

WORKBOOK

three 0 top

GOALS

3^e découverte professionnelle

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Sommaire

Unit 1	Preferences	4
Unit 2	Families and nationalities	9
Unit 3	My environment	14
Unit 4	My private space	19
Unit 5	Events and programmes	24
Unit 6	Everyday life	29
Unit 7	Abilities and rules	34
Unit 8	Past events	39
Unit 9	Last week	44
Unit 10	Memories and events	49
Unit 11	Restaurants and food	54
Unit 12	Shopping	59
Unit 13	Holiday time	64
Unit 14	Let's do the cooking	69
Unit 15	Warmer, sunnier, better	74
Unit 16	Experiences	79
Unit 17	Environment	84
Unit 18	Working soon	89

Verbes irréguliers	94
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Preferences

1 Reliez le nom du groupe ou du chanteur à un type de musique.

►►► Ex. 1 p. 6

A Hard rock	•	•	The Beatles
B Hip hop	•	•	The Who
C Reggae	•	•	Rihanna
D R'n'B	•	•	Jay-Z
E Pop music	•	•	Bob Marley

2 Dites si ces affirmations concernant le *slam* sont vraies ou fausses.

- | | | |
|---|--|---|
| A A slam poem is oral. | <input checked="" type="checkbox"/> True | <input type="checkbox"/> False |
| B A poetry slam is a competition. | <input checked="" type="checkbox"/> True | <input type="checkbox"/> False |
| C Poets read, recite or sing original works. | <input type="checkbox"/> True | <input checked="" type="checkbox"/> False |
| D Each poet often has a time-limit of thirty minutes. | <input type="checkbox"/> True | <input checked="" type="checkbox"/> False |
| E There are judges who give scores to the poems. | <input checked="" type="checkbox"/> True | <input type="checkbox"/> False |

3 Complétez les phrases pour indiquer vos goûts musicaux.

►►► Ex. 5 p. 6

- A I like *Réponse libre*
- B But I prefer *Réponse libre*
- C I don't like *Réponse libre*
- D My favourite singer is *Réponse libre*
- E My favourite song is *Réponse libre*

4 Complétez les légendes des images, puis classez ces activités par ordre de préférence de 1 à 5.

>> Remember p. 9



watching *TV* n°



listening to music n°



reading *books* or magazines n°



practising sports n°



surfing *the Internet* n°

5 Répondez à ces questions personnellement.

►►► Ex. 5 p. 6

A Do you like reading magazines?

Yes, I do. / No, I don't.

B What is your favourite magazine?

My favourite magazine is ...

C Do you like playing video games?

Yes, I do. / No, I don't.

D What is your favourite game?

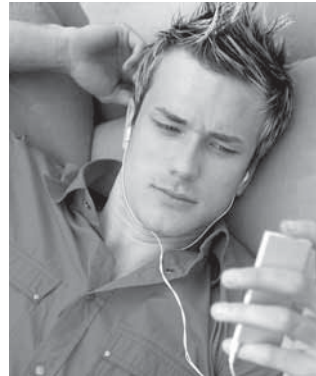
My favourite game is ...

6 Lisez ce que disent Alice et Jake. Puis, complétez le tableau ci-dessous.

I really like pop music. My favourite singer is Lady Gaga. She sings very well. I like singing too. But I don't like dancing. My favourite activity is reading. I love reading fantasy books. My favourite books are the Harry Potter stories.



I don't like pop music. I prefer hip hop. My favourite singer is Kanye West. He is great! I don't like singing. But I like playing the drums. And I love playing video games. My favourite books are The Lord of the Rings trilogy.



	Alice	Jake	You
Favourite music	<i>pop music</i>	<i>hip hop</i>	
Favourite singer	<i>Lady Gaga</i>	<i>Kanye West</i>	
Likes	<i>singing</i>	<i>playing the drums</i>	
Doesn't like	<i>dancing</i>	<i>pop music, singing</i>	
Loves	<i>reading fantasy books</i>	<i>playing video games</i>	
Favourite books	<i>Harry Potter stories</i>	<i>The Lord of the Rings</i>	

7 Utilisez les informations de la colonne « you » ci-dessus pour rédiger un paragraphe personnel.

Réponse libre

.....

.....

.....

.....

.....

.....

✓ LANGUAGE QUIZ

Cochez la bonne réponse.

- A** « *like* » veut dire : aimer quelque chose.
B « *love* » veut toujours dire : aimer une personne.
C Après « *like* », il ne peut pas y avoir de verbe.
D Quand le sujet est « *he* » ou « *she* », on ajoute -s ou -es au verbe.

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

8 Recopiez les phrases ci-dessous en remplaçant chaque dessin par le mot correspondant.

▶▶▶ Ex. 8 et 9 p. 7

A Tom  playing the .
Tom likes playing the guitar.

B He .
He doesn't like dancing.

C His friend  practising .
His friend likes practising basketball.

D He likes reading  and .
He likes reading books and surfing the Internet.

E His parents .
His parents don't like listening to music.

9 Écrivez les questions correspondant à ces réponses.

A My name is Lisa.
What's your name?

B I'm 15 years old.
How old are you?

C My favourite sport is baseball.
What's your favourite sport?

D Yes, I do. I love listening to hip hop.
Do you like music?

E No, I don't. I prefer surfing the Internet.
Do you like reading / watching TV?

10 Répondez aux questions concernant votre meilleur ami.

A Does your best friend like hard rock?
Yes, he does. / No, he doesn't. He prefers...

B What does s/he like reading?
He likes reading...

C Does s/he like watching TV?
Yes, he does. He likes...

D What is his/her favourite programme?
His favourite programme is...

E Does s/he like practising sports?
Yes, he does. / No, he doesn't. His favourite sport is...

✓ LANGUAGE QUIZ

- A** On utilise « *Do you like ...?* » pour demander « Est-ce que tu aimes ... ? »
B On utilise « *Does he like...?* » pour demander « Est-ce qu'il aime ... ? »
C Pour dire « Je n'aime pas », on utilise « *doesn't like* ».
D Pour mettre un verbe à la forme interrogative, on utilise « *do* » à toutes les personnes.

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

11 Lisez ce document. Devinez de qui il s'agit et complétez les lettres qui manquent à son nom.

He is an American singer. He plays the piano very well. He was born in 1997. He loves Lady Gaga. His performance of the song 'Paparazzi' became a hit on the Internet in 2010. He is also a songwriter: his two original compositions, 'Stars' and 'Broken Hearts' were posted on his YouTube channel and were viewed by 6 million people. His first single, 'Waiting Outside in the Lines', was released in October 2010.




His name is GREYSON CHANCE




12 Notez 5 questions à poser à votre voisin sur la personnalité ci-dessus.




- A Nationality: *What's his nationality? / What nationality is he?*
 B Age: *How old is he?*
 C ♥ playing the guitar? *Does he like playing the guitar?*
 D Favourite singer: *Who is his favourite singer?*
 E Favourite website: *What is his favourite website?*
 F Name: *What's his name?*



13 Complétez la grille. Puis, remettez les lettres qui se trouvent dans les cases grisées dans le bon ordre pour découvrir le nom d'un jeune chanteur célèbre.

►►► Remember p. 9

1.  3.  2. 

4.  11.  8. 

5.  7.  9. 

6.  10. 

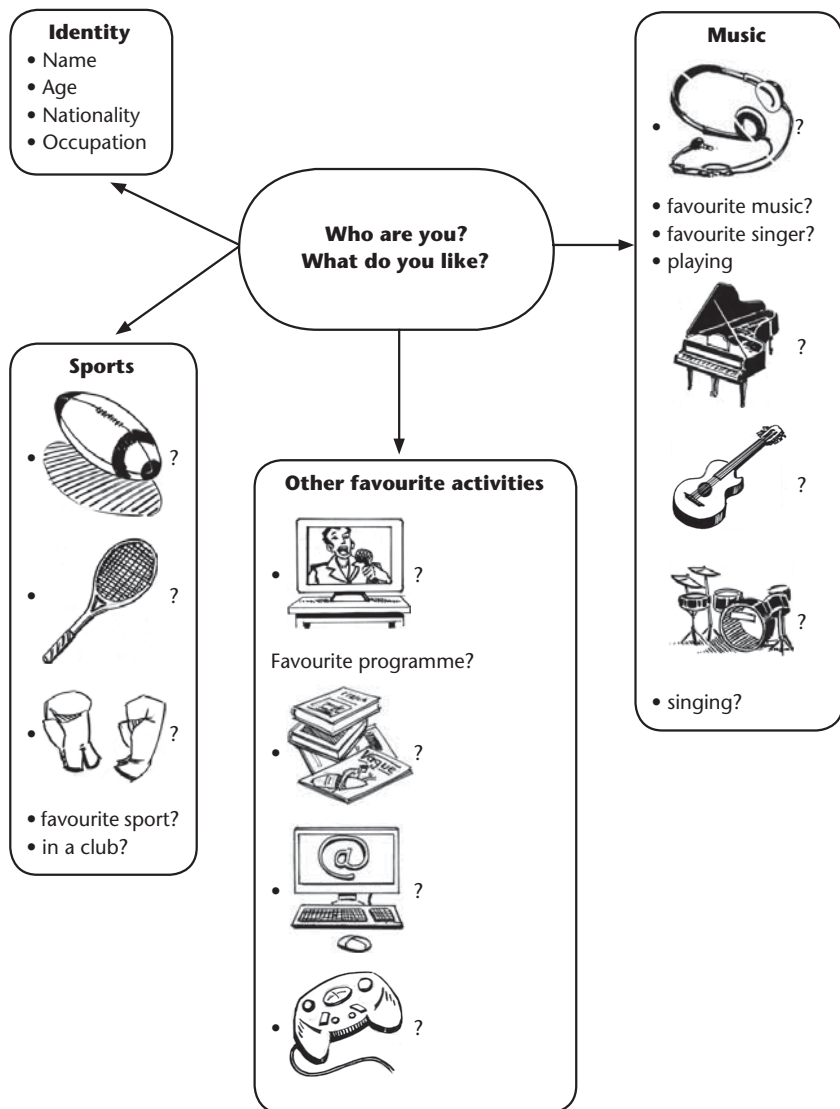
1. V
2. M U S I C
3. B A S E B A L L
4. M A G A Z I N E S
5. D R U M S
6. A
7. G U I T A R
8. L
9. G U I T A R
10. L O V E
11. B O W L I N G
12. K
13. E
14. A
15. B
16. A
17. L
18. O
19. V
20. E

The singer's name is: JUSTIN BIEBER

14 Dialoguez avec un(e) autre élève en anglais.

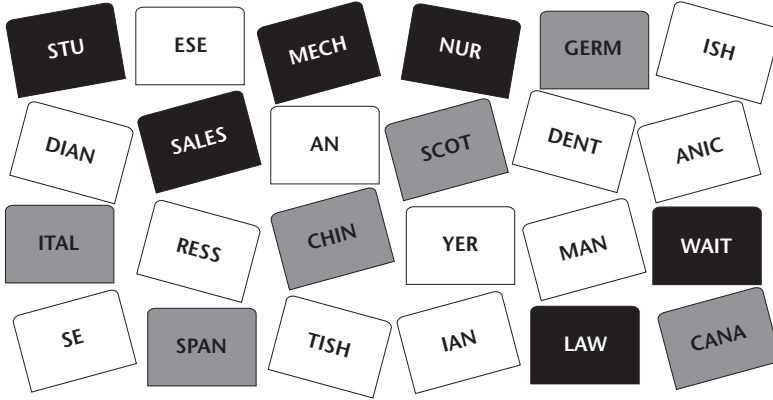
Vous avez 3 minutes pour mieux connaître votre partenaire, lui poser un maximum de questions et obtenir des informations le concernant.

A votre tour, vous répondrez à ses questions en lui donnant toutes les informations demandées.



Families

1 Reconstituez les cartes en associant les deux moitiés pour retrouver six noms de métiers et six nationalités.



Jobs

Student – mechanic – nurse – salesman – lawyer – waitress

Nationalities

Italian – Spanish – Chinese – Scottish – German – Canadian

2 j Écoutez et complétez le script de l'interview de Fiona.

▶▶▶ Ex. 2 et 3 p. 10



Journalist: Here is my new interview for morning programme, "High School Students". Hello Fiona, how are you?

Fiona: I'm fine.

Journalist: Well Fiona, you are a *student* at Crieff High School and I would like you to introduce your *family*.

Fiona: Well, I'm Fiona MacIntosh. I'm seventeen. I live in Comrie. I am not *Scottish*.

Journalist: You aren't Scottish! You...

Fiona: In fact I am *British*, but my father Ian is Scottish, from Edinburgh. He is an *electrician*. My mother Louise is a *hairdresser*. She is *English*, from Cambridge...

Journalist: I understand why you are *British*.

Fiona: Yes I am really British! On my father's side, his parents – my grandparents Peter and Eileen – are both *Scottish*.

Journalist: What about your other grandparents, on your mother's side? Are they *English*?

Fiona: Not exactly. It's a different story... My grandfather Paul is *English*, but my grandmother Maureen is *Irish*, from Belfast...

Journalist: Wait a minute... Slowly... Two *Scottish* grandparents... One English grandfather... and an *Irish* grandmother...

Fiona: Yes... She is Irish and her name is Maureen...

Journalist: Any uncles?

Fiona: Yes, one uncle. Uncle Jim. He is Welsh, from Cardiff... You see: I am *British*. Not English, Scottish, Irish or *Welsh*... but British!

Journalist: Well Fiona, your family could play in the Six Nations Tournament... Have you got brothers and sisters?

Fiona: Yes: one brother Gordon, and one sister Hazel... (...)

✓ LANGUAGE QUIZ

- A Les adjectifs de nationalité commencent toujours par une majuscule.
 B Ils sont invariables.
 C Les noms de métiers au singulier sont précédés de « a » ou « an ».

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

3 Écrivez les nationalités des différentes personnes comme dans l'exemple.

▶▶▶ Remember p. 13

Example: Jane is from Cardiff → She is Welsh.

- A Tricia is from London. She is English.
 B Paul is from Los Angeles. He is American.
 C Dieter and Gerda are from Berlin. They are German.
 D Arturo is from Venice. He is Italian.
 E Sophie is from La Rochelle. She is French.

4 Complétez par « a », « an » ou Ø.

- A Paul is an apprentice. D Ken is a taxi driver.
 B Bryan is a male nurse. E Gary and Mel are actors.
 C Bill and Jen are teachers. F Meryl is an actress.

5 Donnez les bonnes réponses aux questions.

▶▶▶ Grammar keys p. 98

Example: Is Mary Ann is a journalist (actress)? No, she isn't; she is an actress.

- A Are you a teacher? (student) No, I'm not; I am a student.
 B Are Brad and George reporters? (actors) No they aren't; they are actors.
 C Is Henry a technician? (electrician) No, he isn't; he is an electrician.
 D Is Linda an apprentice? (secretary) No, she isn't; she is a secretary.

6 Soulignez l'intrus dans chacun de ces énoncés.

- A his – her – he – my – your.
 B Italian – French – England – German – Irish.
 C her – she – he – I – you.
 D journalist – actor – teacher – waiter – house.
 E uncle – nurse – sister – brother – father.

✓ LANGUAGE QUIZ

- | | | |
|---|---|--|
| A « my, your, his, her » sont : | des pronoms <input type="checkbox"/> | des adjectifs possessifs <input checked="" type="checkbox"/> |
| B Ils sont invariables : | Vrai <input checked="" type="checkbox"/> | Faux <input type="checkbox"/> |
| C « her » se dit si le possesseur est : | féminin <input checked="" type="checkbox"/> | masculin <input type="checkbox"/> |
| D « his » se dit si le possesseur est : | féminin <input type="checkbox"/> | masculin <input checked="" type="checkbox"/> |

7 Complétez avec « his » ou « her ».

- A Jenny and her mother are both doctors.
 B François is French and his wife is German.
 C Joyce Palmer is a journalist and her brother is a scientist.
 D Paul is a dentist and his brother is a lawyer.
 E Alice is a teacher, her son is a teacher too, but her daughter is a waitress.

8 Complétez ces deux conversations avec « your, his, her, he, she ».

- A – Do you know Sara Smith?
 – Yes, I do.
 – What's her father's first name?
 – I don't know, but her mother's name is Anne. She is a nurse at Durham Hospital.
 B – Helen, where is your brother?
 – My brother? He is at school.
 – Look! His bike is on the grass.
 – Oh, yes. Sorry...

9 Retrouvez les questions posées à Marcia Morales par le réceptionniste de l'hôtel.

- *What's your name? / Who are you?*
- I am Marcia Morales.
- *What's your nationality?*
- I am Mexican.
- *Where are you from?*
- From Tijuana.
- *How old are you?*
- I'm twenty-one years old.
- *What's your occupation? / What do you do?*
- I am a student.
- Thank you very much. Here is your room number, 206, 2nd floor.

10 Complétez la grille de mots croisés à l'aide des définitions.

Across →	Down ↓
1. There are 2 children in the Jones (...)	1. NCIS is my (...) series; I love all the actors.
2. Henry is a (...) at a/the Ford garage.	3. John is an (...) for General Electrics.
7. (...) Ben is famous for his rice.	4. I (...), you are, he is.
8. France is our (...).	5. We have a new maths (...), at school.
9. (...) name is Suzan and she's 18.	6. the English for «fille».
10. the plural of «child»	11. Look! This is John and (...) new car
12. Ben writes articles for Time, he is a (...).	

1

1 F A M I L Y

2 A

3 M E C H A N I C

4

5 T

6 D A U G H T E R

7 U N C L E

8 C O U N T R Y

9 H E R

10 C H I L D R E N

11 H I S

12 I O U R N A L I S T

11 Complétez le tableau à l'aide des éléments suivants :

Brazilian – The United States – Athens – Brussels – Lady Gaga – Greek – Tintin – Australia – American – Belgium – Australian – Ronaldo – Brasilia

Countries	Capital cities	Nationalities	Celebrities
<i>Belgium</i>	<i>Brussels</i>	Belgian	<i>Tintin</i>
Brazil	<i>Brasilia</i>	<i>Brazilian</i>	<i>Ronaldo</i>
<i>Australia</i>	Canberra	<i>Australian</i>	Crocodile Dundee
<i>The United States</i>	Washington	<i>American</i>	<i>Lady Gaga</i>
Greece	<i>Athens</i>	<i>Greek</i>	Socrates

12 Complétez la conversation suivante et jouez-la avec votre voisin. Puis inversez les rôles.

Melinda: Hello, I'm Melinda. What's your name?

You: _____

.....
Melinda: Is it an English name?

You: ?

.....
Melinda: No, I'm not. I'm Australian.

You: _____, Melinda?

.....
Melinda: I'm an actress. And you?

You:

Melinda: That's interesting. Are you married?

You: ?

Melinda: Yes, I am.



13 Choisissez la bonne réponse pour présenter la famille de James.

▶▶▶ **Remember p. 13**

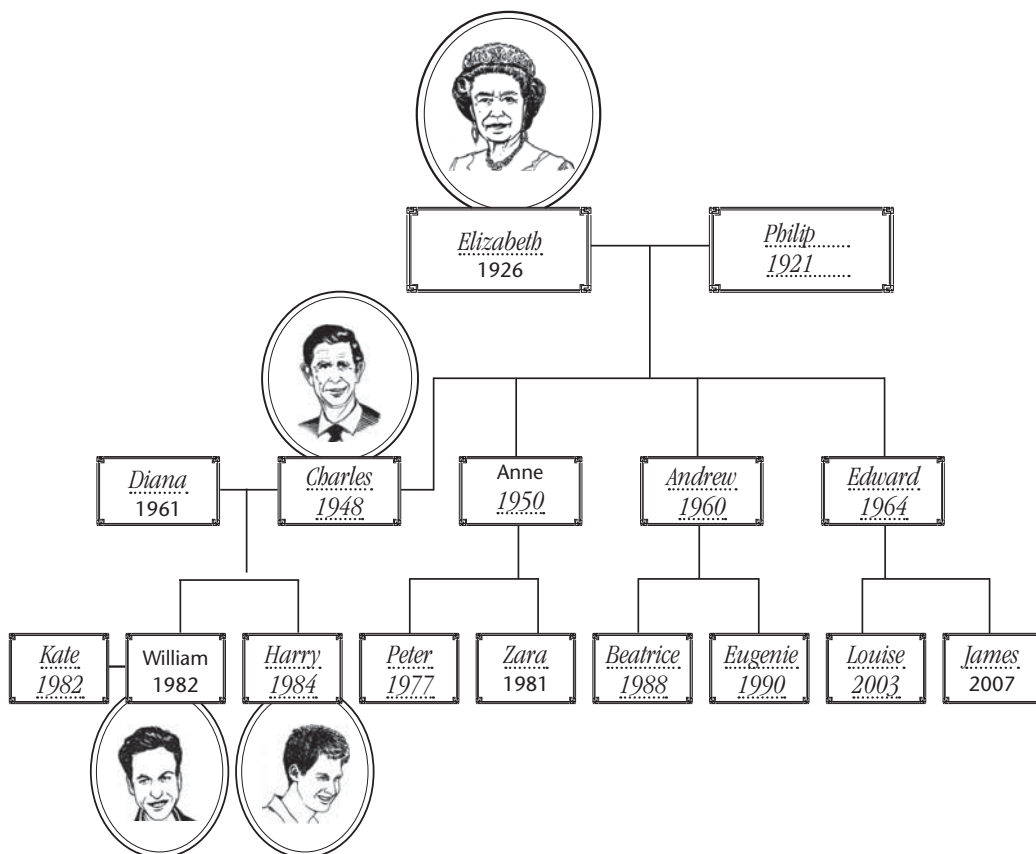
- | | |
|--|---|
| A John is my mother's brother:
he is my uncle <input checked="" type="checkbox"/> | he is my grandfather <input type="checkbox"/> |
| B Ann is my parents' child:
she is my niece <input type="checkbox"/> | she is my sister <input checked="" type="checkbox"/> |
| C Peter is John's son:
he is my brother <input type="checkbox"/> | he is my cousin <input checked="" type="checkbox"/> |
| D Mark is mummy's father:
he is my grandfather <input checked="" type="checkbox"/> | he is my uncle <input type="checkbox"/> |
| E Jane is daddy's mother:
she is my aunt <input type="checkbox"/> | she is my grandmother <input checked="" type="checkbox"/> |

14 Écrivez un texte pour vous présenter, vous et votre famille, sur votre blog.

Exercice ouvert

[illegible]

15 Complétez l'arbre généalogique du prince William, à l'aide des informations ci-dessous.



- A His grandmother, Elizabeth II, is the Queen.
- B His grandfather, Philip, was born in 1921.
- C His wife, Kate, is the same age as him.
- D His brother, Harry, is two years younger than him.
- E His father, Charles, was born in 1948 and his mother, Diana, in 1961.
- F His father's only sister was born in 1950.
- G Anne's son, Peter, was born in 1977.
- H Peter's sister, Zara, was born in 1981.
- I William has got two uncles, Andrew and Edward.
- J Andrew is 10 years younger than his sister Anne.
- K Edward is 20 years older than Harry.
- L Andrew has two daughters, Beatrice and Eugenie.
- M William was 6 years old when his cousin Beatrice was born.
- N Eugenie was born two years after her sister.
- O Louise is his very young cousin. She was born in 2003. Her brother James was born in 2007.

My environment

1 Retrouvez et écrivez le vocabulaire correspondant à chaque vignette.

Ex. 1 p. 14

Ablockofflatsinthecountryyoraouseinthesuburbofatownoracityonthefirstfloorinavillagethegroundfloor



a village.....



the country.....



a house.....



a town.....



a city.....



a block of flats.....



a suburb.....



b. the first floor.....

a. the ground floor.....

2 Complétez la rose des vents avec toutes les directions.

▶▶▶ Ex. 1 p. 14

NORTH.....

NORTH WEST.....

NORTH EAST.....

IN THE WEST.....

EAST.....

SOUTH WEST.....

SOUTH EAST.....

SOUTH.....

