelope and can reach a speed of more than 80km/h. This antelope gives its name to the South African rugby team: "The Springboks".

The National Bird: Blue Crane. This light blue-grey bird is only to be found in South Africa. It has got a long neck and long legs.

The National Fish: Galjoen. The galjoen is another South Africa national symbol and native to the coastal waters of South Africa. It is known as blackfish. The galjoen weighs up to 7kg.

## Page 86 QUIZ

1. The current flag of South Africa was created in 1994.
2. South Africa's largest city is Johannesburg.
3. South Africa has a President.
4. South Africa is divided into 9 provinces.
5. In South Africa, you pay in South African Rands.
6. A typical South African food is biltong; a cured and dried meat that is a typical South African snack similar to beef jerky. Kids love to take this to school as a snack.
7. South Africa is often called the 'Rainbow Nation', because there are many different languages and traditions.
8. The longest river in South Africa is the Orange River.
9. Johnny Clegg is called "le Zoulou blanc", the white Zulu.
10. In South Africa, there are 11 official languages.

## UNIT 13 Celebrities

### Page 87 exercise 2

- a. Marilyn Monroe was born in 1926. She died in 1962.
- b. Steve Jobs was born in 1955. He died in 2011.
- c. Lou Reed was born in 1942. He died in 2013.
- d. Agatha Christie was born in 1890. She died in 1973.

### Page 88 exercise 1

#### H&M AND ERLING PERSSON

**Journalist:** Who was the founder of H&M?

**Voix feminine:** Erling Persson was the founder of H&M.

**Journalist:** What nationality was he?

**Voix feminine:** He was Swedish.

**Journalist:** What is the date of H&M's creation?

**Voix feminine:** H&M was created in 1947.

**Journalist:** When did the first H&M store open in France?

**Voix feminine:** It opened in 1998.

**Journalist:** How many H&M stores were there in 2014?

**Voix feminine:** There were 197 H&M stores in France in 2014.

### Page 88 exercise 3

Where was Steve Jobs born? He was born in San Francisco, US.

What was his occupation? He was an engineer.

What was his first famous invention? The Apple I computer was his first famous invention.

How long was he the director of Apple? He was the director for twenty years.

When was the iPhone released? It was released in 2007.

## IN TUNE page 91 exercise A

seventeen – seventy

## IN TUNE page 91 exercise B

engineer – cream – nationality – release – comedian – film – fourteen – read – video

## TRAINING page 92 exercise 3

a. September 1954

b. December 2012

c. March 1876

d. August 2001

# UNIT 14 Vocational Training

## Page 93 exercise 1

**Workplaces:** a preschool – a company restaurant – a nursing home

**Jobs:** a teaching assistant – a cook – a nursing auxiliary

## Page 93 exercise 2

a. My name is Jade. When I was a student, I went on work placement in a preschool. Now, I am a teaching assistant.

b. I am Jasmina. From 16 to 19 years old, I was a catering apprentice. Now, I am a cook in a company restaurant.

c. I'm Clive. When I was 17, I had a summer job in a nursing home. Now, I'm a nursing auxiliary.

## Page 94 exercise 2

### STAN'S PLACEMENT

**Adele:** Hello, Stan! Back from your work placement?

**Stan:** Yes. I finished yesterday.

**Adele:** Where were you?

**Stan:** I was at Asda hypermarket in London.

**Adele:** How long did you stay there?

**Stan:** From 14 February to 16 March. That's four weeks.

**Adele:** What did you do there?

**Stan:** I was a cleaning operative.

**Adele:** How many trainees were there?

**Stan:** Well, altogether, there were 4 trainees.

**Adele:** Did you all have the same supervisor?

**Stan:** No. There was a different supervisor for each trainee. My supervisor was Ted Wilson, the chief cleaner.

## Page 94 exercises 3 and 4

### KEN'S WORK EXPERIENCE

**Adele is now questioning Ken, another trainee.**

**Adele:** And how was the work at Asda Hypermarket?

**Ken:** The work? It was varied but tiring.

**Adele:** Did you work every day?

**Ken:** Yes, I did. Fortunately, Saturday was my day off!

**Adele:** How many hours per week did you work?

**Ken:** Well, I worked 30 hours per week.

**Adele:** What time did you start and what time did you finish?

**Ken:** I started at 7am every day and I finished at 1pm.

**Adele:** What time was the break?

**Ken:** From 11 to 11:30 (eleven thirty).

**Adele:** And what exactly did you do?

**Ken:** Every morning it was the same. I cleaned the store floor, the staff break room and the changing rooms. I washed the toilets and I cleaned and checked the machinery for the afternoon colleague.

