WORKBOOK NEW ACTION GOALS

Bac Pro 2de

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Sommaire

Goal 1 **Preferences** 4

Goal 2 **Eating habits** 12

Goal 3 **Events and festivals** 20

Goal 4 **Games** 28

Goal 5 **Student or apprentice?** 36

Goal 6 **Hall of fame** 44

Goal 7 **Famous landmarks** 52

Goal 8 **New jobs** 60

Goal 9 **Cities** 68

Goal 10 **Plans** 76

Grammar Keys Bonuses 84

- **Le présent simple** 84
- **Le prétérit** 86
- **Le futur** 88
- **Les modaux : *can, must, have to*** 90
- **Les nombres** 92
- **Les mots interrogatifs** 93
- **Les comparatifs et les superlatifs** 94

Preferences

1 Retrouvez le nom de ces activités sportives.

Boxing .....

Surfing .....

Snorkeling .....

Sailing .....

Cycling .....

Table tennis .....

2 Écrivez les expressions suivantes à côté des symboles correspondants : *I don't mind – I love – I hate – I like / I enjoy – I don't like*

▶▶▶ Ex. 1 p. 8

♥	*I like* .....
♥♥	*I love* .....

♥♥	*I don't mind* .....
♥	*I don't like* .....

♥♥	*I hate* .....

✓ RECAP

Cochez la ou les bonnes réponses.

Ⓐ « I don't mind » veut dire :

j'apprécie beaucoup ☐ ça m'est égal ☑ je n'aime pas ☐

Ⓑ À la question « Do you like …? », on peut répondre :

« No, I don't » ☑ « No, he doesn't » ☐ « Yes, I do » ☑

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3 **Observez les illustrations de la page 4 et dites quelles activités sportives Sam, Anna, Melanie et Phil aiment ou n'aiment pas.**

Sam loves *boxing; he doesn't mind snorkeling and cycling.*

Anna hates *surfing but she likes snorkeling.*

Melanie doesn't like *boxing but she loves sailing and she likes table tennis.*

Phil likes *surfing and loves cycling but he doesn't like table tennis.*

4 **Écoutez l'interview de Samira et complétez la conversation à l'aide de certains des mots suivants.**

▶▶▶ **Ex. 2 p. 8**

boyfriend – enjoy – sing – famous – think – votes – elections – love – hate – violence – well –fine – sports – music – don't like – horror – romantic – adventure – favourite – holiday – school

Samira

Reporter: This is Bob Martin on Radio 1. I am on the *school* campus. Here is Samira, one of the candidates in the school *elections*.
Hello Samira, how are you right now?
Samira: Fine, I'm *fine* thanks.
Reporter: Well, can you tell us more about yourself, please?
Samira: Er I'm Samira, Samira Jarman J-A-R-M-A-N. I'm from Bristol. I'm 17 years old.
Reporter: OK. What about music? What sort of music do you like?
Samira: In fact, I like different types of *music*. I like R'n'B very much, I like reggae too. I *don't like* classical music. And my *favourite* type of music? It's techno music. Yes, techno…
Reporter: Do you like cinema or TV?
Samira: Yes I do. I like them both. I *enjoy* watching series on TV with my *boyfriend*. I also like *romantic* films but I *hate* war films; they are too sad, there is too much violence. My favourite film? Let me *think*! Twilight, yes Twilight…

✓ RECAP

« I like », « I enjoy », « I hate », « I don't mind » sont suivis : d'un nom, d'un pronom ou bien d'une forme en –ing.

Cochez la bonne réponse.

Ⓐ Dans : « I love football », « football » est : *un nom* ☑ *un pronom* ☐
Ⓑ Dans : « He likes it », « it » est : *un nom* ☐ *un pronom* ☑
Ⓒ Dans : « She doesn't mind doing the housework », « doing » est : *un pronom* ☐ *une forme en –ing* ☑

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5 **Écrivez les verbes suivants à la forme en –ing et placez-les dans la colonne qui convient.**

cook – shop – phone – ski – jog – run – play – learn – stop – get – buy – drive – repair

Verbes d'une syllabe terminés par : 1 consonne +1voyelle + 1 consonne	Verbes terminés par : -e	Autres verbes
swim ⇒ swimming	write ⇒ writing	visit ⇒ visiting
shopping	*phoning*	*cooking*
jogging	*driving*	*skiing*
running		*buying*
stopping		*playing*
getting		*learning*
		repairing

6 **Complétez les phrases avec le verbe en –ing qui convient.**

make – obey – take – dance – swim – have – get up

Ⓐ My brother loves *taking* the dog for a walk every evening.

Ⓑ I don't like *having* cold showers.

Ⓒ Some students don't like *obeying* the school rules.

Ⓓ Jane goes to the disco every Saturday night because she loves *dancing*.

Ⓔ John hates *getting up* early.

Ⓕ In summer, people enjoy *swimming* in lakes and rivers.

Ⓖ My sister doesn't like *making* cakes.

7 **Écrivez une activité que vous aimez faire ou appréciez de faire, une chose ou activité que vous n'aimez pas (faire) et une chose ou activité qui vous importe peu.**

♥/♥♥

Réponse ouverte

-♥/♥♥

Réponse ouverte

♥♥

Réponse ouverte

8 **À partir des lettres de votre prénom, faites une liste de ce que vous aimez ou n'aimez pas, comme l'a fait Lea.**

	Likes	Dislikes
L	**l**emons, lions…	**L**atin, list of verbs….
E	**e**ating cakes…	**e**xcentric clothes
A	**a**pricots…	**a**pples, anoraks…

	♥♥ Likes	-♥♥ Dislikes

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9 ***Are you a water baby?*** **Testez votre voisin(e) en lui posant les questions pour trouver à quel point il aime l'eau ; cochez ses réponses puis faites un résumé de ses réponses.**

Tick the answers.

Do you like:

1. (swim) under water? Yes ☐ No ☐

2. (swim) in the sea? Yes ☐ No ☐

3. (dive)* off the top board? Yes ☐ No ☐

4. Do you prefer:

Ⓐ (swim) a lot of lengths? ☐

Ⓑ (have) fun in the water? ☐

5. Do you prefer:

Ⓐ (do) breast-stroke*? ☐

Ⓑ (do) the crawl? ☐

6. Do you prefer:

Ⓐ (walk) in slowly? ☐

Ⓑ (jump)* straight into the water? ☐

Do you mind:

7. (get) water in your eyes? Yes ☐ No ☐

8. (put) your head under water? No ☐ Yes ☐

Rating:

1. Yes = 1 – No = 0 **2.** Yes = 1 – No = 0 **3.** Yes = 1 – No = 0 **4.** Ⓐ = 1 – Ⓑ = 0

5. Ⓐ = 0 – Ⓑ = 1 **6.** Ⓐ = 0 – Ⓑ = 1 **7.** Yes = 0 – No = 1 **8.** Yes = 0 – No = 1

Your partner's rating: …

**dive = plonger – breast-stroke = la brasse – jump = sauter*

Water baby rating

6-8: You are a real water baby. You love water and everything about water. You are fascinated by water and water sports. Water is your world.

3-5: You like swimming but you aren't crazy about it. You must be more confident.

Below 3: You hate going in the water. You must do something about it! Do you hate having a bath or a shower too?

Summary

Example: X likes diving off the top board but doesn't like swimming in the sea….. He/she prefers… He/she doesn't mind… His/her rating is 5. (He must be more confident).

Réponses ouvertes.

.....

.....

.....

.....

.....

.....

.....

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10 Cochez la réponse correcte.

Ⓐ Do you like table tennis? Yes, I do ☑ Yes, I like ☐

Ⓑ Does he like Italian food? No, I don't ☐ No, he prefers Moroccan food ☑

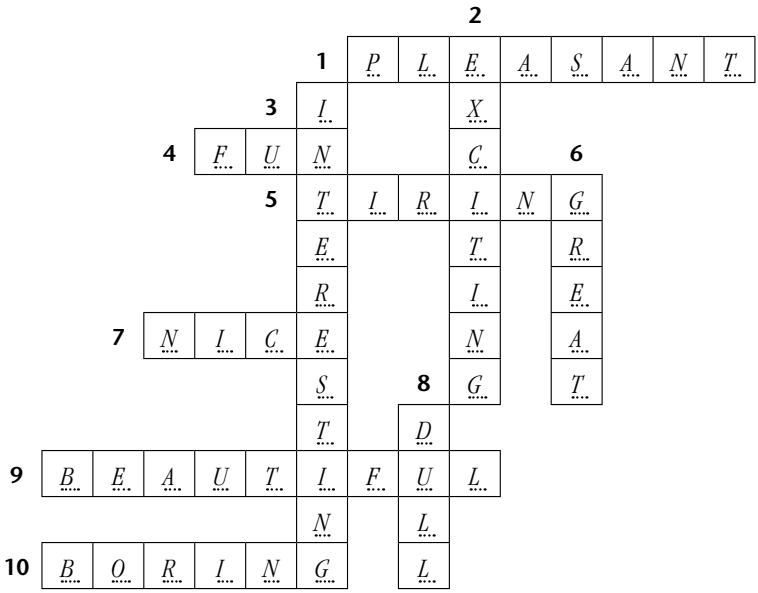
Ⓒ Does Mary enjoy working in that company?

Yes, he does; the job is interesting ☐ Yes, she does. ☑

Ⓓ What do you think of Leonardo Di Caprio's latest film?

I think it's very interesting ☑ I think they are expensive ☐

11 Complétez la grille par des adjectifs anglais à l'aide de leurs équivalents français.



Across

1. Agréable
4. Amusant, marrant
5. Fatigant
7. Bien
9. Beau
10. Ennuyeux

Down

2. Excitant
3. Intéressant
6. Super, « géant »
8. Monotone

12 Donnez votre opinion à l'aide d'adjectifs, sur les thèmes suivants.

Example: Boxing. → I don't like boxing: I think it's very violent.
→ I like boxing very much; it's very physical, exciting and it's great!

Ⓐ TV series (NCIS, Castle, Mentalist…)

Réponse ouverte .....

.....

Ⓐ Opera.

Réponse ouverte .....

.....

Ⓑ Politics

Réponse ouverte .....

.....

Ⓒ Comic strips

Réponse ouverte .....

.....

Ⓓ « Kentucky Fried Chicken ».

Réponse ouverte .....

.....

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13 **Écoutez les présentations des candidats à l'élection de *Miss* ou *Mister School* et entourez les mots qui conviennent.**

▶▶▶ Ex. 7 p. 9

Other candidates

Kate Marlow

Hi! I'm Kate Marlow. I'm ***17 ½*** – ***18*** – ***18 ½***. I don't go out ***in the evening*** – ***on Friday evenings***; I prefer watching TV to ***eating out*** – ***going out***. My parents have got satellite TV so there are plenty of programmes to watch. My friends say I am a ***channel batter*** – ***channel hopper*** – ***channel minder***. I don't mind because at school, I talk about TV actors with my friends. I know a lot about actors and programmes. I like series very much. I prefer series to films. They are more ***fascinating*** – ***thrilling*** – ***exciting***. But ***I don't mind*** – ***don't like*** – ***dislike*** watching documentaries because they are ***boring*** – ***interesting***… Why am I a candidate? Well, I want to be a candidate because I think I can contribute to my school and help the pupils to get the most out of TV programmes.

Phil Donovan

Hi! My name is Phil Donovan and I'm 18; my parents are from ***Iceland*** – ***Ireland*** – ***Scotland***. I love surfing and I practise every other day, after school. I prefer surfing to any other ***water*** – ***winter*** sport. Surfing is very ***exciting*** – ***tiring*** – ***physical***. Of course, I like swimming in the sea and I don't mind swimming in a pool. But playing water polo is not pleasant at all for me: it's too tiring. In my class, my friends call me the ***Flying Brass*** – ***Flying Face*** – ***Flying Ace***… It's true… When you are ready to surf, you feel like you're a ***girl*** – ***third*** – ***bird***… I think they're jealous. I am a candidate to promote different sports in our school.

Sophie Barnett

Hello everybody. My name is Sophie Barnett. I'm ***17*** – ***18*** – ***19*** years old. I'm a shopping addict. I love it. I go shopping for ***gloves*** – ***doves*** – ***clothes*** every time I've got some money. If I have no money, I just go window shopping. You see, I prefer going shopping to going to the cinema. I think it's more ***fuss*** – ***fun*** – ***fashionable***. Of course I have also got other interests in my life. I like music and I play ***the piano*** – ***the guitar*** – ***the drums***. I want to be a candidate, a ***better*** – ***different*** – ***newer*** one. To help girls and boys to shop the smart way.

14 **Répondez aux questions sur Kate, Phil et Sophie.**

Ⓐ Why does Kate like satellite TV?
Because there are plenty of programmes.

Ⓑ What does she like watching best on TV?
She likes watching series.

Ⓒ What's her opinion about documentaries?
She thinks they are interesting.

Ⓓ How often does Phil practise surfing?
He practices every other day.

Ⓔ What sport does he find unpleasant?
Water polo.

Ⓕ What does Sophie like buying?
She likes buying clothes.

Ⓖ What does she do when she has no money?
She goes window-shopping.

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✓ **RECAP**

Cochez la ou les bonnes réponses.

Ⓐ « Je préfère la musique classique à la musique techno » se dit :

« I prefer classical music than techno music » ☐

« I prefer classical music to techno music » ☑

Ⓑ « *I prefer* » est suivi : d'un verbe en –ing ☑ d'une base verbale ☐ d'un nom ☑

15 Dites ce que vous préférez (faire) par des phrases complètes.

Ⓐ

réponse ouverte .....

.....

.....

.....

.....

Ⓑ

réponse ouverte .....

.....

.....

.....

.....

Ⓒ

réponse ouverte .....

.....

.....

.....

.....

16 Dites que :

Ⓐ vous aimez faire des gâteaux.

I like making cakes. .....

.....

Ⓑ Jennifer n'aime pas faire du sport à l'extérieur.

Jennifer doesn't like outdoor sports. .....

.....

Ⓒ cela vous est égal de terminer les cours le vendredi à 17 heures.

I don't mind finishing class at 5 pm on Fridays. .....

.....

Ⓓ vous préférez aller en discothèque le vendredi soir.

I prefer going to the disco on Friday night. .....

.....

Ⓔ Jim préfère faire un exercice de mathématiques plutôt qu'apprendre une leçon d'histoire.

Jim prefers doing a maths exercise to learning a history lesson. .....

.....

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17 Présentez l'actrice Dakota Fanning.

♥♥

acting – knitting*
– ballet dancing –
horse riding –
pom pom girl – travel

** tricot*

♥ pets:

(Goldie)

(Lewellen)

«I have always wanted to be an actress, even when I was a child (…) I wanted to be an actress on TV and in films instead of being an actress at home.»

Hannah Dakota Fanning

- Kota (nickname)
- Actress
- 23 / 02 / 1994
- Conyers (Georgia) – US
- Father: Steven
- Mother: Joy
- Sister: Elle

Abilities:

♥♥ films

Gone with the Wind (1939)
Titanic (1997)
Steel Magnolias (1989)

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O'Fast Food

O'Fast Food

The first organic fast food restaurant in your town!
118 S Olive St
Los Angeles, CA 90017
(213) 746-7748

Sandwiches

Ⓐ $*8.90*
240 cal.

Bagels

Ⓓ $*6.95*
210 cal.

Coffee

Ⓖ Small $*1.68*
Large $2.05
8 cal.

Salads

Ⓑ $*7.65*
120 cal.

Soup of the day

Ⓔ $*4.55*
150 cal.

Hot tea

Ⓗ $*2.15*
0 cal.

Fries

Small $1.15
Ⓒ Large $*1.89*
190 cal.
450 cal.

Ice cream

Ⓕ $*4.20*
285 cal.

Milkshake

Ⓘ $*3.12*
216 cal.

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1 **Complétez le menu ci-contre en sélectionnant les plats et les boissons qui correspondent aux images dans la liste ci-dessous.**

salads – ice cream – coffee – soup of the day – cola – milkshake – cheeseburger – fries – bagels – fruit juice – sandwiches – mineral water – hot tea

2 **Ajoutez sur le menu les prix en chiffres en fonction des indications données ci-dessous.**

Ⓐ eight dollars ninety
Ⓑ seven dollars sixty-five
Ⓒ one dollar eighty-nine
Ⓓ six dollars ninety-five
Ⓔ four dollars fifty-five
Ⓕ four dollars twenty
Ⓖ one dollar sixty-eight
Ⓗ two dollars fifteen
Ⓘ three dollars twelve

3 **Lisez attentivement les informations ci-dessous concernant le restaurant *O'Fast Food* et corrigez les erreurs.**

Ⓐ O'Fast Food is in San Francisco, California.
O'Fast Food is in Los Angeles, California.

Ⓑ It is an ordinary restaurant.
It is an organic restaurant.

Ⓒ The telephone number is two-one-two, seven-four-six, double six-four-two.
The telephone number is two-one-three, seven-four-six, double seven-four-eight.

Ⓓ The zip code is CA nine – double one – zero – seven.
The zip code is CA nine – double zero – one – seven.

4 **Répondez aux questions en écrivant les indications chiffrées en toutes lettres.**

▶▶▶ **Ex. 2 p. 16**

Ⓐ How much is a large coffee?
It's two dollars five.

Ⓑ How many calories are there in the soup of the day?
There are one hundred and fifty calories.

Ⓒ How much is a small portion of fries?
It's one dollar fifteen.

Ⓓ How many calories are there in on a ice cream?
There are two hundred and eighty-five calories.

5 **Complétez les questions avec les mots interrogatifs : *where, what, how much, how many.***

▶▶▶ **Ex. 2 p. 16**

Ⓐ *Where* is the restaurant located?
Ⓑ *What* is the phone number?
Ⓒ *What* is the zip code?
Ⓓ *How much* is a small portion of fries?
Ⓔ *How many* calories are there in a large portion of fries?

✓ RECAP

Cochez la bonne réponse.

Ⓐ Pour demander un prix, on utilise :
How much ☑ How many ☐

Ⓑ Pour demander « combien il y a de… (+ mot pluriel) », on utilise :
How much ☐ How many ☑

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6 Complétez le dialogue. Puis, écoutez et vérifiez.

▶▶▶ Ex. 4 p. 16

TOM'S SNACK SHOP

Lisa: Hi, Jeff! Let's have *lunch* at Tom's Snack Shop tomorrow!
Jeff: Tom's Snack Shop? *Where* is it exactly?
Lisa: It's at *40*, Battery Street
Jeff: I'll reserve a table. What's the *phone* number, please?
Lisa: It's *415-404-4634*.
Jeff: Can you repeat that, please?
Lisa: 415-*404-4634*.
Jeff: OK. How *much* is the menu?
Lisa: There is a sandwich and salad for only a dollar *seventy-five*.
Jeff: Uh-huh. And what about the calories?
Lisa: *There are* only two hundred *and forty* calories in this menu.
Jeff: Brilliant! I hope it's good!
Lisa: It's delicious! And you can have a large fruit juice with one hundred *and eighty-five* calories for *one* dollar *nineteen*.
Jeff: Alright, then, I'll try the fruit juice too. *See you* tomorrow at Tom's Snack Shop!

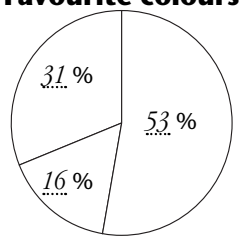
7 Complétez et coloriez ces diagrammes circulaires en fonction des indications données.

▶▶▶ Ex. 6 p. 17

A. Red, blue or yellow: What is your favourite colour?

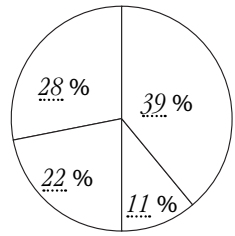
Ⓐ Fifty-three percent prefer blue.
Ⓑ Sixteen percent prefer red.
Ⓒ Thirty-one percent prefer yellow.