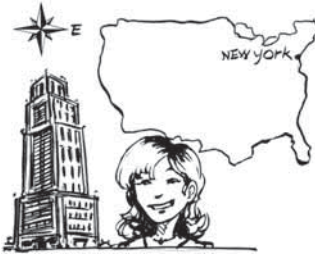

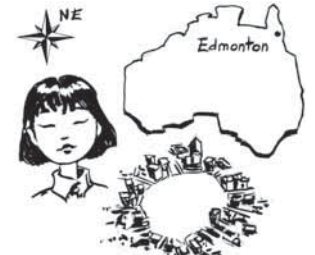


3 Continuez ces phrases selon l'exemple et les illustrations.

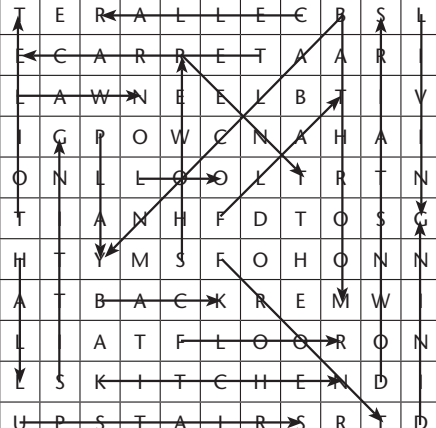
▶▶▶ Ex. 3 p. 14



Example: My (His) name is Shane MacGowan. I'm (he's) Irish. I come (He comes) from Galway, a town in the west of Ireland.
I live (He lives) in a house

	<p>Ⓐ My name's Shirley Butts. <i>I'm American. I come from New York, a city in the east of the USA. I live in a block of flats.</i></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
	<p>Ⓑ His name is Ravi Hankar. <i>He is British /English. He comes from Paignton, in the south west of England. He lives in a village (in the country)</i></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
	<p>Ⓒ Her name's Tiny Chen. <i>She is Australian. She comes from Edmonton, in the north east of Australia. She lives in a suburb (of Cairns).</i></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
	<p>Ⓓ My name's <i>Production personnelle</i></p> <p>.....</p> <p>.....</p> <p>.....</p>

4 Retrouvez les mots dans cette grille. Ils concernent l'habitat. Traduisez-les.

	<ul style="list-style-type: none"> balcony <i>balcon</i> cellar <i>cave</i> downstairs <i>en bas</i> floor <i>étage</i> hall <i>entrée</i> kitchen <i>cuisine</i> loo <i>WC</i> toilet <i>WC</i> terrace <i>terrasse</i> upstairs <i>en haut</i> shower <i>douche</i> lawn <i>pelouse</i> 	<p>Mots se terminant par room :</p> <ul style="list-style-type: none"> bathroom <i>salle de bain</i> dining (room) <i>s. à manger</i> living (room) <i>séjour</i> play (room) <i>s. de jeu</i> sitting (room) <i>salon</i> <p>at the front / back <i>sur le devant / à l'arrière</i></p> <p>rent <i>loyer / louer</i></p> <p>flat <i>appartement</i></p>
--	---	---

Il reste 7 lettres. Composez le mot manquant.

Strange house! There is no BEDROOM

✓ LANGUAGE QUIZ

Cochez la bonne réponse.

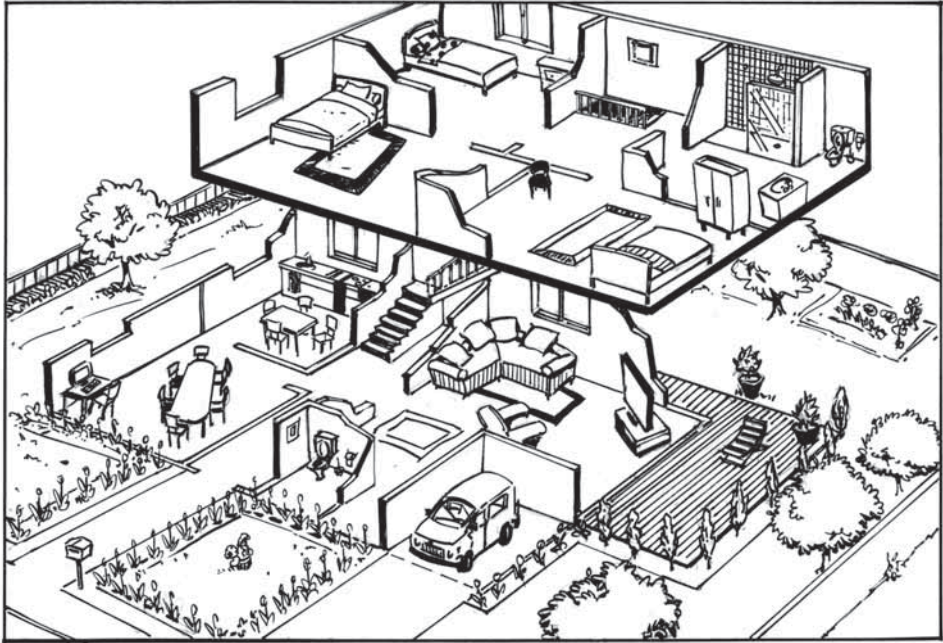
- A** En anglais, « il y a » se dit d'une seule façon.
B « There is... » ou « is there » est suivi d'un singulier.
C « There are » ou « are there » est suivi d'un pluriel.

- ☐ Vrai
☒ Vrai
☒ Vrai

- ☒ Faux
☐ Faux
☐ Faux

5 Complétez les questions par *is there* ou *are there*. D'après le plan de la maison, donnez les réponses brèves qui conviennent.

▶▶▶ Focus p.15



- A** *Is there* a table in the kitchen? *Yes, there is.*
B *Are there* 6 chairs in the dining room? *Yes, there are.*
C *Is there* a toilet downstairs? *Yes, there is.*
D *Is there* a computer in the sitting room? *Yes, there is.*
E *Are there* 4 armchairs in the lounge? *No, there aren't.*

6 D'après le plan de l'exercice 6, indiquez ce qu'il y a ou n'y a pas dans chaque pièce.

▶▶▶ Focus p.15

Example: chairs in the kitchen → *There are six chairs in the kitchen.*

- A** armchair in the lounge
There is one /an armchair in the lounge.
B chairs in the kitchen
There are four chairs in the dining room.
C TV in the hall
There is no TV in the hall.
D beds in the bedrooms
There are three beds in the bedrooms.
E table in the kitchen
There is one table in the kitchen.

7 Demandez combien il y a de... dans la maison (Ex.6) et répondez avec *there is* ou *there are*.

►►► Remember p. 17

Example: voitures dans le garage → How many cars are there in the garage? There is one (car).

A ordinateurs dans la maison

→ How many computers are there in the house? There is one.

B chambres au premier étage

→ How many bedrooms are there on the first floor? There are three.

C WC dans la maison

→ How many toilets / loos are there in the house? There are two.

D piscines dans le jardin

→ How many swimming pools are there in the garden? There is no swimming pool.

E transats sur la terrasse

→ How many deckchairs are there on the terrace? There is one.

✓ LANGUAGE QUIZ

Cochez la bonne réponse.

A « *it is* » signifie c'est, il est ou elle est pour un objet ou une personne.

☐ Vrai

☒ Faux

B « *they are* » signifie ils sont ou elles sont pour un objet ou une personne.

☒ Vrai

☐ Faux

B Répondez négativement à ces questions puis, d'après le plan de la maison (EX.6), situez correctement les différents endroits.

Example: Is the bathroom downstairs? No, it isn't. It is upstairs.

A Are the bedrooms downstairs?

No, they aren't. They are upstairs / on the first floor.

B Is the garage in the basement?

No, it isn't. It is on the ground floor.

C Is the shower on the ground floor?

No, it isn't. It is upstairs / on the first floor.

D Is the armchair in the dining room?

No, it isn't. It is in the sitting room.

9 Entourez la bonne solution.

A In our house, (there is / there are) four bedrooms. (They are / There are) on the first floor.

B (There are / There is) two toilets in the house. (It is / There is) one downstairs and (it is / there is) one upstairs. (It is / There is) in the bathroom.

C The kitchen is very modern; (it is / there is) fully fitted. (They are / There is) a fridge, a microwave and a dishwasher.

D In my bedroom (there is / it is) a TV. (There is / It is) very old, but (there is / it is) OK for me.

10 j Écoutez à nouveau et complétez les descriptions des logements donnés par les personnes de l'exercice 4 page 14.

►►► Ex. 3 p. 14



A Hi! I'm Terry. I live in a house. Well; it's a small house. It's in a suburb of Liverpool in the north of England.

B Hello everybody! My name is Britney! I live in a fabulous house...Yes, it's fabulous: there are 16 rooms, 3 bathrooms, a swimming pool. I live in San Francisco, that wonderful city in the west of the USA.

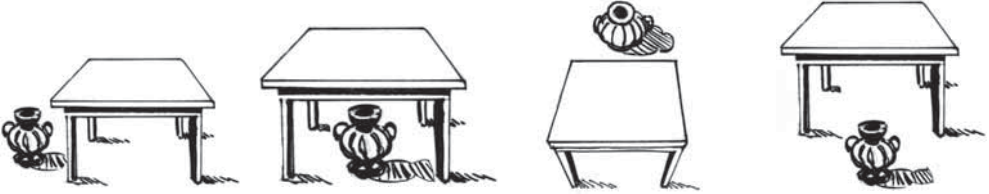
C G'day mate! I'm Zak, I'm an Aussie...well I'm Australian and I live near Brisbane, it's in the east of OZ, sorry of Australia. I'm a student and I live in a block of flats in a suburb of Brisbane. It's very small flat. There are 2 rooms and a small bathroom. It's difficult to have parties!!

11 Oralement, recomposez le dialogue entre Amy et Ann, qui lui téléphone pour l'informer de sa nouvelle location.



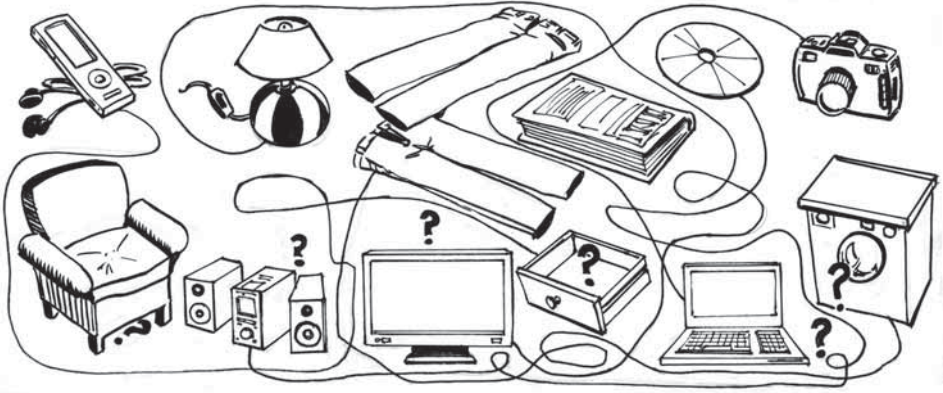
My private space

- 1 Placez chaque préposition sous l'image qui lui correspond : *behind* – *under* – *in front of* – *next to*.



Next to *Under* *Behind* *In front of*

- 2 Suivez le chemin pour remettre les objets à leur place puis rédigez les phrases correspondantes.



1. *D* – The MP3 is *in the drawer*.
2. *E* – The lamp is *on the television*.
3. *C* – The camera is *next to the laptop*.
4. *F* – The jeans are *in front of the washing machine*.
5. *B* – The CD is *behind the bi-fi*.
6. *A* – The book is *under the armchair*.

3 Rédigez une phrase qui précise l'endroit exact où se situe chacun des objets suivants : téléphone portable, clé USB, manette de jeux, souris d'ordinateur, jeu vidéo.

Ex. 3 p. 18

Example : the cat is in the garden on the chair next to the swimming-pool.



- A The mobile is in the kitchen in my handbag next to my jacket
 B The flash drive is in the dining-room on the table next to the laptop
 C The joypad is in the living-room under the book on the sofa
 D The mouse is in the bedroom behind the games console under the shelf
 E The Just Dance video game is in the bedroom on the pouf behind the bed

✓ LANGUAGE QUIZ

- A « Where is the pen? » veut dire « Où est le stylo ? »
 B « Où sont les chaussures ? » se dit « Where ... the shoes? »
 C « Where are the jeans? » n'a qu'une seule signification : « Où sont les jeans ? »

- ☒ Vrai ☐ Faux
☐ is ☒ are
☐ Vrai ☒ Faux

4 Suivez les instructions pour colorier les formes

Ex. 8 p. 19

Colour two boxes blue

Colour three boxes red

Draw a yellow star in the middle box

Colour the first box black

Colour the second box purple

Colour one box pink and one orange

Draw a brown triangle inside each box

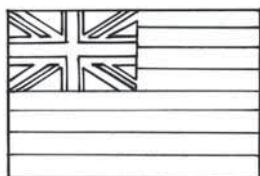
Draw a green rectangle in one box

Draw a white circle in box number four

Draw a grey square in the last box

5 Coloriez le drapeau Hawaïen en suivant les explications.

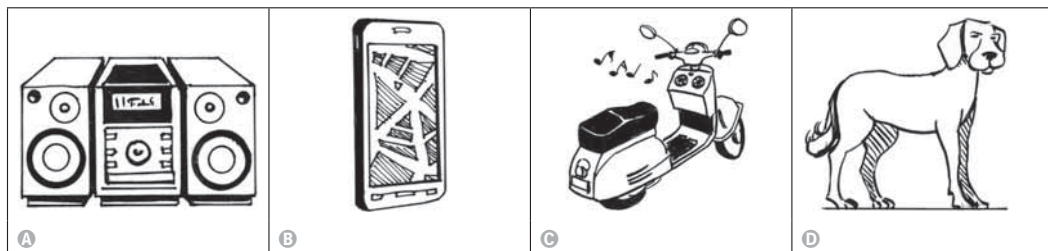
Ex. 9 p. 19



Trace the rectangle with your pencil. Colour the lines of the flag. The first line is white. The following one is red and the next one is blue. Repeat to the end.
 Colour the cross in the middle red. Colour the middle of the diagonal cross red. The rectangle is blue.

6 Choisissez entre « have you got » et « has it got » puis rédigez la question qui correspond à chaque illustration.

▶▶▶ Ex. 6 p. 19



- A *Have you got a hi-fi?*
 B *Has it got a GPS?*
 C *Has it got a radio?*
 D *Have you got a dog?*

7 Utilisez le vocabulaire donné pour décrire en un paragraphe l'équipement de votre nouvel ordinateur.

▶▶▶ Ex.7 p. 19

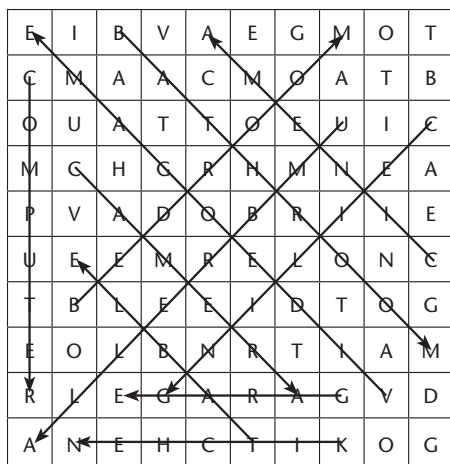


My new laptop's got a webcam, a wireless mouse, a touch screen, a DVD player and recorder, earphones, five USB ports and two speakers.

B Retrouvez les mots cachés dans la grille (horizontalement, verticalement, en diagonal, à l'endroit, à l'envers). Puis recopiez les lettres restantes dans l'ordre où elles apparaissent pour découvrir la phrase secrète.

▶▶▶ Ex.7 p. 19

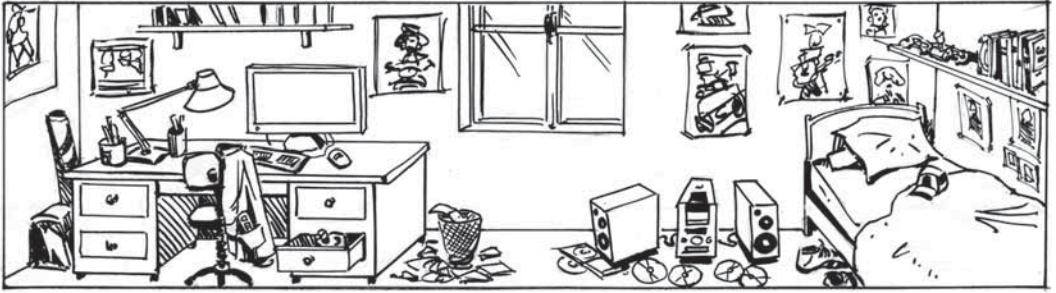
Bathroom / Bedroom / Camera / Ceiling / Cinema / Computer / Garage / Kitchen / Table / Umbrella / Videogame



I've got a cat but I haven't got a dog.

9 Observez l'illustration. Dites ce que John possède et où se trouvent ses objets.

►►► Ex. 10 p. 19



John's got a baseball cap. He's got sneakers. He's got video games and joypads, a bi-fi and CDs. He's got a computer and a wireless mouse. He's got a camera and a mobile.
His baseball cap is on his bed. His sneakers are under the bed. His video games and his joypads are on the shelf over his bed. His bi-fi and his CDs are next to his bed. His computer and his wireless mouse are on the desk. His camera is in the drawer. His mobile is in his pocket.

10 Utilisez les traductions suivantes pour trouver la phrase exacte.

►►► Ex.5 p. 21

A Une armoire en forme de bateau → a boat-shaped wardrobe

Une table en forme de pomme → an apple-shaped table.

B Des étoiles brillantes → shiny stars

Un sol brillant → a shiny floor

C Un écran avec des poissons exotiques → A screen showing exotic fish

Un écran avec des fleurs artificielles → A screen showing fake flowers

D Des fauteuils en bois → wooden armchairs

Des tables en métal → metal tables

11 Utilisez les mots entre parenthèses pour répondre aux questions.

►►► Ex. 6 p. 21

A What colour are the walls? (bleu)

The walls are blue.

B What is the floor made of? (bois)

The floor is made of wood.

C How many carpets are there in the bedroom? (2)

There are two carpets in the bedroom.

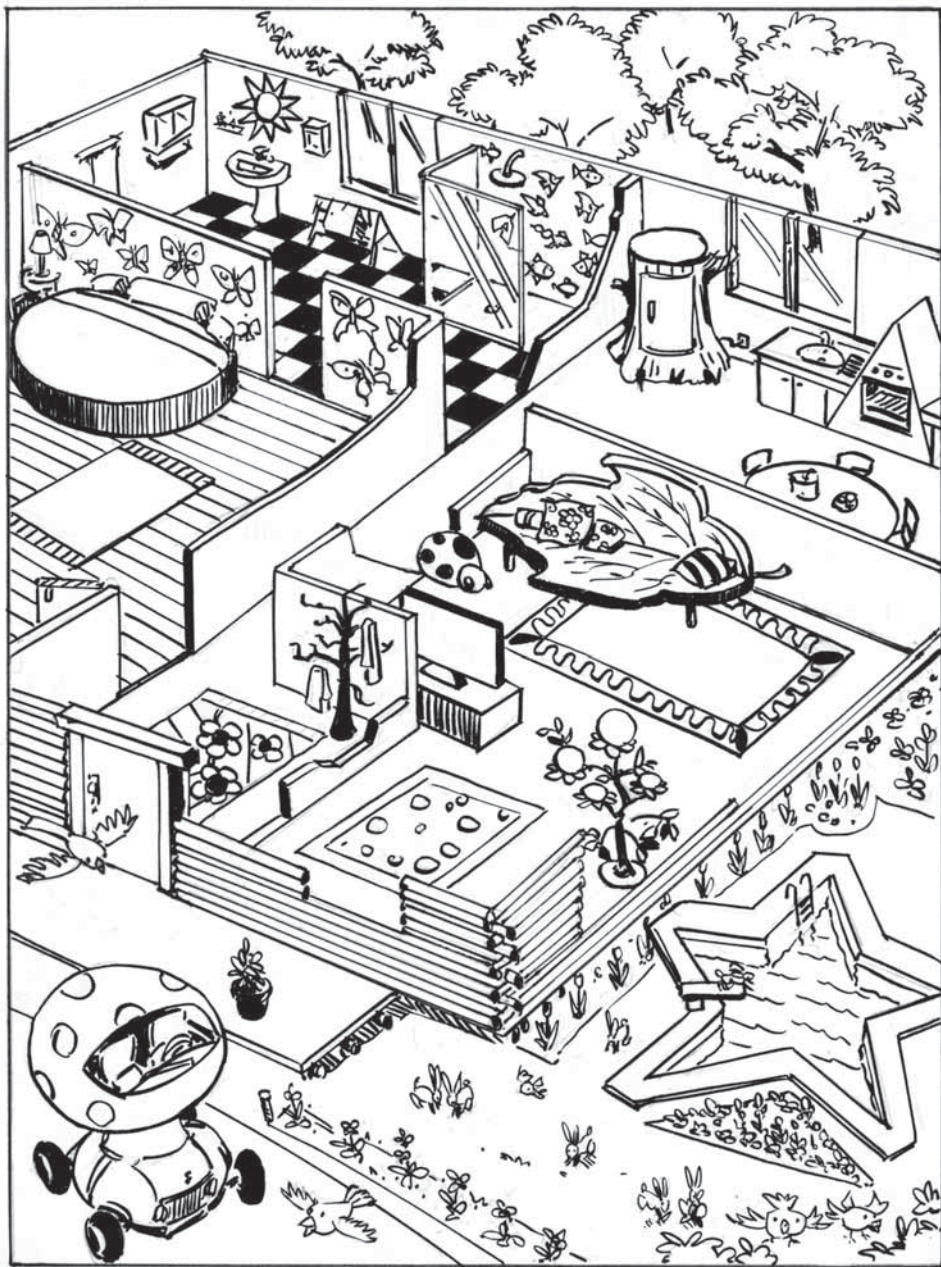
D What does the bed look like? (un bateau)

The bed looks like a boat.

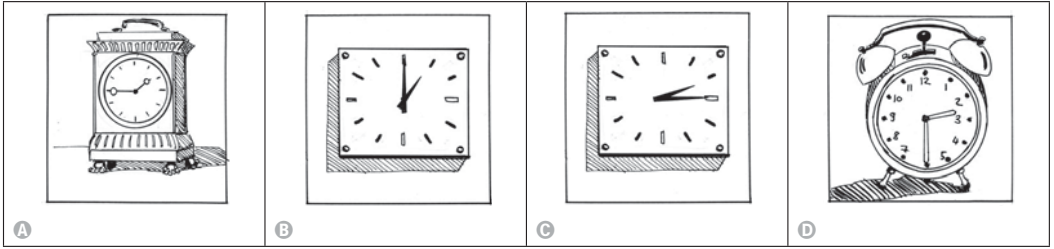
E What is the ceiling decorated with? (étoiles)

The ceiling is decorated with stars.

12



Events and programmes

1 Complétez les heures avec *o'clock*, *past*, *to*.

- A It's quarter *to* two.
 B It's one *o'clock*
 C It's quarter *past* two.
 D It's half *past* two.

✓ LANGUAGE QUIZ

Rayez la réponse incorrecte.

- A « *quarter past ten* » veut dire : • dix heures et quart • dix heures moins le quart
 B « *quarter to ten* » veut dire : • dix heures et quart • dix heures moins le quart
 C Avec « *half* », on utilise toujours : • 'past' • 'to'

2 Utilisez les lettres données dans le désordre pour écrire correctement les noms des mois de l'année en anglais. Précisez la saison entre parenthèses.

- A R Y A J U N A: JANUARY (*winter*)
 B L U J Y: JULY (*summer*)
 C A M Y: MAY (*spring*)
 D B R O M E N V E: NOVEMBER (*autumn / fall*)
 E G A T U S U: AUGUST (*summer*)
 F L I R A P: APRIL (*spring*)
 G B Y F A R U R E: FEBRUARY (*winter*)

3 Écrivez les dates entre parenthèses en toutes lettres pour compléter les phrases ci-dessous.

>>> Ex. 2 p. 26

- A St Valentine's Day is on February the fourteenth (14/02)
 B St Patrick's Day is on March the seventeenth (17/03)
 C Summer begins on June the twenty-first (21/06)
 D US Independence Day is on July the fourth (04/07)
 E Christmas is on December the twenty-fifth (25/12)
 F My birthday is on... (*réponse libre*)

4 Dites si ces affirmations concernant le *carnaval de Notting Hill* sont vraies ou fausses.

- A Notting Hill is in London. ☒ True ☐ False
 B The Notting Hill Carnival is in spring. ☐ True ☒ False
 C The first Notting Hill Carnival took place in 1966. ☒ True ☐ False
 D It was created by Caribbean people living in Notting Hill. ☒ True ☐ False
 E There is no parade but you can eat delicious food. ☐ True ☒ False

5 j Écoutez à nouveau le dialogue a de l'exercice 3 (Notting Hill Carnival) et complétez. Puis, jouez le dialogue avec votre voisin.

▶▶▶ Ex. 3 p. 26



Notting Hill Carnival

- What about going to the Notting Hill Carnival? It's very famous now.
- Yes, I'd love to see that carnival.
- Is it in spring.....?
- No, not at all. It's in summer.....
- When..... is it exactly?
- It's on July the twenty-seventh.....
- Wait a minute while I note down the date.....: Notting Hill Carnival on July..... the twenty-seventh. What time..... is the parade?
- It's in the evening. It's at nine o'clock.....
- Great! I'll be there. I'm sure I'll love the carnival parade.....!