**Adele:** What about your supervisor? Did you like him?



**Ken:** Well, at the beginning, I didn't like him; I didn't have much contact with him. He wasn't very friendly. But after the first week, it was OK.

## IN TUNE page 97 exercise A

where – were

Where is it? – Were you at home? – Where were you? – Tell me where you were.

## IN TUNE page 97 exercise B

there is – there was – nurse – word – prepare – work – chair – girl – shirt – care

# CULTURE CLICK New Zealand

## Page 99 exercise 1

a. the All Blacks

b. mud pools

c. sheep farming

d. rafting

e. a kiwi

f. a New Zealander

## Page 100 exercise 4

### HOBBITON MOVIE SET

The *Lord of the Rings* and *Hobbit* trilogies were shot in New Zealand. The village of Hobbiton was built near the town of Matamata in the North Island of New Zealand. Today the houses of the Hobbits are tourist attractions. You can visit the Hobbiton Movie Set near Matamata. The tour takes two hours and it is fascinating. It starts with the road sign: "Welcome to Hobbiton" then you can see Hobbit Holes, the Green Dragon Inn, the Mill, the double-arched bridge and other structures and gardens built for the films.

## Page 100 QUIZ

1. A New Zealander is also called a Kiwi.
2. The capital of New Zealand is Wellington.
3. The population is about 4.5 million.
4. New Zealand is in the Pacific Ocean.
5. The head of state is the Queen of England.
6. In New Zealand, you pay in New Zealand dollars.
7. The two official languages are English and Maori.
8. Mount Cook (3.754 metres) is the highest mountain.
9. In New Zealand, people drive on the left.
10. In Wellington, Te Papa is the museum of New Zealand.

# Appendix

## WORD CARD 2 Page 109 exercise 1

1. A pair of sports shoes is £25.

2. A tracksuit is £38.

3. A sports shirt is £20.

## CCF 1 Page 123 Situation B

**Tony:** Hi Mike! What are your plans for your holidays? Where are you going?

**Mike:** We're going to Australia.

**Tony:** Australia! Wow!

**Mike:** Yes. And we will stay there for three weeks.

**Tony:** Where exactly in Australia?

**Mike:** First, we'll stay in Sydney, at Jeremy's, my cousin. We'll spend a week there.

**Tony:** And next?

**Mike:** We'll go to Port Stephens...

**Tony:** By plane, by car?

**Mike:** By car. It's a three-hour drive. We'll stay a full week there and we'll go to the beach...

**Tony:** Great!

**Mike:** Then, we are going to a town called Cobar in the Outback. We are camping there.

**Tony:** Will you meet any Aborigenes?

**Mike:** Yes, of course. But Tony, where are you going for your holidays?

**Tony:** Err... I'm staying at home.

## CCF 2 Page 125 Situation B

**Tourist Office employee:** Good morning, Madam, can I help you?

**Tourist:** Yes please, I'd like to book a hotel room for three days.

**Tourist Office employee:** Whereabouts? In the city centre? Next to the lake?

**Tourist:** Well, next to the lake will be fine.

**Tourist Office employee:** Err... There are rooms available in two hotels. There is the Elm Hotel: the room is £90 for two per night, breakfast included. Or you have the Lake View Hotel. The room is £75 but breakfast is not included...