Favourite colours



B. What are your least favourite colours?

Ⓐ Thirty-nine percent don't like purple.
Ⓑ Twenty-eight percent don't like brown.
Ⓒ Twenty-two percent don't like orange.
Ⓓ Eleven percent don't like yellow.



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8 **Écrivez en toutes lettres les résultats des opérations suivantes.**

Ⓐ 10 + 8 = *eighteen*
Ⓑ 3 x 4 = *twelve*
Ⓒ 45 – 9 = *thirty-six*
Ⓓ 50 : 2 = *twenty-five*
Ⓔ 8 + 5 = *thirteen*
Ⓕ 80 – 3 = *seventy-seven*
Ⓖ 33 : 3 = *eleven*
Ⓗ 5 x 3 = *fifteen*
Ⓘ 39 + 5 = *forty-four*

9 **Répondez aux questions suivantes.**

Ⓐ What type of drink do you prefer?
Réponse libre

Ⓑ Do you like drinking tea or coffee?
Réponse libre

Ⓒ How many glasses of water do you drink per day?
Réponse libre

Ⓓ How many calories are there in a soda / in a glass of water?
There are about 300 calories in a soda. There are no calories in a glass of water.

Ⓔ How much is a soda / a glass of water?
A soda is… / a glass of water is free.

✓ RECAP

Cochez la bonne réponse.

Ⓐ Les nombres de 13 à 19 se terminent tous par :
-teen ☑ -ty ☐

Ⓑ Les nombres 20, 30, 40, 50, 60, 70, 80, 90, se terminent tous par :
-teen ☐ -ty ☑

10 **Vous devez préparer une enquête sur les repas au restaurant scolaire de votre école. Utilisez les éléments ci-dessous pour rédiger 5 questions en anglais.**

Ⓐ *When do you have lunch at the canteen?*

Ⓑ *Do you enjoy having lunch at school? / Do you like the canteen food?*

Ⓒ *Do you have salad / fruit at the canteen?*

Ⓓ *What is your favourite menu at the canteen?*

Ⓔ *How much is the lunch ticket at your school canteen?*

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11 **Complétez les questions avec les mots interrogatifs : *what, who, how many, how much, what time.* Puis reliez la question à la réponse qui correspond.**

▶▶▶ Ex. 3 p. 18

Ⓐ *What*..... is the area of Canada in square kilometers?
Ⓑ *How many*..... inhabitants are there in Canada?
Ⓒ *How many*..... official languages are there?
Ⓓ *Who*..... is at the head of this constitutional monarchy?
Ⓔ *What*..... is the capital city?
Ⓕ *What time*..... do people have supper?
Ⓖ *What*..... are the national sports?

Ⓗ Ottawa
Ⓘ two
Ⓙ 9,984,000 km2
Ⓚ ice-hockey and basketball
Ⓛ from five to eight at night
Ⓜ Queen Elizabeth II
Ⓝ 34.6 million

12 **Écrivez les nombres en toutes lettres en utilisant les mots ci-dessous.**

one, million, thousand, hundred, hundred thousand, billion, ten thousand.

Ⓐ 100 = *one hundred*
Ⓑ 1,000 = *one thousand*
Ⓒ 10,000 = *ten thousand*
Ⓓ 100,000 = *one hundred thousand*
Ⓔ 1,000,000 = *one million*
Ⓕ 100,000,000 = *one hundred million*
Ⓖ 1,000,000,000 = *one billion*

✓ RECAP

Cochez la bonne réponse.

Ⓐ Pour séparer les milliers, on met :
un point ☐ une virgule ☑

Ⓑ Pour séparer les décimales, on met :
un point ☑ une virgule ☐

Ⓒ 300 s'écrit « three … » :
hundred ☑ hundreds ☐

13 **Placez la virgule ou le point et ajoutez les zéros si besoin pour écrire les nombres en chiffres.**

Ⓐ three hundred and twenty-two thousand : 322,*000*
Ⓑ three point two two : 3.22.....
Ⓒ six hundred thousand : 600,*000*
Ⓓ seven point five million : 7.5 million.....
Ⓔ seven billion : 7,000,*000,000*

14 **Cochez le nombre en chiffres qui correspond au nombre en toutes lettres.**

Ⓐ three hundred thousand	☐ 30,000	☐ 130,000	☑ 300,000
Ⓑ eight hundred and twelve	☑ 812	☐ 802	☐ 820
Ⓒ six thousand, three hundred	☐ 6,003	☑ 6,300	☐ 6.300
Ⓓ three point one four	☐ 3,14	☐ 3,40	☑ 3.14
Ⓔ nine thousand, one hundred	☑ 9,100	☐ 900,000	☐ 109,000

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15 **Écrivez en toutes lettres les nombres, prix, pourcentage suivants.**

Ⓐ 99%: *ninety-nine* percent

Ⓑ €258.20: *two hundred and fifty-eight euros twenty*

Ⓒ £136.50: *one hundred and thirty-six pounds fifty*

Ⓓ 73.2 million: *seventy-three point two million*

Ⓔ 840,000: *eight hundred and forty thousand*

16 **Complétez la grille à l'aide des photos pour découvrir le mot caché dans les cases grisées. Vous inscrirez ici la traduction de ce mot :**

F	R	A	I	S	E

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

			1	F	I	S	H			
2	V	E	G	E	T	A	B	L	E	S
			3	B	R	E	A	D		
			4	M	E	A	T			
				5	W	A	T	E	R	
				6	B	O	T	T	L	E
7	C	H	I	C	K	E	N			
			8	O	R	A	N	G	E	
				9	R	I	C	E		
10	C	H	E	R	R	Y				

17 **Dans ces séries de mots, rayez l'intrus et entourez le mot-titre du champ lexical.**

Ⓐ beef, pork, chicken, meat, ~~seafood~~.

Ⓑ apples, oranges, ~~onions~~, cherries, bananas, fruit, peaches, pineapples.

Ⓒ carrots, lettuce, ~~water~~, tomatoes, vegetables, beans, peas.

Ⓓ drinks, fruit juice, coffee, milk, ~~ice cream~~, tea, soda, wine.

Ⓔ fries, salad, pasta, rice, side dishes, ~~cheeseburger~~.

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18 Répondez aux questions pour parler de vos goûts.

Ⓐ What are your favourite fruits?

Réponse libre .....

Ⓑ Do you like salad or do you prefer carrots and peas?

Réponse libre .....

Ⓒ What is your favourite meat?

Réponse libre .....

Ⓓ What are your favourite pizza toppings*? *(*garnitures)*

Réponse libre .....

Ⓔ Do you prefer black coffee, white coffee or tea?

Réponse libre .....

19 Lisez le message de Samia. Puis, imaginez et rédigez les questions que Mark lui a posées.

Hi Mark!

I'd like to help you and here are my answers to your questions. I'm glad you chose my country for your school project. Morocco is a beautiful country: I love it!

Ⓐ There are 35 million inhabitants in Morocco.

Ⓑ The capital city is Rabat.

Ⓒ A box of oranges costs about 10 dirham (€1 is worth about 12 drh).

Ⓓ Tajine is my favourite dish, but I also like couscous.

Ⓔ For breakfast, I have a cup of green tea and bread with honey. Then, at about 10 or 11 am, I have a glass of orange juice with pastries (yum! Our pastries are delicious!).

Ⓕ We have dinner at 8:30-9:30 pm.

Hope to hear from you soon!

Bye, Samia

Mark's questions:

Ⓐ *How many inhabitants are there in Morocco?* .....

.....

Ⓑ *What is the capital city?* .....

.....

Ⓒ *How much is a box of oranges?* .....

.....

Ⓓ *What is your favourite dish?* .....

.....

Ⓔ *What do you have for breakfast?* .....

.....

Ⓕ *What time do you have dinner?* .....

.....

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20 **Aidez-vous des éléments ci-dessous pour parler avec votre voisin(e) de vos habitudes alimentaires, de vos plats ou aliments préférés… Vous poserez des questions et répondrez aux questions de votre voisin(e). Vous devez parler ensemble en anglais pendant 5 minutes.**

Eating habits?
Favourite food?

Breakfast

What?

Lunch

Where?

What?

€ ?

Dinner

Favourite menu?

Who with?

Favourite restaurant?

Favourite dish?

€… ?

Favourite …?

When?
0? 1? 4? per day?

Favourite …?

When?

0? 1? 4? per day?

Favourite…?

When? Where?

€ ?

Favourite …?

When?

How many portions?

How many calories?

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Events and festivals

1 **Complétez les légendes avec le nom de l'événement choisi parmi la liste ci-dessous et la date à laquelle il est célébré.**

April Fools Day – Independence Day – New Year's Day – Trooping the Colour – St. Patrick's Day

Ⓐ The American national holiday is *Independence Day* and takes place on *July 4th*.

Ⓑ *Trooping the Colour* celebrates the Queen's official birthday. It is on the *second Saturday in June*.

Ⓒ All over the world, the Irish and people of Irish origin celebrate *St Patrick's Day* on *March 17th*.

Ⓓ People do all sorts of crazy things on *April 1st*. This special day is called *April Fools' Day*.

Ⓔ At midnight on *New Year's Eve*, people gather and sing "Auld Lang Syne" in Trafalgar Square.
The date is *January 1st*.

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2 **Recherchez, sur Internet, d'autres informations sur ces fêtes et complétez le tableau.**

Holiday	Guy Fawkes' Night	Boxing Day
Date	*Nov. 5th*	*Dec. 26th*
Country/countries where celebrated	*UK* *Ireland* *New Zealand*	*UK* *Australia* *Canada* *New Zealand*
First celebration / Origins	*5 Nov. 1605.* *G.Fawkes plotted to blow up Parliament but the plot failed and he was arrested.*	*Dates back to the Middle Ages.*
What people do, wear, drink, eat…	*– bonfires, fireworks* *– children burn effigies of G. Fawkes* *– they also beg for money: "a penny for the guy".*	*– used to: give money or presents to their servants / the poor* *– these days: go shopping (sales).*

3 **Choisissez la solution correcte parmi celles qui vous sont proposées pour compléter les phrases ci-dessous.**

Ⓐ There is ***a football game*** / ~~***several European games***~~ on TV tonight.
Ⓑ In our village, there are ***a lot of volunteers*** / ~~***an association***~~ to organize the Carnival Parade.
Ⓒ Is there ***an orchestra*** / ~~***different groups***~~ at the music festival?
Ⓓ There aren't ~~***public transport***~~ / ***any buses*** to get to the stadium.
Ⓔ In the tournament final, there are ***no French competitors*** / ~~***a French competitor***~~.

4 **Complétez les phrases ci-dessous avec « there is » ou « there are » à la forme qui convient (+, -, ?).**

Ⓐ *There are* seven days in a week. (+)
Ⓑ *Is there* a traditional event in this town?
Ⓒ *There aren't* thirty days in the month of February. (-)
Ⓓ How many seasons *are there* in a year?
Ⓔ *There isn't* a fee to enter the contest. It's free. (-)

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5 **Vrai ou faux ? Lisez les affirmations ci-dessous et dites si elles sont vraies ou fausses. Corrigez-les si nécessaire.**

Ⓐ There are ten sides on a dice. True ☐ False ☑

There are six sides on a dice.

Ⓑ There aren't fifty-three weeks in a year. True ☑ False ☐

There are fifty-two weeks in a year.

Ⓒ There is one hour's difference between London and Paris. When it is 7 am in Paris, it is 6 am in London. True ☑ False ☐

Ⓓ There are eight players in a basketball team. True ☐ False ☑

There are five players in a basketball team.

Ⓔ At the Paralympic Games there are 26 different sports. True ☑ False ☐

✓ RECAP

Cochez la réponse exacte.

Le dollar ($1) est divisé en 100 : ☐ pence ☑ cents ☐ centimes

La livre (£1) est divisée en 100 : ☑ pence ☐ cents ☐ centimes

Cochez le/les pays où l'on paie :

– en dollar : ☐ Angleterre ☑ Australie ☐ Inde ☑ Canada ☑ Etats-Unis ☑ Nlle-Zélande

– en livre : ☑ Angleterre ☐ Canada ☑ Irlande du Nord ☑ Ecosse ☑ Pays de Galles ☐ Rép.d'Irlande

6 **Lisez les indications données par votre tuteur puis étiquetez correctement les produits pour les soldes. Indiquez les prix avant réduction et après.**

The skirt is down fifty per cent and is now thirty pounds ninety-nine.

Before: *£61.98* After: *£30.99*

The sunglasses are only ninety-nine cents. There is a deduction of two dollars.

Before: *$2.99* After: *99c*

The sweatshirt is down eighty pence so it costs fifteen pounds and twenty pence.

Before: *£16* After: *£15.20*

The jeans are half price. They are twenty-five dollars forty.

Before: *$50.80* After: *$25.40*

There is a thirty percent rebate on the scarf. It is now twenty-one pounds.

Before: *£30* After: *£21*

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7 **Votre supermarché fait des prix de gros. Vous voulez savoir si les prix sont vraiment intéressants. Pour cela, calculez le prix à l'unité.**

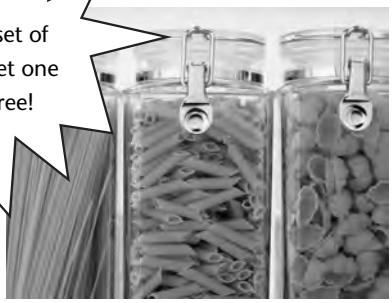
$6. Three 1.5l bottles for the price of two

$9.60. Four packets for the price of three

$9.60. Buy two, get one free!

$2.40 Six for the price of four

$15 Buy a set of three jars, get one extra jar free!



Ⓐ Price for one bottle: *$2*
Ⓑ Price for one packet: *$2.40*
Ⓒ Price for one sandwich: *$3.20*
Ⓓ Price for one lollipop: *$0.40*
Ⓔ Price for one jar: *$2.50*

8 **Retrouvez au moins huit mots en rapport avec l'argent. Notez-les et indiquez leur équivalent en français.**

English	French
1. *Buy*	*Acheter*
2. *Currency*	*Devise, monnaie*
3. *Earn*	*Gagner*
4. *Money*	*De l'argent*
5. *Pay*	*Payer*
6. *Penny*	*Penny*
7. *Pound*	*Livre*
8. *Save*	*Économiser*

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

discount rabais ;
spend dépenser ;
sell vendre

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✓ RECAP

La préposition à utiliser devant :

– le mois, la saison, l'année est :

	in ☑	on ☐	at ☐
– le jour, la date :	in ☐	on ☑	at ☐
– l'heure :	in ☐	on ☐	at ☑
– le lieu :	in ☑	on ☐	at ☑

9 Complétez avec la préposition qui convient.

Ⓐ The doors open *at* 1:30 pm *on* Sundays.
Ⓑ There is a great exhibition *at* the local museum every year *in* August.
Ⓒ I'd like to see a match *at* the Yankee Stadium when we're *in* New York.
Ⓓ *In* 2012 the Olympic Games took place *in* London.
Ⓔ The show starts *at* 8 pm *in* summer and *at* 5:45 pm *in* winter.

10 Écoutez les conversations téléphoniques et complétez les affiches ci-dessous.

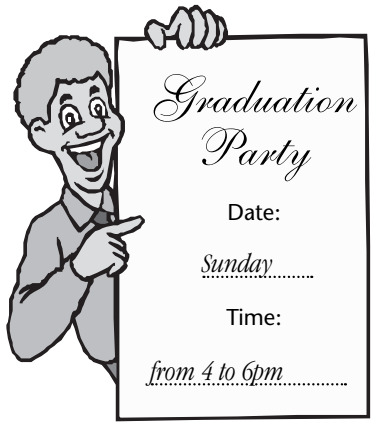
TELEPHONE CONVERSATIONS

Ⓐ

Ⓒ

Ⓑ

Ⓓ



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11 **Vous avez reçu l'invitation ci-dessous. Envoyez un message à votre ami pour le convaincre de vous accompagner. Précisez lieu, date, heure, code vestimentaire.**

Invitation

To the Premiere of the film
"Daddy, You're a Genius!"

By Terry Sparks
And the Directors of Velocity Movies

Place: the Shaftesbury Cinema
Date and time: Saturday, 5 May - 7 pm
Followed by
A party and a firework display.
Bring a friend!

Dress: smart, formal
RSVP

From: *X (nom élève)*
To: *Y (nom ami)*
Subject: invitation
Hi *Y* !
I've got an invitation from *Terry Sparks to the premiere of his film "Daddy, you're a genius!"*

It is at the Shaftesbury Cinema on Saturday, May 5th at 7 in the evening.

After the film, there is a party and a firework display.

Would you like to join me? Please wear your smart dress/suit!

I hope you can come!!!
Love,
X

12 **Votre ami est d'accord pour vous accompagner à cette soirée. Répondez maintenant à l'invitation.**

X

High Street Big Town

Dear Terry,

Thank you for your invitation.

Yes, I'd love to come to the Shaftesbury Cinema on Saturday.

That's so cool! My friend Y is coming too.