6 Complétez le dialogue ci-dessous à partir des informations données sur le ticket de concert.



- I have got a ticket for a Metallica concert. Would you like it?
- Yes, you know I love that band. When is it..... exactly?
- It's on April..... the first.....
- That's April Fool's day. I hope it's not a joke!
- Not at all! It's serious. Look! Here is the ticket!
- OK, er.. Where is it?
- It's at the O2 Arena..... in London.....
- What time..... is the concert?
- At half..... past nine.....
- How much is the ticket?
- It's thirty-two..... pounds.

7 Reliez l'heure qui correspond à l'horloge.

▶▶▶ Ex. 6 p. 27

A It's half past eleven.

B It's twenty to three.

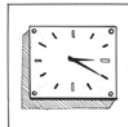
C It's twenty past three.

D It's ten to ten.

E It's twenty-five past eight.



1



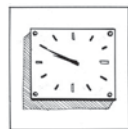
2



3



4



5

✓ LANGUAGE QUIZ

Rayez la réponse incorrecte.


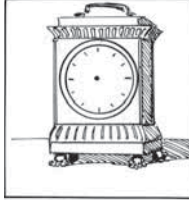
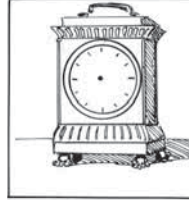
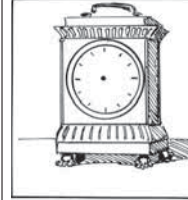
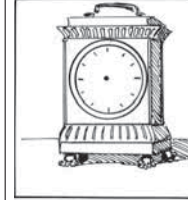
- | | |
|--|--|
| <p>A On indique le nombre de minutes :</p> <p>B On indique le nombre d'heures :</p> <p>C Pour dire que c'est à 6 heures du matin, on écrit :</p> | <p>● avant 'past' ou 'to'</p> <p>● avant 'past' ou 'to'</p> <p>● 6 :00 am</p> <p>● après 'past' ou 'to'.</p> <p>● après 'past' ou 'to'.</p> <p>● 6:00 pm</p> |
|--|--|

8 Lisez à haute voix les dates et horaires suivants (Day/Month – Time).

- A 10/04 – 5:10 am:
(on) *April the tenth at ten past five in the morning*
- B 16/12 – 7:45 pm:
(on) *December the sixteenth at quarter to eight in the evening*
- C 21/10 – 11:55 am:
(on) *October the twenty-first at five to twelve in the morning*
- D 26/09 – 9:25 pm:
(on) *September the twenty-sixth at twenty-five past nine in the evening*
- E 19/03 – 10:40 am:
(on) *March the nineteenth at twenty to eleven in the morning*
- F 13/02 – 8:30 pm:
(on) *February the thirteenth at half past eight in the evening*

9 Dessinez les aiguilles qui correspondent à l'heure indiquée.

▶▶▶ Ex. 6 p. 27

				
A	B	C	D	E
Five past six.	Quarter to eleven.	Twenty-five past two.	Eight o'clock.	Ten to five.

10 Écrivez en toutes lettres les heures indiquées.

▶▶▶ Ex. 6 p. 27

- | | |
|---|---|
| <p>10:30 <i>half past ten</i></p> <p>7:10 <i>ten past seven</i></p> <p>2:45 <i>quarter to three</i></p> | <p>5:20 <i>twenty past five</i></p> <p>1:35 <i>twenty-five to two</i></p> |
|---|---|

11 j Écoutez à nouveau le dialogue *Dublin Festival* et complétez.

▶▶▶ Ex. 7 p. 27



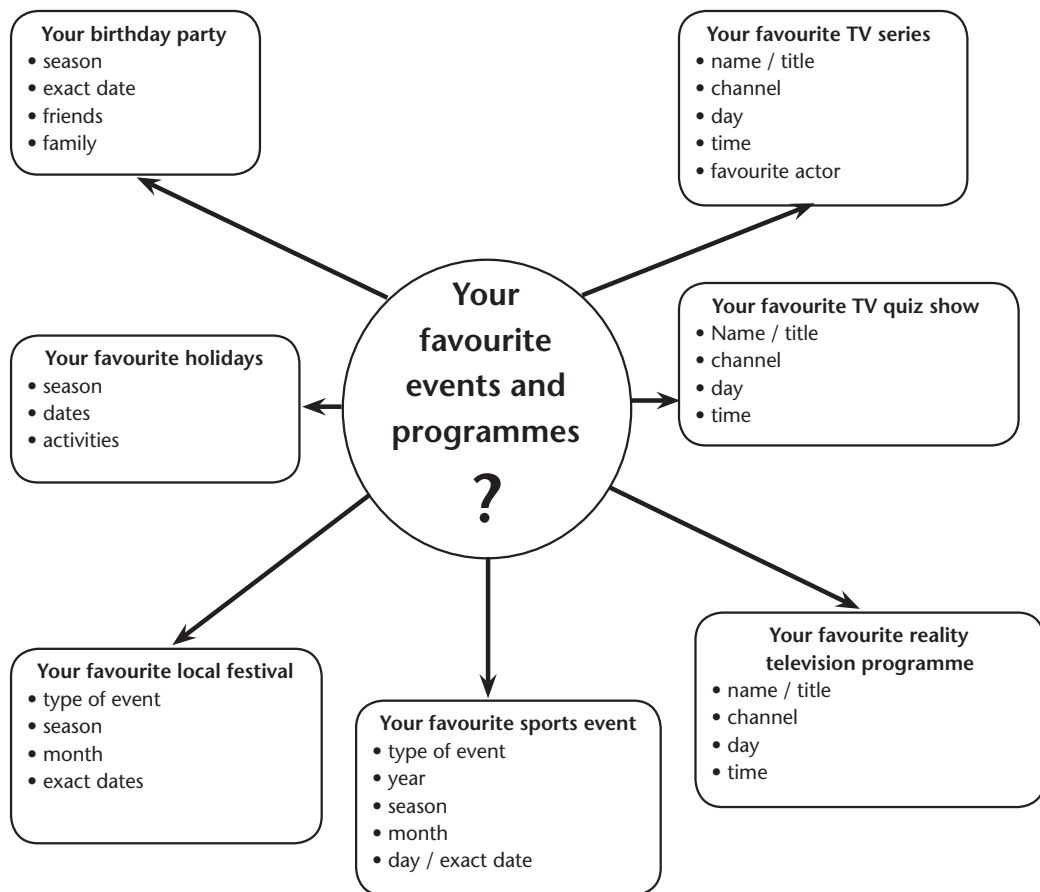
DUBLIN FESTIVAL

- Look! There's the Dublin Festival on Saturday the twelfth. Would you like to come with me?
- Dublin? In Ireland?
- Of course not. It's Dublin in *Ohio*....., here in the USA.
- Yes, I know. I was kidding... I like that festival. Last year, we did the darts tournament.
- Here's the program. Er... There is a *darts tournament*..... again this year.
- What time is it?
- Let me see the *schedule*..... Er... It's at *eleven*..... o'clock in the morning on Saturday.
- And is there a show?
- Yes, there is the *Irish*..... Magic Show. It's at *one*..... pm. And there is also Celtic music and dance at night.
- What *time*..... is the dancing?
- Er... It's from quarter *past*..... nine to half *past*..... midnight.
- Is there a parade?

15 Dialoguez avec un autre élève en anglais.

Vous avez 5 minutes pour interroger votre partenaire, lui poser un maximum de questions et obtenir toutes les informations sur les programmes et les événements qu'il préfère.

À votre tour, vous répondrez à ses questions en lui donnant toutes les informations demandées.

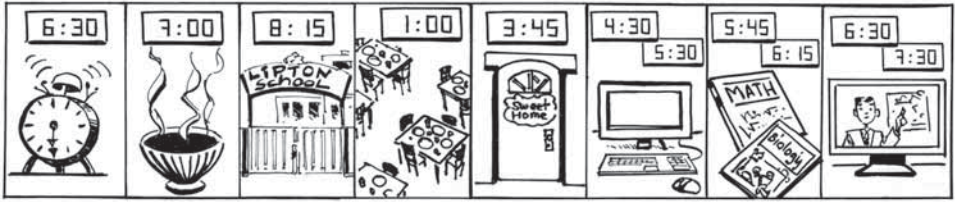


Faites un compte-rendu oral de cet entretien.

Everyday life

1 Décrivez une journée ordinaire de la vie de Claudia.

▶▶▶ Ex. 3 p. 30



Every morning, Claudia gets up at half past six. At seven, *she has breakfast. She arrives at school at quarter past eight. At one o'clock in the afternoon, she has lunch at the canteen.*

She gets back home at quarter to four. From half past four to half past five, she plays on her computer and she reads and answers her emails. Between quarter to six and quarter past six, she does her homework. From half past six to half past seven in the evening, she watches TV.

2 Racontez ce que vous faites les jours où il n'y a pas d'école.

Expression libre.

✓ LANGUAGE QUIZ

Cochez la bonne réponse.

A Le présent simple exprime des activités ou des faits habituels.

☒ Vrai

☐ Faux

B Un verbe au présent simple se conjugue de la même façon à toutes les personnes.

☐ Vrai

☒ Faux

3 À partir des éléments ci-dessous, construisez des questions au présent simple.

▶▶▶ Practice Ex. 5.

A you/watch/ morning programmes/ on weekdays?

Do you watch morning programmes on weekdays?

B What time/ you/ go/ to bed on Friday nights?

What time do you go to bed on Friday nights?

C What language(s)/ you/ study/ at school?

What language(s) do you study at school?

D When and where/ you/ do / your shopping?

When and where do you do your shopping?

4 Essayez de traduire les expressions suivantes qui contiennent toutes le verbe « dormir ».

Example: He sleeps like a baby. → Il dort sur ses deux oreilles.

A I am asleep on my feet.

Je dors debout.

B She sleeps like a log.

Elle dort comme un loir / une marmotte.

C He sleeps with one eye open.

Il ne dort que d'un oeil.

5 Écrivez les questions en anglais.

A Prenez-vous ce train tous les jours ?

Do you take this train every day?

B Est-ce que tu regardes Dr House toutes les semaines ?

Do you watch Dr House every week?

C Tu bois du lait tous les matins ?

Do you have/drink milk every morning?

D Elle appelle son copain 10 fois par jour ?

Does she call her boyfriend 10 times a day? Does she give her boyfriends 10 calls a day?

6 Demandez à votre voisin(e) de vous indiquer dans des phrases construites :

A À quelle heure il/elle prend le bus.

What time do you take the bus?

B Quel(s) sports il/elle déteste.

What sport(s) do you hate (practising)?

C Ce qu'il/elle regarde souvent la télé.

What do you usually watch on TV?

D Ce qu'il/elle aime manger.

What do you like eating? What's your favourite food?

E Où il/elle va en vacances.

Where do you go on holiday?

Puis notez ses réponses.

Réponses personnelles.

✓ LANGUAGE QUIZ

Cochez la bonne réponse.

A « Parlez-vous anglais ? ; Est-ce que vous parlez anglais ? ; Vous parlez anglais ? »

Ces trois questions se traduisent par : « Do you speak English? »

☒ Vrai

☐ Faux

B À la 3^{ème} personne du singulier, « do » devient « does ».

☒ Vrai

☐ Faux

C Dans un énoncé négatif, le verbe est toujours précédé de « don't ».

☐ Vrai

☒ Faux

D Si la question contient « be » ou « have got », on n'emploie pas « do » ni « does ».

☒ Vrai

☐ Faux

7 Construisez des phrases avec les éléments de chaque colonne puis traduisez.

A Stan often goes fishing

but they often invite me to their house.

B My friends don't go out much

but she never plays.

C I don't smoke

but he doesn't eat any fish.

D Suzie watches all the tennis matches

because it's bad for my health and it's expensive.

A *Stan often goes fishing but he doesn't eat any fish.*

Stan va souvent à la pêche mais il ne mange pas de poisson.

B *My friends don't go out much but they often invite me to their house.*

Mes amis ne sortent pas beaucoup mais ils m'invitent souvent chez eux.

C *I don't smoke because it's bad for my health and it's expensive.*

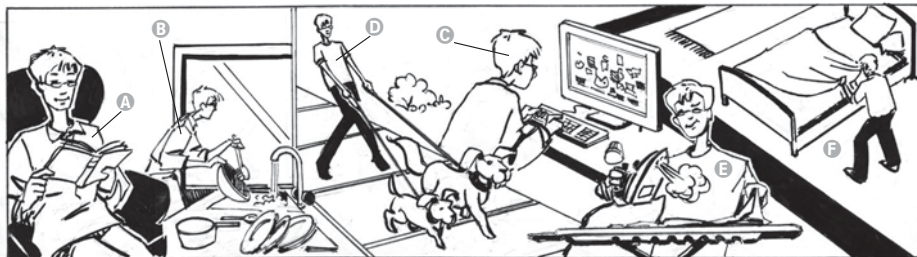
Je ne fume pas parce que c'est mauvais pour la santé et c'est cher.

D *Suzie watches all the tennis matches but she never plays.*

Suzie regarde tous les matches de tennis mais elle ne joue jamais.

B Complétez chaque activité avec le verbe qui convient. Indiquez ensuite la fréquence à laquelle vous faites ces activités (souvent, quelquefois, jamais, tous les jours...).

►►► Ex. 3 p. 32



A *read* books

Expression libre.

B *wash* the dishes

Expression libre.

C *play* computer games

Expression libre.

D *walk* the dogs

Expression libre.

E *do* the ironing

Expression libre.

F *make* the bed

Expression libre.

✓ LANGUAGE QUIZ

Cochez la bonne réponse.

Les adverbes et les indicateurs de fréquence servent à indiquer si on fait quelque chose souvent ou pas.

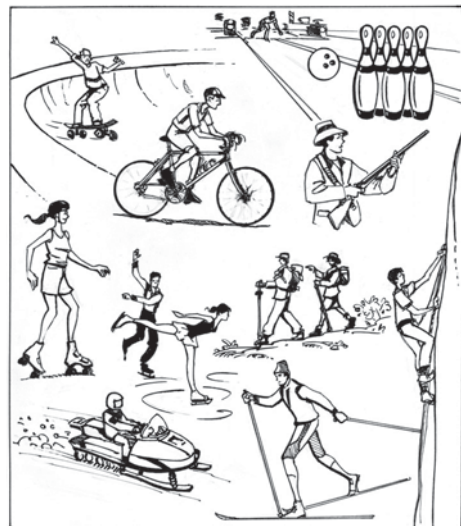
☒ Vrai

☐ Faux

9 Retrouvez le nom de chacune des activités dessinées ci-dessous et recopiez-le sous l'illustration qui lui correspond.

►►► Ex. 2 p. 32

Bowling, skidooing, cycling, hiking, cross-country skiing, rollerblading, hunting, skateboarding, ice skating, ice climbing



A *cross-country skiing*

B *biking*

C *hunting*

D *ice skating*

E *skidooing*

F *cycling*

G *bowling*

H *rollerblading*

I *ice climbing*

J *skateboarding*

10 Observez l'exemple et, en utilisant le vocabulaire ci-dessus, pratiquez des mini-dialogues avec votre voisin(e).

Example: Student A: Do you ever go swimming ?

Student B: Yes, I do. I go swimming once a week / every Tuesday evening / sometimes, when I am on holiday...

OR: No, I don't. I never go swimming, I hate it. / I rarely go swimming, there's no swimming-pool in my village.

11 Lisez le document ci-dessous et répondez en français aux questions.

My best friend is one of my schoolmates. Her name is Marcela. She is not very tall but she is pretty. She has short brown hair, brown almond-shaped eyes, a small nose and a pointed chin. She doesn't like to dress up or to wear make up; she usually wears jeans and a T-shirt or sweater. She is very nice and she has a very good sense of humour. We both enjoy music, playing the guitar and singing. We also like going to the cinema. Sometimes, we just walk around in the streets or go swimming. It is just fun to be with her. She always helps me with my homework because she is better in Maths and Biology and I often help her in English and Spanish. I hope that our friendship will last forever. Alicia.

A Qui est Marcela ?

Marcela est la meilleure amie d'Alicia. Elle est dans sa classe.

B Que pouvez-vous dire de sa personnalité ?

Marcela est une fille simple qui a beaucoup d'humour.

C Quelles activités Alicia et Marcela ont-elles en commun ?

Elles aiment la musique, jouer de la guitare et chanter. Elles aiment aller au cinéma et se promener dans les rues ou aller à la piscine.

D Quels sont leurs points forts à l'école ?

Marcela est bonne en maths et en biologie tandis qu'Alicia réussit en anglais et en espagnol.

E Relevez les caractères physiques de Marcela.

- not very tall but pretty.

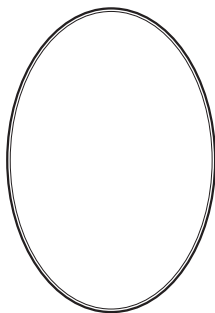
- short brown hair.

- brown almond-shaped eyes.

- small nose.

- pointed chin.

- (jeans, T-shirt or sweater)



F Dessinez et coloriez-la.

12 Inspirez-vous du portrait de Marcela pour rédiger un paragraphe sur une personne que vous aimez. (40 mots minimum)

Expression libre.

.....

.....

.....

.....

.....

.....

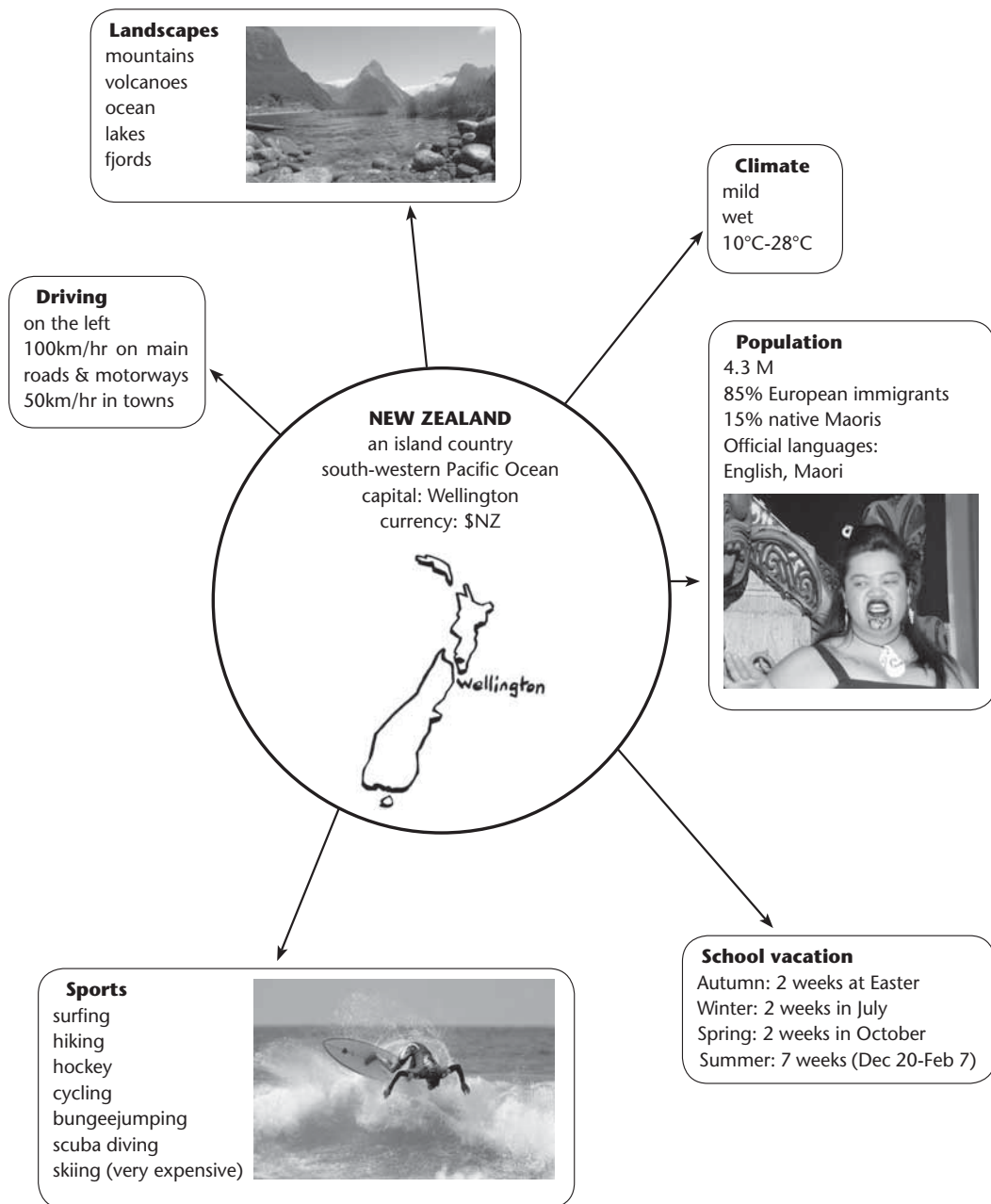
.....

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13 Utilisez cette page pour présenter oralement la Nouvelle-Zélande et ses habitants.



Abilities and rules

1. Écrivez les mots de vocabulaire correspondant aux images suivantes.

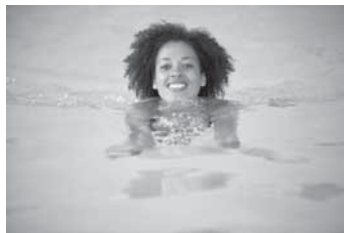
>>> Ex.1 et 2 p. 34

			
<i>Do homework</i>	<i>Play basketball</i>	<i>Search the Internet</i>	<i>Send emails</i>
			
<i>Do the cooking</i>	<i>Give first aid</i>	<i>Drive a truck</i>	<i>Use a computer</i>

2 Associez les verbes suivants aux illustrations puis utilisez chacun d'eux pour expliquer ce que vous, personnellement, savez ou ne savez pas faire.

>>> Ex. 3 p. 34

play the guitar – ride a horse – chat on the Internet – swim – dance – sing very well



A



B



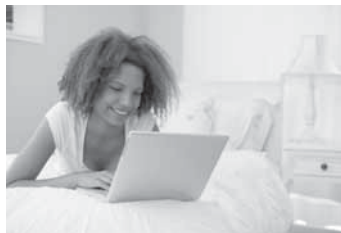
C



D



E



F

Picture A: swim – I can swim / I can't swim.

Picture B: sing very well – I can / I can't sing very well.

Picture C: dance – I can / I can't dance.

Picture D: ride a horse – I can / I can't ride a horse.

Picture E: play the guitar – I can / I can't play the guitar.

Picture F: chat on the Internet – I can / I can't chat on the Internet.

3 Remettez les énoncés suivants dans l'ordre.

►►► Ex. 4 p. 34

A your / writing / read / She / can't.

She can't read your writing.

B quickly / can / They / very / run.

They can run very quickly.

C a / you / Can / call / taxi / me?

Can you call me a taxi?

D watch / I / films / horror / can't.

I can't watch horror films.

4 Choisissez entre « can » et « can't » selon la situation donnée.

Example: He is a very good musician. He can play the guitar very well.

A My mother is an excellent cook. She can make your birthday cake.

B This bed isn't comfortable. I can't sleep.

C I'm an artist. I can draw your portrait.

D She isn't a secretary. She can't type a letter properly.

E I think they are Japanese. They can't speak Chinese.

F Steve loves learning languages. He can speak English, Italian and French.

5 Utilisez les illustrations pour demander ce que l'on peut faire en conduisant. Puis répondez par des réponses courtes affirmatives ou négatives.



A



B



C



D



E



F

A Can you drive and drink coffee? No, I can't.

B Can you drive and listen to the radio? Yes, I can.

C Can you drive and phone? No, I can't.

D Can you drive and put on make-up? No, I can't.

E Can you drive and chat? Yes, I can.

F Can you drive and read the map? No, I can't.

✓ LANGUAGE QUIZ

Cochez la bonne réponse.

- | | | |
|--|--|--|
| A 'My brother can swim very well' exprime une capacité à faire quelque chose. | <input checked="" type="checkbox"/> Vrai | <input type="checkbox"/> Faux |
| B 'She can't eat meat at the moment because she has a toothache.' exprime une impossibilité à faire quelque chose. | <input checked="" type="checkbox"/> Vrai | <input type="checkbox"/> Faux |
| C 'Can you come to my birthday party next week?' exprime une demande de permission. | <input type="checkbox"/> Vrai | <input checked="" type="checkbox"/> Faux |
| D Dans l'expression « No, I can't », la prononciation ressemble à celle du mot français « cantine ». | <input checked="" type="checkbox"/> Vrai | <input type="checkbox"/> Faux |

6 Vous écrivez une liste de tâches que votre petite sœur ou petit frère doit ou ne doit pas effectuer cette semaine. Associez les verbes avec l'expression correspondante puis rédigez les consignes à la forme affirmative ou négative.