**Tourist:** Well, let's go to the Elm Hotel. Three nights for two people, please.

**Tourist Office employee:** OK. The Elm Hotel. What's your name, please?

**Tourist:** Elizabeth Murray: M-U-R-R-A-Y.

**Tourist Office employee:** OK. I need a bank card number, Madam, please.

**Tourist:** Yes, here you are.

## CCF 3 Page 127 Situation B

Ladies and gentlemen, this is Brandon Monroe, your flight commander speaking. I hope you are enjoying your flight to Rome this morning. At the moment we are flying over the beautiful city of Zurich, in the centre of Switzerland. If you are sitting on the left side of the plane, you can see the city from the window.

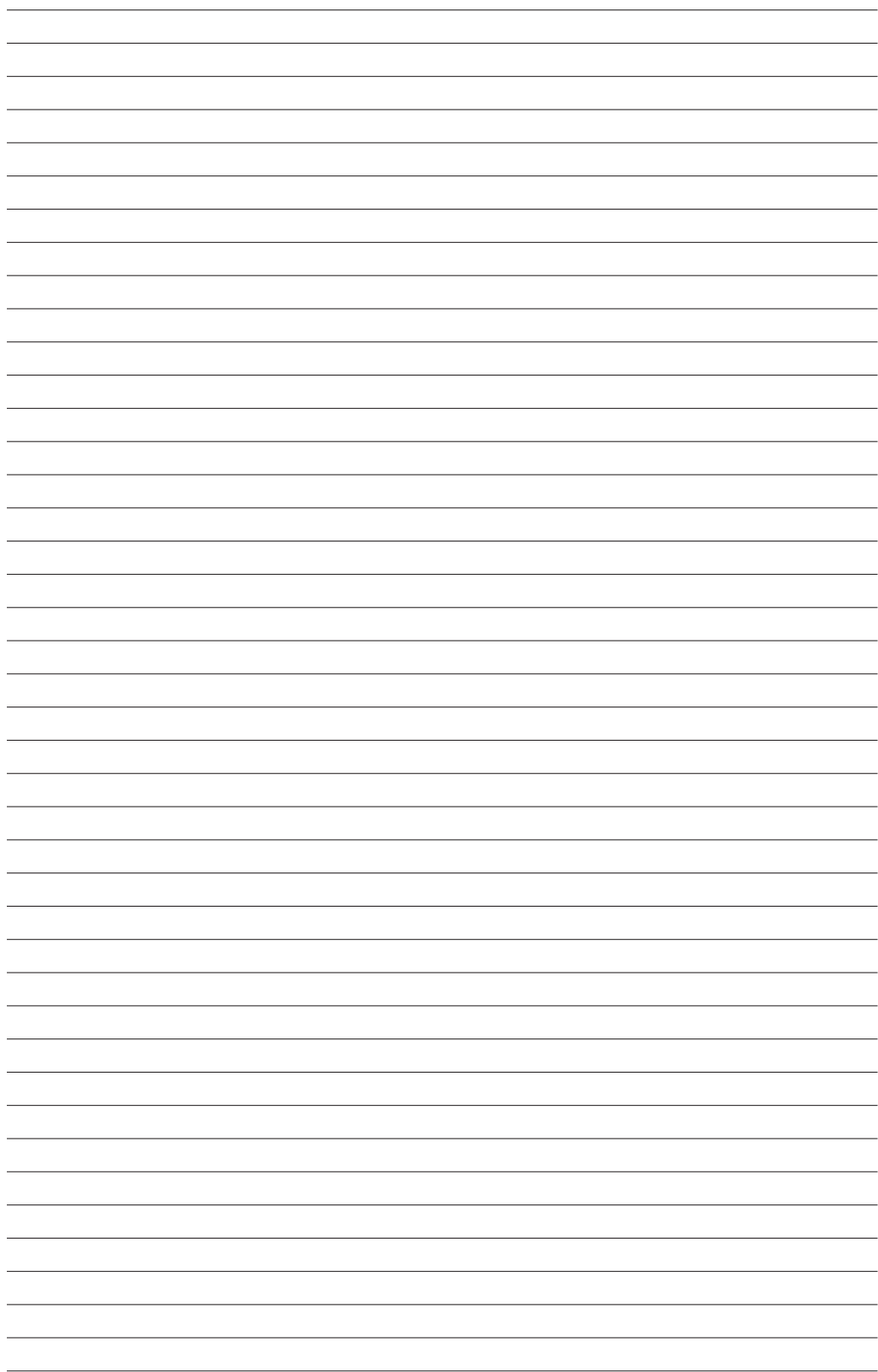
We're flying at 12,000 metres and at a speed of 800 km/h.