See you soon, X

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13 **Vous êtes chargé(e) par une association qui organise une manifestation internationale de faire leur prospectus en anglais. Utilisez les éléments donnés ci-dessous et illustrez.**

Nom : fête celtique
Lieu : parc de la ville
Date : samedi-dimanche 17 et 18 juillet
Heures : de 10 h du matin jusqu'à 23 h le samedi et de 9 h du matin jusqu'à 21 h le dimanche
Prix : gratuit pour les enfants jusqu'à 12 ans. 7.50 € la journée ; 13 € pour les 2 jours.
Transport : navettes gratuites depuis le parking devant la gare

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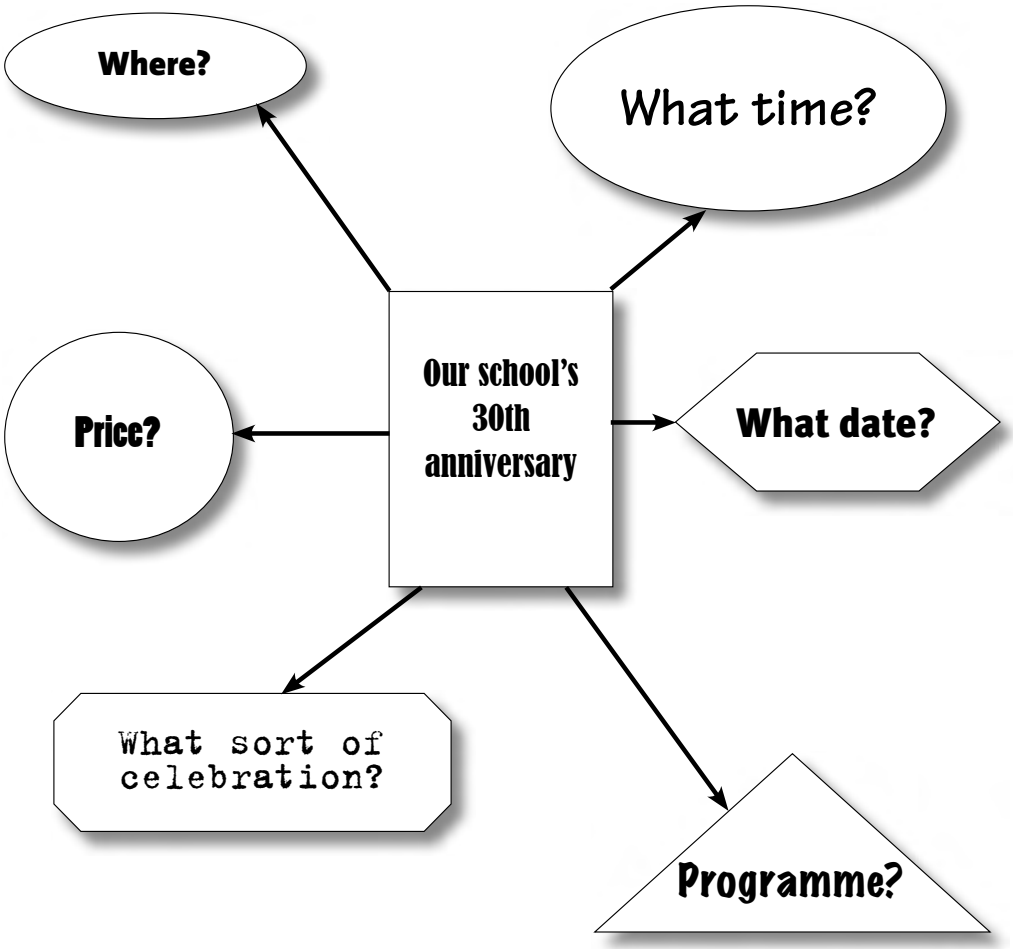
14 **Échangez, en anglais à l'oral, avec deux autres camarades à propos de l'organisation de l'anniversaire de votre école.**



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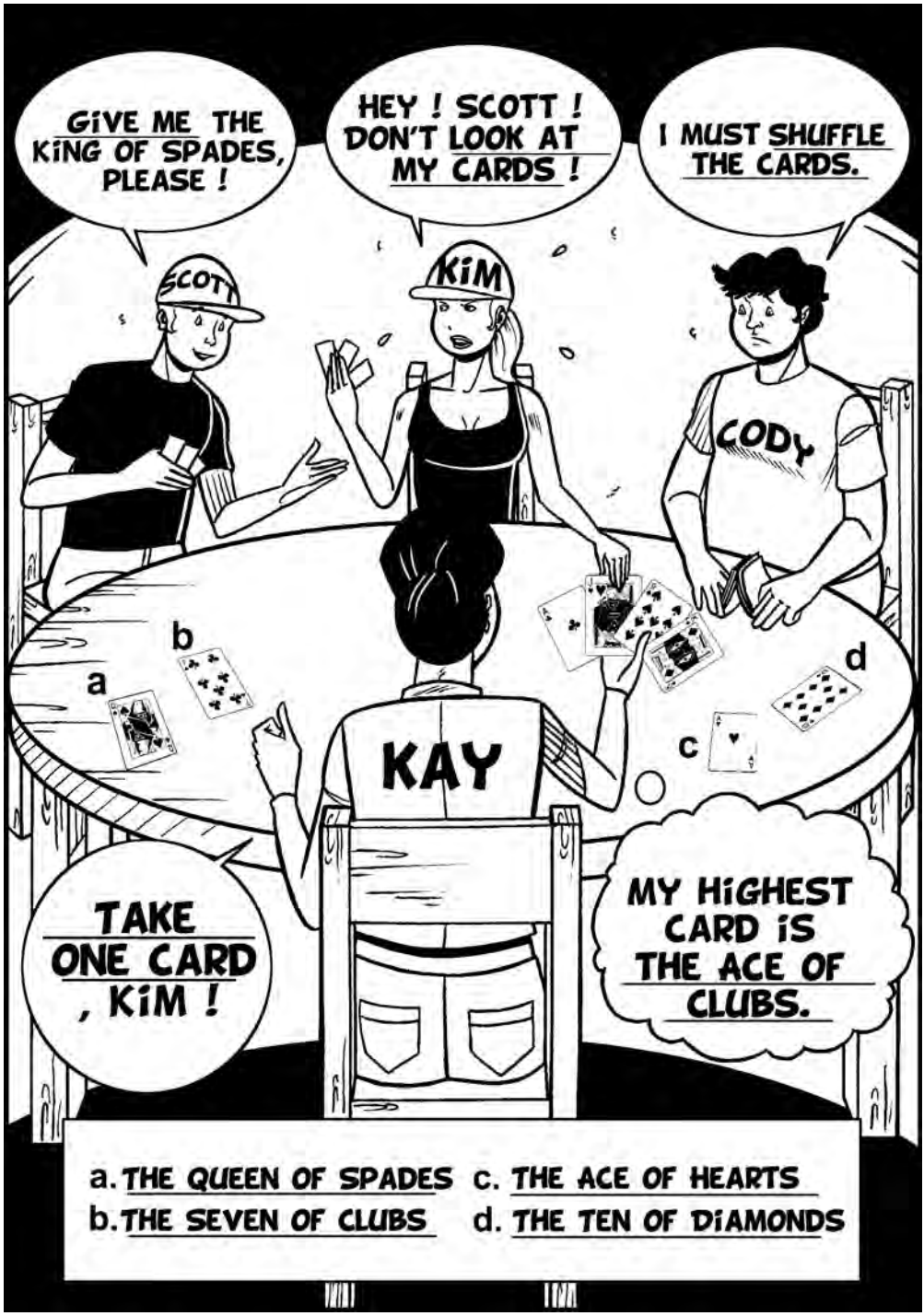
Games



a. THE QUEEN OF SPADES
b. THE SEVEN OF CLUBS
c. THE ACE OF HEARTS
d. THE TEN OF DIAMONDS

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1 **Complétez les bulles pour écrire ce que disent ou pensent Kay, Scott, Cody et Kim. Choisissez ce qui convient dans la liste ci-dessous (attention aux intrus) :**

List: *take a card – lay the cards in a pile – shuffle the cards – name the cards – give me – look at my cards – the Ace of Spades – the Ace of Clubs – the Ace of Diamonds – the Ace of Hearts.*

2 **Reliez les noms des cartes de Kay à leurs symboles.**

Ⓐ The nine of Spades ● ● Ⓓ J ♥
Ⓑ The King of Diamonds ● ● Ⓔ 9 ♠
Ⓒ the Jack of Hearts ● ● Ⓕ K ♦

3 **Complétez le cadre de l'illustration page 28 en y inscrivant les noms des 4 cartes qui sont posées sur la table de jeu.**

4 **Représentez les noms des cartes ci-dessous par des symboles.**

Example : The Nine of Spades = 9 ♥

Ⓐ The Seven of Hearts = *7* ♥
Ⓑ The King of Spades = *K* ♠
Ⓒ The Ace of Diamonds = *A* ♦
Ⓓ The Eight of Clubs = *8* ♣
Ⓔ The Jack of Diamonds = *J* ♦ .
Ⓕ The Ten of Hearts = *10* ♥

5 **Cochez la ou les traduction(s) exacte(s) des ordres suivants.**

Ⓐ You must shuffle the cards
- ☑ Tu dois mélanger les cartes.
- ☐ Il ne faut pas que tu mélanges les cartes.

Ⓑ Don't move.
- ☑ Ne bouge pas.
- ☑ Il ne faut pas que tu bouges.

Ⓒ Lay the cards in a pile.
- ☐ Prends une pile de cartes.
- ☑ Empile les cartes.

6 **Complétez le dialogue. Puis, écoutez et vérifiez.**

▶▶▶ **Ex. 2 p. 36**

Ronnie, The Magician

Ronnie: Hello. I'm Ronnie, the magician! (…) Do you like *cards*, Madam?
Woman: Yes, I do.
Ronnie: OK. *Shuffle* the cards. Now, *take* one card. Don't show it! … Er, It's the *two* of Clubs!
Woman: Ouah! Yes, that's it! The *two* of Clubs! Well done!
Ronnie: Thanks... Thank you... Let's try another trick. You *must* shuffle the cards. Then *lay* them in a pile on the table. OK. Now, take three cards. *Look* at them. *Give* me your three cards. Now, *say* which card is the highest.
Woman: It's the *King* of Clubs.
Ronnie: Are you sure?
Woman: Yes, I am.
Ronnie: Can you *name* the 3 cards you had?
Woman: Yes, I had the *Jack* of *Diamonds*, the *Queen* of *Hearts* and the *King* of *Clubs*.
Ronnie: No, no, sorry. Look here! You have the *Jack* of *Diamonds*, the *Queen* of *Hearts* and ... the Ace of *Spades*! The highest card is the Ace of *Spades*.
Woman: Where is the *King* of Clubs?
Ronnie: Don't *move*! Oh! It's in your pocket!

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✓ RECAP

Cochez la bonne réponse.

Ⓐ Pour donner un ordre, on peut utiliser :

☑ l'impératif : « Come here! »

☐ *You would like to* + V : « You would like to come here! »

☑ *You must* + V : « You must come here! »

Ⓑ Pour interdire, on peut utiliser :

☑ l'impératif à la forme négative : « Don't come here! »

☐ *You wouldn't like to* + V : « You wouldn't like to come here! »

☑ *You mustn't* + V : « You mustn't come here! »

7 Numérotez les premières consignes du jeu dans un ordre logique.

BELOTE CARD GAME

Ⓐ Lay the other cards in a pile on the table. *3*

Ⓑ You must give each player three, then two cards. *2*

Ⓒ Look at your cards and choose a suit or pass. *4*

Ⓓ Shuffle the cards. *1*

8 Écrivez les ordres ou interdictions correspondant aux images.

Ⓐ

Ⓑ

Ⓒ

Ⓓ

Ⓐ *You mustn't play videogames… Don't play videogames…*

Ⓑ *You must give her the flowers. Give her the flowers.*

Ⓒ *Drink water. You must drink water.*

Ⓓ *Don't watch TV. You mustn't watch TV.*

9 Complétez ces consignes de jeu avec le verbe de la liste qui convient.

▶▶▶ Ex. 8 p. 37

List: *roll / play / cheat / take / wait / look / miss / move / show.*

Ⓐ First, you must *take* two dice.

Ⓑ OK. *Roll* the dice now.

Ⓒ You dice are showing 6 and 2. You must *move* your piece to square 8.

Ⓓ Don't *play* again!

Ⓔ You must *wait* now. It's my turn.

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10 Complétez le dialogue. Puis, écoutez et vérifiez.

▶▶▶ Ex. 8 p. 37

Mother Goose

Girl: Let's *play* Mother Goose.
Boy: I don't know it.
Girl: Don't worry. It's very easy.
Here is the *game board*. Look! There are *63* squares. The winner is the first player to get to *square 63*. […] Now, we need pieces and two dice. Here we are. […] Take a piece. What colour would you like? You can *choose* your colour: blue, red, green or yellow?
Boy: Red, please.
Girl: OK. Here is your *red* piece. I'll take the *blue* one. Now you can roll the dice.
Boy: Two and one. That *makes* three.
Girl: OK. You *must* move your piece to square *three*.
Boy: One, two, three: there is a goose in square 3.
Girl: You're lucky! You *can play again*. Roll the dice.
Boy: 4 and 2. That's six. One, two, three, four, five, six. Oh! I'm on the bridge.
Girl: *Hard luck*!
Boy: *Can* I play again?
Girl: No, you can't. I'm sorry. You can't play again. You *must miss* a turn. No, you mustn't roll the dice. Don't *cheat*! Give me the dice, please. You *must* wait now. It's *my* turn.

✓ RECAP

Cochez la ou les bonne(s) réponse(s).

Ⓐ Pour exprimer la permission ou la possibilité, on utilise :	can	☑	must	☐
Ⓑ Pour exprimer l'obligation, on utilise	can	☐	must	☑
Ⓒ Pour exprimer l'interdiction, on utilise	can't	☑	mustn't	☑

11 Voici des règles de vie fantaisistes. Transformez-les pour en faire des règles qui vous conviendraient mieux.

▶▶▶ Ex. 11 p. 37

Ⓐ You must drink only tea.

Réponse libre

Ⓑ Don't eat chocolate!

Réponse libre

Ⓒ You mustn't use the phone.

Réponse libre

Ⓓ Play videogames for 20 hours every day.

Réponse libre

Ⓔ Don't go to bed before 3 o'clock in the morning.

Réponse libre

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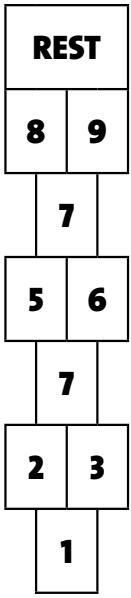
12 **Répondez aux questions concernant le jeu de marelle ci-dessous. Faites des phrases complètes pour justifier vos réponses.**



Hopscotch game

The object of the game is to hop* up and down the grid without making a mistake. Each player needs a stone*.
To begin, you throw your stone into square one. You must hop over that square and land on squares two and three with one foot in each and continue until you reach* squares eight and nine. There you must turn around by hopping on one foot and come back the same way and pick up your stone from square one.
You must have one foot in each square. You must not step* on the lines. You can only relax in the REST rectangle where you can put both your feet down.
If no mistakes were made, you can continue by throwing your stone to square two and repeat the process, always avoiding contact with the square that contains the stone.

*hop *sauter à cloche-pied* / a stone *une pierre* / reach *atteindre* / step *poser le pied*.

Ⓐ How many squares and rectangles are there in this hopscotch grid?
There are nine squares and one rectangle.

Ⓑ Do players need dice or a piece to play hopscotch?
No, they don't. They need a stone.

Ⓒ Can the players have two feet in the same square?
No, they can't. They must have one foot in each square.

Ⓓ Can they hop on the lines of the squares?
No, they can't. They must not step on the lines.

Ⓔ Can the players have two feet in the REST rectangle?
Yes, they can. They can relax and put both their feet down in the rectangle.

13 **Répondez aux questions en français et surlignez les phrases du document ci-dessus qui justifient votre réponse.**

Ⓐ Comment le jeu commence-t-il ?
Vous lancez votre caillou dans la case n°1.

Ⓑ Avez-vous le droit de poser le pied dans la case où se trouve votre caillou ?
Non, vous ne devez pas toucher cette case

Ⓒ Comment continuer à jouer si vous avez fait votre premier parcours sans faute ?
Vous lancez votre caillou dans la case n°2 et vous recommencez.

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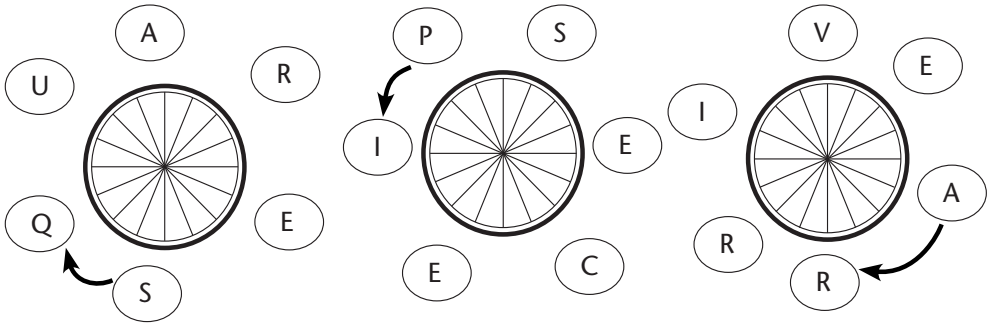
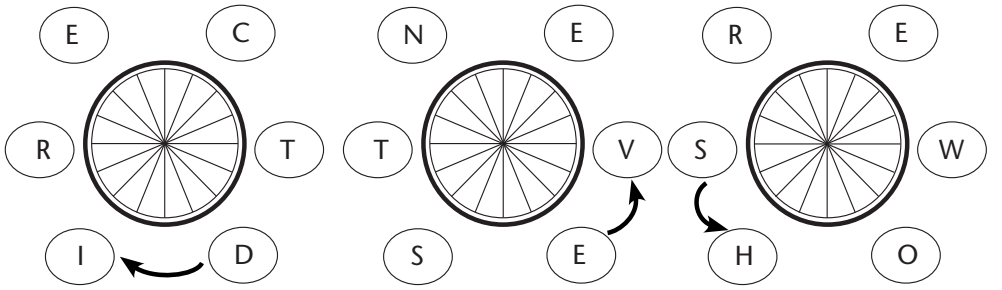
14 **Trouvez la bonne lettre de départ et le sens dans lequel tourner pour lire 6 mots. Inscrivez sous chacune son initiale et vous découvrirez un 7ème mot.**



S ... P ... A ...



D ... E ... S ...

Notez ici le 7ème mot et sa traduction :

S	P	A	D	E	S

P	I	Q	U	E

15 **Placez les dix lettres dans l'étoile pour former 5 mots de 5 lettres commençant tous par P. Puis notez et traduisez ces 5 mots.**

Lettres : A – I – R – E – O – C – E – O – T – C

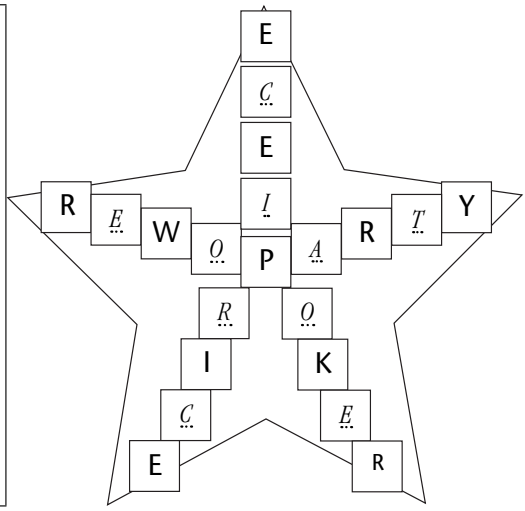
P*IECE* .....
= *pion (de jeu)* .....

P*ARTY* .....
= *soirée, fête* .....

P*OKER* .....
= *poker (jeu)* .....

P*RICE* .....
= *prix* .....

P*OWER* .....
= *pouvoir* .....



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16 Dans ces séries de mots, rayez l'intrus et entourez le mot-titre du champ lexical.

Ⓐ clubs, ~~dice~~, hearts, suit, spades, diamonds.

Ⓑ Jack, Ten, Ace, ~~Eleven~~, value, King, Queen.

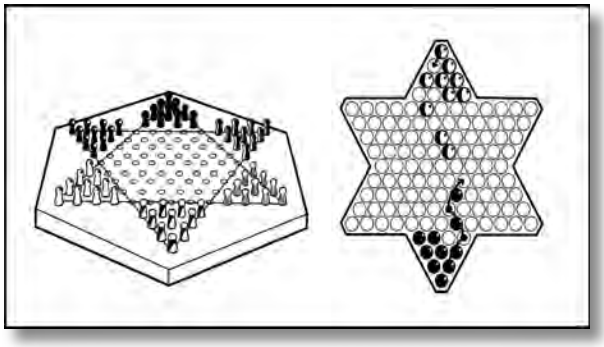
Ⓒ dice, material, board, ~~trick~~, pieces, pencil, paper.

Ⓓ Poker, Tarot, Hopscotch, ~~magician~~, Tic Tac Toe, game, Yahtzee.

Ⓔ move, show, miss, play, verb, roll, take, ~~object~~.

17 À l'aide des illustrations et des informations ci-dessous, répondez aux questions sur le jeu des dames chinoises.

▶▶▶ **Chat Time page 39**



Chinese Checkers

Players 2-6, not 5 (10 pieces each).

Object of the game move all your pieces to the star corner on the opposite side of the board.

Rules move one single piece to an adjacent space / hop over other pieces.

Winner the first to enter all his/her pieces into the opposite star corner.

Ⓐ What type of game is it? Is it a card game, a word game or a board game?

It is a board game.

Ⓑ How many players are there?

There can be / there are two, three, four or six players.

Ⓒ What do you need to play Chinese checkers?

You need a game board and 10 pieces per player: a different colour for each player.

Ⓓ What is the object of the game?

You must move all your pieces to the star corner on the opposite side of the board.

Ⓔ What can the players do to move their pieces?

They can move one single piece to an adjacent space or hop over other pieces.

Ⓕ Who is the winner of the game?

The winner is the first player to enter all his/her pieces into the opposite star corner.

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18 **Aidez-vous des éléments ci-dessous pour interroger votre voisin(e) sur les jeux qu'il/elle connait. Puis vous répondrez à ses questions. Vous devez parler ensemble en anglais pendant 5 minutes. Vous pouvez noter les informations recueillies.**

French Tarot

Type?
Number of cards?
Number of players?
Material: dice? paper and pencil? pieces? …
Object of the game?
Highest cards?
Winner?