▶▶▶ Ex. 6 p. 35

Examples: *Make some coffee! Don't use my computer!*

Make	●	●	my computer
Use	●	●	some coffee
clean	●	●	the windows
go into	●	●	my MP3
open	●	●	the dirty clothes
prepare	●	●	the table
wash	●	●	my new jeans
wear	●	●	my bedroom
touch	●	●	dinner

- A *Clean the table!*
- B *Don't go into my bedroom!*
- C *Open the windows!*
- D *Prepare dinner!*
- E *Wash the dirty clothes!*
- F *Don't wear my new jeans!*
- G *Don't touch my MP3!*

7 j Écoutez l'enregistrement du dialogue et complétez le script.

Ex. 7 p. 35



BE CAREFUL ALISON

– Good morning, Mrs Wilson.

– Good morning, Alison.

– Remember, when you are preparing the meal, you must be careful with the pans.

You mustn't answer the phone.







You must close the knife drawer and you mustn't open the oven door if Chris is near you.

You must unplug the toaster and clean the table.

Oh, and please, you mustn't smoke in the house. See you later. Bye, Alison.







B Rédigez des énoncés avec « must » ou « mustn't » pour préciser le règlement du musée.

►►► Ex. 8 p. 35

 <p>A</p>	<p>You <u>must pay</u> to use the toilets inside the museum</p>	 <p>B</p>	<p>You <u>mustn't eat</u> inside the museum.</p>
 <p>C</p>	<p>You <u>mustn't take your dog</u> <u>inside</u> the museum.</p>	 <p>D</p>	<p>You <u>must be careful inside</u> <u>the museum.</u></p>
 <p>E</p>	<p><u>You must be quiet inside</u> <u>the museum.</u></p>	 <p>F</p>	<p><u>You mustn't wear your</u> <u>shoes inside the museum.</u></p>

G Expliquez à votre amie qui veut se remettre en forme les règles qu'elle doit appliquer.

►►► Ex. 9 p. 35

 <p>A</p>	 <p>B</p>	 <p>C</p>
 <p>D</p>	 <p>E</p>	 <p>F</p>
<p>A <u>You mustn't eat ice cream.</u></p>	<p>B <u>You must practise a sport.</u></p>	<p>C <u>You mustn't drink alcohol/ whisky.</u></p>
<p>D <u>You must go jogging.</u></p>	<p>E <u>You mustn't use the lift.</u></p>	<p>F <u>You must walk.</u></p>

✓ LANGUAGE QUIZ

Cochez la bonne réponse.

- A 'You must take off your hat.' signifie que vous pouvez enlever votre chapeau si vous le désirez.
- B 'You mustn't drink inside the computer area.' veut dire qu'il est interdit de boire près des ordinateurs.

☐ Vrai

☒ Faux

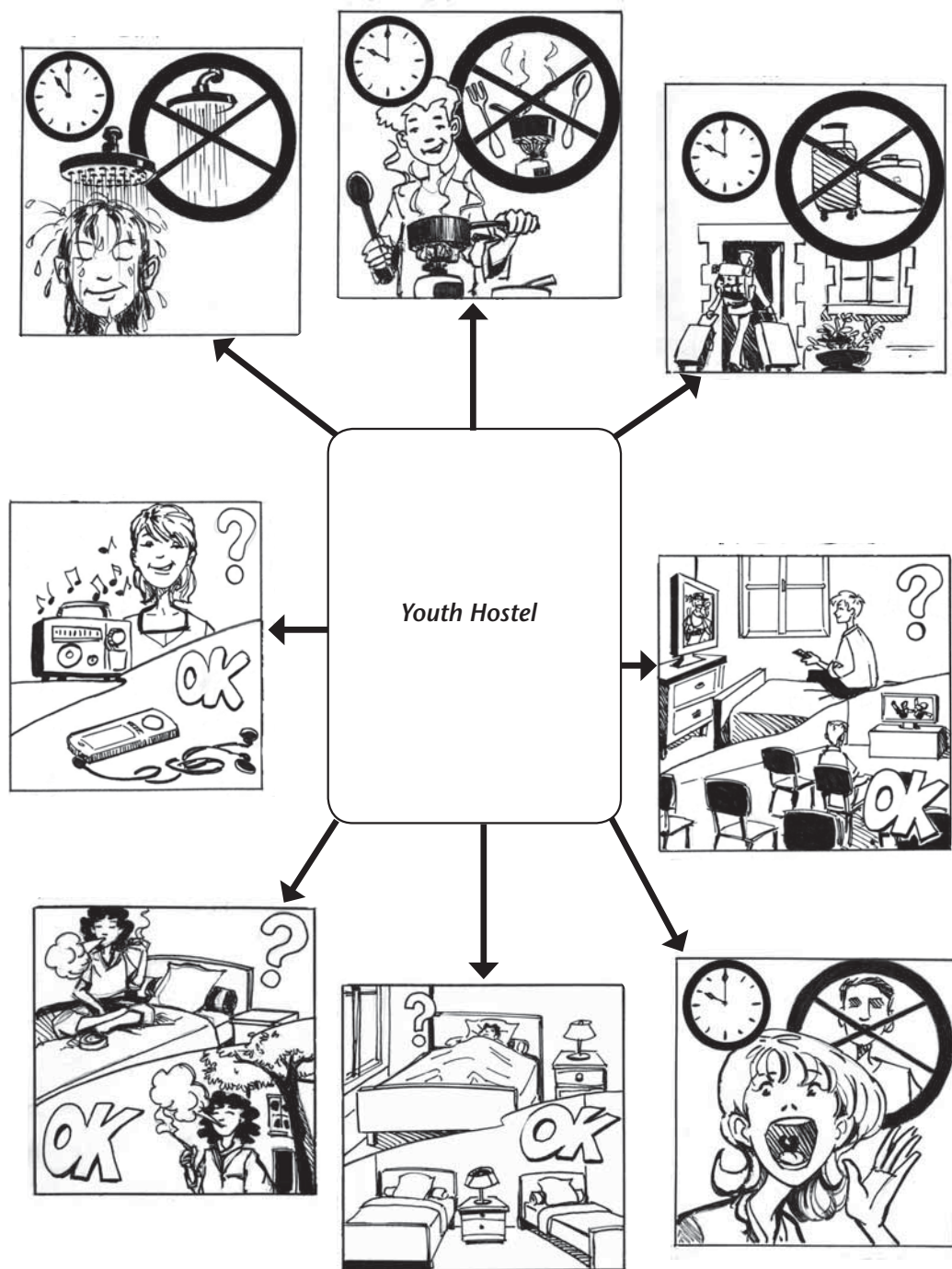
☒ Vrai

☐ Faux

10 Utilisez le mind-map pour réaliser un dialogue avec votre voisin concernant le règlement de l'auberge de jeunesse où vous voulez séjourner. Vous lui posez des questions, il y répond puis vous inversez les rôles.

Student A : Can I...?

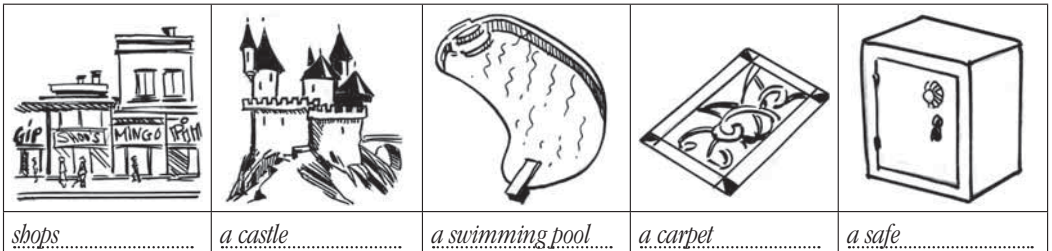
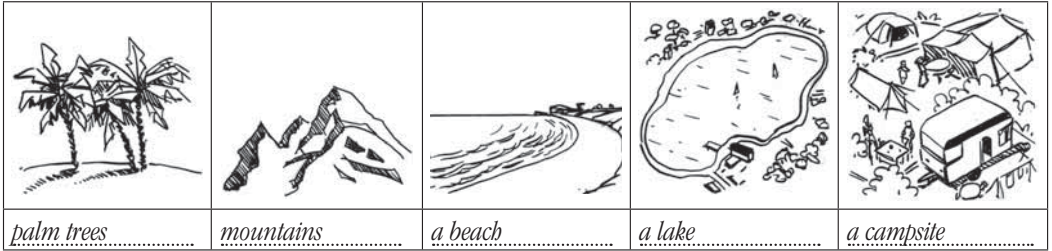
Student B : No, you can't. You mustn't... / No, you can't. You must...



Past events

1 Retrouvez le mot correspondant à chaque illustration.

>>> Remember p. 41



2 j Écoutez Lorna et Sally puis complétez les scripts de leurs présentations.

>>> Ex. 2 p. 38



A Hi. My name is Lorna Higgins. I was born in a brick house in Soweto, the big township near Johannesburg in South Africa.

We were poor; my mother was a servant and my father was a factory worker. Sometimes my brothers and sisters and I were hungry; there wasn't much food. Life was very difficult. In those days, some white people were terrible with my people. Today it's different

B My name is Sally Woods; I am from South Dakota in the US. I was not born in a tipi, like my ancestors; I was born in a wooden house in a village of the Indian reservation. My parents were farmers; they were not rich but the family was happy Nature was friendly; the other people of my village were helpful.

3 Du passé vers le présent : faites correspondre les marqueurs de temps du passé et ceux du présent.

In the past (verbe au prétérit)

Today (verbe au présent)

Yesterday morning ■	→	■ This year
Last summer ■	→	■ Today
Last year ■	→	■ This evening
Yesterday ■	→	■ This morning
Last night ■	→	■ Tonight
Yesterday evening ■	→	■ This summer

✓ LANGUAGE QUIZ

Cochez la bonne réponse.

- A Be devient *was* ou *were* au prétérit.
 B On dit *I was, he was, she was, it was*
 C On dit *we were, you were, they were*.
 D A la forme négative, on ajoute *not* ou *n't*.

- ☒ Vrai
☒ Vrai
☒ Vrai
☒ Vrai

- ☐ Faux
☐ Faux
☐ Faux
☐ Faux

4 Complétez le dialogue entre Eileen et Moira en utilisant « be » au prétérit.

Eileen: Where were you last July?

Moira: We were in the south of Spain.

Eileen: How was the weather?

Moira: Not as nice as usual. It was too hot.

Eileen: Were you with all your family?

Moira: No. My brother was not there. He was in California with his girlfriend. But my cousins Mirna and Lloyd were with us. It was great.

5 Récrivez ces phrases au prétérit en faisant les transformations nécessaires.

Example: This summer, we are in the Alps. → Last summer, we were in the Alps.

A Today, Brandon is in a luxurious hotel resort.

Yesterday, Brandon was in a luxurious hotel resort.

B This morning the children are at the swimming pool.

Yesterday morning the children were at the swimming pool.

C How much are the ice creams this summer?

How much were the ice creams last summer?

D The grandchildren aren't in London this afternoon; they are in Brighton.

The grandchildren weren't in London yesterday afternoon; they were in Brighton.

E Where is your sister this week?

Where was your sister last week?

6 Écrivez ces phrases avec « be » au prétérit et à la forme négative.

A Working in a shop / very pleasant.

Working in a shop wasn't very pleasant.

B The beach and the campsite / clean.

The beach and the campsite weren't clean.

C Bridget's last holidays / interesting.

Bridget's last holidays weren't interesting.

D My friend's camper / new.

My friend's camper wasn't new.

7 Écrivez ces phrases de dialogues à l'aide des éléments ci-dessous.

Example: exams? / fine – Maths exam difficult? very simple.

How were your exams? They were fine.

Was the Maths exam difficult? No, it wasn't; it was very simple.

A rock concert? / brilliant – difficult to get tickets? / easy.

How was the rock concert? It was brilliant.

Was it difficult to get tickets? No it wasn't; it was easy.

B English exam? / all right – questions easy? / quite hard.

How was your English exam? It was all right.

Were the questions easy? No, they weren't; they were quite hard.

C film? long – good? a load of rubbish*

How was the film? It was long.

Was it good? No it wasn't; it was a load of rubbish.

* a load of rubbish un navet

8 Soulignez l'intrus dans chacune de ces séries de mots et justifiez votre choix.

▶▶▶ Remember p. 41

A farmer – factory worker – footprint – florist.

Ce n'est pas un nom de métier.

B safe – jewels – money – beach.

Cela n'a pas de rapport avec l'argent.

C poor – happy – satisfied – pleased.

Cela n'a pas de rapport avec le bonheur; le plaisir.

④ mountain – lake – river – sea.

On ne peut pas y naviguer.

⑤ a tipi – a house – a caravan – a factory.

Ce n'est pas une habitation.

⑥ was – have – am – were.

Ce n'est pas le verbe "be".

✓ LANGUAGE QUIZ

Cochez la bonne réponse.

① *There was* + singulier signifie

☐ "il y a"

☒ « il y avait »

② *There were* + pluriel signifie

☐ "il y a"

☒ « il y avait »

③ Il n'y avait pas de... se dit « *there was/were no ...* »

☒ Vrai

☐ Faux

9 Décrivez ce qu'il y avait (et ce qui manquait) dans le village de Brampton en 1950.



Help: bus – lorry – vehicle – supermarket – service station – pedestrian – cyclist – tree – pavement – street – shop – car – cinema – stadium – bakery

Réponse possible :

There were not many cars but there were bicycles. There were no lorries (trucks). There were many trees on the (road) side. There was a bakery and a butcher's. There was a filling station with someone to serve you. But there was no cinema, no theatre and there were no supermarkets. There was no stadium. (It was a calm village).

10 Répondez aux questions.

① Were you in Portugal last summer? *Exercice ouvert*

② Were you at your grandparents' last Sunday? *Exercice ouvert*

③ Were you at school yesterday morning? *Exercice ouvert*

④ Was the weather nice yesterday? *Exercice ouvert*

⑤ Was there a good programme on TV last night? *Exercice ouvert*

11 j Écoutez Brenda et répondez aux questions.

▶▶▶ Ex. 8 p.39



① Was the island in Greece nice? *Yes, it was. (It was great)*

② Were there palm trees? *No, there were no palm trees.*

③ How many swimming pools were there? *There were two.*

④ Was the hotel comfortable? *Yes, it was.*

⑤ Was there a museum? *No, there wasn't.*

12 Retrouvez les questions que Jane a posées à Pat à propos des ses dernières vacances.

Jane: *Where were you for your holidays?*

Pat: I was in Scotland.

Jane: *When was it / When were your holidays?*

Pat: Last August.

Jane: *Where you alone?*

Pat: No, I was with my parents.
Jane: *Where you in a campsite / at relatives'?*
Pat: No, we were in a small hotel near Dundee.
Jane: *Was it nice?*
Pat: Yes, it was. It was really very nice and all the people were friendly.

13 Posez les mêmes questions à votre voisin(e) et écrivez ses réponses sous forme d'un paragraphe.

Exercice ouvert.

14 Relisez le texte « Crime scene » et répondez aux questions.

Page 40

When was the crime committed? (day + time)
It was on Tuesday November 16th between 10 and 11pm.
B Was his family with Derek on that particular evening?
No, he was alone.
C Report on the crime scene using "there was" and "there were".
The safe was open and empty. There were books and papers (scattered) on the floor; there was a broken vase. The dog was killed and was on the floor. The door was open and there was a broken windowpane. There were footprints on the floor....

15 Lisez cette courte biographie de Sitting Bull et répondez aux questions.

SITTING BULL was a medicine man and the chief of the Sioux Indian Tribe. Chief Sitting Bull was born in about 1837 in what is now North Dakota and was the son of Sioux chief Jumping Bull. He was a man of influence for the angry and dissatisfied Indians. During the American Civil War, he was the leader of raids on white settlers* in Iowa and Minnesota. He was OK for a peace agreement in 1866, but until 1876 he and his men were not friends with many whites who were on the Indian territories. There was a battle at Little Big Horn in 1876, the most famous battle of the Old West. General George Amstrong Custer and many soldiers of his 7th Cavalry were killed there and Chief Sitting Bull, his men and other allied Indian tribes were victorious. Then Sitting Bull was in Canada for a while; in 1881, he and his tribe were all back in the US. But there were problems because of a treaty: the Sioux territory was reduced again. Later there were two enemy groups in the Sioux tribe. One group was afraid Sitting Bull was the reason of many troubles; the Indian Affairs Bureau was on the same basis and their decision was made: to arrest Sitting Bull. But Sitting Bull was shot at his home by the Indian police, on December 15, 1890.

* a settler *un colon*

A Qui était Sitting Bull ?

Un (grand) chef Sioux (et un guérisseur).

B Qu'a -t-il fait lors de la guerre civile américaine ?

Il a mené des raids chez les colons blancs.

C Pourquoi la bataille de Little Big Horn a-t-elle été importante pour les Indiens ?

Parce que c'est une victoire indienne : le général Custer et un grand nombre des soldats du 7ième régiment de cavalerie y ont trouvé la mort.

D A quels événements correspondent ces dates : 1837 – 1866 – 1881 – 1890 ?

1837 = *naissance de Sitting Bull*

1866 = *signature d'un accord de paix*

1881 = *retour des Sioux aux Etats-Unis.*

1890 = *mort tragique de Sitting Bull.*

16 FUN WITH SOUNDS Dites ces mots ayant le son [tʃ] ou le son [dz]. Puis dites les phrases suivantes.

Exemples : [tʃ] cheese / chips and [dz] juice / jam

A chocolate – chicken – China – sandwich

B just – January – Jill – orange

Judy wants a **cheese** sandwich and an **orange** juice for lunch.

Shelley usually **chooses** **chocolate** ice cream.

John **just** wants **chicken** and **chips** for his **children**.

Janet was **chewing** gums in **June** and **July**.

17 Racontez le week-end de Will et dites comment est Will aujourd'hui.



18 Observez attentivement cette photo pendant 1 minute puis fermez votre cahier. Décrivez la photo en disant ce qu'il y avait ou non.



✓ LANGUAGE QUIZ

Cochez les phrases au prétérit.

- | | | | |
|-------------------------------------|-------------------------------------|---------------------------------------|-------------------------------------|
| A I chatted with my friends. | <input checked="" type="checkbox"/> | E We watched the match. | <input checked="" type="checkbox"/> |
| B I like London very much. | <input type="checkbox"/> | F She came by bus | <input checked="" type="checkbox"/> |
| C He works in a restaurant. | <input type="checkbox"/> | G Call me Pat ! | <input type="checkbox"/> |
| D They had lunch at home. | <input checked="" type="checkbox"/> | H We were in London for 3 days | <input checked="" type="checkbox"/> |

1 Écrivez le verbe correspondant à chaque illustration.

Buy – call – chat – come – come back – drink – drive – eat – get up – go – have ... - listen to – meet – play – see – sell – send – take – watch – work **ATTENTION AUX INTRUS !**

A seeB callC meetD playE eatF drinkG listen toH sendI get upJ have breakfastK workL goM chatN driveO take

2 Écrivez ces verbes au prétérit et traduisez-les. Les verbes* sont irréguliers.

►►► Focus p. 47

buy* bought acheter	call called appeler	chat chatted discuter	come*(back) came (back) (re)venir	drink* drank boire	drive* drove conduire
---------------------------	---------------------------	-----------------------------	---	--------------------------	-----------------------------

eat* ate manger	get up* got up se lever	go* went aller	listen to listened to écouter	meet* met rencontrer	play played jouer
-----------------------	-------------------------------	----------------------	-------------------------------------	----------------------------	-------------------------

see* saw voir	sell* sold vendre	send* sent envoyer	take* took prendre	watch watched regarder	work worked travailler
---------------------	-------------------------	--------------------------	--------------------------	------------------------------	------------------------------

3 Utilisez les vignettes de l'exercice 2 et les verbes de l'exercice 3 pour compléter les phrases par un verbe au prétérit.

- A Yesterday morning Tim got up at 7 o'clock.
 B Then, he had breakfast.
 C He ate toast and cereal and he drank a glass of orange juice.
 D At 8.20 he went to school.
 E At the bus stop he met his friend Shirley.
 F Suddenly they saw an accident. Immediately, Tim called the police.
 G Then, they took their bus and arrived at school at 8.45.
 H They worked from 9 to 4. Then they came back home.
 I Shirley stopped at a fruit shop and bought an apple.
 J At home, Tim watched a football match on TV.

4 Rayez la traduction fausse.

►►► Grammar Keys p. 105

- A I sold my scooter : ~~Je vends~~ / J'ai vendu mon scooter.
 B I often send emails : J'envoie souvent / j'ai souvent envoyé des e-mails.
 C We met at the station : ~~Nous nous rencontrons~~ / Nous nous sommes rencontrés à la gare
 D They drink cola or ice tea : Ils boivent / ~~Ils ont bu~~ du cola ou du thé glacé.
 E She got up at 11 o'clock : ~~Elle se lève~~ / Elle s'est levée à 11 heures.
 F You eat a lot of chocolate : Tu manges / ~~as mangé~~ plein de chocolat.

5 j Écoutez le dialogue du manuel Page 46 exercice 2. Complétez ou choisissez la bonne solution.

►►► Ex. 2 et 3 p. 46



Brit: Hi Sam! How was the match yesterday afternoon?

Sam: The match... I didn't (see/ watch) it.

Sam: I went out with Debbie.

Brit: With Debbie?

Sam: Yes, Bob didn't (call/ phone) me. So I (called/ phoned) Debbie.

Sam: First, we met at the (bus stop/ bus station).

Brit: And then...







Sam: Then, we had a drink at Pedro's Bar.

Brit: And you (had /ate) tacos...

Sam: And burritos of course and we listened to Mexican music.

6 Observez les vignettes. Dites ce qu'ils ont fait et n'ont pas fait.

Remember p. 49

	<p>Sarah / call / her boyfriend / her grandfather: → Sarah called her boyfriend; she didn't call her grandfather.</p>		<p>Mr and Mrs Windsor / rent / a mobile home / a flat: → Mr and Mrs Windsor rented a mobile home; they didn't rent a flat.</p>
	<p>Wills and Kate / stay / at a hotel / at a campsite: → Wills and Kate didn't stay at a hotel; they stayed at a campsite.</p>		<p>Brett / take / a ferry / the Eurostar: → Brett took a ferry; he didn't take the Eurostar.</p>
	<p>Kevin / buy / a bicycle / a scooter: → Kevin didn't buy a bicycle; he bought a scooter.</p>		<p>Helen / send / an email / a postcard: → Helen didn't send an email; she sent a postcard.</p>

7 Retrouvez le chemin de la plage. Suivez pour cela tous les verbes au prétérit régulier dont le 'ed' final se prononce [d].

Ex. 8 p. 49



GO!	stayed	rented	washed	liked	organized	brushed
started	preferred	invited	helped	prepared	invented	lived
called	watched	stopped	listened	decided	cooked	arrived
visited	played	phoned	chatted	splashed	wanted	sunbathed



B Posez les questions au prétérit et répondez affirmativement ou négativement (+ la vérité) selon l'illustration.

►► Focus p. 46



Example: You / play poker

→ Did you play poker? No, I didn't. I played video games.

A you / have lunch in a pizzeria

→ Did you have lunch in a pizzeria? No, I didn't. I had lunch in a hamburger / fast food / McDonald's / Quick / ... restaurant.

B she / buy some jeans

→ Did she buy some jeans? No, she didn't. She bought a skirt.

C Your grandfather / listen to classical music

→ Did your grandfather listen to classical music? Yes, he did.

D They / go to the mountains

→ Did they go to the mountains? No, they didn't. They went to the seaside.

E Sam / help his mother

→ Did Sam help his mother? No, he didn't. He helped his father.

✓ LANGUAGE QUIZ

Rayez la traduction fautive

A Comment : ~~who~~ / how

B Qui : who / ~~what~~

C Quand : ~~where~~ / when

D Où : ~~why~~ / where

E Quoi, que, quel(les) : what / how

F A quelle heure : ~~how much~~ / what time

G Combien (prix) : how much / ~~how many~~

H Combien de : how many / ~~how long~~

I Combien de temps : how long / ~~what time~~

J Pourquoi : why / ~~who~~

9 Une personne de retour de voyage est interrogée. Complétez les questions par des mots interrogatifs ou/et des formes verbales, ainsi que les réponses. Utilisez le prétérit.

A Where did you go? I went to Scotland.

B How did you travel? I travelled by train.

C How long did you stay? I stayed for 3 days.

D What did you visit? I visited a whisky distillery.

E What else did you see? I saw Loch Ness

F What did you buy? I bought a kilt and a bottle of whisky.

G When did you come back? I came back yesterday evening.

H What time did you arrive? I arrived at 10pm.

10 Production orale. Racontez ce qu'ont fait Kevin et Britney pour payer leurs vacances, comment ils ont choisi leur séjour, où ils sont allés et ce qu'ils ont fait.



Events, memories and facts

1 En prenant pour repère la date d'aujourd'hui, complétez les énoncés suivants par une heure, un jour, un mois, une date ou une année.