I'm afraid the weather in Rome this morning is not very good. It's heavy rain with a grey sky and there's a light wind blowing. Enjoy the rest of your flight. Thank you for travelling with us today.

## NOTES

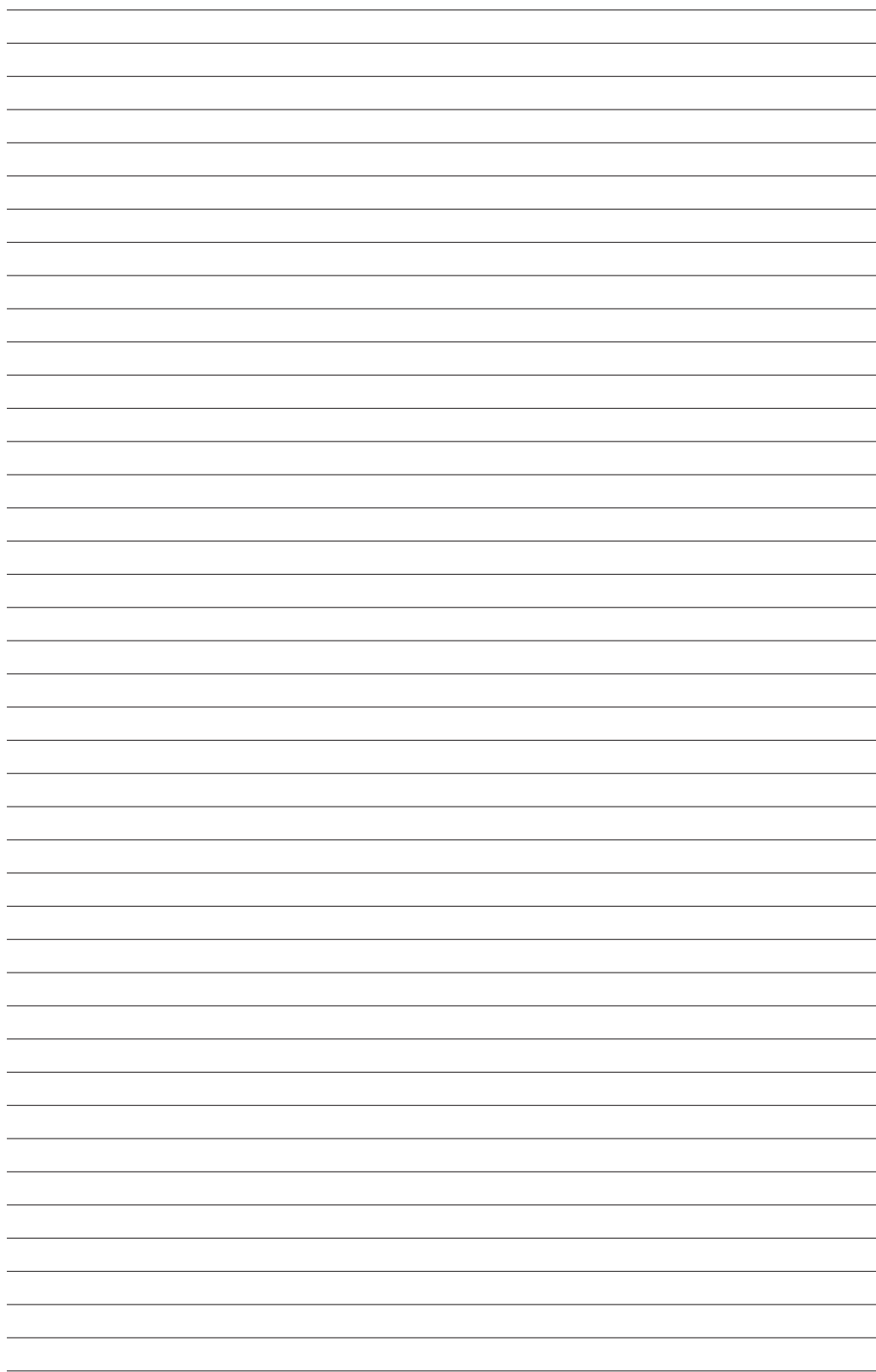
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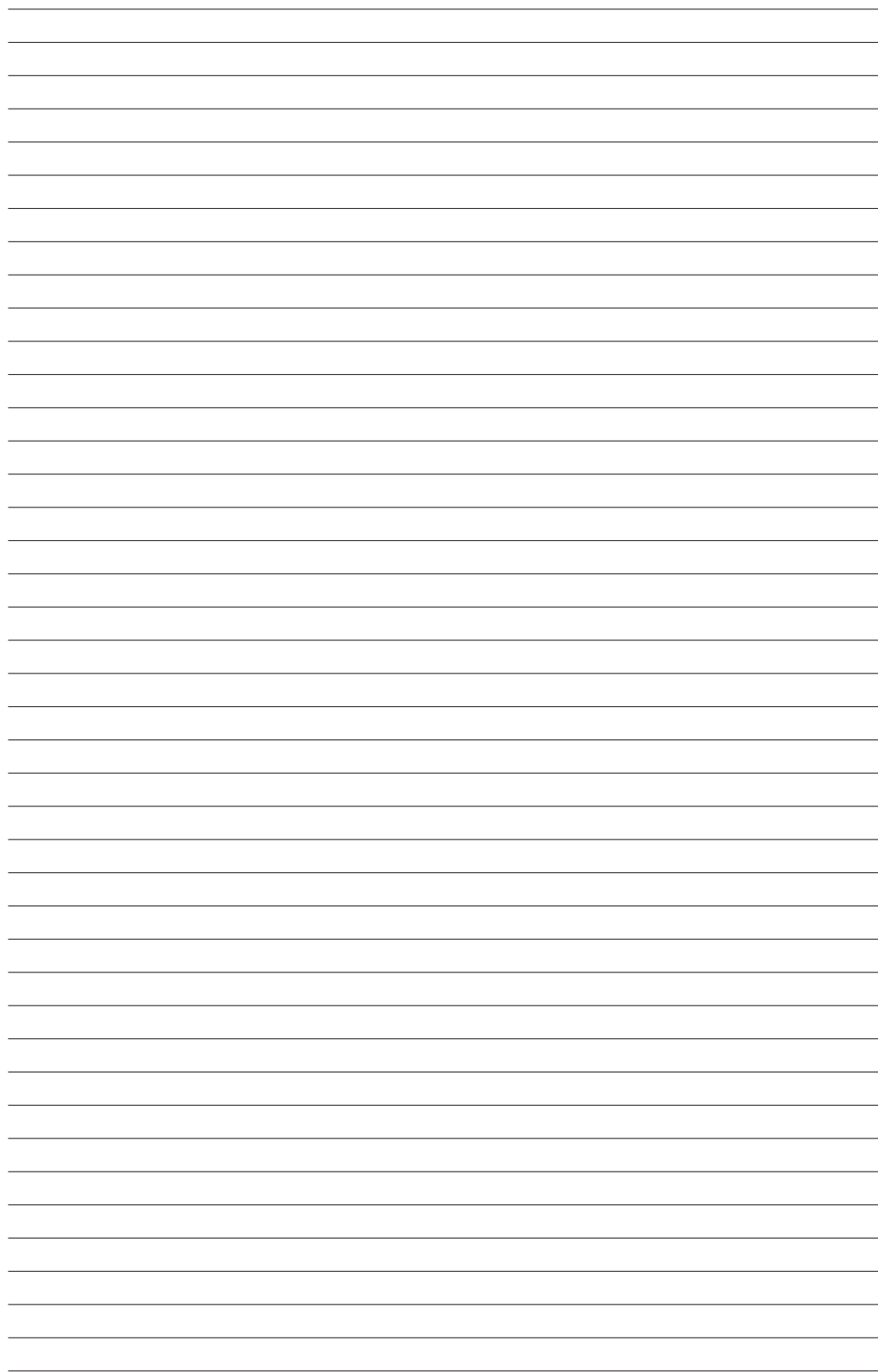