Scrabble

Type: card game? word game?
Number of players?
Material: dice? game board? Paper and pencil? others?
Object of the game?
Rules?
Winner?

Trivial Pursuit

Type?
Number of players?
Material: dice? paper and pencil? game board? pieces? …
Object of the game?
Rules?
Winner?

Memory

Type?
Number of players?
Material?
Object of the game?
Rules?
Winner?

Can you explain the rules of these games?

Other game?

Type?
Number of players?
Material?
Object of the game?
Rules?
Winner?

Monopoly

Type?
Number of players?
Material?
Object of the game?
Rules?
Winner?

French Belote

Type?
Number of cards?
Number of players?
Material: dice? paper and pencil? pieces? …
Highest cards?
Winner?

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Student or apprentice?

1 **Choisissez les verbes correspondant à ces activités matinales. Entourez-les.**

Ⓐ

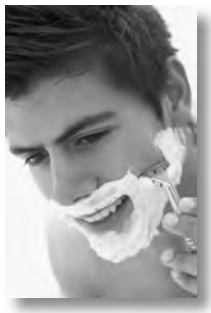
ring / sing

Ⓑ

have breakfast / have a break

Ⓒ

have a bath / have a shower



Ⓓ

put on makeup / shave

Ⓔ

meet friends / call friends

Ⓕ

take a bus / wait for the bus

Ⓖ

arrive at school / leave school

Ⓗ

start school / finish school

Ⓘ

have dinner / have lunch

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2 Retrouvez les heures identiques dans les 3 colonnes.

HORAIRES INTERNATIONAUX	HORAIRES BRITANNIQUES	HORAIRES TRADITIONNELS
Ⓐ 03:00	3 pm	Half past eleven in the evening
Ⓑ 15:00	6.15 am	Quarter past six in the morning
Ⓒ 11:30	11.30 pm	Three o'clock in the afternoon
Ⓓ 23:30	3 am	Half past eleven in the morning
Ⓔ 18:15	11.30 am	Quarter past six in the evening
Ⓕ 06:15	6.15 pm	Three o'clock in the morning

3 Utilisez les activités et les horaires de l'exercice 1. Complétez par le verbe qui convient en l'accordant avec le sujet et écrivez l'heure de façon traditionnelle.

Ⓐ Amy's mobile *rings* at *half past six*.
Ⓑ Amy *has* breakfast at *quarter to seven*.
Ⓒ Sam *has a shower* and then shaves at *seven o'clock*.
Ⓓ Sam and his friends *take* a bus at *half past seven*.
Ⓔ They *arrive* at school at *ten to eight*.
Ⓕ We *start* school at *five past eight*.
Ⓖ I *have* lunch in the school cafeteria at *half past twelve*.

✓ RECAP

Rayez les réponses fausses.

Ⓐ « quarter to seven » signifie : ~~sept heures et quart~~ / sept heures moins le quart.
Ⓑ « quarter past eight » signifie : huit heures et quart / ~~huit heures moins le quart.~~
Ⓒ Avec « half » on utilise toujours : « past » / « to ».

4 Complétez ces pendules avec des aiguilles indiquant l'heure donnée.

Ⓐ It's twenty-five to twelve

Ⓑ It's ten past two

Ⓒ It's ten to two

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5 Complétez le dialogue du manuel page 48 exercise 1.

▶▶▶ Ex. 1 p. 48

LISA'S MORNING ROUTINE

Journalist: Hi Lisa! Can you tell me about a typical morning? It's for a French magazine.
Lisa: Of course!
Journalist: So, what time *does* your alarm clock ring ?
Lisa: It rings at twenty *past* seven and I *get up*.
Journalist: *Do* you have breakfast?
Lisa: Yes, I *do*. At about half past seven.
Journalist: What do you have for your breakfast?
Lisa: I *eat* cereal and toast and I *drink* tea.
Journalist: And then?
Lisa: At quarter *to* eight, I have a shower and *put on* some make-up. Then I'm ready for school.
Journalist: *Do* you walk to school?
Lisa: No, I *don't*. I take a bus. It's at quarter *past* eight.
Journalist: What time *does* it arrive at your school?
Lisa: It arrives at twenty *to* nine. It's a long journey. It often stops. I *meet* my friends there and we *chat*.
Journalist: What time *do* classes start?
Lisa: At five *past* nine after assembly. I'm sorry, I must go. See you later
Journalist: OK, thank you.

6 Rayez un des deux éléments entre parenthèses pour que la question soit correcte. Puis complétez la réponse courte.

Ⓐ (~~Does~~ / Do) bricklayers and plumbers work on building sites? Yes, they *do*.
Ⓑ (~~Does~~ / Is) Bob a security agent? Yes, he *is*.
Ⓒ (Do / ~~Does~~) students at vocational schools get a salary? No, they *don't*.
Ⓓ (Does / ~~Is~~) your sister work in a supermarket? No, *she doesn't*.
Ⓔ (~~Does~~ / Do) you study at university? No, *I don't*.
Ⓕ (~~Do~~ / Are) apprentices paid by their boss? Yes, *they are*.

✓ RECAP

Cochez la réponse exacte

Ⓐ Au présent simple, les questions se font avec « do » ou « does ». vrai ☑ faux ☐
Ⓑ Les formes négatives se font avec « don't » ou « doesn't ». vrai ☑ faux ☐
Ⓒ « Does » et « doesn't » s'emploient uniquement à la 3ème personne du singulier. vrai ☑ faux ☐

7 Complétez avec le verbe à la 3ème personne du singulier du présent.

Ⓐ Lea *has* two brothers. (have)
Ⓑ Sam *studies* electronics. (study)
Ⓒ Bob *is* an apprentice. (be)
Ⓓ Sam *goes* to school by bus. (go)
Ⓔ He rarely *misses* his bus. (miss)
Ⓕ Bob often *finishes* work late. (finish)

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✓ RECAP

Cochez la réponse exacte.

Ⓐ « at » et « in » = « à » pour indiquer un lieu où l'on est. vrai ☑ faux ☐

Ⓑ « To » = « à » pour indiquer un lieu où l'on va. vrai ☑ faux ☐

Ⓒ Devant un horaire, « at » = « à ». vrai ☑ faux ☐

Ⓓ « from ...to » signifie « de... jusqu'à » pour des lieux ou des horaires. vrai ☑ faux ☐

8 Entourez la préposition qui convient.

Ⓐ Every Saturday I go ***(at / to / from)*** the football ground ***(from / at)*** 2pm.

Ⓑ We train with our coach ***(from / at)*** 2.30 ***(at / to)*** 5.pm.

Ⓒ Then sometimes, with a friend, we have a drink ***(to / in)*** a bar near the stadium.

Ⓓ After that, I take a bus ***(from / at)*** the stadium ***(till / to)*** the town centre, where my girlfriend works ***(in / to)*** a supermarket.

Ⓔ When she finishes work ***(at / in)*** 6.30, we walk ***(to / at)*** a pizzeria and have dinner together.

Ⓕ We never go ***(at / to)*** a disco because she often works on Sunday mornings ***(from / at)*** 8am.

9 Donnez la traduction des adverbes de fréquence.

Always 100% *toujours* .....

Usually *habituellement / généralement* .....

Often *souvent* .....

Sometimes *parfois / quelquefois* .....

Rarely *rarement* .....

Never 0% *jamais* .....

10 Entourez l'adverbe de fréquence qui correspond le mieux à chaque énoncé.

Ⓐ It ***(never – often – rarely)*** snows in December in Paris.

Ⓑ We are ***(sometimes – never – always)*** on holiday on New Year's Day.

Ⓒ I ***(always – usually – never)*** finish school at 5.30.

Ⓓ Discos ***(always – rarely – usually)*** open in the afternoons.

Ⓔ Students ***(usually – never – sometimes)*** watch a video in class.

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11 **Observez les illustrations et dites ce que ces personnes font et ne font pas habituellement.**

Ⓐ Ⓑ Ⓒ Ⓓ

Ⓐ Matt (take) *doesn't take* a bus to school; he (ride) *rides* his scooter.
Ⓑ I (have) *don't have* lunch at the canteen; I (eat) *eat* my packed lunch.
Ⓒ After school they (play) *play* videogames; they (read) *don't read* magazines.
Ⓓ Ally (work) *doesn't work* in a clothes shop; she (be) *is* on work placement in a bakery.

12 **Observez les illustrations. Complétez-en la description avec le verbe qui convient, puis dites si vous pratiquez « toujours, habituellement, souvent, parfois, rarement ou jamais » ces activités.**

Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Ⓐ *do the/go* shopping

Réponse personnelle

Ⓑ *peel* vegetables.

Réponse personnelle

Ⓒ *write* letters

Réponse personnelle

Ⓓ *send* texts

Réponse personnelle

Ⓔ *take* a plane

Réponse personnelle

✓ RECAP

Rayez la proposition fausse.

On place les adverbes de fréquence :

Ⓐ ~~Devant le verbe *be* (être)~~ / après le verbe *be* (être) comme en français.

Ⓑ mais devant les autres verbes / ~~après les autres verbes~~.

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13 Écoutez le dialogue et entourez ce que vous entendez.

▶▶▶ Ex. 1 p. 46

TEENS AT WORK: TILDA

Journalist: ...Let's continue our programme 'Teens at Work'. And now we are with...
Tilda: Tilda... Tilda Roll
Journalist: OK Tilda, what do you ***do*** / ***work*** / ***study***?
Tilda: I'm an apprentice, a baker's apprentice. So I work in a ***pastry*** / ***bakery*** / ***shop***; it's a traditional bakery, not an ***organic*** / ***modern*** / ***industrial*** one.
Journalist: I see. I suppose you ***wake up*** / ***get up*** / ***stand up*** very early then.
Tilda: Yes, I do. I get up at half past ***three*** / ***four*** / ***five*** in the morning.
Journalist: Half past ***three*** / ***four*** / ***five***!
Tilda: Yes, I ***begin*** / ***start*** / ***go to*** work at five o'clock ***4*** / ***5*** / ***6*** days a week. The bakery is next door, so I have a quick ***shower*** / ***bath*** / ***toilet***, a cup of ***tea*** / ***coffee*** / ***chocolate*** and there I go. In 5 minutes I'm at ***school*** / ***home*** / ***work***.
Journalist: Do you have lunch at ***home*** / ***school*** / ***work***?
Tilda: No, I don't. We have a ***rest*** / ***smoke*** / ***break*** at about 10, half past ten and we eat. It's a sort of early ***brunch*** / ***lunch*** / ***dinner***. Sometimes it's pizza, sometimes; it's a ***meat*** / ***cheese*** / ***chicken*** pie or a sandwich.
Journalist: Can you tell me about your ***boss*** / ***job*** / ***work***?
Tilda: Yes, it's simple. I help to make the different sorts of ***cakes*** / ***buns*** / ***bread***, I ***bring*** / ***break*** / ***burn*** the bread to the shop and I ***clear*** / ***clean*** / ***wash*** the bakery. It's normal: I'm only an apprentice...
Journalist: And what time do you finish work?
Tilda: I usually finish at ***1.30*** / ***2.30*** / ***3.30*** in the afternoon.
Journalist: Do you work at weekends?
Tilda: Yes, I do ***sometimes*** / ***often*** / ***usually***. I work 2 weekends a month.
Journalist: Do you ***like*** / ***hate*** / ***mind*** working at weekends?
Tilda: No, not really. I ***get*** / ***earn*** / ***make*** extra money - it's good for shopping.
Journalist: And what do you do after work?
Tilda: I come back home and ***read*** / ***sleep*** / ***eat*** until half past 3 or 4 in the afternoon.
Journalist: And then?
Tilda: I go out and ***eat*** / ***see*** / ***meet*** my boyfriend when he comes out of ***pub*** / ***work*** / ***school***.
Journalist: And in the evening, do you watch TV late?
Tilda: No, rarely. When you ***get up*** / ***wake up*** / ***work*** at half past four you don't watch TV late...
Journalist: Well, thank you Tilda and good luck for the future!
Tilda: Thanks!

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14 **Marquez par une croix (X) l'endroit où se place l'adverbe de fréquence dans les énoncés suivants. Lequel mettriez-vous ? (...)**

Ⓐ My parents are strict. I go to the disco. (*never / rarely* .....)

Ⓑ Kevin is very punctual. He is late for school. (*réponse personnelle* .....)

Ⓒ We get up late on Sundays. (*réponse personnelle* .....)

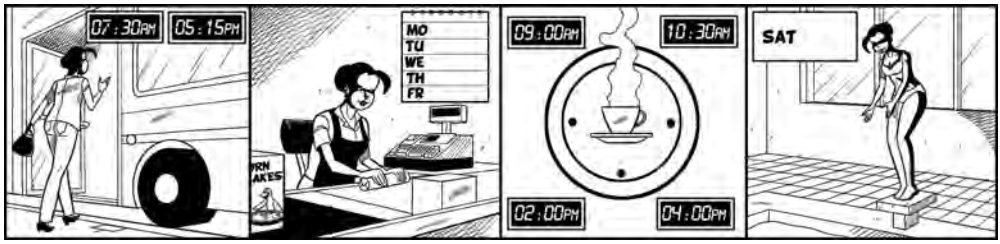
Ⓓ Do you go to the cinema? (*often / ever /....* .....)

Ⓔ Football players are tired after a match. (*réponse personnelle* .....)

15 **Reliez les indicateurs de fréquence anglais et français.**

Une fois par mois	Every day
Deux fois par semaine	Five times a year
Deux jours par mois	Twice a week
Tous les jours	Two days a month
Cinq fois par an	Once a month

16 **Kate est vendeuse à Big Burger. Dites ce qu'elle fait et à quelle fréquence.**



Ⓐ Kate *takes the bus twice a day.* .....

Ⓑ *She works five days a week.* .....

Ⓒ *She drinks/has a cup of coffee four times a day.* .....

Ⓓ *She goes to the swimming pool once a week.* .....

17 **Faites 5 phrases indiquant des activités que vous-même, les membres de votre famille ou vos amis font régulièrement en indiquant leur fréquence.**

Ⓐ *Production personnelle* .....

.....

Ⓑ *Production personnelle* .....

.....

Ⓒ *Production personnelle* .....

.....

Ⓓ *Production personnelle* .....

.....

Ⓔ *Production personnelle* .....

.....

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18 **Parlez de la journée de travail de Kevin et Zack au terrain de camping où ils sont employés pour les vacances.**

Vocabulary

water *arroser*
a deckchair *un transat*
a bin *une poubelle*
empty *vider*
a litter bag *un sac poubelle*
show *montrer*
un emplacement *a pitch*
welcome / greet *accueillir*

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Hall of fame

1 **Placez chaque adjectif sous la photo qui lui correspond.**

▶▶▶ Ex. 1 et 2 p. 56

Friendly – greedy – optimistic – hard-working – lazy – smart – rude – pessimistic – shy

I love taking part to the lessons.

Hard-working

I often say nasty words.

Rude

I like making friends.

Friendly

I love eating biscuits.

Greedy

I'm not very outgoing.

Shy

I love watching TV doing nothing.

Lazy

I always see the positive aspects.

Optimistic

I understand things quickly.

Smart

I always see the negative aspects.

Pessimistic

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2 **Écoutez la première partie de la conversation entre Lisa et Kim intitulée «A personality quiz». Rayez les expressions fausses et corrigez les erreurs qui s'y sont glissées.**

▶▶▶ Ex. 3 p. 56

A PERSONALITY QUIZ

Lisa: Look here, Kim! There's a personality quiz in this week's magazine.
Kim: Great, I love personality tests. Come on, Lisa, let's answer the questions.
Lisa: What's your favourite type of music? R&B, rock, techno or screamo?
Kim: I ~~hate~~ them all but tick R&B. *I like them all.*
Lisa: What's your favourite colour? Red, yellow, green or blue?
Kim: My favourite colour is blue.
Lisa: Which animal do you like best? ~~Wolves, tigers,~~ birds or fish? *Dogs, cats*
Kim: I prefer dogs.
Lisa: Which sport do you prefer? Gym, tennis, swimming or team sports?
Kim: I ~~hate~~ team sports. *I love team sports*
Lisa: What do you usually wear to go to school? Smart clothes or sports clothes?
Kim: I like wearing smart clothes.
Lisa: Which word do you dislike the most? ~~Friendly,~~ lazy or rude? *Greedy*
Kim: I don't like rude people.
Lisa: Which word ~~don't you like?~~ Hard-working, funny or friendly? *do you like best*
Kim: I like learning things and I like socializing. Tick friendly.

3 **Écoutez la suite de la conversation et complétez la synthèse réalisée par Lisa.**

▶▶▶ Ex. 3 p. 56

A PERSONALITY QUIZ

Lisa: OK that's the end of it. Let's recap! You *like* R&B *best*, your *favourite* colour is blue, you love dogs and team sports and *smart* clothes. You dislike *rude* people but you like *friendly* people. You've got six stars. They say turn to page 20… Here are your results. You are *intelligent* and *optimistic*. You like *working* but you like *having fun* too. You like *meeting* people and you are a very good *friend*.

4 **Remplacez les adjectifs soulignés par leur contraire.**

Ⓐ You are sometimes very rude.
You are sometimes very *polite*.
Ⓑ You can be very outgoing and optimistic.
You can be very *shy* and *pessimistic*.
Ⓒ Everybody agrees to say you are lazy and very noisy.
Everybody agrees to say you are *hard-working* and very *quiet*.
Ⓓ You are so unfriendly that your name can be in the Guinness World Records.
You are so *friendly* that your name can be in the Guinness World Records.

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5 Répondez aux questions suivantes par des phrases complètes.

▶▶▶ Ex. 4 p. 56

Ⓐ Who's your favourite singer?
My favourite singer is (…).
Ⓑ Which food do you prefer?
I prefer (vegetables).
Ⓒ What do you usually wear to go to the disco?
I usually wear (a dress) to go to the disco.
Ⓓ Which film do you dislike most?
I dislike (…) most.
Ⓔ Which school subject do you like best?
I like (…) best.

✓ RECAP

Ⓐ Pour dire je serais, on utilise « I would be » :
vrai ☑ faux ☐
Ⓑ « If I had money » implique que je suis riche :
vrai ☐ faux ☑
Ⓒ « I would be Picasso. » est la suite logique de :
« If I were a painter, » ☑ « I f I had a painting, » ☐
Ⓓ A la question « If you were a car, which one would you be? », il est possible de répondre « I would have a Ferrari. » :
vrai ☐ faux ☑

6 Entourez la solution qui convient.

▶▶▶ Ex. 6 et 7 p. 57

Ⓐ If you (had / **were**) a fruit, (who / **which** / what) one would you be?
Ⓑ If I had an animal, I would (**have** / be) a golden retriever.
Ⓒ If you (**had** / were) a house, (who / **which** / what) one would you like to have?
Ⓓ If I were a museum, I would (have / **be**) the National Gallery.
Ⓔ If you (**had** / were) an offer for a summer job, (who / which / **what**) would you like to do?
Ⓕ If you had a hiding place, (who / **which** / what) would you like to have?
Ⓖ If I (had / **were**) a journalist, I would be a war reporter.
Ⓗ If you (had / **were**) a singer, (**who** / which / what) would you like to be?

7 Complétez les phrases suivantes pour faire votre portrait chinois.

Ⓐ If I were a colour, I would be *blue*.
Ⓑ If I were a teacher, I would like to *be an English teacher / teach English*.
Ⓒ If I were a season, *I would be Summer*.
Ⓓ If I had a new games console, *I would like the Wii*.
Ⓔ If I had a tattoo, *I would have a flower*.

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8 **Utilisez les éléments suivants pour rédiger les questions qui vous serviront à discuter avec votre camarade de son portrait imaginaire.**

▶▶▶ **Ex. 7 p. 57**

Ⓐ a monument

If you were a monument, which one would you be? .....

.....

Ⓑ a character in history

If you were a character in history, who would you be? .....

.....

Ⓒ a video game

If you were / had a video game, which one would you (like to) be / have? .....