►►► Ex. 7 p. 51

- A Last year, we were in réponse à adapter.....
 B Two days ago, it was réponse à adapter.....
 C Last month, we were in réponse à adapter.....
 D Yesterday, it was réponse à adapter.....
 E One hour ago, it was exactly réponse à adapter.....

2 Écrivez des phrases complètes en plaçant au mieux les indicateurs proposés.

- A Mary came back from Thailand. (il y a 3 jours)
Mary came back from Thailand three days ago.
 B Paul didn't go to school because he was ill. (la semaine dernière)
Paul didn't go to school last week because he was ill.
 C The boss called but you were not in* (là). (il y a 5 minutes)
The boss called five minutes ago but you were not in.
 D I went shopping and I bought some new jeans. (samedi dernier)
(Last Saturday.) I went shopping (last Saturday) and I bought some new jeans.
 E Did you see William? (hier matin ou hier après-midi)
Did you see William yesterday morning or yesterday afternoon?

3 Complétez les énoncés en anglais.

- A Two months ago....., a tragic accident happened in my street.
 B Every week there are..... lucky Lotto winners.
 C There is..... a new game on Channel 4 every Friday evening.
 D How many road victims are there..... every year?
 E I started learning English five years ago.....

✓ LANGUAGE QUIZ

Cochez la bonne réponse.

- A « Last » et « ago » sont des indicateurs du passé. Ils s'utilisent dans des énoncés au présent. ☒ Vrai ☐ Faux
 B « Ago, there is, there are » peuvent tous les trois se traduire par « il y a ». ☒ Vrai ☐ Faux

4 Complétez le tableau puis utilisez le prétérit qui convient dans les énoncés.

prétérit simple	prétérit en -ing
I called	I was calling
It rained	<u>It was raining</u>
<u>She ate</u>	She was eating
They talked	<u>They were talking</u>
<u>I played</u>	I was playing
He went	<u>He was going</u>

- A I called..... Bob yesterday but he wasn't at home.
 B Last Monday, it rained..... all day.
 C She ate..... an apple an hour ago, that's all.
 D When I arrived, they were talking..... calmly.
 E I was playing..... the guitar and I didn't hear the phone.
 F He went..... to London on Eurostar but flew back to Paris.

✓ LANGUAGE QUIZ

Cochez la bonne réponse.

- ☒ A Le verbe conjugué au prétérit simple se traduit généralement par un passé composé. ☒ Vrai ☐ Faux
☒ B Le prétérit en -ing se construit avec : **was** ou **were** + **V-ing**. Il se traduit généralement par un imparfait. ☒ Vrai ☐ Faux

5 j Écoutez les témoignages de Liz, Mario et Judi (Ex. 2 p. 50) et complétez par des verbes au prétérit simple ou au prétérit en -ing.



HOW DID YOU MEET YOUR DARLING?

(meet – wait – come – read – stop – sit – smile – get)

"Hello, I'm Liz. I met Billy six years ago in Liverpool. I was waiting for my brother after his football practice at the stadium when Billy came out. I was reading a magazine when he stopped and sat down next to me. I'll never forget the way he smiled at me. Two years later, we got married."

(kill – feel – notice – send – understand)

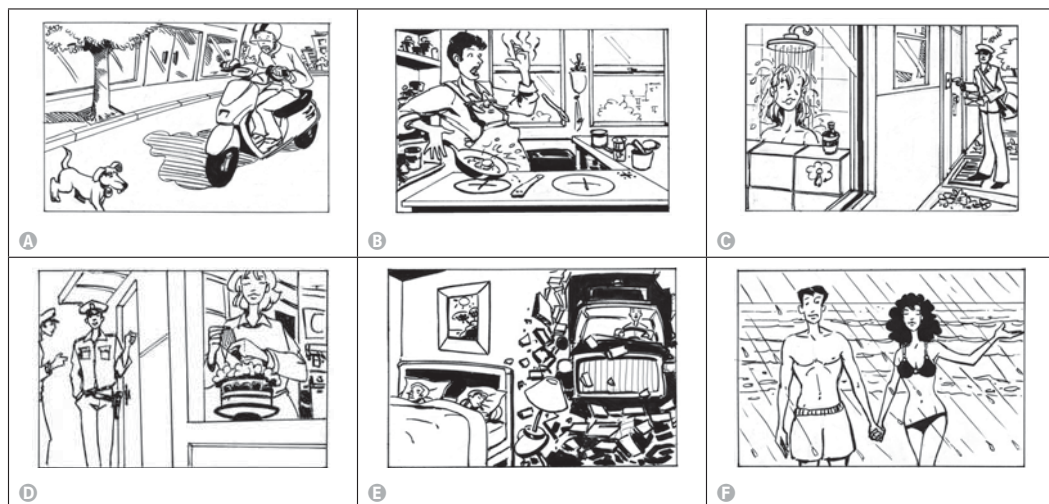
"My name's Mario. Hello everybody! Two years ago, I was killing time on MySpace and I was feeling particularly lonely when I noticed Carolyn's profile. I sent her a friend request. Two minutes later, she replied with: 'Hello, Mario. I accept your friend request'. I understood that it was the beginning of our love story."

(work – serve – see – stare – come)

"Good morning. This is Judi, from Cambridge. Six months ago, I was working in a snack bar in Brighton. One evening, I was serving the customers when I saw this boy who was staring at me through the window. He came again the next day and the day after. Three days later, he came into the bar. His name was Joey and the rest is history."

6 Expliquez ce que chacun était en train de faire lorsqu'autre chose s'est produit.

▶▶▶ Ex. 8 p. 51 et 6 p. 53



A (Clive – try – cross)

Clive was trying out his new scooter when a dog crossed the road in front of him.

B (Oliver – cook – burn)

Oliver was cooking when he burnt his hand.

C (Rosie – have – ring at the door)

Rosie was having a shower when the postman rang at the door.

D (Martha – make – arrive)

Martha was making a cake when the police arrived.

E (Jay and Mollie – sleep – truck – crash into)

Jay and Mollie were sleeping when a truck crashed into their house.

F (Rebecca and Leo – sunbathe – start raining)

Rebecca and Leo were sunbathing when it started raining.

✓ LANGUAGE QUIZ

Cochez la bonne réponse.

- A** 'What did you do yesterday?' est une question au prétérit simple.
B What were you doing when he phoned?' est une question au présent.

☒ Vrai
☐ Faux

☐ Vrai
☒ Faux

7 Posez des questions correspondant aux termes soulignés.

A Liz met Billy six years ago.

When did Liz meet Billy?

B She was reading a magazine.

What was she reading?

C Billy sat down next to Liz.

Where did Billy sit down?

D Mario was feeling lonely.

How was Mario feeling?

E Judi was serving the customers.

Who was Judi serving?

F They got married two years later.

What did they do two years later?

8 Retrouvez les mots dans la grille et utilisez-les pour compléter le paragraphe au passé.

►►► Fortune versus Misfortune p. 52

f	u	c	k	y	a	b	t	Atterrir : <u>land</u>
n	j	u	r	e	d	r		Camion : <u>truck</u>
c	f	n	o	a	q	t	a	Blessé : <u>injured</u>
r	i	a	n	d	r	y		Chanceux : <u>lucky</u>
a	x	o	m	k	h	u	e	Entrer en collision : <u>crash (into)</u>
s	e	s	g	t	u	c	y	Perdre : <u>lose</u>
m	v	e	c	y	j	k	i	Voyager : <u>travel</u>

A long time ago, when he was twenty years old, Nigel was travelling in his car along the cliffs of Dover, when an oncoming truck suddenly lost control. The two vehicles didn't crash but Nigel drove off the road and fortunately landed in a tree. Nigel was not injured, he was very lucky.

9 Reliez les expressions équivalentes.

- | | | |
|------------------------------------|---|--------------------------------------|
| A Love keeps you young | ● | L'amour est aveugle. |
| B To be the best of friends | ● | Etre un bourreau des coeurs |
| C Love is blind. | ● | Vivre d'amour et d'eau fraîche |
| D To live on love alone | ● | Etre les meilleurs amis du monde |
| E To be a ladykiller | ● | Quand on aime, on a toujours 20 ans. |

10 Lisez le document, remplissez le tableau et répondez en français aux questions.

On Jan 12th 2010, an earthquake, 7.0 in magnitude on the Richter scale, hit Haiti, 10 miles Southwest of Port au Prince, the country's capital. The disaster killed between 200,000 and 250,000 people and left one of the poorest countries on Earth totally devastated.

"When it happened, my brother, my cousin, a friend and I were frying meat outside. My grandmother was cooking rice inside the house. Suddenly, the ground, the house, everything started to shake* and I jumped away. I was the only one safe and sound. Martin; 19".

"When the earthquake hit, I was standing on a bridge with my younger sister Christine. We were

waiting for the bus back home. The bridge was shaking like a wave and the earth was moving everywhere. After 30 seconds, an enormous cloud of dust* filled the sky and screams came from all directions. Delince; 25"

"When I opened my eyes, I saw that all the buildings had collapsed*. My head was bleeding*. Children were running, screaming and crying. Everybody was looking insane* and above all, there were corpses* everywhere. I had only one thought in my head: 'Where were my children?' Clémence; 32."

* shake trembler, secouer ; dust poussière ; collapse s'écrouler ; bleed saigner ; insane fou ; corpse cadavre.

A

Événement	<i>tremblement de terre</i>
Lieu	<i>Haïti (Port au Prince)</i>
Date	<i>12 janvier 2010</i>
Nombre de victimes	<i>entre 200 000 et 250 000 morts</i>

B Au moment de la catastrophe, où se trouvaient Martin et Delince ?

Martin était devant chez sa grand-mère ; Delince était sur un pont.

C Avec qui étaient-ils ?

Martin était avec son frère, son cousin et un ami ; Delince était avec sa sœur cadette.

D Que faisaient-ils ?

Martin et ses compagnons faisaient cuire de la viande dehors ; Delince et sa sœur attendaient le bus pour rentrer à la maison.

E Quels étaient les signes visuels et sonores de la catastrophe ?

Le sol et les maisons tremblaient, le pont remuait comme une vague, la terre bougeait, un énorme nuage de poussière emplissait le ciel. Des hurlements provenaient de toutes parts.

F En quoi le témoignage de Clémence est-il différent des deux autres ?

Le tremblement de terre a eu lieu. Clémence reprend conscience après avoir été blessée : elle voit des enfants courir en hurlant ou pleurant, tout le monde a l'air fou, il y a des cadavres partout.

11 Regardez les illustrations et lisez les énoncés qui suivent.



A. Recopiez le texte pour que l'histoire corresponde à l'ordre des images a, b, c, d, e, f, g.

- He stopped and got out of his car to help the old lady.
- As he was driving out of his garage, he saw Miss Olga, his old neighbour, who was trying to cross the icy street.
- When he opened the door, it was snowing. Howard didn't panic, it was only half past eight.
- Howard got up at half past seven. He wanted to have plenty of time to get ready. His flight to New York was at 12 am.
- As he was walking towards her, he slipped and fell down.
- A truck that was driving by tried to avoid the pair and crashed into Howard's car.
- Miss Olga walked back to help Howard but she slept too and fell onto Howard.

A Howard got up at half past seven. He wanted to have plenty of time to get ready. His flight to New York was at 12 am.

B When he opened the door, it was snowing. Howard didn't panic: it was only half past eight.

C As he was driving out of his garage, he saw Miss Olga, his old neighbour, who was trying to cross the icy street.

D He stopped and got out of his car to help the old lady.

E As he was walking towards her, he slipped and fell down.

F Miss Olga walked back to help Howard but she slept too and fell onto Howard.

G A truck that was driving by tried to avoid the pair and crashed into Howard's car.

B. Écrivez la fin de l'histoire (images h, i, j k).

H As it was already quarter to ten, Howard phoned for a taxi to go to the airport.

I As he was waiting for the taxi, the police arrived.

J The taxi arrived at twenty to eleven: they got to the airport at half past eleven.






K At quarter to twelve, he discovered on the departures screen that his flight to NY was cancelled.

Restaurants and food

1 Écrivez le mot correspondant à chaque illustration. Attention aux intrus.

>>> Ex. 2 et 3 p. 54

ice-cream – mushrooms – blueberries – pastries – strawberries – oranges – potatoes – carrots – cheese – fruit juice – seafood – chips – rice – meat – spaghetti – soup – pancakes – lychees – tomatoes

				
A potatoes	B meat	C mushrooms	D cheese	E tomatoes

				
F rice	G blueberries	H lychees	I ice-cream	J pancakes

2 Dans cette liste, indiquez 4 plats que l'on peut manger habituellement dans les restaurants ci-dessous.

>>> Ex. 2 et 3 p. 54

Specialities	
Burgers	A In a Moroccan restaurant, they have <u>salads, tajine, meatballs, and pastries.</u>
Cantonese rice	B In an Italian restaurant, they have <u>pizza, spaghetti, lasagna and tiramisu.</u>
Fries	C In an American fast-food restaurant, they have <u>burgers, fries, sundae, and pancakes.</u>
Lasagna	D In a Chinese restaurant, they have <u>spring rolls, noodles, Cantonese rice and lychees.</u>
Lychees	
Meatballs	
Noodles	
Pancakes	
Pastries	
Pizza	
Salads	
Spaghetti	
Spring rolls	
Sundae	
Tajine	
Tiramisu	

3 j Écoutez à nouveau les deux derniers dialogues At the restaurant et complétez.

>>> Ex. 2 et 3 p. 54

DIALOGUE 3



MIKE: "I very much like Chinese food. It is very special, you know. Last Monday, I had lunch at Li Garden. It's a new Chinese restaurant outside town. It is a very quiet restaurant and it isn't expensive at all. I had spring rolls, cashew chicken, Cantonese rice and lychees for only eleven euros! The food was not fatty at all and it was delicious! Next time, I'll have the seafood noodle soup!"

DIALOGUE 4

JENNIE: "Well, I prefer Moroccan food. Yes, I love Moroccan restaurants and their spicy specialties. Last summer, we ate at Riad. It is a very large restaurant and there is a garden at the back. There is sometimes a band playing oriental music. It is a very pleasant place. I had a salad and some delicious tajine. Then I had gazelle's horns and some mint tea. I loved the food and I loved the music too!"

4 Trouvez dans le script des dialogues de l'exercice 3 les mots anglais pour dire :

- A épicé : *spicy* E délicieux : *delicious*
 B gras : *fatty* F du poulet aux noix de cajou : *cashew chicken*
 C cher : *expensive* G des cornes de gazelles : *gazelle's horns*
 D tranquille : *quiet* H un orchestre : *a band*




✓ LANGUAGE QUIZ

Rayez la réponse incorrecte.

- A I had tea veut dire : ● je prendrai du thé ● j'ai pris du thé.
 B I'll have tea veut dire : ● je prendrai du thé ● j'ai pris du thé

5 Ajoutez les noms de boissons en anglais pour compléter ce menu international.

▶▶▶ Ex. 7 p. 55

<i>Beverage list</i>	<i>Liste des boissons</i>	<i>Bebida lista</i>	
			
Beer	Bière	Cerveza	€4.20
Apple juice	Jus de pomme	Jugo de manzana	€5.50
Mineral water	Eau minérale	Agua embotellada	€2.90
Coffee	Café	Café	€1.50
Soda	Soda	Refrescos	€2.10

6 Regardez la liste des boissons de l'exercice 5 et répondez aux questions.

- A Can I have orange juice?
No, sorry. / No, you can't. There is only apple juice / But you can have apple juice.
 B How much is a cup of coffee, please?
It is one euro fifty.
 C Would you like a glass of mineral water? How much is it?
Yes, please / No, thank you. It's two euros ninety.
 D What would you recommend?
I prefer / I would recommend a cup of coffee / a can of soda. ...

7 Associez la boisson et son contenant.

- A A cup of ● soda.
 A A can of ● wine
 A A bottle of ● cranberry juice
 A A glass of ● tea

✓ LANGUAGE QUIZ

Rayez la réponse incorrecte.

- A Pour proposer une boisson à quelqu'un, on utilise : ☒ Would you like ...? ☐ Do you like ...?
 B Pour commander ou demander une boisson, on peut dire : ☒ I'd like ... ☒ I'll have ...
 C Quand le sujet est he ou she, on ajoute -s ou -es au verbe. ☒ Vrai ☐ Faux

B Demandez à vos amis :

A s'ils voudraient une boisson.

Would you like a drink?

B ce qu'ils voudraient.

What would you like?

C s'ils prendront une tasse de thé.

Will you have a cup of tea? (Would you like a cup of tea?)

D s'ils voudraient un verre de jus de fruit.

Would you like a glass of fruit juice?

E s'ils préfèrent le jus d'orange ou le jus de pomme.

Do you prefer / Would you like orange juice or apple juice?

9 Lisez l'article ci-dessous et complétez le document.

Okinawa, the world capital of longevity



Longevity heaven is encountered on the Japanese island of Okinawa, which, besides detaining the world record for longevity and centenarians of the world, is the only place on the planet where 80-90-year-olds live like people 30 years younger.

There are 457 people on Okinawa aged 100 or more: an average of 35 for every 100,000 inhabitants.

The traditional diet of Okinawa consists of dishes made of a bowl of cooked food and a fruit. Each day, Okinawans eat seven portions of fruit and vegetables, seven of cereals and two of soy* products. They also eat some fish every week and very sporadically meat and dairy products. Overall, their diet is low in calories and contains a lot of vegetables.

<http://news.softpedia.com>

*soy soja

A Okinawa est :

- ☐ La plus ancienne ville du Japon et le paradis des retraités
☒ une île du Japon qui détient le record mondial de longévité

B A Okinawa, les habitants âgés de 80 à 90 ans :

- ☐ vivent 30 ans de plus que dans le reste du monde ☒ vivent comme s'ils avaient 30 ans de moins.

C A Okinawa :

- ☒ il y a 457 centenaires ☐ 35% des habitants ont plus de 100 ans.

D L'alimentation habituelle à Okinawa comprend :

- 7 portions de fruits et légumes
 – 7 portions de céréales
 – 2 portions de soja
 – Chaque semaine : différentes quantités de poisson
 – De rares portions de viande et produits laitiers
 – Dans l'ensemble : peu de calories et beaucoup de légumes




10 Dans chaque série de mots, rayez l'intrus et entourez le mot général.

►►► Ex. 4 p. 56

- A pork – beef – chicken – meat – cheese – turkey
 B onions – cucumbers – vegetables – carrots – tomatoes – ~~bananas~~ – beans
 C ice cream – ~~coleslaw~~ – brownies – desserts – pancakes – pies
 D ~~chops~~ – oranges – fruits – mangoes – blueberries – apples – cherries
 E tuna – salmon – ~~ham~~ – fish

11 Classez la nourriture et les boissons ci-dessous en 3 colonnes (il est possible d'utiliser le même mot plusieurs fois).

pizza – toast – green beans – soda – salad – butter – burger – soup – sundae – club sandwich – marmalade or jam – chocolate cake – cereal – steak – mashed potatoes – orange juice – French fries/chips – coffee or tea – mineral water – milk – wine

	Breakfast 	fast-food lunch or dinner 	Traditional lunch or dinner 
Food	<i>toast</i> <i>butter</i> <i>marmalade or jam</i> <i>cereal</i>	<i>pizza</i> <i>burger</i> <i>club sandwich</i> <i>French fries/chips</i> <i>sundae</i>	<i>soup</i> <i>salad</i> <i>steak</i> <i>mashed potatoes</i> <i>green beans</i> <i>chocolate cake</i>
Drinks	<i>coffee or tea</i> <i>milk</i> <i>orange juice</i>	<i>soda</i> <i>orange juice</i> <i>coffee or tea</i>	<i>wine</i> <i>mineral water</i> <i>coffee or tea</i>

12 Expliquez ce que vous mangez habituellement (a bowl of cereal, a glass of cold milk...). Vous pouvez utiliser le vocabulaire donné ci-dessus (exercice 11).

- A For breakfast, I usually have *toasts with butter and jam, a bowl of cereal, a glass of milk...*
- B For lunch, I usually have *a salad, a sandwich or a pizza and an ice-cream or a banana...*
- C For dinner, I usually have *some soup, some meat with vegetables and a fruit for dessert...*

13 Mots cachés. Retrouvez 3 fruits, 3 desserts, 4 boissons, 1 spécialité

T	A	J	I	N	E	C	O	L
C	R	A	N	B	E	R	R	Y
A	S	P	S	U	N	D	A	E
K	O	P	I	E	W	I	N	E
E	D	L	B	E	E	R	G	A
W	A	E	J	U	I	C	E	L

3 fruits:

- *cranberry*
- *apple*
- *orange*

3 desserts:

- *sundae*
- *cake*
- *pie*

3 drinks:

- *juice*
- *soda*
- *wine*
- *beer*


1 Moroccan speciality:

- *tajine*


14 Dialoguez avec un(e) autre élève en anglais.

Vous devez aller au restaurant ensemble. Choisissez le restaurant, proposez-lui différentes boissons et plats possibles. Chacun de vous devra dire ce qu'il/elle souhaiterait manger et boire.


Type of restaurant ?




Drink ?



Meat or fish ?




Dessert ?



Where would you like to go? Would you like to go to ...?
What would you like to have? Would you like to have...?

Side dishes ?



15 Faites un compte-rendu oral de ce que vous avez décidé.

Shopping

1 Retrouvez les noms des vêtements et accessoires dans la grille. Écrivez le nom sous chaque image.

►►► Remember page 61 et lexique



A shoe



A scarf



Trainers



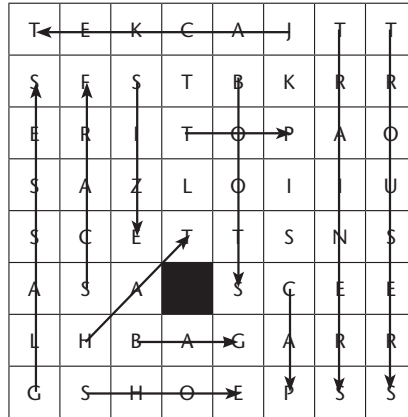
Trousers/pants



Size



A top



A jacket



Glasses



Boots



A bag



A cap



A hat

Quel nom de vêtements écossais pouvez-vous former avec les lettres restantes ?

KILTS

2 j Écoutez le dialogue entre la vendeuse et le client dans le magasin. Retrouvez les mots ou expressions manquants.

►►► Ex. 3 p. 58



Salesgirl: Good morning. Can I *help* you?

Customer: Yes, *I'd like* some jeans and a jacket.

Salesgirl: Well, what *size* are you?

Customer: 38 or 40; it depends.

Salesgirl: And what *colour* would you like?

Customer: Grey for the *jeans* and a black *jacket* Er, I don't know really, I'm not sure.

Salesgirl: OK, here is a nice *black* jacket. *Size* 38 And a pair of grey jeans, size 38

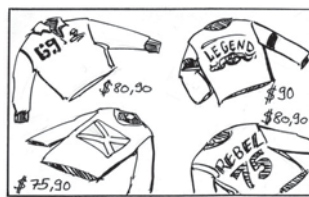
Customer: Thank you. How *much* are they?

Salesgirl: €35 for the jeans and €49 for the jacket...

Customer: Can I *try* them *on* please?

Salesgirl: Yes.... [...]

3 Répondez aux questions en fonction des illustrations.



A Where is your favourite clothes shop?

It's in Jamaica Street.

B (In the clothes shop). Good afternoon. Can I help you?

Yes, I'd like a sweatshirt, please.

C What size are you?

I'm size XL.

D Do you like the sweatshirt with the flag on it?

No, I don't.

E Which sweatshirt would you like?

Réponse ouverte.

F How much is it?

Réponse ouverte.

4 Complétez le dialogue entre un client et le vendeur, à l'aide des phrases proposées.

A « How much is it? » – B « It's too small. Is there a larger size? » – C « I'd like a black jumper, please ». – D « Well, it's too expensive; I'll leave it. » – E « Can I try this on? »



Client : *I'd like a black jumper, please.*



Client : *It's too small. Is there a larger size?*



Client : *Can I try this on?*



Client : *How much is it?*



Client : *Well, it's too expensive; I'll leave it.*

✓ LANGUAGE QUIZ

Cochez la bonne réponse.

- | | |
|---|---|
| <p>A Too devant un adjectif veut dire :</p> <p>B Pour comparer, on ajoute « er » quand l'adjectif est court</p> <p>C L'adjectif good devient better au comparatif</p> <p>D L'adjectif bad devient worse au comparatif</p> | <p><input type="checkbox"/> « plus » + adjectif</p> <p><input checked="" type="checkbox"/> Vrai</p> <p><input checked="" type="checkbox"/> Vrai</p> <p><input checked="" type="checkbox"/> Vrai</p> |
| | <p><input checked="" type="checkbox"/> « trop » + adjectif</p> <p><input type="checkbox"/> Faux</p> <p><input type="checkbox"/> Faux</p> <p><input type="checkbox"/> Faux</p> |

5 Dites ce qui ne va pas et demandez autre chose.

▶▶▶ Ex. 8 et 9 p. 59



A customer wants to buy a long blue jacket, a short white skirt, a blue blouse*, a big white hat and a handbag. She has £100 to spend.