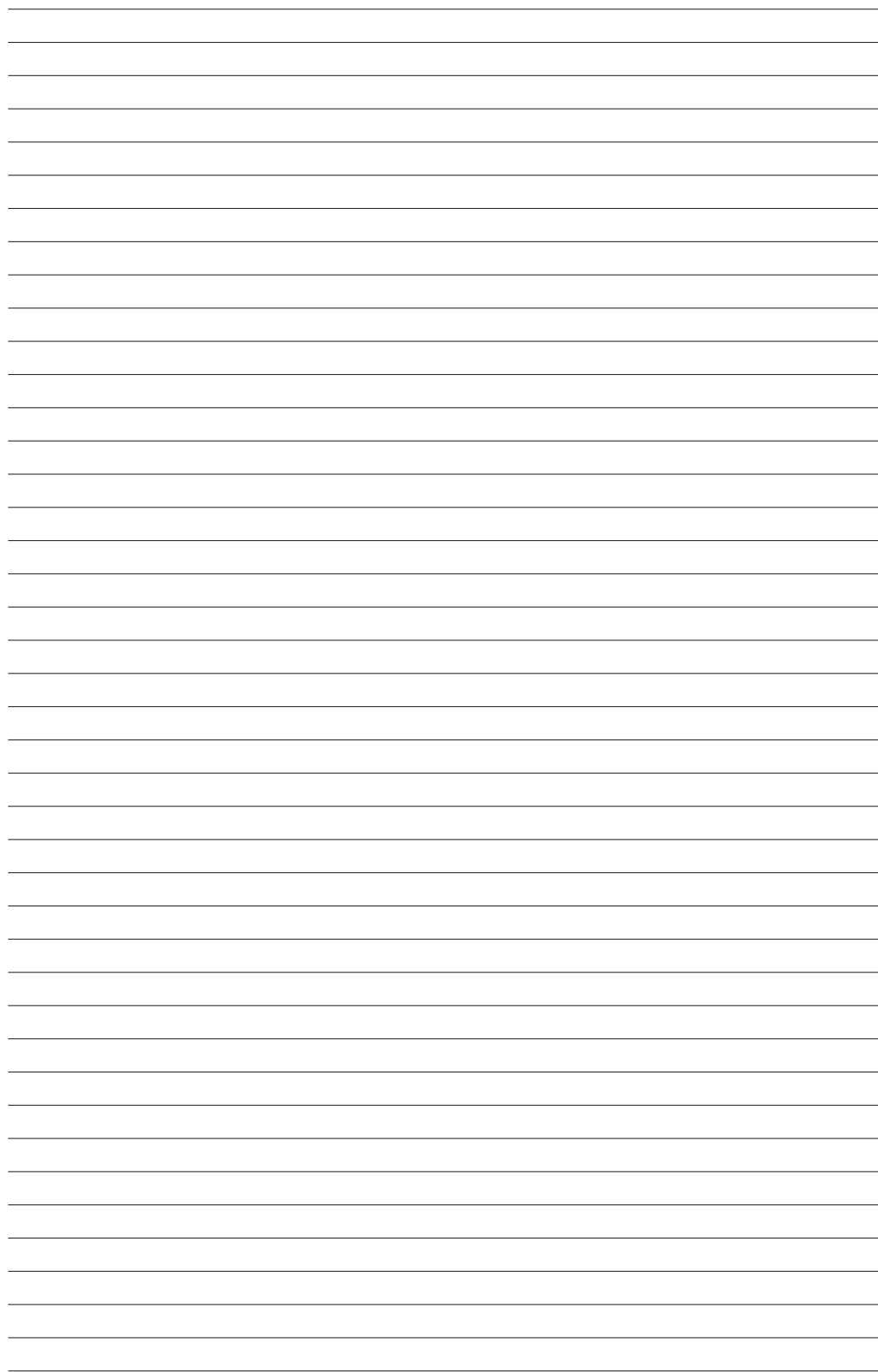


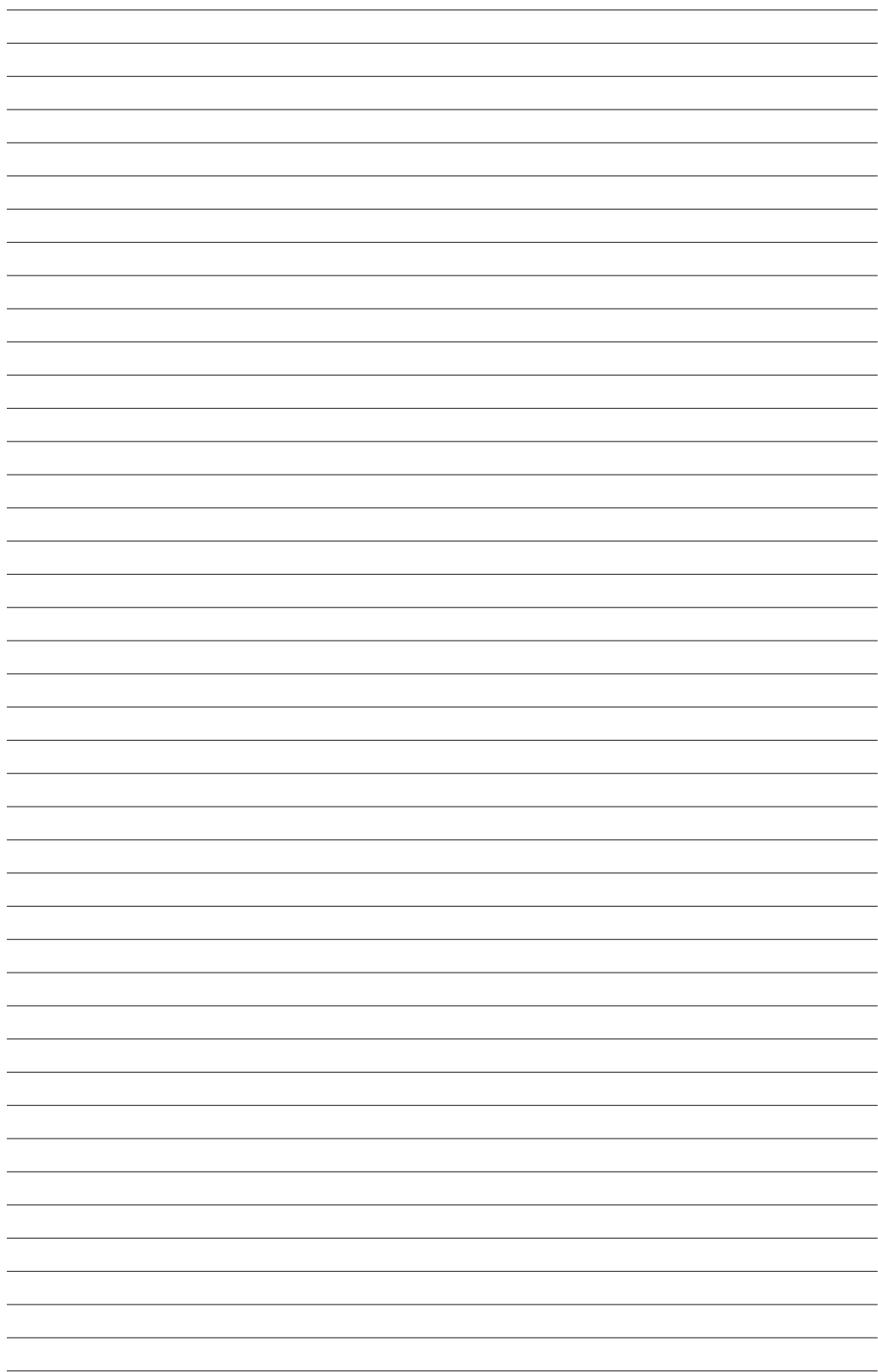