.....

Ⓓ a lot of money

If you had a lot of money, what would you like to buy? .....

.....

9 **Écoutez et complétez l'interview de Lady Gaga.**

▶▶▶ **Ex. 8 p. 57**

INTERVIEWING LADY GAGA

Journalist: Good evening everybody. Welcome to the Paul O'Grady Show, live on Channel 4. Our guest tonight is… Lady Gaga!!... And here she is. Good evening Lady Gaga.
Lady Gaga: Good evening everybody.
Journalist: Well, if you *were* ..... a superheroine, *which one* ..... would you be?
Lady Gaga: If I were a superheroine, I would be Catwoman because I love her costume.
Journalist: And if you were a plant, which one *would you be* .....?
Lady Gaga: If I were a plant, I would be a flower because flowers are beautiful.
Journalist: If you were a famous painter, *who* ..... would you be?
Lady Gaga: If I *were* ..... a famous painter, *I would be* ..... Salvador Dali because his paintings were wonderful.
Journalist: If you only had one object, which one *would you like* ..... to have?
Lady Gaga: If I only *had* ..... one object, I would like to have a jukebox because I love music.
Journalist: Now, if you *had magic powers* ....., what would you like *to do* .....?
Lady Gaga: If I had magic powers, I would like to fly like Superman because I love travelling.
Journalist: And finally if you had time, what would you do?
Lady Gaga: If I had time, *I would like to relax* ..... because concerts are very tiring.

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10 Décodez les anagrammes pour trouver la légende correspondant à chaque dessin.

Ⓐ Ⓑ

Ⓐ If I hda magci powers, I wolud trun the sadn onit wrate.
If I had magic powers, I would turn the sand into water.

Ⓑ If I reew a famuso tartis, I doluw eb Johnny Dpep ni Calierh and eht Ceoclaoth Fryacto.
If I were a famous artist, I would be Johnny Depp in Charlie and the Chocolate Factory.

11 Un chiffre correspond à une lettre. Retrouvez la phrase mystère.

▶▶▶ Ex. 3 p. 59

WHO IS SHE?

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
12	9	3	21	13	14	18	7	16	26	.....	5	25	2	20	.....	.....	22	1	11	4	.....	23	.....	19	.....

I (16) W A S (23 12 1) B O R N (9 20 22 2) O N (20 2) J A N U A R Y (26 12 2 4 12 22 19) 17 T H (11 7)

1964 I N (16 2) C H I C A G O (3 7 16 3 12 18 20) . M Y (25 19) A N I M A L (12 2 16 25 12 5) I S (16 1)

T H E (11 7 13) D R A G O N (21 22 12 18 20 2) . I (16) A M (12 25) E N E R G E T I C (13 2 13 22 18 13 11 16 3) .

I (16) A M (12 25) T H E (11 7 13) F I R S T (14 16 22 1 11) L A D Y (5 12 21 19) O F (20 14) T H E (11 7 13)

U S A (4 1 2) . M Y (25 19) N A M E (2 12 25 13) I S (16 1) M I C H E L L E (25 16 3 7 13 5 5 13) O B A M A (20 9 12 25 12)

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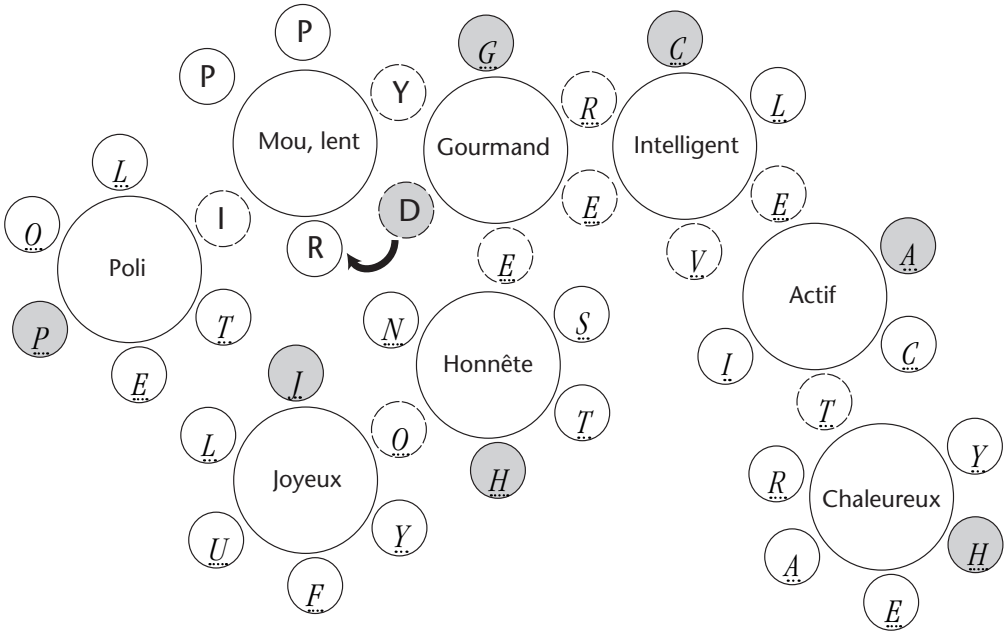
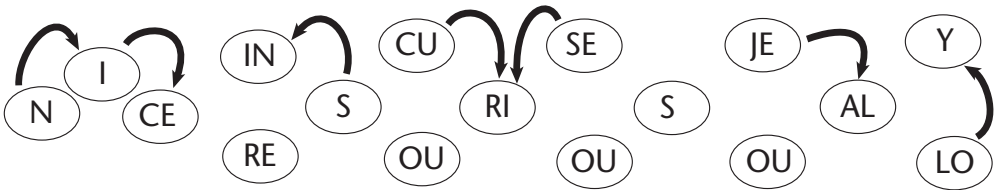
12 **Inscrivez chaque mot dans le sens des aiguilles d'une montre autour de la case de définition correspondante. La première lettre est indiquée par la case grisée. Les mots avec des lettres communes sont reliés entre eux par des cases en pointillé.**

▶▶▶ Ex. 4 et 5 p. 59



13 **Retrouvez dans l'engrenage ci-dessous six adjectifs évoquant les traits de caractère d'une personne. Placez les flèches pour indiquer le sens de lecture de chaque mot.**



1. *NICE* **2.** *SINCERE* **3.** *CURIOUS*

4. *SERIOUS* **5.** *JEALOUS* **6.** *LOYAL*

14 **Réécrivez le texte ci-dessous en recréant les espaces entre les mots, en ajoutant la ponctuation et les majuscules pour découvrir les caractéristiques du signe du Scorpion.**

RelationshipswithScorpioarealwayscomplicatedbecauseScorpiohastobeinapowerpositionScorpiosareindependentandtheycanbemoodyScorpiosarepossessiveandjealousbuttheyareextremelyloyalaScorpiorarelyifneverforgivesandforgetsbehonestwithaScorpiofriendandyouwillgainanamazingfriendwhowillbeloyaltoyou.

Relationships with Scorpio are always complicated because Scorpio has to be in a power position. Scorpios are independent and they can be moody. Scorpios are possessive and jealous but they are extremely loyal. A Scorpio rarely if never forgives and forgets. Be honest with a Scorpio friend and you will gain an amazing friend who will be loyal to you.

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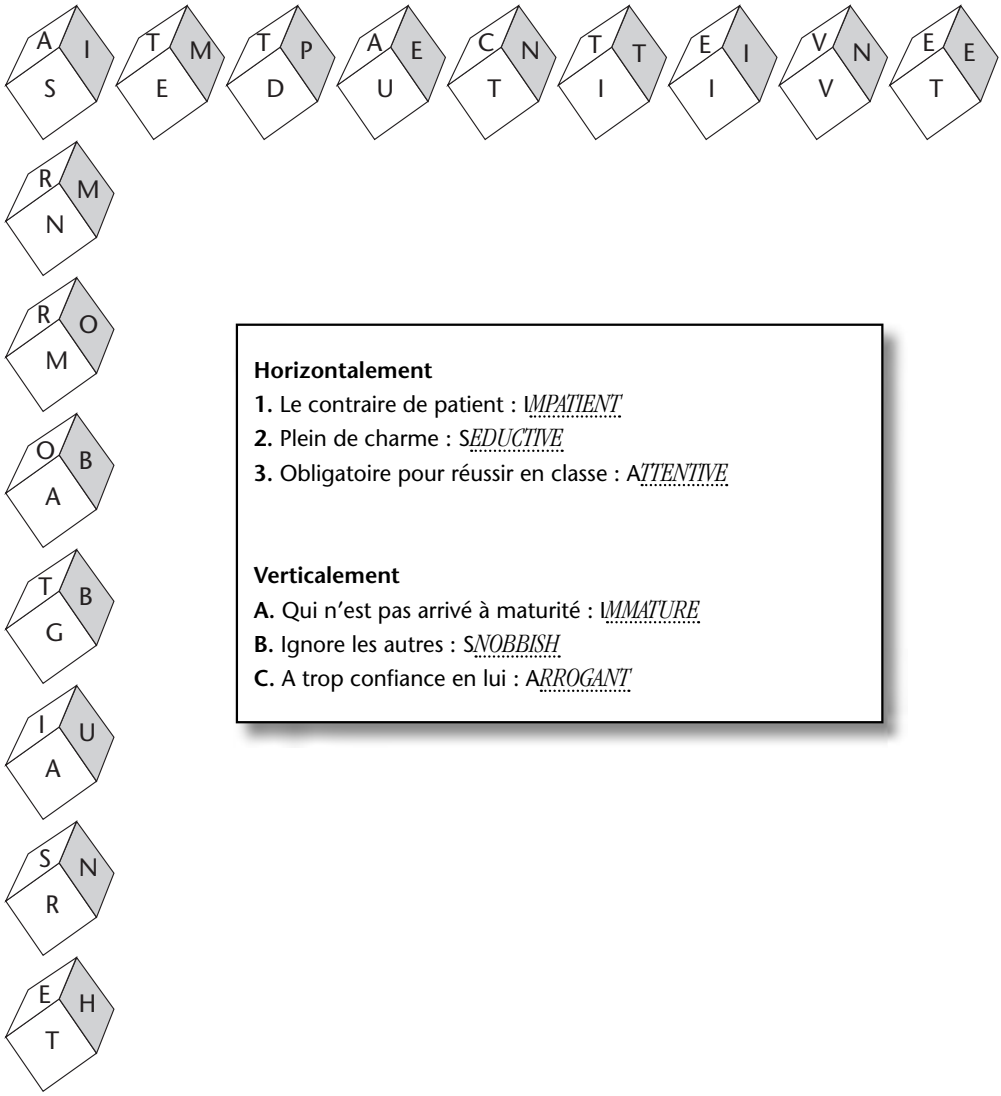
15 **À partir des lettres placées sur les cubes, trouvez trois mots horizontaux et trois mots verticaux qui correspondent aux définitions centrales. Chaque lettre ne peut être utilisée qu'une seule fois sauf pour le premier cube.**



Horizontalement

1. Le contraire de patient : I*MPATIENT*

2. Plein de charme : S*EDUCTIVE*

3. Obligatoire pour réussir en classe : A*TTENTIVE*

Verticalement

A. Qui n'est pas arrivé à maturité : I*MMATURE*

B. Ignore les autres : S*NOBBISH*

C. A trop confiance en lui : A*RROGANT*

16 **Trouvez un mot pour chaque définition de la charade ci-dessous.**

My first is often said when people take an exam: *Good luck*

My second doesn't buy happiness: *money*

My next is stronger than like: *love*

I can read about this list of predictions in the newspaper and that makes up my whole: *horoscope*

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17 **Utilisez le mind-map ci-dessous pour parler de vos traits de personnalité et dire ce que vous aimeriez être ou avoir.**

Who are you? Who would you like to be?

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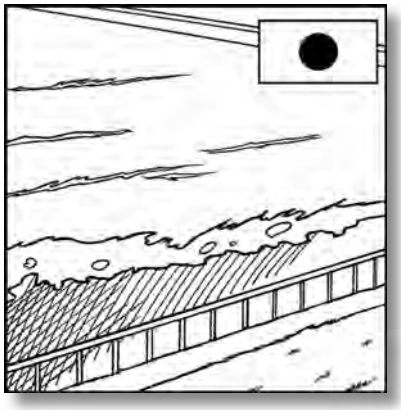
Famous landmarks

A massive earthquake and 10-metre tsunami *hit* ..... northeast *Japan* ..... in March.

Harry Potter ..... *and the Deathly Hallows* *had* ..... its world premiere on 7th July in London.



A FEW 2011 EVENTS

The royal wedding *was* ..... the biggest celebrity *wedding* ..... of 2011.

Steve Jobs ....., co-founder of US giant Apple, *died* ..... in October.

1 Complétez avec les termes suivants :

had – was – hit – died – Harry Potter – Japan – Steve Jobs – wedding.

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2 **Complétez le tableau avec la conjugaison de « Be » au présent et au prétérit.**

I am
Je suis

I was
J'étais, J'ai été

Were you? .....
Étais-tu ? As-tu été ?
Étiez-vous ? Avez-vous été ?

Are you?
Es-tu? .....
Êtes-vous? .....

She, he, it was .....
Elle, il était .....
Elle, il a été .....
C'était .....

We are *Nous sommes* .....

We were
Nous étions / nous avons été .....

She, he, it is
Elle / il est .....
C'est

They aren't
Ils / elles ne sont pas .....

They weren't .....
Ils/elles n'étaient pas.
Ils/elles n'ont pas été.

✓ RECAP

Vrai ou faux ? Cochez la bonne réponse.

Ⓐ Les verbes de l'ex. 1 sont au prétérit simple parce que les actions exprimées sont datées dans le passé et terminées. ☑
Les verbes de l'ex. 1 sont au présent de narration. ☐

Ⓑ Un verbe régulier au prétérit se termine : par -ed, ☑ par –ing. ☐

Ⓒ Le prétérit des verbes irréguliers s'apprend, ☑ se devine. ☐

Ⓓ « BE » devient toujours « WAS » au prétérit. ☐
« BE » devient « WAS » ou « WERE ». ☑

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3 Vérifiez si les verbes entre parenthèses sont réguliers ou irréguliers puis écrivez-les au prétérit dans la courte biographie suivante.

Steven Paul Jobs, born in 1955, (be) *was* ..... an adopted child. He (live) *lived* ..... and (study) *studied* ..... in California. He (meet) *met* ..... his best friend, Steve Wozniak, at high school. In 1976, they (decide) *decided* ..... to set up the Apple Computer Company in the Jobs' family garage and, as they (have) *had* ..... no money, they (sell) *sold* ..... various personal things. In his later years, Steve Jobs (invent) *invented* ..... the iPhone, the iPad and the iPod.

4 Á partir des éléments ci-dessous, écrivez l'histoire de Kate et William.

– 2001 / Kate & William / meet / University of St Andrews / Scotland

In 2001, Kate and William met at the University of St Andrews in Scotland.

.....

– 2005 / K&W / announce / official engagement* (*fiançailles)

In 2005, they announced their official engagement.

– 2007 / K&W / split up* (*rompre)

In 2007, they split up.

– 2010 / K&W / get together again / announce 2nd official engagement

In 2010, they got together again and announced their second official engagement.

.....

– 29th April 2011 / K&W / get married

On the 29th of April 2011, Kate and William got married.

.....

✓ RECAP

Reliez chaque énoncé à son équivalent en français.

Ⓐ Are they in town today? Yes, they are	Ⓓ Est-ce qu'ils sont allés en ville hier ? Oui.
Ⓑ Were they in town yesterday? Yes, they were.	Ⓔ Est-ce qu'ils étaient en ville hier ? Oui.
Ⓒ Did they go in town yesterday? Yes, they did.	Ⓕ Est-ce qu'ils sont en ville aujourd'hui ? Oui.

5 Complétez les questions avec *was, were* ou *did*. Traduisez-les.

Ⓐ *Was* ..... Sir Winston Churchill president during WW2?

Winston Churchill était-il président pendant la seconde guerre mondiale ?

Ⓑ *Did* ..... Liz Taylor act in TV series when she was young?

Liz Taylor a-t-elle joué dans des séries télévisées quand elle était jeune ?

Ⓒ *Were* ..... the Beatles reggae musicians?

Les Beatles étaient-ils un groupe de reggae ?

Ⓓ *Did* ..... John Kennedy govern the US after 1963?

Est-ce que Kennedy a gouverné les États-Unis après 1963 ?

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6 **Reliez chaque mot interrogatif à l'image qui correspond le mieux. Deux d'entre eux ne sont pas illustrés ; entourez-les.**

- What?
- Where?
- When?
- Who?
- How old?
- How many?
- How much?

7 **Écrivez 6 questions correspondant aux termes soulignés dans cette brève biographie de Paul Newman.**

Paul Newman was born in 1925 in the State of Ohio. He was a world-famous actor and film director. He got married twice and had 6 children.
He was rich and generous: he gave over $300,000,000 to charities and to schools.
He was 83 when he died of a lung cancer.

A *When was Paul Newman born?*

B *Where was he born?*

C *What was his job? What did he do in life?*

D *How many children did he have?*

E *How much did he give to charities and schools?*

F *How old was he when he died?*

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8 Écrivez ce qu'ils ont fait ou n'ont pas fait hier.

Ⓐ Ⓑ Ⓒ

Ⓐ Yesterday, Clara didn't *drive / didn't take her car; she took / she caught the bus.*

Ⓑ Last night, Clara and Paul *didn't watch TV; they went to the cinema.*

Ⓒ Last Monday, Paul *didn't have lunch with his colleagues; he ate a sandwich in his office.*

9 Écoutez et complétez avec des noms propres de lieux ou des données chiffrées.

World-famous superstar

Olivia: Tomorrow, at school, I'll have to give a presentation on a celebrity. Can you help me revise my notes, Justin?
Justin: Yes, if you like. Who is it about?
Olivia: About Jacko, of course!
Justin: OK. Let's start with his family life. Where did he live when he was a child? Did he live in Los Angeles?
Olivia: No, he didn't. He lived in different places. He was born in the State of *Indiana*. Then his family moved to *Michigan* and finally to *Los Angeles*, in *California*.
He also had a big property in *Las Vegas*.
Justin: Did he have any brothers and sisters?
Olivia: Yes, he did. He had *5* brothers and *3* sisters. He was the *seventh* child.
Justin: Did he get married?
Olivia: Yes, he did. He got married *twice* and he divorced *twice*. He had *3* children.
Justin: Well, you've made no mistakes for the moment, Olivia. Good!

✓ RECAP

Cochez la bonne affirmation.
Á la forme négative, un verbe au prétérit se conjugue selon la structure suivante :

Ⓐ Sujet + V + n't ☐ Ⓑ Sujet + didn't + V-ed ☐
Ⓒ Sujet + didn't + V ☑ Ⓓ Sujet + not + V ☐

Cochez les deux traductions possibles de l'énoncé : «I didn't understand his intentions.»

Ⓐ Je ne comprends pas ses intentions. ☐ Ⓒ J'ai compris ses intentions. ☐
Ⓑ Je ne comprenais pas ses intentions. ☑ Ⓓ Je n'ai pas compris ses intentions. ☑

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10 **Soulignez en vert les marqueurs du passé et entourez en rouge les marqueurs du présent.**

In the 80s – when he was a child – now – in 2009 – in the 20th century – today – from 2000 to 2010 – at present – between WW1 and WW2 – this week – at the age of 13 – at the moment – a year later – this year.

11 **Voici, en pourcentages, les chiffres concernant l'équipement des ménages en France en 2007. Ecrivez et dites ces données comme dans l'exemple.**

Example: *In 2007, ninety-nine point eight percent of people in France had a fridge.*

Colour TV – washing machine – telephone – DVD player – microwave oven – mobile phone – desktop computer – Internet connection – dishwasher.