*Blouse chemisier

Salesgirl: This beautiful blouse is only £65.

Customer: I'm afraid it's too expensive. I'd like a cheaper one, please.

Salesgirl: This short jacket is really your style.

Customer: *I'm afraid it's too short. I'd like a longer one, please.*

Salesgirl: Look at this little hat! It's really very smart.

Customer: *I'm afraid it's too small. I'd like a bigger one, please.*

Salesgirl: The bag is only £90.00.

Customer: *I'm afraid it's too expensive. I'd like a cheaper one please.*

Salesgirl: This long skirt is very nice, isn't it?

Customer: *I'm afraid it's too long. I'd like a shorter one, please.*

6 CULTURE TEST. Comparez ces villes, pays ou rivières.

A high: The Empire State Building / 381 m (New York City) ● The Sears Tower / 443 m (Chicago)

The Sears Tower in Chicago is higher than the Empire State Building in New York City.

B large: Canada / 9,699,550 sq km ● China / 9,976,186 sq. km

China is larger than Canada.

C warm: Athens (Greece) / 29°C ● Paris (France) / 22°C

Athens in Greece is warmer than Paris in France.

D cold: Berlin (Germany) / -1°C ● Helsinki (Finland) / -20°C

Helsinki in Finland is colder than Berlin in Germany.

E long: The Nile (Egypt) / 6,522km ● The Mississippi (the US) / 5,970 km

The Nile in Egypt is longer than the Mississippi in the US.

7 FUN WITH SOUNDS. Écrivez le nom des vêtements et reliez-les à la couleur qui se prononce avec le même son.



shoes



hat



dress



jeans

● red

● blue

● green

● black

B j Écoutez la conversation entre Joyce et Hazel et complétez.

▶▶▶ Ex. 7 p. 59



Joyce: Look at this T-shirt! It's very nice, very trendy!

Hazel: Which one?

Joyce: The black T-shirt with a checked pattern in the middle.

Hazel: Yes it's nice...

Joyce: I am going to try it on! Where is the fitting room?

Hazel: Over there..

Joyce: Oh no!

Hazel: What's the problem?

Joyce: It's too large! I should try a smaller one.

✓ LANGUAGE QUIZ

Cochez la bonne réponse.

A Pour dire ce qu'on devrait faire, on utilise :

☒ should + V

☐ shouldn't + V

B Pour dire ce qu'on ne devrait pas faire, on utilise :

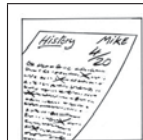
☐ should + V

☒ shouldn't + V

9 Dites ce que chacun devrait faire et/ou ne pas faire dans ces situations.

▶▶▶ Grammar Keys p. 108

Help more / fruit / vegetables



Mike should work more in History



She shouldn't eat hamburgers, sandwiches and chips, she should eat more fruit and vegetables.

10 Donnez des conseils à un(e) ami(e) qui :

▶▶▶ Grammar Keys p. 108

A veut gagner un peu d'argent de poche.

You should do some babysitting ou Réponse ouverte.

B a mal à la tête (headache).

You should take an aspirin / you should go to bed.

C fume beaucoup.

You should stop smoking immediately.

11 Relisez le texte « Fashionistas » et répondez aux questions.

▶▶▶ Page 60

A Who is Louise Ciccione?

She is Madonna's daughter.

B What's her blogger name?

(It's) Lola.

C What items can you buy on the MaterialGirlcollection website?

Clothes, footwear and accessories (jewellery, bags).

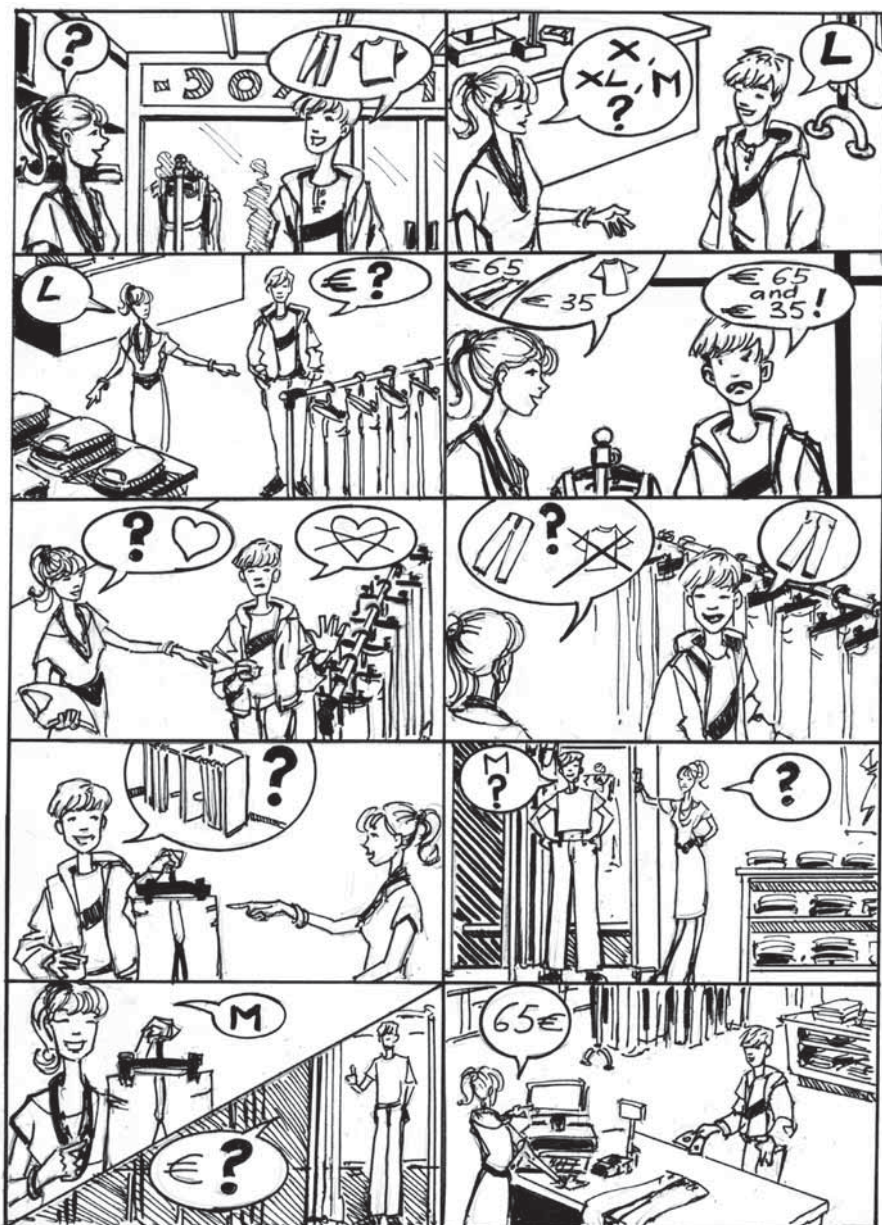
D What are Willow's two activities?

She is a singer and a model (at the age of 9).

12 Dessinez les tenues que vous aimez porter:

for a party	on holiday

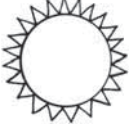



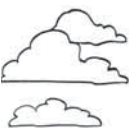

13 In the clothes shop.



The future

1 Retrouvez le nom, l'adjectif correspondant et éventuellement le verbe en rapport avec l'illustration.

►►► vocabulary p. 66

	The sun It's <u>sunny</u> today. The sun <u>shines</u> in summer.		The <u>wind</u> It's <u>windy</u> The <u>wind blows</u> in April.
	The <u>rain</u> It's <u>rainy</u> It <u>rains</u> in autumn.		There's a lot of <u>snow</u> It's <u>snowy</u> It <u>snows</u> in December.
	There are <u>clouds</u> in the sky. It's <u>cloudy</u>		There are <u>storms</u> in August. It's <u>stormy</u> weather.

2 Regardez la carte et dites le temps qu'il fera demain sur les îles Britanniques. Complétez par le nom ou l'adjectif correspondant à l'illustration.

►►► Ex. 2 et 3 p. 66



- A** It will be cold and snowy in Scotland.
There will be snow on the Highlands.
- B** It will rain in Ireland, in the north and in the south. Don't forget your umbrella!
- C** In Wales, the weather will be nice but cloudy
- D** The East of England will be sunny, but in the West there will be storms

3 Écrivez les marqueurs du passé et du futur par rapport à la date du jour (20 avril).
 >>> Grammar keys

A January & February <i>last winter</i>	B March 20th <i>a/one month ago</i>	C April 19th <i>yesterday</i>	April 20th Today
D April 21st <i>tomorrow</i>	E May 5th <i>in two weeks</i>	F May <i>next month</i>	G July & August <i>next summer</i>

4 Mettez les énoncés au futur. Ajoutez le marqueur de temps demandé.
 Puis dessinez les symboles sur la carte
 >>> Grammar keys

	<p>A The sun shines in the west (demain). <i>Tomorrow /The sun will shine in the west/ tomorrow.</i></p> <p>B (la semaine prochaine) It rains in the east <i>Next week, it will rain in the east.</i></p> <p>C (mardi prochain) There are violent storms in the centre <i>Next Tuesday, there will be violent storms in the centre.</i></p> <p>D It is very windy on the south west coast. (demain matin). <i>It will be very windy on the south west coast tomorrow morning.</i></p> <p>E It doesn't snow on the mountains. (l'hiver prochain). <i>It won't snow on the mountains next winter.</i></p>
--	---

5 Rayez la forme verbale qui ne convient pas au contexte.
 >>>Grammar keys

- A** It (~~will snow~~ / snowed) a lot last winter. It (~~will be~~ / was) very cold too.
- B** The weather forecast for next week is bad: there (will be /~~were~~) violent storms.
- C** It (~~won't rain~~ / didn't rain) yesterday afternoon; we (~~will go~~ /went) cycling.
- D** The sun (~~won't shine~~ / ~~shone~~) tomorrow and it (will be / ~~was~~) windy.
- E** Two days ago, the weather (~~will be~~ /was) cloudy but it (is /~~will be~~) better today.
- F** Next summer we ('ll rent /~~rented~~) a mobile home at the seaside.

6 The right sound! Regroupez les mots ayant le même son voyelle soulignée que ceux liés à la météo.

Coat – trainers – mountain – swimming pool – shorts – summer – sunbathe – clothes – house – visit – country – road – bakery – snowboard – floor.
--

Rain [ei] (3 mots):
trainers / sunbathe / bakery

Snow [ou] (3 mots):
coat / road / clothes

Sun [ʌ] (2 mots).
country / summer

Cloud [au] (2 mots):
mountain / house

Storm [ɔ:] (3 mots):
floor / shorts / snowboard

Wind [i:] (2 mots):
swimming pool / visit

7 Dites ce que vous ferez ou ne ferez pas dans quelques années.

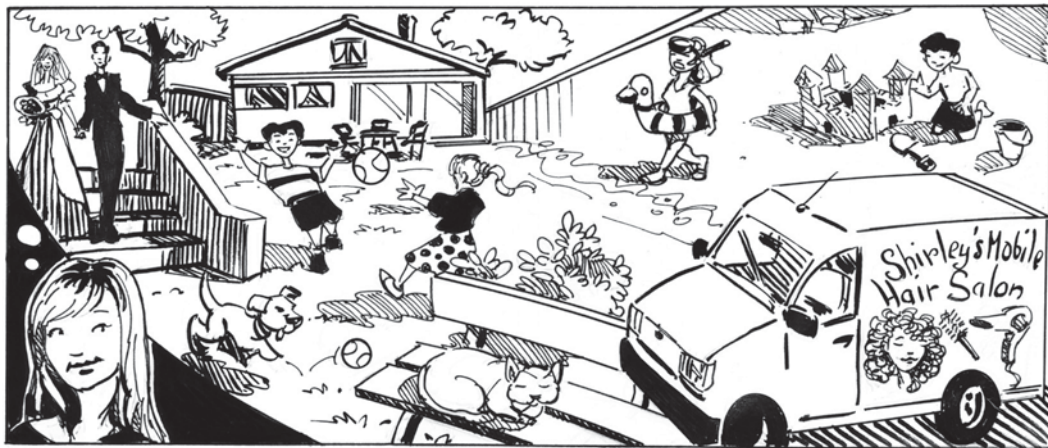
►►► Focus p. 67

Utilisez les verbes suivants : *buy – go – fly – have – do – find – be.*

- A In a few years I will have / will buy a car.
 B In ten years I will have / won't have two children.
 C In one year I will go / won't go to a new school.
 D In five years I will have / won't have a good job.
 E In a few years I won't do any exercises or homework.
 F In two years I will be / won't be famous.
 G In six years I will fly / won't fly / will go / won't go to the U.S.A.

B Shirley rêve de sa vie future. Interrogez-la et déduisez ses réponses d'après l'illustration.

►►► Focus p. 67



Demandez-lui :

- A Si elle sera mariée
 → Will you be married? Yes, I will / no, I won't.
 B Si elle aura des enfants
 → Will you have children? Yes, I will.
 C Si elle habitera dans les montagnes
 → Will you live in the mountains? No, I won't. I will live at the seaside.
 D Si elle habitera dans un appartement ?
 → Will you live in a flat? No, I won't. I'll live in a house.
 E Si elle travaillera dans un bureau
 → Will you work in an office? No, I won't.
 F Si elle sera vendeuse
 → Will you be a salesgirl? No, I won't. I'll be a hairdresser.
 G Si elle aura des animaux domestiques* (*pets)
 → Will you have pets? Yes, I will. I'll have a dog and a cat.
 H Si elle sera heureuse
 → Will you be happy? Yes, I will.

9 Faites correspondre les mots interrogatifs et leurs réponses au sujet d'un voyage prévu.

- | | | | |
|------------|---|---|--------------------------|
| A where | ● | ● | President Obama |
| B when | ● | ● | For two weeks |
| C why | ● | ● | It is 200 years old. |
| D how | ● | ● | The Statue of Liberty |
| E how long | ● | ● | To New York |
| F how many | ● | ● | About 6000 km |
| G how much | ● | ● | five |
| H what | ● | ● | Next summer |
| I who | ● | ● | Because it's fascinating |
| J how old | ● | ● | By plane |
| K how far | ● | ● | \$1000 |

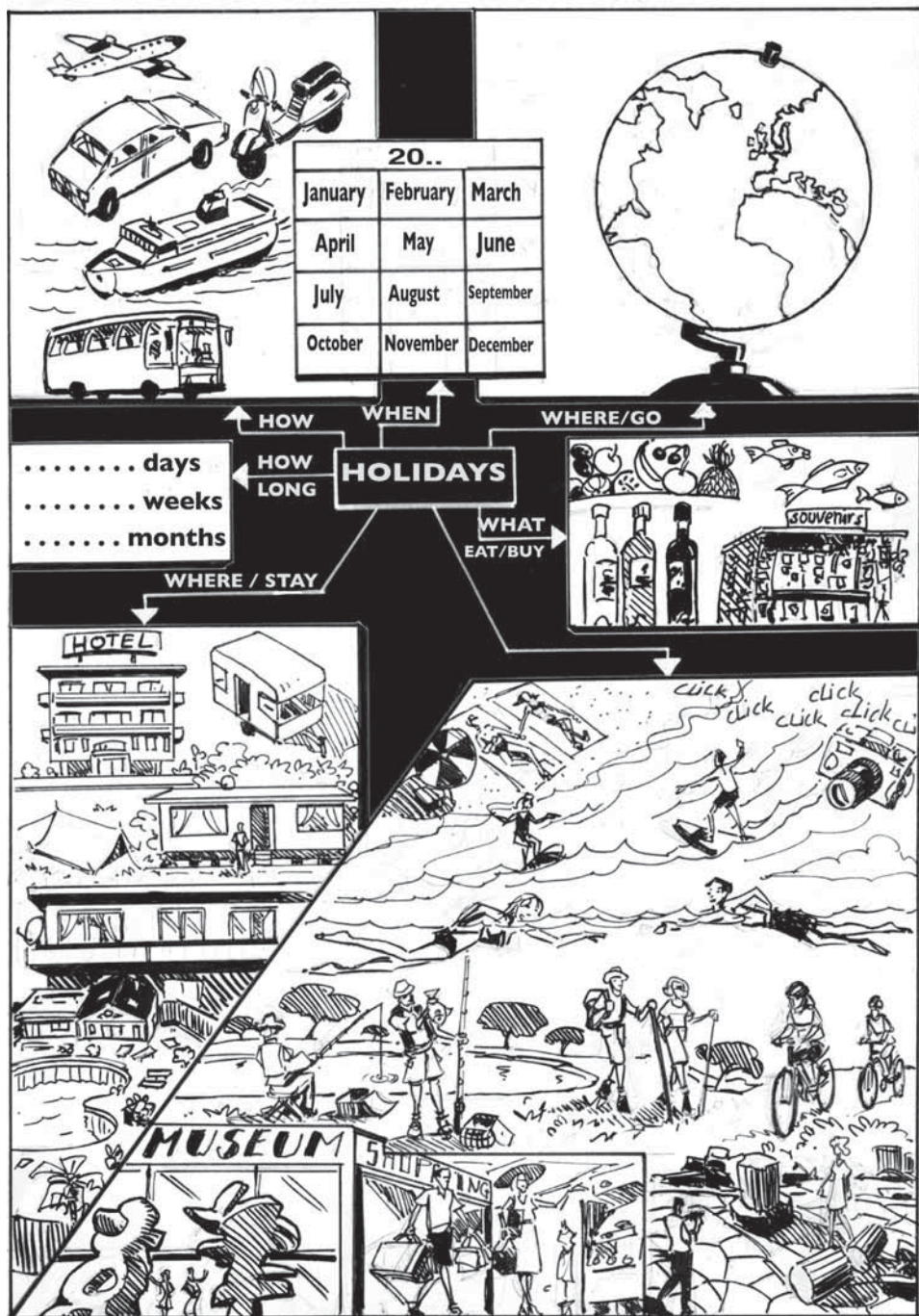
10 Imaginez les questions qui ont pu être posées concernant le voyage de l'exercice 9.

- A Where will you go?
- B When will you go/leave?
- C Why will you go to New York?
- D How will you travel
- E How long will you stay?
- F How many days will you stay?
- G How much will you pay / will it cost?
- H What will you see?
- I Who will you see/meet?
- J How old is the Statue of Liberty?
- K How far is it?

11 Complétez en disant ce qui se arrivera ou non si (if).

Utilisez les verbes suivants : be – buy – send – see – meet – eat

- A If you give me your email address I will send you a birthday e-card.
- B If you go to Italy, you will eat pizza and lasagna.
- C If your parents tour Scotland, they will see Loch Ness.
- D If you visit Kruger Park in South Africa you won't meet any polar bears.
- E Jack! If you don't get up now, you will be late for school! Your teacher won't be pleased.
- F If I win the lotto next Saturday, I will buy a Ferrari.



Let's do the cooking!

1 Retrouvez les aliments de la liste dans la grille ci-dessous puis classez-les en noms dénombrables ou indénombrables.

►►► Ex.1 et 2 p. 70

Food and ingredients

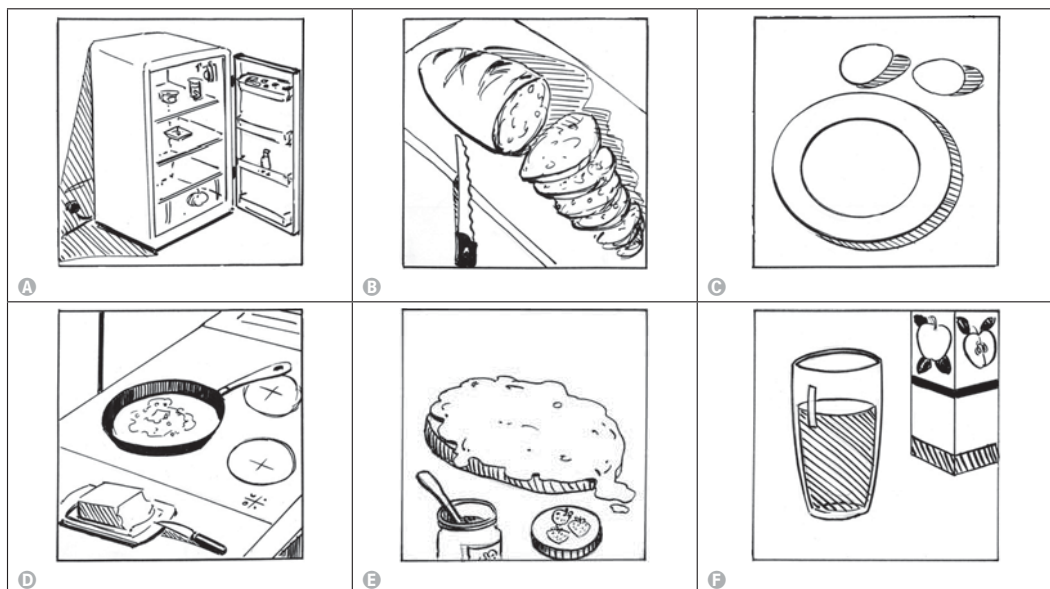
banana – biscuit – bread – butter – cake – carrot – cheese – cherry – chip – egg – fish – flour – ham – honey – jam – lemon – meat – orange juice – pear – pizza – potato – rice – sandwich – sausage – sugar – vegetable – water

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

Noms dénombrables	Noms indénombrables
<i>A sausage – two sausages</i>	<i>Honey</i>
<i>A banana – two bananas</i>	<i>Bread</i>
<i>A biscuit – two biscuits</i>	<i>Butter</i>
<i>A cake – two cakes</i>	<i>Sugar</i>
<i>A carrot – two carrots</i>	<i>Cheese</i>
<i>A cherry – two cherries</i>	<i>Fish</i>
<i>A sandwich – two sandwiches</i>	<i>Flour</i>
<i>A chip – two chips</i>	<i>Ham</i>
<i>An egg – two eggs</i>	<i>Jam</i>
<i>A lemon – two lemons</i>	<i>Meat</i>
<i>A pear – two pears</i>	<i>Orange juice</i>
<i>A pizza – two pizzas</i>	<i>Rice</i>
<i>A potato – two potatoes</i>	<i>Water</i>
<i>A vegetable – two vegetables</i>	

2 Observez la bande dessinée pour compléter le paragraphe à l'aide des mots suivants :
a lot of – a few – much – a little.

►►► Ex. 4 p. 70



LET'S COOK SOME PAIN PERDU OR FRENCH TOAST!

You have no time for shopping. There are *a few* ingredients in the fridge. But look! There is *a lot of* bread left. Don't worry! Make French Toast!

Pour *a little* milk into a plate and dip the bread in it. Then you need *a few* eggs. One or two will do. Dip the bread in the beaten eggs. You don't need *much* butter to cook it. Eat the toast with *a lot of* jam.

Drink *a little* apple juice with your toast.

✓ LANGUAGE QUIZ

Cochez la bonne réponse.

- A** *A lot of sugar* est le contraire de *A little sugar*.
B *A little water* veut dire 'trop peu d'eau'.
C *A few* et *A little* peuvent s'utiliser l'un à la place de l'autre.

☒ Vrai

☐ Vrai

☐ Vrai

☐ Faux

☒ Faux

☒ Faux

3 Utilisez les ingrédients de la recette ci-dessous pour poser des questions avec « *how much* » ou « *how many* ».

►►► Ex. 5 p. 70

Example: *How many / How much...do you need?*

Ingredients

Recipe: Chocolate Chip Cheesecake

A packet of chocolate cookies

2 eggs

100g butter

2 teaspoons vanilla extract

700g cream cheese

150g chocolate chips

90g sugar

60g whipping cream

A *How many chocolate cookies do you need?*

B *How much butter do you need?*

C *How much cream cheese do you need?*

D *How much sugar do you need?*

E *How many eggs do you need?*

F *How much vanilla extract do you need?*

G *How many chocolate chips do you need?*

H *How much whipping cream do you need?*

6 Observez les colonnes A, C et E. Sélectionnez parmi les trois propositions le verbe à associer avec l'expression de la colonne suivante. Il vous suffira ensuite de recopier les phrases ainsi formées pour compléter le paragraphe et reconstituer la recette ci-dessous.

►►► Ex. 1 p. 72

A	B	C	D	E	F
You need You buy You sell	→ a baking tin	Go Take → Open	a whisk and a bowl	Close Break Use →	a fork
Clean Crush → Pour	the digestive biscuits	Bake Serve Heat →	the butter	Mix → Divide Eat	the butter with the digestive biscuits
Drink Put → Grill	the crushed biscuits in the baking tin.	Place it → Add it Mix it	in the fridge for a day.	Wrap Whisk → Cut	the cream
Add → Cook Look	the condensed milk to the cream	Heat → Eat Peel	the chocolate spread up	Add it → Put it Place it	to the cream
Show Pour → Peel	the filling on the biscuits	Place it → Heat it Cut it	in the fridge again	Eat → Drink Watch	your chocolate cheesecake

You need a baking tin. Take a whisk and a bowl.