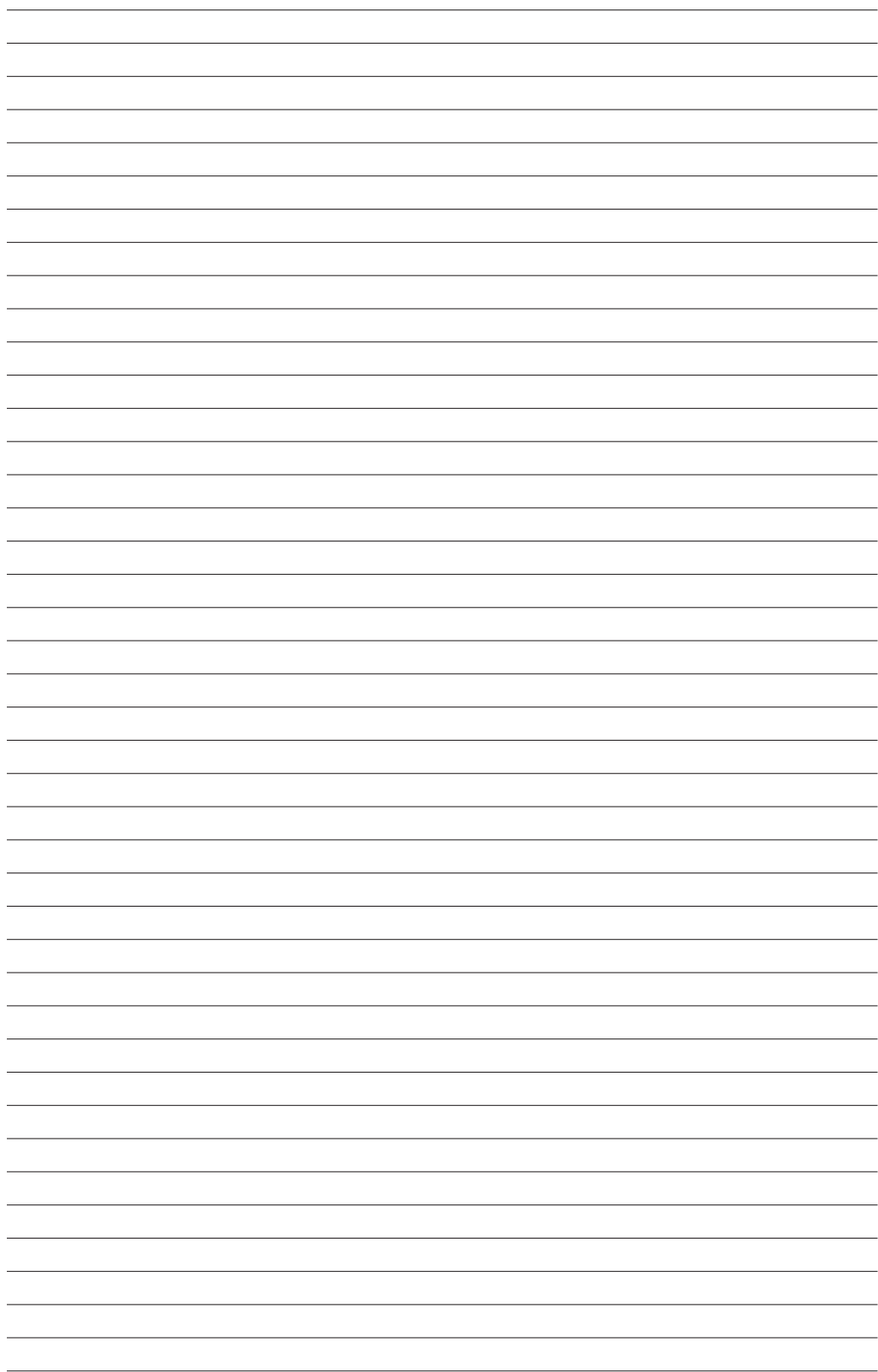
















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