Ⓐ 97.3% (colour TV)

Ⓑ 76.9%

Ⓒ 93.9%

Ⓓ 58.9%

Ⓔ 87.1%

Ⓕ 83.3%

Ⓖ 48.5%

Ⓗ 47.8%

In 2007:

– *ninety-seven point three percent of people had a colour TV set.*

– *ninety-three point nine percent of people had a washing-machine.*

– *eighty-seven percent point one of people had a telephone.*

– *eighty-three point three percent of people had a DVD player.*

– *seventy-six point nine percent of people had a mobile / cell phone.*

– *fifty-eight point nine percent of people had a desktop computer.*

– *forty-eight point five percent of people had the Internet.*

– *forty-seven point eight percent of people had a dishwasher.*

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12 Lisez le document et répondez aux questions en français.

The history of Hollywood

Hollywood is a district of Los Angeles, California, but that has not always been the case.

In 1887, Harvey Wilcox, who had made a fortune in real estate* in Kansas, bought 160 acres* of land, 7 miles west of L.A.

It was an agricultural area of figs and apricots. Harvey's wife, Daeida, named their property 'Hollywood'. That was the name of a friend's summer property in Ohio.

As the property was very large, Harvey divided it into lots*, drew a map of a future village and submitted the project to the town of L.A., which accepted it.

By 1900, Hollywood village had a population of 500 and there were facilities such as a post office, a newspaper, a hotel and two markets. In 1904, a new streetcar line* was built and was called 'Hollywood Boulevard'. Six years later, Los Angeles annexed Hollywood.

Because of the ideal weather conditions and varied terrain, moviemakers* began to arrive and movie studios began to appear everywhere*. Within* 10 years, Hollywood became the world capital of cinema.

*real estate *l'immobilier*; an acre *un demi-hectare* ; a lot *une parcelle* ; a moviemaker *un cinéaste* ; everywhere *partout*, within *en (à l'intérieur de)*

Ⓐ Définissez Hollywood géographiquement.

Hollywood est un quartier de Los Angeles, ville américaine située en Californie.

Ⓑ Qui étaient Harvey et Daeida Wilcox ?

Daeida était l'épouse de Harvey Wilcox, un riche agent immobilier du Kansas.

Ⓒ Qu'ont-ils fait en arrivant en Californie ?

Ils ont acheté 80 hectares de vergers à une dizaine de km à l'ouest de L.A. et s'y sont installés.

Ⓓ D'où provient le nom « Hollywood » ?

Une des amies de Daeida possédait une résidence secondaire dans l'état de Ohio. Cette propriété portait le nom de 'Hollywood'.

Ⓔ Comment les Wilcox ont-ils géré leur nouvelle propriété ?

Harvey a divisé son terrain en parcelles pour y bâtir un village. La municipalité de L.A a accepté son projet.

Ⓕ À quoi ressemblait Hollywood en 1900 ?

En 1900, le petit village de Hollywood comptait 500 habitants. Il y avait un bureau de poste, un journal, un hôtel et deux marchés.

Ⓖ Que s'est-il passé en 1910 ?

Los Angeles a annexé Hollywood.

Ⓗ Quand et pourquoi Hollywood est-elle devenue la capitale du cinéma ?

Le climat idéal et les paysages variés ont rapidement attiré des cinéastes et les studios de cinéma ont poussé partout.

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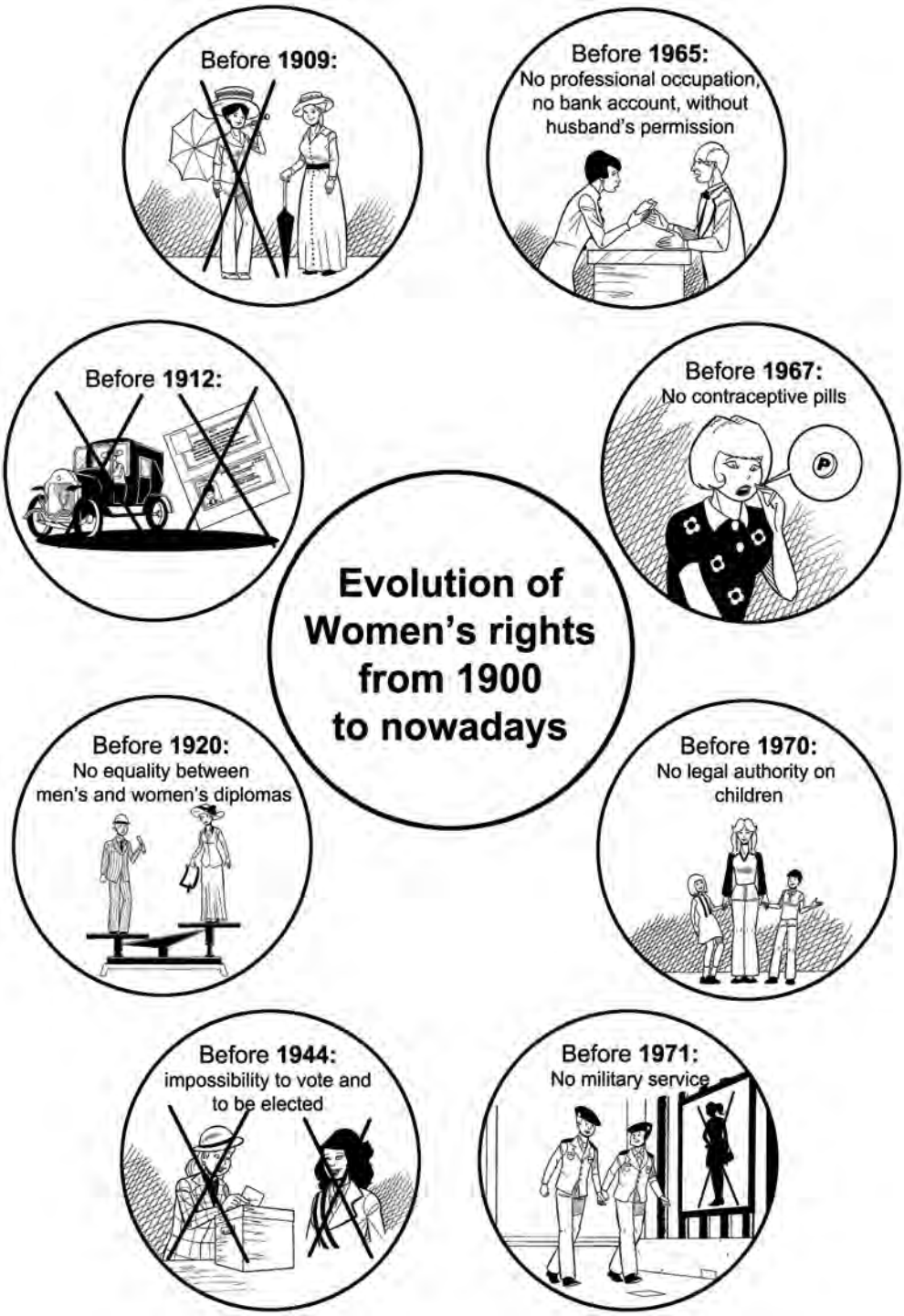
13 **Lisez cet extrait des droits obtenus par les femmes en France depuis le début du 20ème siècle. Exposez en anglais ce que les femmes n'avaient pas le droit de faire avant ces dates.**

Example: *Before 1909, women didn't have the right to wear trousers in the streets or in public places.*



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New jobs

1 **Écrivez en anglais les métiers des personnes ci-dessous puis complétez pour expliquer ce qu'elles font dans leur métier.**

▸▸▸ p. 76

Verbes à conjuguer : *serve – prepare – call – offer – sell*

Noms : *salads – socks – tuna – women – tights – colleague – ham – services*

B. Amy works in a call centre; she is a *call centre agent*. She *calls* people on the phone and *offers* them new *services* for their mobile.

C. Fred is a *salesman*. He works at Socks in Stock; he *sells* original and funny *socks* for men and *women*. His *colleague*, Eileen, sells stockings and *tights*.

B. Jen is a *sandwich master*. She *prepares* and *serves* all sorts of sandwiches and *salads* with beef, *tuna*, *ham* etc.

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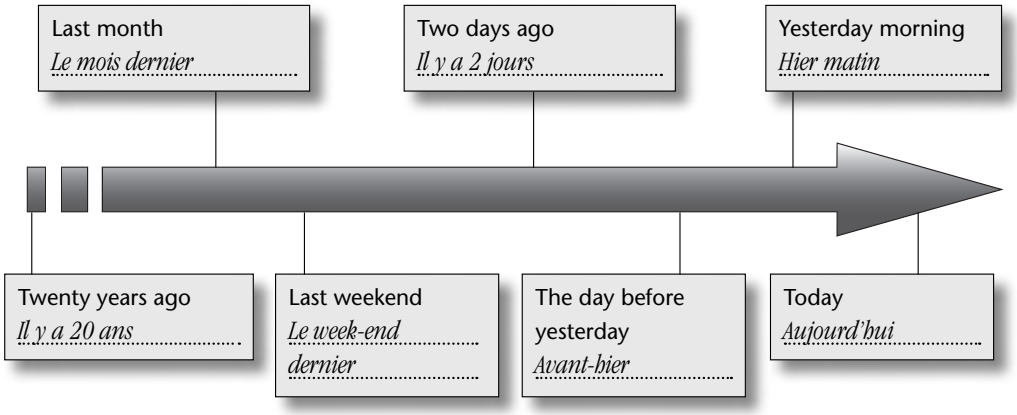
2 Traduisez en français.



3 Complétez par le marqueur de temps qui convient : *ago*, *last*, *yesterday* ou *in*.

Ⓐ *last* week.
Ⓑ two months *ago*.
Ⓒ *in* 2011.
Ⓓ *yesterday* afternoon.
Ⓔ *last* year.
Ⓕ three weeks *ago*.

✓ RECAP

Cochez la bonne réponse

Ⓐ "last", "ago" et "yesterday" sont des marqueurs: du présent	☐	du passé	☑
Ⓑ "ago", "there is", "there are" se traduisent par « il y a » : vrai	☑	faux	☐
Ⓒ "ago", "there is", "there are" s'emploient indifféremment : vrai	☐	faux	☑

4 Traduisez en anglais.

Ⓐ hier soir : *last night*
Ⓑ dimanche dernier : *last Sunday*
Ⓒ il y a une semaine : *a week ago*
Ⓓ la semaine dernière : *last week*
Ⓔ en 2005 : *in 2005*
Ⓕ il y a 20 minutes : *20 minutes ago*

5 Entourez la solution correcte.

Ⓐ I changed jobs (***there are 3 weeks*** / ***3 weeks ago***).
Ⓑ (***There are 52 weeks*** / ***52 weeks ago***) in a year.
Ⓒ I had a summer holiday in Britain (***there is a month*** / ***a month ago***).

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6 Cochez les phrases au prétérit.

Ⓐ I'm tired.	☐	Ⓔ We call people all day long.	☐
Ⓑ The job wasn't exciting	☑	Ⓕ I changed for a cool job.	☑
Ⓒ She doesn't work at a hotel.	☐	Ⓖ They sold expensive shoes.	☑
Ⓓ I had a tiring job.	☑	Ⓗ I didn't like my boss.	☑

7 Écoutez Fred et Cindy et retrouvez les détails de leur conversation. Entourez ce que vous entendez.

▶▶▶ Ex. 3 p. 76

Fred's New Job

Fred: Hello everybody!
Ted et Cindy: Hello Fred!
Ted: Cindy, this is Fred. Fred this is Cindy.
Cindy: Hi Fred! But I think I know you... You ***are*** / ***work*** / ***live*** at Pretty Feet, the ***clothes shop*** / ***shoe shop*** / ***phone shop*** in the High Street, don't you?
Fred: Yes and no. I ***worked*** / ***was*** / ***was working*** at Pretty Feet but I ***stopped*** / ***swapped*** / ***changed*** jobs a month ***later*** / ***before*** / ***ago***. I ***didn't like*** / ***don't like*** / ***hated*** the job.
Cindy: You didn't like ***selling*** / ***showing*** / ***trying on*** shoes! How is that possible?
Fred: Well it ***wasn't*** / ***isn't*** / ***was*** very exciting and the ***ladies*** / ***women*** / ***customers*** were never ***happy*** / ***satisfied*** / ***friendly***.
Cindy: So, what ***do*** / ***did*** you ***decide*** / ***do*** / ***want***?
Fred: I'm still a ***salesgirl*** / ***seller*** / ***sales assistant*** but at Socks in Stock.
Cindy: Socks in Stock? What's that?
Fred: It's a ***shoe*** / ***sock*** / ***phone shop***; I ***sell*** / ***sold*** / ***show*** original, colourful, funny ***shoes*** / ***socks*** / ***things*** for men and ***ladies*** / ***girls*** / ***women***. It's cool!
Cindy: And what about stockings and tights?
Fred: We ***sell*** / ***have*** / ***buy*** some of those too, but it's my ***friend*** / ***boss*** / ***colleague*** Eileen who is the specialist!
Cindy: I'll come tomorrow!
Fred: You're welcome!

8 Rayez la traduction fausse.

Ⓐ I call customers. *Je téléphone / ~~J'ai téléphoné~~ aux clients.*
Ⓑ When did you stop your job? *Quand ~~arrêtes-tu~~ / as-tu arrêté ton travail ?*
Ⓒ You didn't like selling shoes. *Tu ~~n'aimes pas~~ / Tu n'aimais pas vendre des chaussures.*
Ⓓ We don't sell shoes. *Nous ne vendons pas / ~~n'avons pas vendu~~ de chaussures.*
Ⓔ He often changed jobs. *Il ~~change souvent~~ / il a souvent changé de métier.*

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9 **Traduisez ces verbes. Écrivez-les au présent et au prétérit à la personne demandée. Les verbes* sont irréguliers.**

Be*
être
I am, we *are* .....
I was, we *were* .....

find*
trouver .....
He *finds* .....
He *found* .....

see*
voir .....
He *sees* .....
He *saw* .....

have*
avoir .....
You *have* ....., he *has* .....
You *had* ....., he *had* .....

make*
faire .....
You *make* .....
You *made* .....

get*
obtenir, recevoir .....
You *get* .....
You *got* .....

do*
faire .....
He *does* .....
He *did* .....

sell*
vendre .....
We *sell* .....
We *sold* .....

need
avoir besoin .....
I *need* .....
I *needed* .....

go*
aller .....
They *go* .....
They *went* .....

10 **Choisissez le temps qui convient : présent simple ou prétérit.**

Ⓐ Do you know what? I (have / had) a new job. I (work / worked) in a hamburger restaurant. I (prepare / prepared) hamburgers or salads. I (find / found) the job last week. I (start / started) 3 days ago.

Ⓑ My sister (stops / stopped) her job last month. She (is / was) a salesgirl in a clothes shop: she (sells / sold) jeans and skirts, but she didn't like the job. She (goes /went) to the employment agency every day because she (needs / needed) a job.

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11 Mettez les énoncés au prétérit sans en changer la forme. Ajoutez en anglais le marqueur de temps demandé.

Ⓐ She finds a new job in a sandwich bar. *(il y a une semaine)*

She found a job in a sandwich bar a/one week ago.

Ⓑ We don't sell organic food. *(il y a 3 mois)*

We didn't sell organic food three months ago.

Ⓒ Do you prepare vegetarian sandwiches? *(hier matin)*

Did you prepare vegetarian sandwiches yesterday morning?

Ⓓ He has a part time job and he doesn't see his girlfriend. *(le mois dernier)*

He had a part time job and he didn't see his girlfriend last month.

✓ RECAP

Ⓐ Le présent simple s'emploie pour exprimer des activités :

en train de se produire ☐ se produisant habituellement ☑

Ⓑ Avec « be » conjugué, les adverbes de fréquence se placent :

avant « be » ☐ après « be » ☑

Ⓒ Avec les autres verbes, les adverbes de fréquence se placent :

avant le verbe ☑ après le verbe ☐

12 Écrivez la traduction anglaise des adverbes de fréquence.

always – never – often – rarely – sometimes – usually

jamais	*never*	souvent	*often*
rarement	*rarely*	habituellement	*usually*
parfois / quelquefois	*sometimes*	toujours	*always*

13 Faites des phrases. Dites si vous faites ces activités : toujours, habituellement, souvent, quelquefois, rarement ou jamais.

Ⓐ

Ⓑ

Ⓒ

Ⓓ

Ⓔ

Ⓐ eat a sandwich

Réponse libre.

Ⓑ meet friends at the pub

Réponse libre.

Ⓒ make your bed

Réponse libre.

Ⓓ help with dishwashing

Réponse libre.

Ⓔ eat fish

Réponse libre.

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14 Complétez ou choisissez la bonne solution.

▶▶▶ Ex. 4 p. 77

Jen's new job (Part 2)

Brad: But why ***must*** / ***do*** / ***did*** you change jobs?
Jen: I ***stopped*** / ***left*** / ***quit*** because I didn't like the ***food*** / ***boss*** / ***hours***.
Brad: But everybody ***loves*** / ***hates*** / ***likes*** hamburgers and chips!
Jen: But not ***all*** / ***every*** day, ***all*** / ***every*** day!
Brad: What was ***bad*** / ***wrong*** / ***the matter*** then?
Jen: My clothes and I ***stink*** / ***stank*** / ***smelt*** of oil at the end of the day. It was awful!
Brad: But ***how*** / ***why*** / ***where*** is it different now?
Jen: Because at Sandwich Line we don't ***prepare*** / ***eat*** / ***serve*** chips. So I ***don't*** / ***never*** / ***rarely*** smell of oil.
Brad: What ingredients do you ***take*** / ***have*** / ***use***?
Jen: We ***usually*** / ***always*** / ***often*** use fresh products. The customers ***choose*** / ***take*** / ***give*** their fillings and we ***do*** / ***make*** / ***prepare*** their sandwich or salad in front of them...
Brad: And how did you ***find*** / ***learn*** / ***get*** the job?
Jen: I had three weeks' ***training*** / ***course*** / ***holiday*** and now it's ***OK*** / ***great*** / ***alright***.
Brad: Why do you like your ***boss*** / ***work*** / ***job*** then?
Jen: Because I ***sometimes*** / ***always*** / ***often*** get compliments from ***customers*** / ***people*** / ***friends*** on their sandwiches! It makes a change!
Brad: What about the ***salary*** / ***pay check*** / ***wage***? How much do you ***get*** / ***earn*** / ***make***?
Jen: I get ***£7*** / ***£8*** / ***£9*** an hour; it's not bad after only ***3*** / ***7*** / ***2*** months.
Brad: ***How many*** / ***How much*** / ***How long*** hours a week do you work?
Jen: I ***usually*** / ***always*** / ***often*** work about ***20*** / ***30*** / ***38*** hours. It's a part time job as I am continuing my studies.
Brad: When do you work?
Jen: Of course I ***usually*** / ***often*** / ***always*** work at lunchtime, dinner time and at ***night*** / ***weekends*** / ***Christmas*** but it's good work.
Brad: Good for you! I'd like to be happy at ***school*** / ***home*** / ***work***!

15 Sélectionnez la traduction anglaise correcte de ces mots interrogatifs.

A *Comment* :	who	☐	how	☑
B *Qui* :	who	☑	what	☐
C *Quand* :	where	☐	when	☑
D *Où*:	why	☐	where	☑
E *Quoi, que, quel(le)* :	what	☑	how	☐
F *Combien (somme, prix)* :	how much	☑	how many	☐
G *Combien de (nombre de)* :	how many	☑	how much	☐
H *Combien de temps* :	how long	☑	what time	☐
I *Pourquoi* :	why	☑	who	☐
J *À quelle heure* :	what time	☑	how	☐

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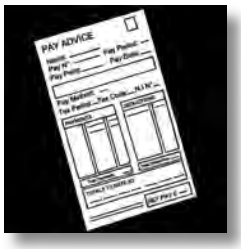
16 Décrivez les activités illustrées avec le vocabulaire ci-dessous.