Use a fork.

Crush the digestive biscuits.

Heat the butter.

Mix the butter with the digestive biscuits.

Put the crushed biscuits in the baking tin.

Place it in the fridge for a day.

Whisk the cream.

Add the condensed milk to the cream.

Heat the chocolate spread up.

Add it to the cream. Pour the filling on the biscuits.

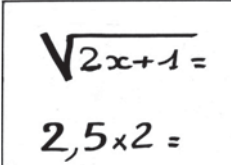
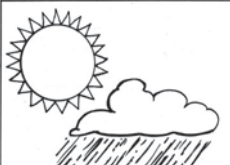

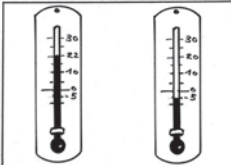
Place it in the fridge again. Eat your chocolate cheesecake.

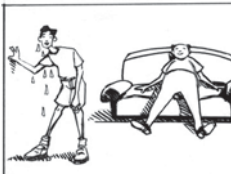
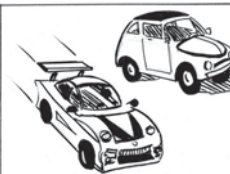


Warmer, sunnier, better

1 Écrivez les adjectifs et leurs contraires correspondant aux illustrations suivantes.

serious – rainy – dirty – relaxing – bad – easy – expensive – sunny – cheap – funny – cold – difficult – good – warm – tiring – clean

►►► Remember p. 77

			
<p>A <i>difficult</i></p> <p>≠ <i>easy</i></p>	<p>B <i>sunny</i></p> <p>≠ <i>rainy</i></p>	<p>C <i>good</i></p> <p>≠ <i>bad</i></p>	<p>D <i>warm</i></p> <p>≠ <i>cold</i></p>

			
<p>E <i>tiring</i></p> <p>≠ <i>relaxing</i></p>	<p>F <i>expensive</i></p> <p>≠ <i>cheap</i></p>	<p>G <i>funny</i></p> <p>≠ <i>serious</i></p>	<p>H <i>dirty</i></p> <p>≠ <i>clean</i></p>

✓ LANGUAGE QUIZ

Cochez la bonne réponse.

A *cheap, cold, easy* sont des adjectifs courts :

B *relaxing, expensive, serious* sont des adjectifs longs :

C *good* et *bad* sont :

☒ Vrai

☒ Vrai

☐ des adjectifs courts

☐ Faux

☐ Faux

☒ des exceptions

2 Rayez la solution fausse.

►►► Remember p. 77

- A** The Simpsons are (~~scarier~~ / funnier) than Frankenstein.
- B** 18/20 is (~~worse~~ / better) than 04/20.
- C** A trip to the USA is (~~cheaper~~ / more expensive) than a weekend in Paris.
- D** Learning Chinese is (~~easier~~ / more difficult) than English.
- E** Morocco is (sunnier / ~~rainier~~) than Ireland.
- F** Playing football is (more tiring / ~~more relaxing~~) than watching a match.
- G** August is (warmer / ~~colder~~) than December.

✓ LANGUAGE QUIZ

Cochez la bonne réponse.

- A** Le comparatif de supériorité sert à dire PLUS+ adjectif + (que).
B Le comparatif des adjectifs courts se fait en ajoutant -ER.
C Les adjectifs de 2 syllabes sont tous des adjectifs courts.
D Seuls les adjectifs de 2 syllabes terminés par Y sont courts.
E Les adjectifs longs ont 2, 3, 4... syllabes.
F On met MORE devant les adjectifs longs.

- ☒ Vrai
☒ Vrai
☐ Vrai
☒ Vrai
☒ Vrai
☒ Vrai

- ☐ Faux
☐ Faux
☒ Faux
☐ Faux
☐ Faux
☐ Faux

3 Retrouvez les adjectifs, leur forme au comparatif de supériorité et / ou leur traduction.

▶▶▶ Remember p. 77

vieux old older	<i>drôle, amusant</i> funny <i>funnier</i>	<i>dangereux</i> <i>dangerous</i> more dangerous	tard <i>late</i> <i>later</i>
<i>bien, bon</i> good better	agréable <i>pleasant</i> more pleasant	<i>facile</i> easy <i>easier</i>	<i>grand</i> big <i>bigger</i>
<i>bon marché</i> cheap cheaper	bon pour la santé <i>healthy</i> <i>healthier</i>	<i>ennuyant</i> <i>boring</i> more boring	gras (nourriture) <i>fatty</i> <i>fatter</i>
<i>pratique</i> convenient more convenient	confortable <i>comfortable</i> more comfortable	<i>grand</i> <i>large</i> larger	<i>mal, mauvais</i> bad <i>worse</i>
court <i>short</i> <i>shorter</i>	<i>mince</i> slim <i>slimmer</i>	<i>sale</i> <i>dirty</i> dirtier	<i>léger, clair</i> <i>light</i> lighter
froid <i>cold</i> <i>colder</i>	<i>risqué, à risque</i> <i>risky</i> riskier	<i>passionnant</i> exciting more exciting	cher <i>expensive</i> more expensive

4 Utilisez certains des adjectifs de l'exercice 5 pour comparer les éléments suivants.



- A** A mobile home *is bigger / more comfortable / more expensive than* a tent.
B Sue *is slimmer than* Lulu. Lulu *is bigger than* Sue.
C Australia *is bigger / larger than* France. France *is smaller than* Australia.
D A tomato salad *is lighter / healthier than* a hamburger.
 A hamburger *is fattier than* a tomato salad.
E A rugby match *is shorter / more exciting than* a football match.
F An iPhone *is more convenient / more expensive / better than* an MP4.

5 j Écoutez le dialogue (Ex 2 p.74). Complétez ou choisissez la bonne solution.

NEXT WEEKEND



Dad: Bob, what's the weather forecast for next (week / weekend / Sunday)?

Bob: They say (Saturday / Sunday / Thursday) will be better than today, Dad.

Dad: And Sunday?

Bob: It will be (warmer and sunnier / colder and cloudier).

Dad: Sounds good for an (excellent / active / expensive) weekend! Do you prefer to go to the country or the Lake District, Darling?

Mum: To the Lake District! It's more (pleasant / beautiful / fun)! I can (run / walk / cycle) round the lakes...

Dad: I can fish in the lakes. It's more (relaxing / exciting / boring).

Bob: I can cycle on the paths; it's more exciting! What about you, Kate?

Kate: I can run with Eva.

Mum: But it's more (tiring / exciting / frightening) than cycling!

Kate: You are right but it's (funnier / dirtier / healthier) and I will be (bigger / slimmer / smaller)!

6 j Écoutez le dialogue (Ex 7 p.75). Complétez ou choisissez la bonne solution.

OK FOR A MOBILE HOME!



Kate: Dad, where will we stay? At a hotel?

Dad: Yes, I will (book / rent / take) 2 rooms

Mum: No, Mee! It's too expensive. You (can / should / must) rent a mobile home. It's (more / less / not as) expensive.

Dad: But is it comfortable?

Kate: Of course it is! Modern mobile homes are as comfortable as hotel rooms!

Mum: And the bedrooms are (as large as / larger than / as nice as) in cheap hotels...

Kate: and with the kitchenette you can cook what you want. It's more (practical / convenient / interesting)!

Mum: But it's (worse / more terrible / horrible) for me! I work (less / more / harder) than at home and I have (no / less / more) time for me.






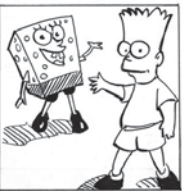
Kate, Bob and Dad: But we will help you!

Dad: And it will (come / call / cost) less! I'll definitely rent a mobile home

7 Comparez avec « as ... as ». Mettez le verbe à la forme affirmative ou négative selon les illustrations.

Remember p. 77

Help : large, big, healthy, silent, noisy, good, funny, tasty, fast, hot, dangerous, sunny, polluting.

 <p>A</p>	 <p>B</p>	 <p>C</p>
 <p>D</p>	 <p>E</p>	 <p>F</p>

- A The boots are as expensive as the jeans.
- B A scooter is not as expensive / as fast / as dangerous / as noisy / as a motorbike.
- C Paris is not as large / big as New York.
- D Moroccan food is as tasty / good as Chinese food.
- E Italy is as sunny and hot as Spain.
- F SpongeBob is as funny as Bart Simpson.

✓ LANGUAGE QUIZ

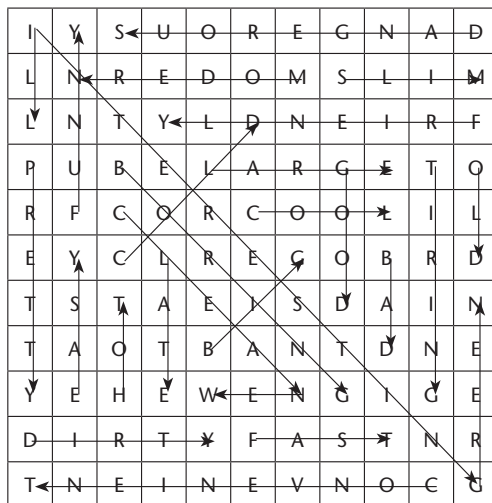
Cochez la bonne réponse.

- A** En anglais, « moins » se dit « less » :
B « More » signifie « plus » et peut s'employer avec un nom ou un verbe :
C Dans une comparaison, « que » se dit toujours « than » :
D « Aussi que » se dit « as as » :

- ☒ Vrai
☒ Vrai
☐ Vrai
☒ Vrai

- ☐ Faux
☐ Faux
☒ Faux
☐ Faux

B Retrouvez dans la grille les 26 adjectifs suivants. Rappelez leur signification en français.

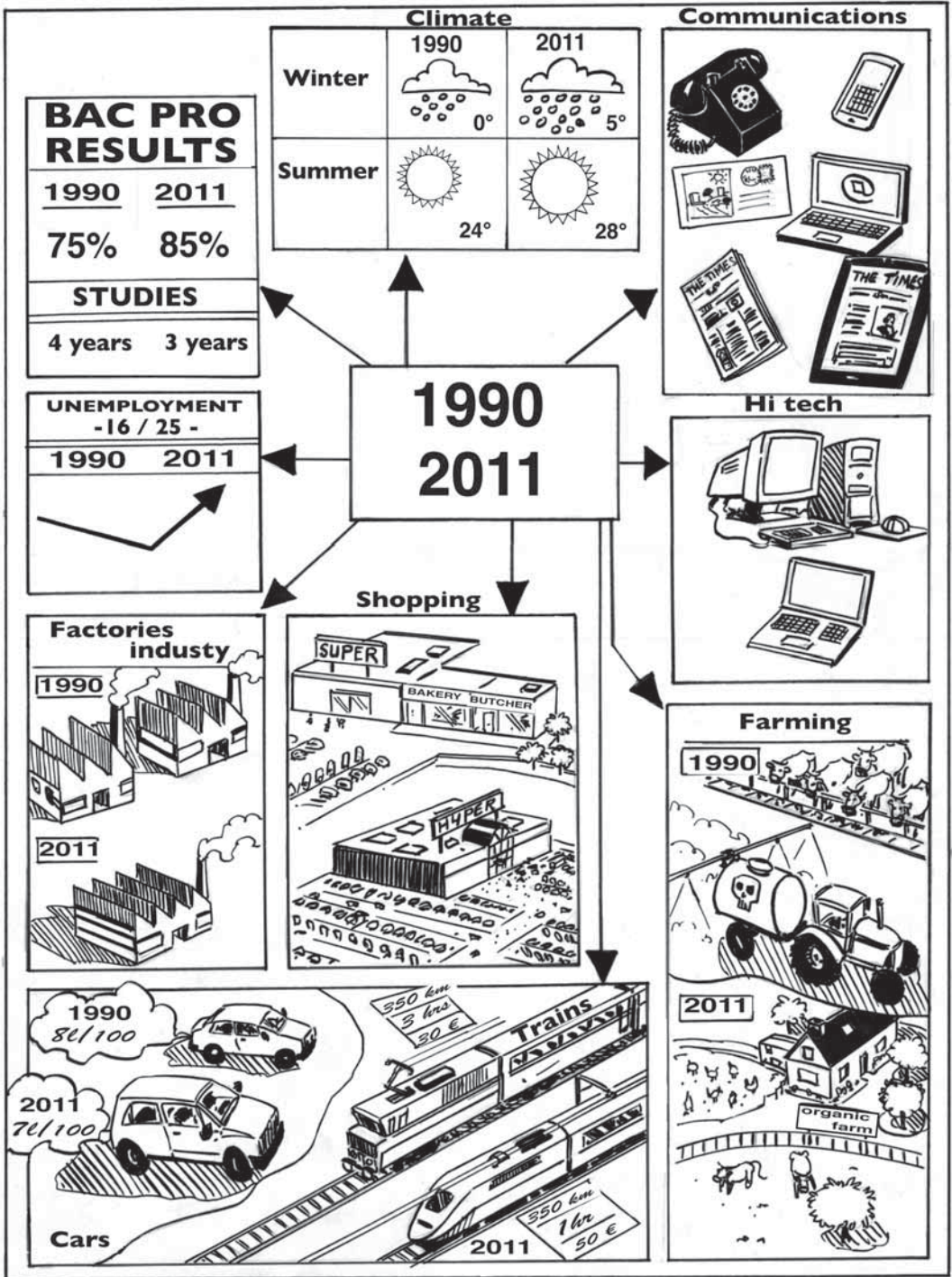


- | | |
|-----------------------------|---------------------------------|
| bad: <u>mauvais</u> | good: <u>bien, bon</u> |
| big: <u>grand, gros</u> | green: <u>écolo</u> |
| boring: <u>barbant</u> | hot: <u>chaud, pimenté</u> |
| cold: <u>froid</u> | ill: <u>malade</u> |
| cool: <u>cool, sympa</u> | interesting: <u>intéressant</u> |
| convenient: <u>pratique</u> | large: <u>grand</u> |
| clean: <u>propre</u> | late: <u>tard</u> |
| dangerous: <u>dangereux</u> | modern: <u>moderne</u> |
| dirty: <u>sale</u> | new: <u>neuf, nouveau</u> |
| easy: <u>facile</u> | slim: <u>mince</u> |
| fast: <u>rapide</u> | tiring: <u>fatigant</u> |
| friendly: <u>sympa</u> | old: <u>vieux</u> |
| funny: <u>amusant</u> | pretty: <u>joli</u> |

9 Répondez à ces questions au prétérit en utilisant le comparatif de supériorité (+), d'égalité (=), d'inégalité ou infériorité (-) et le marqueur de temps demandé.



Example: Was the series exciting ? (+) la semaine dernière → Yes, it was more exciting than last week.

- A** Was the mobile home comfortable? (=) l'an dernier
 → Yes, it was as comfortable as last summer.
- B** Was the conference interesting?(-) le mois dernier
 → No, (it wasn't as interesting as / it was less interesting than) last month.
- C** Was the match bad?(+) il y a 2 semaines
 → Yes, it was worse than two weeks ago.
- D** Were the exercises difficult?(-) hier
 → No, (they weren't as difficult as / they were less difficult than) yesterday.



Experiences

1 Écrivez les professions suivantes en anglais et en français sous chaque image.

 A	 B	 C	 D
<i>a runner</i> <i>un coureur à pied</i>	<i>a ground hostess</i> <i>une hôtesse au sol</i>	<i>a male nurse</i> <i>un infirmier</i>	<i>a librarian</i> <i>un documentaliste</i>
 E	 F	 G	 H
<i>a receptionist</i> <i>une hôtesse d'accueil</i>	<i>the nursing staff</i> <i>le personnel soignant</i>	<i>a climber</i> <i>un alpiniste</i>	<i>a stewardess</i> <i>une hôtesse de l'air</i>

2 Complétez les énoncés suivants à l'aide des noms trouvés dans l'exercice 1.

- A** A long distance *runner* runs in marathons.
B In our school, the *librarian* lends* us books or magazines.
C On a plane, the *stewardess* serves the passengers.
D The *nursing staff* is composed of doctors, nurses and surgeons*.
E *Climbers* all dream of reaching the top of Mount Everest.
F A *ground hostess* sells plane tickets and checks in* the passengers' luggage.
G In hospitals, there are more female nurses than *male nurses*
H A *receptionist* welcomes and informs visitors and answers phone calls.
 * lend prêter, surgeon chirurgien, check in enregistrer

3 Transformez les verbes qui sont au prétérit en present perfect ou inversement.

>>> Ex 5 p. 81

Prétérit	Present perfect	Prétérit	Present perfect
A I worked	<i>I have worked</i>	E it cost	<i>it has cost</i>
B you travelled	<i>you have travelled</i>	F we drove	we have driven
C she built	she has built	G you forgot	<i>you have forgotten</i>
D he had	he has had	H they took	they have taken

4 Construisez des énoncés au present perfect à l'aide des éléments suivants.

▶▶▶ Ex 6 p. 81

A (find) Betty / already / a good solution.

Betty has already found a good solution.

B (dream) I / always / of becoming a star.

I have always dreamed / dreamt of becoming a star.

C (be) Jack / never / to a circus.

Jack has never been to a circus.

D (win) the Canadians / the cricket match?

Have the Canadians won the cricket match?

E (not understand) the students / the last lesson.

The students haven't understood the last lesson.

5 Traduisez les énoncés suivants.

A I have talked to Ben.

J'ai parlé à Ben.

B You have come alone.

Tu es venu(e) seul(e). / Vous êtes venu(e)(s) seul(e)(s).

C She has received many cards.

Elle a reçu beaucoup de cartes.

D He has fallen in love with Alexia.

Il est tombé amoureux d'Alexia.

E We have arrived safe and sound.

Nous sommes arrivé(e)s sains et saufs / saines et sauvés.

F They have become very famous.

Ils / elles sont devenu(e)s très célèbres.

✓ LANGUAGE QUIZ

Cochez la bonne réponse.

A En anglais, le present perfect se construit toujours avec **Have / has + V- participe passé** : ☒ Vrai ☐ Faux

B En français, le passé composé se construit toujours avec « Avoir (au présent)

+ V- participe passé » :

☐ Vrai ☒ Faux

6 Rayez le temps qui ne convient pas au contexte.

▶▶▶ Ex 4 Grammar keys Unit 16

A I saw / I ~~have seen~~ my sister yesterday.

B I'm sure Sandy will like the poem you ~~wrote~~ / you have written for her.

C Manchester United played / ~~have played~~ a very good match last weekend.

D My parents spent / ~~have spent~~ €100 on me last week.

E My cousin Gaby recorded / ~~has recorded~~ his new album 3 days ago.

7 Posez les questions correspondant aux réponses ci-dessous. Attention aux temps !

A *Have they started working together?*

Yes, they have started working together.

B *Did they start in 2005?*

Yes, they started in 2005.

C *Have you taken the photos?*

Yes, I have taken the photos.

D *Did she go to Australia last year?*

Yes, she went to Australia last year.

B Écrivez les énoncés suivants à la forme négative.

A He has travelled all over the world.

He hasn't travelled all over the world.

B We bought this car 2 months ago.

We didn't buy this car two months ago.

C I have flown from NY to LA.

I haven't flown from NY to LA.

✓ LANGUAGE QUIZ

Cochez la bonne réponse.

A Le passé composé se traduit en anglais par un prétérit s'il y a un indicateur du passé ou par un *present perfect* s'il n'y a pas d'indicateur du passé.

☒ Vrai

☐ Faux

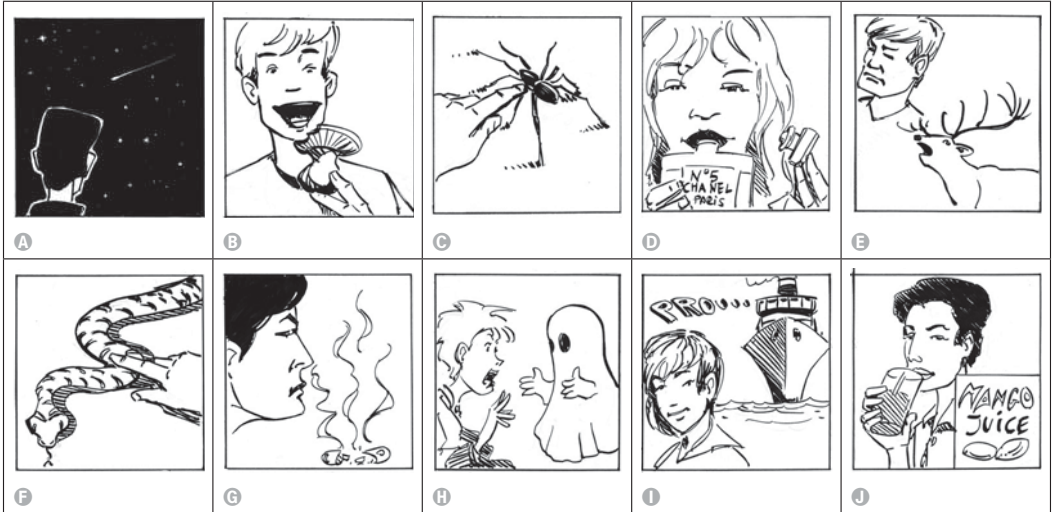
B Les formes interrogatives et négatives du prétérit et du *present perfect* se construisent de la même façon.

☐ Vrai

☒ Faux

9 HAVE YOU EVER...? Demandez à votre partenaire (qui répondra par oui ou par non) si elle/il a déjà vu, entendu, touché, senti, goûté les éléments proposés dans les illustrations.

Vocabulary help : see – hear – touch – smell – taste – a shooting star – mango juice – mushrooms – a spider – a snake – a ghost – the famous perfume – stink bombs – the bell of a stag – the siren of a liner.



A Have you ever seen a shooting star? Yes, I have. / No, I haven't.

B Have you ever tasted mushrooms?

C Have you ever touched a spider?

D Have you ever smelt / smelled Chanel n°5 Perfume?

E Have you ever heard the bell of a stag?

F Have you ever touched a snake?

G Have you ever smelt / smelled stink bombs?

H Have you ever seen a ghost?

I Have you ever heard the siren of a liner?

J Have you ever tasted mango juice?

10 En utilisant le vocabulaire de l'exercice 9, écrivez deux phrases personnelles commençant par : 'I have already...' et deux autres débutant par : 'I have never...'

.....

.....

.....

.....

Someone to know



Every two years, we can admire the strength and the “joie de vivre” of the Paralympic athletes. The Paralympic Games were held for the first time in Rome in 1960 and since 1976, they have been divided into two categories: the summer games and the winter games. They are for athletes who suffer from a physical or mental disability.









Brian McKeever, born in 1979, is a Canadian cross-country skier and biathlete*. He has only 10 percent of his vision but despite this, he has always been a brilliant sportsman. He began skiing at 4 and started competing at 13 but when he reached 19, he began losing his vision, due to Stargardt disease. His older brother Robin has always been his trainer and his guide in the competitions. In 2010, for the winter games in Vancouver, his dream was to compete in the 50 km race in the regular Olympics but he was not selected and was very disappointed.

But Brian has become the pride of his country. After three Paralympic games (2002, 2006, 2010), he has won a total of six gold, two silver and one bronze medals. Canada's Prime Minister has congratulated him for his hard work, determination and talent.

* a biathlete usually competes in cross-country skiing and rifle shooting (tir à la carabine).

11 Complétez la fiche avec des informations du texte.

Brian McKeever

-  Nationalité : canadien
-  Âge : (âge évolutif)
-  Disciplines sportives : ski de fond et tir à la carabine (Biatlon).
-  Handicap : mal voyant
-  Cause du handicap : maladie de Stargardt
-  Entraîneur : son frère aîné Robin
-  Participation aux Jeux en : 2002, 2006, 2010
-  Médailles : 6 or, 2 argent, 1 bronze

12 Lisez le document et écrivez les six paires d'équivalents.

strength – a disability – a disease – disappointed – pride – congratulate.
un handicap – déçu – la force – une maladie – féliciter – la fierté.