Verbes : *earn – prepare – pay – serve – fill – clean – clear – babysit*

Noms : *customers – money – food counters – the dishes – salad – the table – an employee*

Ⓐ *serve customers* ..... Ⓑ *clear the table* ..... Ⓒ *fill food counters* ..... Ⓓ *prepare salad* .....



Ⓔ *earn money* ..... Ⓕ *babysit* ..... Ⓖ *pay an employee* ..... Ⓗ *clean the dishes* .....

17 Retrouvez les questions posées à Bart. Complétez par le mot interrogatif qui convient et choisissez le temps correct de la question.

Ⓐ *Why* ..... (do you / did you) stop babysitting? She didn't pay me enough.

Ⓑ *Where* ..... (do you / did you) work? At the motorway service area! It's a holiday job.

Ⓒ *How* ..... (do you / did you) get this job? I saw an advert in the job centre.

Ⓓ *How much* ..... (do you / did you) earn last month? About £6 an hour. So, about £250 a week.

Ⓔ *What time* ..... (do you / did you) get up this morning? This morning, at 5.30!

18 Que signifient ces indicateurs de fréquence en français ?

Ⓐ Every day: *tous les jours* .....

Ⓑ Twice a week: *2 fois par semaine* .....

Ⓒ Once a month: *une fois par mois* .....

Ⓓ Five times a year: *5 fois par an* .....

Ⓔ Two days a month: *2 jours par mois* .....

Ⓕ Three times a year: *3 fois par an* .....

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19 **Steve enchaîne les petits boulots de week-end. Observez les illustrations et parlez de son emploi précédent et de son nouvel emploi.**

2 MONTHS AGO

05:00AM → 10:00AM

TESCO SUPERSTORE

5 HOURS/DAY
£7/HOUR
2 DAYS/WEEK

05:15AM → 07:30AM

07:30AM → 10:00AM

10:30AM → 03:00PM

NOW

09:30AM → 04:30PM

CAFETERIA

7 HOURS/DAY
£6.50/HOUR +
FREE MEAL
2 DAYS/WEEK

09:30AM → 11:15AM

11:30AM → 02:45PM

02:45PM → 04:30PM

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Cities

1 Trouvez un maximum d'adjectifs, en anglais, pour décrire chacune de ces villes.

Old ..... *Polluted* .....
Industrial ..... *Noisy* .....

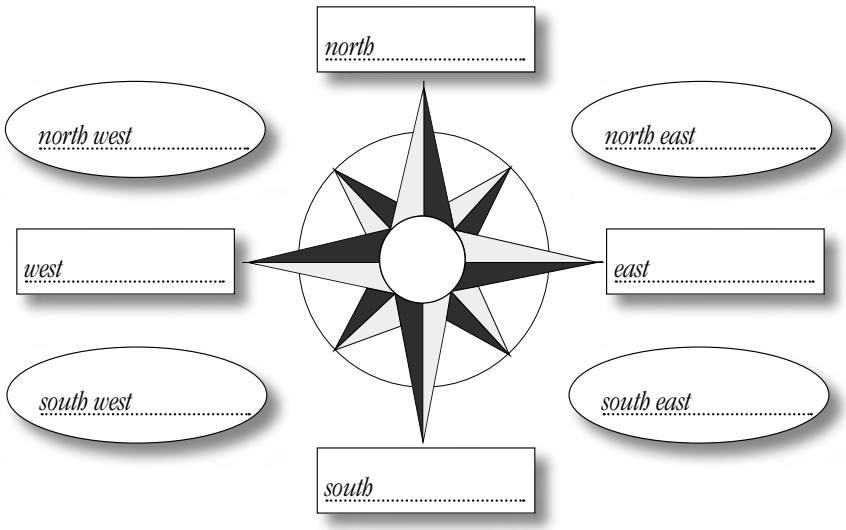
Busy ..... *Populated* .....
Noisy ..... *Trendy* .....

Big ..... *Modern* .....
Impressive ..... *New* .....

Green ..... *Quiet* .....
Pleasant ..... *Livable* .....

2 Placez les mots suivants sur la rose des vents :

north – east – south – west – north east – north west – south east – south west



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3 Localisez chaque ville comme dans l'exemple ci-dessous à partir des éléments de chaque colonne.

Exemple : *Bordeaux is in the southwest of France.*

Bordeaux	north east	England
Ⓐ Seattle	south east	The USA
Ⓑ Canberra	north west	Australia
Ⓒ Newcastle	**south west**	Ireland
Ⓓ Inverness	south	**France**
Ⓔ Cork	north	Scotland

Ⓐ *Seattle is in the north west of the USA.*

Ⓑ *Canberra is in the south east of Australia.*

Ⓒ *Newcastle is in the north east of England.*

Ⓓ *Inverness is in the north of Scotland.*

Ⓔ *Cork is in the south of Ireland.*

4 Localisez les villes préférées de Pei-Ju, Ladislas, Aldina et Demba.

Ⓐ Auckland *is in the north west of New Zealand.*

Ⓑ Glasgow *is in the west of Scotland.*

Ⓒ Rio de Janeiro *is in the east of Brazil.*

Ⓓ Dakar *is in the west of Senegal.*

5 Écrivez ces adjectifs au comparatif puis au superlatif de supériorité.

Exemple : *smart, smarter, the smartest.*

Adjectifs	Comparatif de supériorité	Superlatif de supériorité
Big	*bigger*	*the biggest*
Dirty	*dirtier*	*the dirtiest*
Large	*larger*	*the largest*
Exciting	*more exciting*	*the most exciting*
Bad	*worse*	*the worst*

6 Complétez les phrases par *more*, *most* ou *than*.

Ⓐ Hollywood is the place where the *most* famous actors live.

Ⓑ European towns are generally older and *more* congested *than* American cities.

Ⓒ China has the *most* polluted cities.

Ⓓ In big cities, the buildings are usually higher *than* in small villages.

Ⓔ Paris is the *most* popular capital city, so it is *more* visited *than* London or Madrid.

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7 Répondez à ces questions en donnant votre opinion personnelle.

Ⓐ Who is the funniest person you know?

Réponse libre Exemple : For me, my brother is the funniest person I know.

Ⓑ When is the best time for a holiday?

Réponse libre

Ⓒ Where is the coolest disco you know?

Réponse libre

Ⓓ What is the worst moment of the day?

Réponse libre

Ⓔ What is the most expensive thing you have?

Réponse libre

✓ RECAP

Cochez la bonne réponse.

Ⓐ « Plus … que » se dit : more …than ☑ plus … that ☐

Ⓑ « Moins … que » se dit : minus … that ☐ less … than ☑

8 Ces affirmations sont fausses. Corrigez-les en utilisant l'adjectif donné entre parenthèses.

Ⓐ Taxis are cheaper than public transport. (expensive)

Taxis are more expensive than public transport.

Ⓑ Joakim Noah is shorter than David Beckham. (tall)

J. Noah is taller than D. Beckham.

Ⓒ Temperatures in Morocco are colder than in Finland. (warm)

Temperatures in Morocco are warmer than in Finland.

Ⓓ Prince William is younger than Prince Harry. (old)

Prince William is older than Prince Harry.

Ⓔ Going to a party is more boring than visiting a museum. (exciting)

Going to a party is more exciting than visiting a museum.

9 Exprimez votre accord avec ces affirmations en utilisant l'adjectif au superlatif.

Exemple : *George Clooney is extremely handsome. Yes, for me he is the most handsome man.*

Ⓐ My sister is very intelligent.

Yes, for me my sister is the most intelligent person.

Ⓑ F1 cars are extremely powerful.

Yes, in my opinion F1 cars are the most powerful cars.

Ⓒ Washington is a very beautiful town.

Yes, I think Washington is the most beautiful town.

Ⓓ A TGV train is very fast.

Yes, I think TGV trains are the fastest.

Ⓔ Chinese is extremely difficult to learn.

Yes, in my opinion Chinese is the most difficult language to learn.

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10 **Écoutez le document sonore «At the London Language School» et complétez-le script avec des adjectifs.**

▶▶▶ Ex. 4 p. 88

AT THE LONDON LANGUAGE SCHOOL

Journalist: Tonight we are in the company of four young students at the London Language School. Right now they are doing their homework and preparing a short oral exercise about their *favourite* city.

Pei-Ju: Hello! My name is Pei-Ju. My favourite city is Auckland in New Zealand. For me it's the most *fantastic* place! First, it is the largest and liveliest city in the country. It is an *exciting* place for young people and it has the best rugby players in the world!!!

Demba: Good evening! I am Demba. I live in Dakar and I just love my hometown. It is the *largest* city in Senegal and it has the biggest statue in the world!!! 52 metres high!!! Its population is very *young* so you can make a lot of friends. If, like me, you are interested in history, go to the House of Slaves, the most impressive place to see near Dakar.

Ladislas: My name is Ladislas. Before coming to London, I was in Glasgow, Scotland's *liveliest* city. It has 70 parks!! It must be the greenest city in the UK. It is also the best shopping place outside London!! I think it is very *stylish* too.

Aldina: I'm Aldina. Last summer I stayed with my father, who works in Rio de Janeiro in Brazil. This is my favourite city!! The Cariocas – this is the nickname of the inhabitants of Rio – are the most charming people on earth! Everyone is so relaxed … The beaches are the *coolest* and most *popular* places after work. But don't go there by car; they have the worst traffic jams on the planet!!!

11 **Relevez et classez dans le tableau, tous les adjectifs décrivant les villes de l'exercice 10 et leurs habitants.**

Adjectifs	Adjectifs au superlatif		
	Adjectifs courts	*Adjectifs longs*	*Exceptions*
– *favourite*	– *the largest*	– *the most fantastic*	– *the best*
– *exciting*	– *the liveliest*	– *the most impressive*	– *the worst*
– *young*	– *the biggest*	– *the most charming*	
– *stylish*	– *the greenest*	– *the most popular*	
– *relaxed*	– *the coolest*		

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12 **Votre correspondante, qui travaille à l'Office de Tourisme de Stillwater, vous demande d'écrire la version française de leur prospectus.**

Welcome to STILLWATER

the birthplace of Minnesota

Located just 20 miles east of downtown St. Paul, Stillwater is a dynamic community of more than 18,000 residents.

The High Bridge is a unique sight in town and one of the oldest lift bridges in the country.

What to see and do

Visit our antique shops, art galleries and restaurants on Main Street

Tremblay's Sweet Shop is a unique candy store.
They have the best candy and the biggest variety of fudge you could dream of!

Explore the beautiful St Croix Valley and enjoy one of the most exciting river cruises!

Where to stay

Within walking distance of downtown Stillwater, the Aurora Staples Inn is the most romantic place to stay when visiting the town.

Ce travail de traduction peut être divisé et effectué par différents groupes d'élèves.

Bienvenue à Stillwater, lieu de naissance du Minnesota.

Située à seulement 20 miles du centre de Saint Paul, Stillwater est une communauté dynamique qui compte plus de 18 000 habitants.

Le « High Bridge » est une vue unique en ville et l'un des plus anciens ponts levants du pays.

À voir et à faire.

Visitez nos magasins d'antiquités, galeries d'art et restaurants sur Main Street.

La confiserie Tremblay est un magasin de bonbons unique. Ils ont les meilleurs bonbons et la plus grande variété de caramels dont vous pourriez rêver !

Explorez la belle vallée de la St Croix et appréciez l'une des croisières fluviales les plus passionnantes !

Où loger.

À quelques pas du centre-ville de Stillwater, l'auberge Aurora Staples est l'endroit le plus romantique où séjourner lors d'une visite de la ville.

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13 **Comparez, en anglais, les offres faites par ces deux *language schools* et exprimez votre choix en le justifiant.**

The English Institute	King's Lane Academy
Fee: £300 / wk (Mon to Fri) **Three levels:** beginners, intermediate, advanced **Pick your favourite time:** morning, afternoon or evening classes Traditional, conversational classes Small groups (15 students maximum) Experienced teachers Modern buildings Open, pleasant campus offering a cafeteria, lockers, a multi-media library and sports grounds.	**Fee:** £525 / wk **Teaching all levels:** real beginners, false beginners, intermediate, advanced plus technical English! **Weekly programmes:** 7 days a week, 4 lessons per day Intensive use of ICT One-to-one tuition, or in groups of 10 people. Young, dynamic teaching staff Typical red-brick buildings Huge library Close to the town centre and its busy streets, cafés and bookstores.

The English Institute is cheaper, the classes are more traditional, the teachers are more experienced, the buildings are more modern and the campus offers more facilities. King's Lane Academy is more expensive, it offers more levels and classes, the groups are smaller, the teachers are younger and the use of ICT is more important/ frequent. It is located closer to the city centre too. I prefer… because…

14 **Écoutez et complétez les arguments donnés par chacun.**

▶▶▶ **Ex. 7 et 8 p. 89**

EXCHANGING OPINIONS

Presenter: Now our four students are exchanging their opinions on their favourite cities. Aldina, do you want to start?

Aldina: Yes. I think living in Rio is *more exciting*! You meet lots of different people! The traffic is bad so it is probably *more polluted* and *noisier* too but in my opinion this is the best place to live.

Presenter: Ladislas, what do you think?

Ladislas: Well, I believe Glasgow is a *better* place because it is *smaller* than Rio. Living in Glasgow is really cool. With all its cafes, bars, restaurants, art galleries, museums and shops it is *trendier* than other cities in the UK. For me Glasgow is the coolest place!

Presenter: Demba, you don't seem to agree…

Demba: You see, African cities are very different. Because we do a lot of our activities out in the streets, they have a *busier* atmosphere. Plus their populations are generally *younger* than in European cities. In my opinion, Dakar is definitely livelier."

Presenter: Pei-Ju, you have a different opinion…

Pei-Ju: I come from Taipei, a very crowded and busy city. This is why I prefer Auckland. It is *quieter* than Taipei. Life is *slower* too and I appreciate that. For me, living here is *safer*. I'm not afraid of walking in the streets late at night! I really think Auckland is the most wonderful place to live!!

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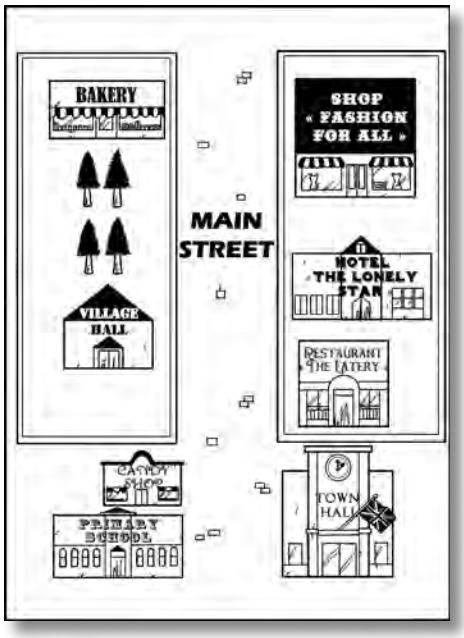
15 **Complétez le tableau à l'aide des arguments relevés dans le texte de l'exercice 14.**

Living in…	Advantages	Disadvantages
Rio de Janeiro	*…more exciting*	*…more polluted and noisier*
Glasgow	*…a better place because it is* *…smaller* *…really cool …trendier*	…… …… ……
Dakar	*…a busier atmosphere* *…population(s) …younger*	
Auckland	*…quieter, slower, safer*	

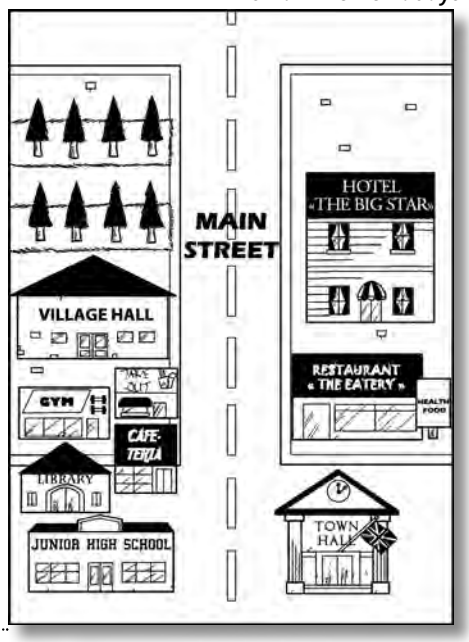
16 **Lisez les témoignages d'un grand-père et de son petit-fils sur Smallville et dessinez la ville à ces deux époques différentes.**

"I remember the town back in the 60s. The town centre was very busy.
There were many shops in Main Street. On your right there was the town hall with its big clock on the front. Next to it was The Eatery, a family restaurant. Then a small hotel "The Lonely Star" and the clothes shop "Fashion For All". Across the street, facing the town hall, was the Primary School and a small candy shop. The village hall stood in the middle of the local park and the bakery was at the end of the street."
"Nowadays everything is different and more modern.
The town hall is still there. The hotel, now called "the Big Star", is bigger and taller. The restaurant is more modern and serves healthier food too! The school is now the Junior High School. It has three more buildings. They added a gym, a cafeteria and a library. The candy shop is smaller, it only has a take-out counter. The village hall, after its extension, is even larger than the school and is really a wonderful place for shows, parties and festivals. Don't you like it better that way, Grandpa?"

Smallville in the 20s



Smallville nowadays



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17 **Vous avez le choix entre ces deux villes pour votre séjour en Angleterre. En anglais, discutez pendant 5 minutes avec votre partenaire des avantages et inconvénients de Bayfield et Freeport.**

Freeport

Public services
Schools: primary and secondary schools
Public transport: buses and trains
3 post offices, 5 banks
2 museums, 1 multimedia library

Population 45,000

Characteristics
modern, well planned, busy

Sports facilities
basketball and football stadiums
outdoor and indoor swimming pools
a sports complex, a golf course

Entertainment
2 cinema complexes
pubs, cafés, restaurants
1 theatre, 3 concert halls

Shopping
2 shopping centres
specialist shops

Bayfield

Public services
a primary school
a library
a bank
a post office

Population 2,000

Characteristics
rural, 50 miles from nearest city, quiet, safe

Sports facilities
a football stadium
a bike trail

Entertainment
a community centre
a restaurant

Shopping
A grocery store
A newsagent's

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Plans

1 Écrivez ce qu'ils vont faire samedi prochain.

They are going to go cycling. *(to have a bike ride)*	*They're going to go to the funfair.*	*They're going to eat pizza.*

They're going to go bowling.	Next Saturday, they are going to have fun.	*They're going to watch / play basketball.*

2 Conjuguez les verbes pour exprimer ce qui va se passer.

Exemple: *(help) Mum has too much work, I am going to help her.*

Ⓐ (rain) It *is going to rain*, let's go inside!

Ⓑ (be) Don't put your coat on, you *are going to be* too hot.

Ⓒ (buy) My mobile is really too old, I *am going to buy* a new one.

Ⓓ (have) Don't let your little sister watch that film, *she is going to have* nightmares.

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3 **Lisez les informations concernant les projets de Natasha et Adrian et écrivez des phrases complètes sur ce qu'ils vont faire le mois prochain.**

	Natasha and Adrian	Emmy	You
Ⓐ Where?	Paris	Ibiza (Spain)	
Ⓑ How / travel?	ferry + Eurostar	plane	
Ⓒ Where / stay?	friends	campsite	
Ⓓ How long / stay?	4 days	2 weeks	
Ⓔ What / do?	visit the city + shopping	beach + disco	

Ⓐ Next month, Natasha and Adrian *are going to spend a few days in Paris.*

Ⓑ They *are going to travel by ferry and then take a train.*

Ⓒ *They're going to stay at friends' / with some friends.*

Ⓓ *They're going to stay 4 days.*

Ⓔ *They are going to visit the city and do some shopping.*

4 **Vous interrogez maintenant Emmy (ex 3) sur ses projets de vacances et elle vous répond.**

You: Where *are you going to* spend your next holiday, Emmy?