- | | |
|---------------------------------------|--|
| A <u>strength la force</u> | D <u>a disability un handicap</u> |
| B <u>a disease une maladie</u> | E <u>disappointed déçu</u> |
| C <u>pride la fierté</u> | F <u>congratulate féliciter.</u> |

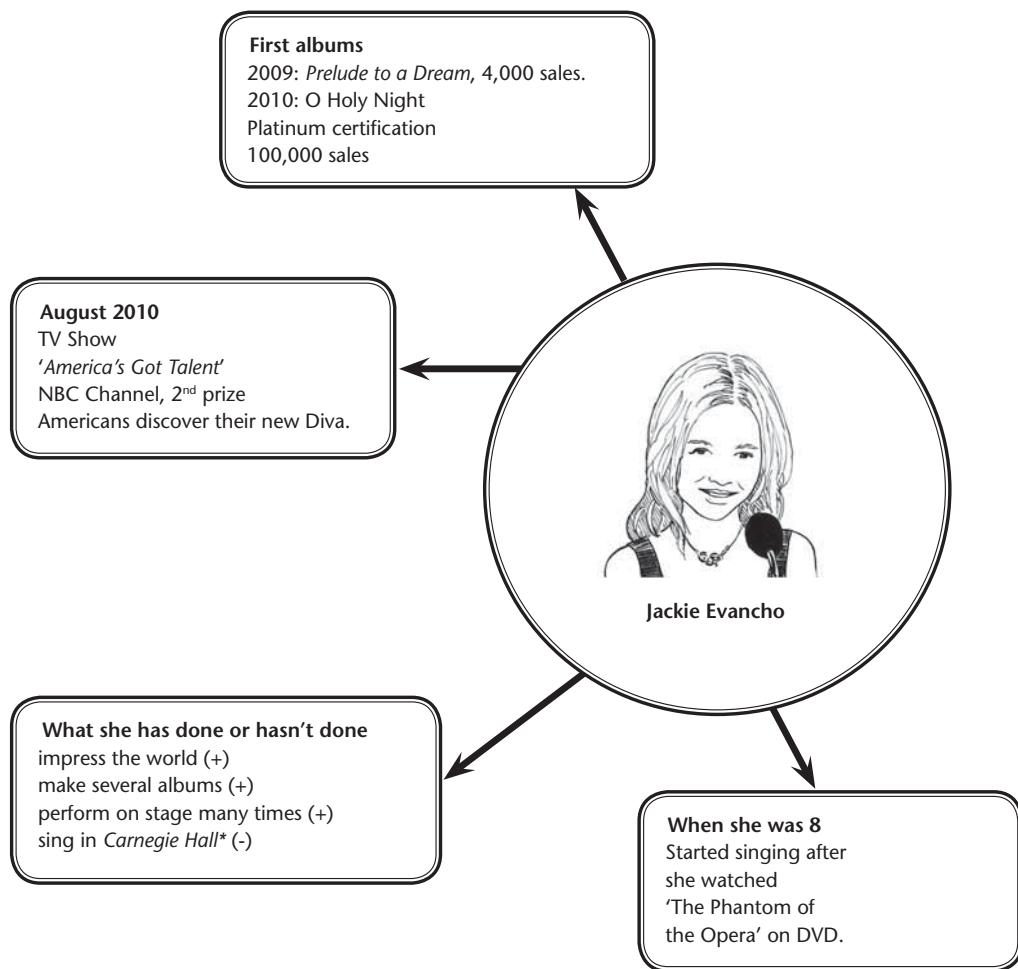
13 Répondez en français aux questions.

- A** Que sont les « Jeux Paralympiques » ?
Ce sont des Jeux Olympiques destinés aux athlètes ayant un handicap physique ou mental.
- B** Quand et où ont-ils débuté ? Quand ont-ils lieu ?
Les premiers Jeux Paralympiques ont eu lieu à Rome en 1960. Depuis 1976, ils ont lieu tous les deux ans en alternant les Jeux d'été et les Jeux d'hiver.
- C** Qu'espérait Brian McKeever pour 2010 ? Pourquoi a-t-il été déçu ?
Brian espérait participer aux Jeux Paralympiques ET aux Jeux Olympiques mais il n'a pas été retenu pour ces derniers.
- D** Qui l'a félicité et pour quelles qualités ?
Le Premier Ministre canadien l'a félicité pour son travail, sa détermination et son talent.

14 Utilisez cette page pour présenter Jackie Evancho.

BIOGRAPHY

Jacqueline Marie Evancho; born 04-09-2000, Pittsburgh (Pa); 2 brothers, one sister.
The youngest Opera singer; soprano prodigy; astonishing voice; violin and piano.



* *Carnegie Hall* is the most prestigious Concert Hall in Manhattan.

1 Écrivez dans la colonne appropriée les adjectifs suivants au comparatif puis au superlatif de supériorité.

hot – frightening – important – interesting – strong – terrible – polluted – rainy – touristy – poor – rich – dry.

Comparatif (+)	Superlatif (+)	Comparatif (+)	Superlatif (+)
older than x plus vieux que x	the oldest of all le plus vieux de tous	more modern than x plus moderne que x	the most modern of all le plus moderne de tous
hotter	the hottest	more frightening	the most frightening
stronger	the strongest	more important	the most important
rainier	the rainiest	more interesting	the most interesting
poorer	the poorest	more terrible	the most terrible
richer	the richest	more polluted	the most polluted
drier	the driest	more touristy	the most touristy

2 Complétez avec *best* ou *worst* selon le sens de chaque phrase.

- A Sam is sad because his *best* friend has gone to Poland.
B I love sleeping and getting up is for me the *worst* moment of the day.
C Alison hates Maths, it's her *worst* school subject.
D People say that Belgian beer is the *best* in the world.

✓ LANGUAGE QUIZ

Cochez la bonne réponse.

- A Max est le plus grand de sa classe. L'élève Max est comparé à tous les élèves de sa classe :
B Pour exprimer *le / la / les plus + un adjectif*, on utilise le superlatif de supériorité.
C En anglais, le superlatif de supériorité se forme de la même manière pour tous les adjectifs.

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

3 Aidez-vous de la carte pour dire si les affirmations sont justes ou non. Corrigez par une phrase quand elles sont fausses.



A Ireland is bigger than France.

Wrong. Ireland is smaller than France. / France is larger / bigger than Ireland.

B Luxembourg is the smallest country on this map.

Right.

C The Black Sea is larger than the Mediterranean Sea.

Wrong. The Black Sea is smaller than the Mediterranean Sea.

D The UK is at higher latitude than Finland.

Wrong. The UK is at lower latitude than Finland. / Finland is at higher latitude than the UK.

E Spain is the longest country on the map.

Wrong. Norway is the longest country on the map.

F Sweden is one of the hottest European countries.

Wrong. Sweden is one of the coldest European countries.

4 Placez les adjectifs suivants dans les énoncés qui conviennent.

cheaper than – the coldest – more famous than – more convenient than – the most difficult – faster than – more physical than – the shortest

A February is *the shortest* month of the year.

B Rugby is *more physical than* volleyball.

C Chinese is one of *the most difficult* language to speak and write.

D Winter is *the coldest* of the four seasons in Europe.

E Micheal Jackson was *more famous than* Prince.

F Casual clothes are *cheaper than* brand clothes.

G Laptop computers are *more convenient than* desktop computers.

5 En vous inspirant de l'exemple, rédigez des énoncés contenant un adjectif au superlatif de supériorité.

Example: Rome – Strasbourg / cold / city.

→ Stockholm is the coldest of the 3 cities.

A Dublin (495,000) – Copenhagen (504,000) – Madrid (3,132,000) / populated / city.

Madrid is the most populated of the 3 cities.

B Marseille – Dijon – Guéret (Creuse) / busy / town.

Marseille is the busiest of the 3 towns.

C Belgium – Portugal – Germany / industrialized / country.

Germany is the most industrialized of the 3 countries.

D Languedoc – Bretagne – Provence / rainy / region.

Bretagne / Brittany is the rainiest of the 3 regions.

6 Reliez les équivalents.

►►► Ex 8 p. 87

In your opinion,...
That's right.
I think that
I agree with you.
For me,...
What do you think?
And for you?
I agree with Tom.
Do you agree?
I don't think that...
I believe that...
You are right.

Je suis d'accord avec Tom.
Et pour toi ?
Je crois / je pense que...
Je ne pense pas que...
À ton avis,...
Qu'est-ce que tu penses ?
C'est exact.
Tu as raison
Pour moi,...
Je suis d'accord avec toi.
Je crois que...
Est-ce que tu es d'accord ?

7 j Écoutez Tom, Max et Lauren exprimer leurs opinions et complétez le script ci-dessous avec les expressions de l'exercice précédent.

►►► Ex 7 p. 87



OPINIONS

Jessica: So, Tom, Max and Lauren, are you ready?

Tom, Max, Lauren: Yes, Jessica. We're ready.

Jessica: OK Tom. So, in your opinion....., what's the most important danger for the planet?

Tom: For me....., household waste and industrial waste are the biggest problems.

Jessica: And for you....., Lauren?

Lauren: I agree with Tom....., household and industrial waste is a big problem but I think that..... the use of pesticides is a real danger too.

Jessica: Do you agree....., Max?

Max: Yes, I do. But I don't think that..... the waste and pesticides are the worst things. For me....., the worst danger is deforestation. And you, Jessica, what do you think.....?

Is deforestation a terrible danger for the planet or not?

Jessica: Yes, I agree with you....., Max, but I believe that..... the most dangerous is water pollution, especially sea pollution.

Tom: You're right....., Jessica. Sea pollution is a big big problem. So, let's recapitulate: Jessica will speak about water pollution, especially sea pollution.

Jessica: OK.

Tom: Lauren will present the problems linked to pesticides.

Lauren: That's right......

Tom: Max, you'll talk about the dangers of deforestation.

Max: Yes, Sir!

Tom: And I will speak about household and industrial waste.

B Reconstituez ces dictons.

A things/ in/ the/best/ life/ are/ free/. Les meilleures choses dans la vie sont gratuites.

The best things in life are free.

B make-up/ is/ the/ best/ a/ smile. Un sourire est le plus beau des maquillages.

A smile is the best make-up.

C isn't/ on the/ greener/ the/ grass/ side/ other. L'herbe n'est pas plus verte chez le voisin.

The grass isn't greener on the other side.

D the/ greatest/ is / to love/ and/ rarest/ talent. La plus grande et la plus rare des qualités, c'est de savoir aimer.

The greatest and rarest talent is to love / To love is the greatest and rarest talent.

E healing therapies/ the/ efficient/ most/ are/ love/ and/ friendship. Les médicaments les plus efficaces sont l'amitié et l'amour.

The most efficient healing therapies are friendship and love.

9 En assemblant un mot du cadre A et un mot du cadre B, traduisez les termes suivants.

A.

Acid
Endangered
Exhaust
Global
Greenhouse
Nuclear
Ozone
Renewable
Solar
Unleaded

B.

Species
Warming
Energy
Layer
Waste
Rain
Effect
Petrol
Fumes
Resources.

A Les déchets nucléaires → nuclear waste.

A L'effet de serre
→ *greenhouse effect.*

B L'énergie solaire
→ *solar energy.*

C Les pluies acides
→ *acid rain.*

D Le carburant sans plomb
→ *unleaded petrol.*

E Les espèces en voie de disparition
→ *endangered species.*

F Les gaz d'échappement
→ *exhaust fumes.*

G Le réchauffement climatique
→ *global warming.*

H Les ressources/énergies renouvelables
→ *renewable resources.*

I La couche d'ozone
→ *ozone layer.*

10 Utilisez cette page pour présenter les principales énergies permettant de produire de l'électricité. Indiquez celles qui, selon vous, sont les meilleures ou les plus mauvaises et pourquoi.

Principal natural and renewable resources

Clean & powerful

→ no greenhouse → effect à no global warming



Sun expensive

Water expensive



Wind cheap, irregular, dangerous for birds, noisy

Earth heat (geothermal) expensive

PRODUCTION OF ELECTRICITY

Principal natural non-renewable resources

Polluting & powerful

→ greenhouse effect → pollution & global warming



Oil
Natural gas
Coal

clean, cheap, long-lasting & powerful but most dangerous



Uranium

Working soon

1 Reliez chaque phrase à son illustration. Puis, traduisez les trois phrases.

>>> Ex. 1 p. 90

A I need to see a dentist.

B I'm going to play tennis.

C I want to call him back.

*Je vais jouer au tennis.**J'ai besoin d'aller chez le dentiste.**Je veux le rappeler.*

✓ LANGUAGE QUIZ

Cochez la bonne réponse.

A « I hope to + V » peut exprimer :

B « I am going to + V » peut exprimer :

C « I want to + V » peut exprimer :

D « I need to + V » peut exprimer :

☐ l'intention ferme☒ l'intention ferme☐ l'espoir☐ l'espoir☒ l'espoir☐ la volonté☒ la volonté☒ le besoin

2 Dites que :

>>> Remember p. 93

A vous voulez aller à la piscine cet après-midi.

I want to go to the swimming pool this afternoon.

C vous avez besoin d'aller chez le docteur.

I need to see the doctor.

B vous allez travailler comme babysitter en juillet.

I'm going to work as a babysitter in July.

D vous espérez aller à Londres avec votre école.

I hope to go to London with my school.

3 Répondez aux questions.

A What food do you want to have for your next birthday party?

Exercice ouvert.

B What time are you going to be home tonight?

Exercice ouvert.

C Where do you hope to go next weekend?

Exercice ouvert.

D What clothes do you need to buy for your summer camp?

Exercice ouvert.

4 j Écoutez à nouveau les messages et complétez.

>>> Ex. 3 p. 90

Youth Information Center. Please *leave* your name and your message after the *beep*.

Message 1:

I'm phoning to ask for more *information* about the *temp. job* you proposed me. I'd like to *know* the exact *working* conditions. Could you *call* me back as *soon* as *possible*, please? My name is Perry *Lyle* - L-Y - L-E - and my phone number is *020* *6595* *7013*. Thank you.

Message 2:

Becky *Hartmann speaking*. This is a message for Mr *Russell*. I've got an *interview* with him today at 2 pm. But I'm sorry, I *can't* come *this* afternoon. I *need* to see a *dentist*. Could we arrange another day and time, please? I'm free on *Thursday* afternoon and *Friday* morning. Please give him my *apologies*. My name is Becky *Hartmann H* -A-R -T-M-A -N-N. *Thanks*.

5 Écrivez le métier correspondant à chaque illustration. Attention aux intrus.

mechanic – doctor – fireman – veterinary surgeon – ballet dancer – lifeguard – secretary – cashier – cook – waiter – police officer – salesman – pilot – stewardess – dentist – teacher – receptionist – dog walker – security guard – summer camp leader – nurse – babysitter



A

a police officer



B

a mechanic



C

a teacher



D

a cook



E

a veterinary surgeon



F

a fireman



G

a cashier



H

a receptionist



I

a babysitter



J

a stewardess

6 j Écoutez ces dialogues et complétez.

▶▶▶ Ex. 6 p. 91



Their future jobs

- Hello Mary. What are you going to do when you leave school?
- I'm going to be a police officer. I'll start work at the police station next September.
- Why did you choose this job?
- Well, er... Because I like helping people. I'm responsible and honest.
- Hi! Rick! What are you going to do when you leave school?
- I'm not sure yet. Perhaps I'll be a pet shop assistant. I'd like to work in a pet shop.
- Why do you want to work in a pet shop?
- Because I love animals. I think I'm very patient and efficient.
- What about you, Carlos? What are you going to do when you leave school?
- I'm going to be a ballet dancer.
- A ballet dancer! Why did you choose that job?
- Because I love dancing. I am hard-working and ambitious too. I want to travel all over the world

7 Greg est curieux et veut savoir ce que vont faire précisément ses amis. Retrouvez les conversations à l'aide des illustrations.



A

B

C

D

E

Exemple: – Are you going to watch TV tonight?
– No, I'm not. I am going to listen to music.

A Are you going to go dancing with Alison (tonight?)

No, I'm not. I am going to go dancing with Cameron.

B Are you going to drive to the restaurant?

No we aren't. We are going to walk.

C Are you going to write to Edward?

No I'm not. I am going to phone/call him.

D Are you going to watch the hockey match?

No, I'm not. I am going to sleep early.

E Are you going to go to the cinema?

No, we aren't. We are going to play cards with friends.

B Dites ce qui va se passer.

▶▶▶ Ex. 8 p. 91



The man is going to read a book.



The woman/she is going to take the bus/train.



The couple is going to watch TV / They are going to watch TV.



They are going to ski.

9 Écrivez les questions posées par Freddy à Meg, avec « going to ». Utilisez les mots suivants : get – wear – come back – wear – offer – have / when – what – how – where – why.

Example: Freddy: What are you going to do at the weekend, Meg?

Meg: I'm going to stay at Tony's house.

Freddy: Why are you going to stay there?

Meg: Because he's going to have a birthday party.

Freddy: Where is he going to have his party?

Meg: At his parents' home. They live in a big house in Golf Course Road in Kinross.

Freddy: How are you going to get there?

Meg: By train.

Freddy: What are you going to wear at the party?

Meg: My new skirt and my red top.

Freddy: What are you going to give Tony for his birthday?

Meg: CDS and books.

Freddy: When are you going to come back home?

Meg: On Monday.

10 Répondez aux questions pour parler de vos projets personnels.

A Do you intend to work next summer? What do you intend to do?

Exercice ouvert.

B Where would you like to work in the future?

Exercice ouvert.

C Do you hope to visit other countries? Where would you like to go?

Exercice ouvert.

D Do you want to get married? Would you like to have children?

Exercice ouvert.

11 FUN WITH SOUNDS. Rayez le mot de chaque série qui se prononce différemment.

A dinner – since – fine – build

D funny – butter – June – just

B south – would – round – out

E long – not – move – lost

C eat – great – seat – east

12 Comment prononcer les mots avec "o", "oo" ou "ou"? Classez les mots de la liste dans les bonnes colonnes et prononcez-les.

blood – could – door – group – look – love – more – move – school – stood – whose – would

foot [fut]	food [fu:d]	flood [flʌd]	floor [flɔ:r]
could	group	blood	door
look	move	love	more
stood	school		
would	whose		

13 CULTURE QUIZ. Qu'avez-vous retenu du monde anglo-saxon? Répondez en choisissant parmi les réponses proposées.

►►► Zoom 1, 2, 3, 4 et 5

A In American high schools, teenagers study:

☐ from 6th course to 1st course

☒ from 9th grade to 12th grade.

B In NYC, there are parades:

☒ throughout the year

☐ for the Chinese New Year only

☐ for the 4th of July only.

C St Patrick's Day is:

☐ a Scottish tradition

☒ an Irish tradition

☐ an English tradition.

D The Aborigines are the native population of:

☐ New Zealand

☐ the USA

☒ Australia.

E Nessie lives:

☒ in a lake in Scotland

☐ in a lake in Ireland

☐ in a castle in England.

14 Complétez la grille de mots à l'aide des définitions. Quel métier obtenez-vous dans les cases grisées ?

a	D	O	C	T	O	R
b	H	O	P	E		
c	A	G	R	E	E	
d	W	A	N	T		
e	C	A	S	H	I	E
f	A	P	P	L	Y	
g	W	O	R	K	I	N
h	N	E	E	D		
i	R	E	P	E	A	T

A He is not well; he should see the
doctor

B The English verb for "souhaiter" : hope

C "You're right; I agree with you. This cake is excellent."

D "Mum, I want some chocolate, please!"

E Jane works as a cashier at the cash desk in the supermarket.

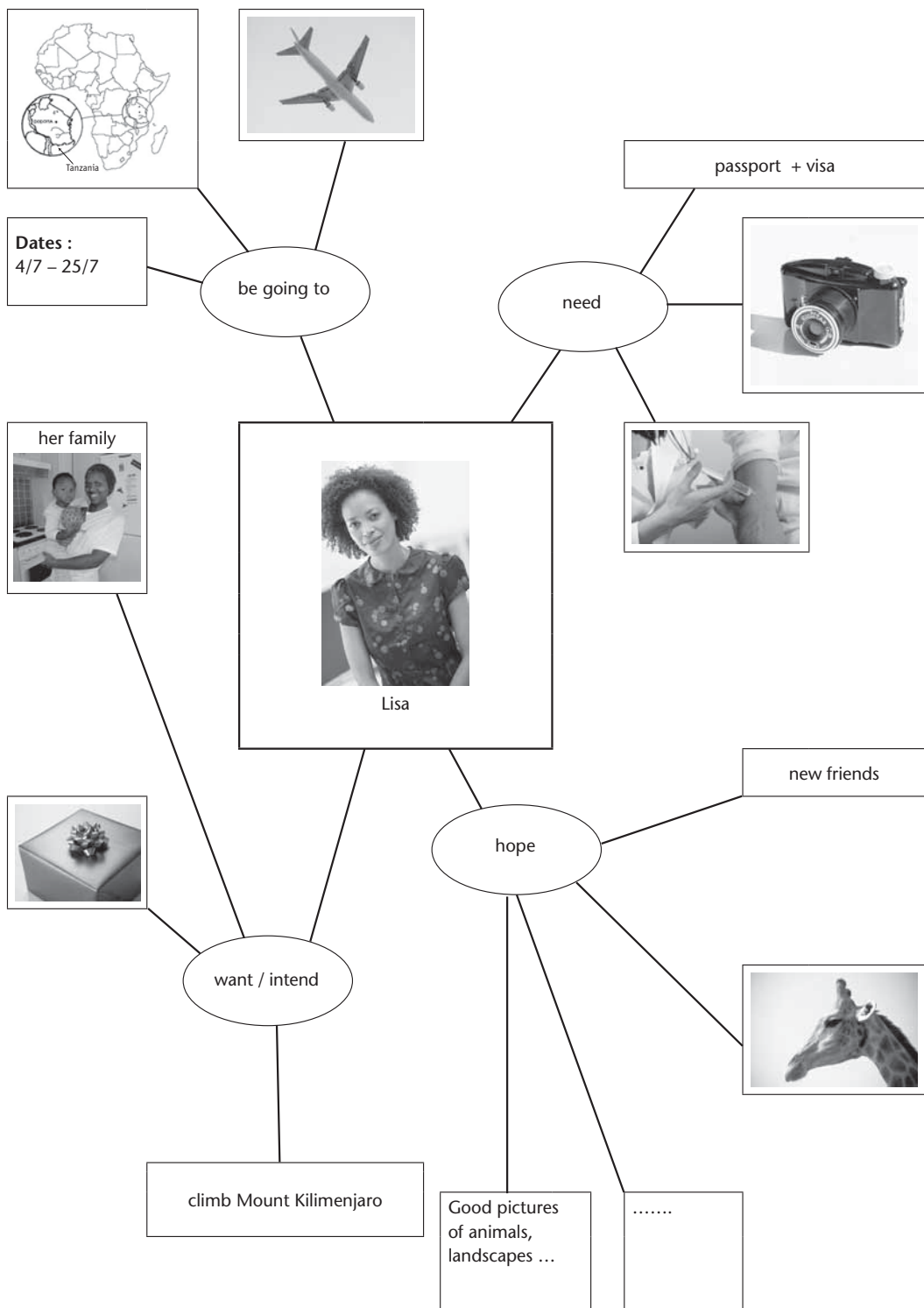
F The English verb for "faire la demande", "poser sa candidature" : apply

G The employees are satisfied because the working conditions are very good.

H The English verb for "avoir besoin de" : need

I I can't hear you; can you repeat please?

15 Expliquez ce que Lisa va faire pendant ses vacances : où elle a l'intention d'aller (lieu, date, moyen de transport...), ce dont elle a besoin, ce qu'elle veut, ce qu'elle espère...



IRREGULAR VERBS / PRINCIPAUX VERBES IRREGULIERS

Base verbale	Prétérit	Participe passé	Français
be bear break bring build burn buy	was / were bore broke brought built burnt bought	been born broken brought built burnt bought	être supporter, pp.né casser / briser apporter construire brûler acheter
catch choose come cost cut	caught chose came cost cut	caught chosen come cost cut	attraper choisir venir coûter couper
do drink drive	did drank drove	done drunk driven	faire boire conduire
eat	ate	eaten	manger
fall feed feel find fly	fell fed felt found flew	fallen fed felt found flown	tomber nourrir se sentir, ressentir trouver aller (avion), voler
get get up give go grow (up)	got got up gave went grew (up)	got got up given gone grown (up)	obtenir/recevoir se lever donner aller pousser (grandir)
hang hang out have	hung hung out had	hung hung out had	suspendre se balader avoir/prendre
keep know	kept knew	kept known	garder/ranger savoir/connaître
learn leave lose	learnt left lost	learnt left lost	apprendre laisser/quitter perdre

Base verbale	Prétérit	Participe passé	Français
m ake meet	made met	made met	fabriquer/faire rencontrer
p ay put	paid put	paid put	payer mettre/poser
r ead ride ring run	read rode rang ran	read ridden rung run	lire aller (vélo,moto) sonner/téléphoner courir
s ay see sell send sew shine show shut sing sit sleep spend stand swim	said saw sold sent sewed shone showed shut sang sat slept spent stood swam	said seen sold sent sewn shone shown shut sung sat slept spent stood swum	dire voir vendre envoyer coudre briller montrer fermer chanter être assis dormir passer (temps), dépenser (argent), être debout nager
t ake teach think	took taught thought	taken taught thought	prendre enseigner penser
u nderstand	understood	understood	comprendre
w ear win write	wore won wrote	worn won written	porter (habit) gagner (jeu) écrire

ExeGraph
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