Emmy: *In Spain, in Ibiza.*

You: *How are you going to get there?*

Emmy: *By plane.*

You: *Where are you going to stay? At a hotel?*

Emmy: *No, on a campsite.*

You: *How long for?*

Emmy: *I'm going to spend 2 weeks over there.*

You: *What are you going to do?*

Emmy: *I'm going to sunbathe on the beach and go dancing at night.*

✓ RECAP

Cochez l'affirmation juste :

La tournure 'be going to' sert à exprimer: le présent ☐ le futur ☑ le passé ☐

Cette tournure est invariable. ☐

Cette tournure varie selon le sujet de « be ». ☑

5 **Rédigez 2 phrases pour expliquer ce que vous allez faire ou ne pas faire pendant les prochaines vacances.**

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6 Écoutez la conversation *We're going to have fun!* et complétez le document.

▶▶▶ Ex. 3 p. 96

WE'RE GOING TO HAVE FUN!

Jade: Hey, girls, did you watch the *funfair* opening in York on TV?
Abby: Yes, it was splendid!
Olivia: There are so many *attractions*! There's a big wheel and a *roller coaster*.
Abby: …and flying chairs, *bumper cars*, a hall of mirrors…
Olivia: Yes, and a pirate ship, a *ghost train* and…
Jade: Listen, what about spending *next Sunday afternoon* over there?
Olivia: Good idea, Jade! But the fair is in York and the problem is: how are we going to get there?
Abby: The only bus is at 7 in the morning. It's too early!
Jade: Well, look. I am going to ask my mother if she can drive the three of us to York.
Abby: Oh, thank you, Jade. But who is going to *bring* us *back* in the evening?
Olivia: Don't worry. My sister Pam works at the hospital in York. *Next Sunday*, she is on duty until 8pm. I'll give her a call and explain.
Jade: That's great, Olivia. Thanks! I hope we can make it. My grandparents gave me £20 for my birthday last week; I'm going to spend that. How much money do you have?
Abby and Olivia: About the same.
Jade: OK, we're going to have fun!

7 Relisez le script de l'exercice 6 *We're going to have fun* et répondez aux questions.

Ⓐ Where is York located on the map of Great Britain?
York is located in the county of Yorkshire, in the northeast of England.

Ⓑ Are the 3 girls going to get to York by bus? Why not?
No they aren't because the only bus to York is at 7 in the morning, and that is too early for them.

Ⓒ What is Pam's sister going to do on Sunday afternoon?
She is going to work at the hospital in York; she's on duty next Sunday afternoon.

✓ RECAP

1 Cochez la bonne traduction de l'énoncé '**In March, I will go in the Alps but I won't ski.**'

Je vais dans les Alpes en mars mais je ne fais pas de ski. ☐
Je suis allé dans les Alpes en mars mais je n'ai pas skié. ☐
J'irai dans les Alpes en mars mais je ne skierai pas. ☑

2 Reliez chaque énoncé anglais à son équivalent français.

Ⓐ I went to sleep early	Ⓓ Je ne dormirai pas de bonne heure.
Ⓑ. I won't sleep early	Ⓔ Je veux dormir de bonne heure.
Ⓒ I want to sleep early	Ⓕ Je me suis endormi de bonne heure.

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8 **Écoutez et complétez les 4 dialogues avec *S + be going to* conjugué, ou avec les verbes (et leur sujet) *be, earn, buy, do, hang out, go, help* conjugués au futur simple *(will/'ll / won't).***

▶▶▶ **Ex. 6 p. 97**

PLANS FOR NEXT SUMMER

Girl: … Well, this time tomorrow we will be on holiday! Alice, what *are you going to* ..... do this summer?

Alice: Oh, for me it's simple. I am lucky this year. My cousins, who have a grocery shop, need someone to replace their employee in August. So, *I'm going to* ..... work in their shop. That way, *I will earn* ..... some money and *I'll buy* ..... a smartphone.

Girl: What about you, Jack? *Will you do* ..... anything special? … Jack?

Jack: Er…

Girl: *Will you do* ..... anything special next summer?

Jack: Anything special? No, I won't. I don't know what *I'm going to* ..... do during the holidays. Nothing special. I'm sure *I'm going to* ..... be bored. *I will* ..... probably *hang out* ..... with 2 or 3 guys and do routine things like watch TV and play on the computer. It *won't be* ..... very exciting, I'm afraid.

Girl: Kyle, I'm sure you have a programme for your holiday!

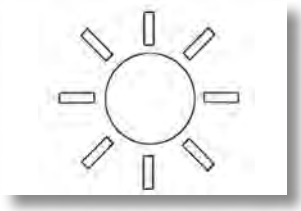
Kyle: Yes, you're right. *I'm going to* ..... stay at my grandparents' house for 2 weeks in July and one week in August. They live in a village. My grandfather loves fishing and picking mushrooms. *I'll go* ..... with him. I know *it will be* ..... great. I'm sure *I won't be* ..... bored at all.

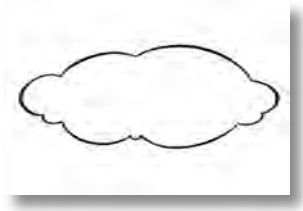
Girl: … And you, Audrey, *will you do* ..... anything special?

Audrey: YES, I WILL. You know what? On the second weekend of July, *I will be* ..... 18. *I'm going to* ..... have a party! *I'm going to* ..... invite friends who live on my street, plus the 3 of you of course. There'll be 15 or so of us. It's gonna be a lot of work and *I'm going to* ..... be very busy preparing a nice buffet and downloading good music. Er, *will you help* ..... me clean up after the party?

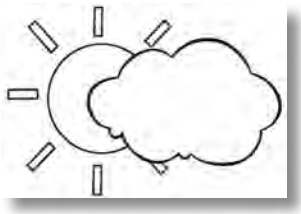
9 **Écrivez un des noms de la liste sous l'image qui lui correspond.**

snow – sun – cloud – rain – sunny interval – thunderstorm





Sun	*Cloud*	*Rain* .....



Sunny interval	*Thunderstorm*	*Snow* .....

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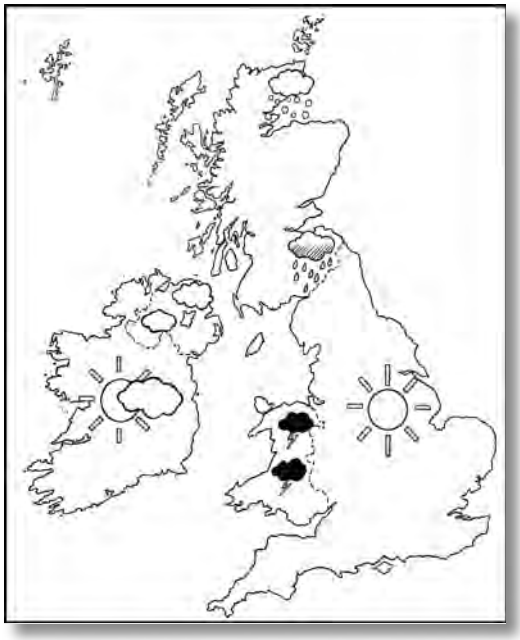
10 Lisez les énoncés et dessinez les symboles météo sur la carte des Iles Britanniques.



Ⓐ There will be clouds in Northern Ireland and sunny intervals in Southern Ireland.
Ⓑ In Scotland, it will snow in the north east but it will rain in the south east.
Ⓒ The sun will shine all over England but there will be thunderstorms in Wales.

11 Écrivez le bulletin météo de demain pour 3 grandes villes françaises de votre choix.

Expression personnelle.

12 Cochez l'affirmation qui convient le mieux à votre personnalité.

1. What will you do if your alarm clock doesn't ring next Monday morning?
Ⓐ I will phone my school and pretend I am ill. ☐
Ⓑ I'll get to school late and apologize*. ☐
Ⓒ I won't worry and I will get some more sleep. ☐

2. What will you do if you lose your mobile and have no money to get a new one*?
Ⓐ I will use my sister's / brother's / friend's one*. ☐
Ⓑ I'll ask all my family for money and I'll buy a new phone. ☐
Ⓒ I will patiently wait until Christmas or my next birthday. ☐

3. What will you do if you have to start paying to use social networks*?
Ⓐ I'll stop using them. ☐
Ⓑ I'll go crazy. ☐
Ⓒ I'll spend all my pocket money to join. ☐

4. What will you do if you win on EuroMillions?
Ⓐ I will buy a big house, a luxury car and many other things. ☐
Ⓑ I'll travel round the world. ☐
Ⓒ I won't tell anybody and I will escape to some Caribbean* island forever. ☐

*apologize *s'excuser* ; a new one *un nouveau* ; my friend's one *celui de mon copain* ; social networks *les réseaux sociaux* ; Caribbean *des Caraïbes*.

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13 Répondez aux questions.

Ⓐ What will you do if the weather is bad next weekend?

Réponse libre.

Ⓑ What will you do if you ever go to the US?

Réponse libre.

14 Complétez la description des logements de Jack à l'aide des tournures il y avait / il y a (+), il n'y avait pas / il n'y a pas (-).

When he was a child, Jack lived in a flat. (+) *There were* 3 small bedrooms and a living room. In his street, (-) *there were no* gardens, (+) *there were* only blocks of flats. He didn't like that place.

Now, Jack is 17 and he and his family have moved to a house in a district where (-) *there are no* blocks. In his street, (+) *there are* old buildings and a few shops. Unfortunately, (-) *there is no* garden in his new residence but (+) *there is* a large terrace where he can enjoy the sunshine.

✓ RECAP

Cochez la bonne traduction des tournures.

Will there be? / There will be / There won't be (any)= There will be no.

Ⓐ Est-ce qu'il y a ? / Il y a / Il n'y a pas. ☐

Ⓑ Est-ce qu'il y avait ? / Il y avait / Il n'y avait pas. ☐

Ⓒ Est-ce qu'il y aura ? / Il y aura / Il n'y aura pas. ☑

15 Décrivez ce qu'il y aura dans la maison que vous espérez avoir plus tard (intérieur et extérieur).

Word Box: *countryside – seaside – mountains – residential area – flower garden – vegetable garden – veranda – swimming pool – fireplace – solar panels.*

In the future, I hope to have a beautiful house. In this house, *there will be…*

Expression personnelle.

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16 Lisez le document puis répondez en français aux questions.

PREDICTIONS OF THE YEAR 2000

John Elfreth Watkins (1852-1903), an engineer working for the American Railroads, wrote the article 'What may happen in the next hundred years' *in* The Ladies' Home Journal *of December 1900. Here are some of his 29 predictions.*

– In 100 years' time, there will probably be from 350,000,000 to 500,000,000 people in the United States. There will be a great Canal linking North America to Central America and Nicaragua and Mexico will become part of the US.

– The American will be taller by 2 inches, thanks to a better medicine, sanitation, food and athletics. He will live fifty years instead of thirty-five at present. Gymnastics will begin in the nursery and be compulsory in the schools. A man or a woman unable to walk 10 miles at a stretch* will be regarded as a weakling*.

– There will be electric locomotives, and trains will run 140 miles an hour. Every family will have an automobile and there will be no more horse vehicles.

– Cherries, strawberries and raspberries will be as large as apples thanks to fertilizers.

– English will be the first language spoken on earth. Russian will rank second. Education, as well as board*, clothing and books will be free for poor students.

At a stretch *d'un trait* ; a weakling *un gringalet, une mauviette* ; board *les frais d'internat.*

Ⓐ Remplissez la fiche avec les informations contenues dans le document.

Nom : *Watkins*

Prénom : *John Elfreth*

Année de naissance : *1852*

Nationalité : *américaine*

Age au décès : *51 ans*

Profession : *ingénieur*

Employeur :

Chemins de fer américains

Nom du magazine :

the Ladies' Home Journal

Titre de l'article :

What may happen in the next 100 years (Ce qui pourrait arriver dans les 100 prochaines années)

Date de parution : *décembre 1900*

Ⓑ Que contient l'article de John ?

L'article contient 29 prédictions de transformations et d'évolution du mode de vie pour le 20e siècle.

Ⓒ Cochez les thèmes traités dans le document ci-dessus et indiquez le numéro des paragraphes concernés.

démographie	☑	§*1*	commerce	☐	§…	politique	☐	§…	géographie	☑	§*1*
santé et condition physique	☑	§*2*	transports	☑	§*3*				économie	☐	§…
agriculture	☑	§*4*	langues	☑	§*5*	guerre	☐	§…	protection sociale	☑	§*5*

Ⓓ Surlignez les prédictions qui se sont réalisées.

Ⓔ Corrigez oralement celles qui ne sont pas devenues vraies.

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17 **Discutez en anglais avec votre partenaire de la façon dont vous mènerez chacun votre vie d'adulte. Aidez-vous des éléments ci-dessous pour lui poser des questions et répondre aux siennes.**

JOB

activity – wages – secure – repetitive – interesting – self-employed

FAMILY LIFE

find love – marriage – children – good parent

Will you …?
I think / I hope I will…
I think / I hope I won't…

PLACE OF LIVING
TYPE OF HOUSING

BELONGINGS

TRAVELLING

Where? – why? – how often? who with?

HEALTH

FREE TIME

activities – fun – studying – charities – socializing

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Grammar Keys Bonuses

Le présent simple

▶▶▶ Grammar Keys p. 109

1 Complétez les énoncés à l'aide de « do », « does », « don't » ou « doesn't ».

Ⓐ What time *do* ..... you get up on school days?
Ⓑ No, she *doesn't* ..... work on Mondays. The shop is closed.
Ⓒ Where *do* ..... they have lunch?
Ⓓ How often *does* ..... he go to the swimming pool?
Ⓔ No, I *don't* ..... watch horror films, I'm too scared.

2 Associez l'une des formes du verbe conjugué au présent simple à son proverbe.

lead – leads – eat – eats – begin – begins – come – comes

Ⓐ All good things (*come* .....) to he who waits.
Ⓑ All roads (*lead* .....) to Rome.
Ⓒ Charity (*begins* .....) at home.
Ⓓ Big fish (*eat* .....) little fish.

3 Conjuguez les verbes entre parenthèses au présent simple à la forme correcte.

Ⓐ We usually *take* ..... the train to go to work. (take)
Ⓑ On Sundays they *don't serve* ..... their customers until 12 pm. (not serve)
Ⓒ *Does* ..... she *live* ..... in a suburb of London? (live)
Ⓓ School *starts* ..... in September. (start)
Ⓔ *Do* ..... you *hate* ..... living in Seattle because it always rains? (hate)
Ⓕ My husband *doesn't come* ..... back home late. (not come)

4 Écrivez une légende pour chaque illustration.

Ⓐ Ⓑ Ⓒ Ⓓ

Ⓐ They *live in a flat.* .....
Ⓑ Every day she *works on a computer.* .....
Ⓒ On school days I *get up at 7 am.* .....
Ⓓ He *likes ice cream.* .....

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5 **Complétez cette page de journal avec les verbes au présent simple à la forme correcte.**

Day 1: 23rd April, 5:00 pm

Aboard the plane the air hostesses *welcome* *(welcome)* the passengers very kindly. After taking off, the captain *gives* *(give)* information about the flight and time *goes* *(go)* past very quickly. From a brochure my friend and I *select* *(select)* the recent films we haven't seen and we *watch* *(watch)* them on our own little TV screen. When we *switch* *(switch)* the buttons on the armrest, we *hear* *(hear)* different languages. I *don't like* *(not like)* playing video games but I *enjoy* *(enjoy)* listening to music. The crew *serve* *(serve)* nice food and the steward *gives* *(give)* me everything I *ask* *(ask)* for when I *call* *(call)* him. The map *shows* *(show)* us our route and places we *don't know* *(not know)*. We *fasten* *(fasten)* our seat belt because of turbulence.

6 **Réalisez l'interview de Li en lui posant des questions portant sur les mots soulignés.**

Ⓐ *Where do you live?*
Ⓑ *Do you live in a big city?*
Ⓒ *How many lessons a day do you have?*
Ⓓ *What do you wear when your marks are very good?*

7 **Complétez le paragraphe sur Dr House avec les verbes de la liste ci-dessous, conjugués au présent simple.**

not obey – speak – think – play – steal – mock – walk – wear – solve – take

Hugh Laurie is Gregory House in the American television series *House*. House says what he *thinks* . He *mocks* people's weaknesses and he *doesn't obey* the rules. He *wears* jeans, T-shirts and sneakers and he *steals* food from Wilson, his best friend. He *walks* with a cane and he *takes* Vicodin every day. However he *speaks* many languages and *plays* the piano and the electric guitar. House *solves* the puzzle.

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Le prétérit

▶▶▶ **Grammar Keys p. 111**

1 Complétez les phrases avec « was », « wasn't », « were » ou « weren't ».

Ⓐ Where *were* you last Monday? Well, I *was* at school and there *was* a big Maths test.
Ⓑ My cousin *was* on a business trip to Australia last week.
Ⓒ Last summer there *were* many tourists in Italy. The weather *was* so hot!
Ⓓ *Were* you at home yesterday evening? No, we *weren't*. We *were* at the cinema.
Ⓔ Eileen *wasn't* a very beautiful woman but her smile *was* charming.

2 Complétez les verbes avec -ed ou Ø.

Ⓐ I visit*ed* some interesting monuments last year.
Ⓑ They enjoy*ed* their trip to Vietnam very much.
Ⓒ Did you like*Ø* the meal?
Ⓓ He didn't dance*Ø* at all.

3 Complétez le tableau suivant.

Simple present	Simple past
I stay at home.	I stayed at home.
Do you understand?	Did you understand?
My sister always cries.	*My sister always cried.*
He doesn't want to answer.	He didn't want to answer.
Does your car start?	*Did your car start?*
We try to do our best.	*We tried to do our best.*
They don't call a taxi.	They didn't call a taxi.

4 Dans chacune des séries, soulignez le verbe régulier.

Ⓐ think, drive, feed, check.
Ⓑ write, eat, look, forget.
Ⓒ happen, speak, leave, cost.
Ⓓ read, wear, love, send.
Ⓔ break, open, hear, sell.
Ⓕ run, wash, begin, become.

5 Choisissez la forme verbale grammaticalement correcte.

Ⓐ Last year I (went / go / gone) on holiday to Canada.
Ⓑ My parents and I (seen / saw / see) a bear.
Ⓒ Canadian people (eat / ate / eaten) waffles and maple syrup.
Ⓓ One night we (learnt / learn / learned) a Canadian song.
Ⓔ My mother (see / seen / saw) a moose.

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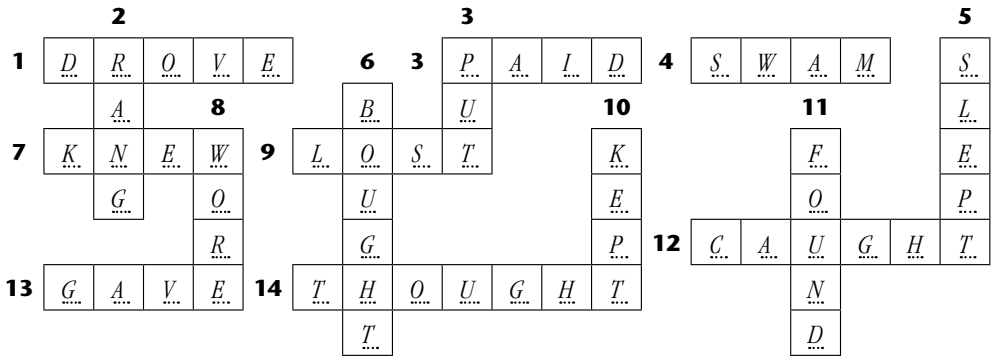
6 Complétez la grille avec le prétérit des verbes suivants.

Across

1. Drive – **3.** Pay – **4.** Swim – **7.** Know – **9.** Lose – **12.** Catch – **13.** Give – **14.** Think

Down

2. Ring – **3.** Put – **5.** Sleep – **6.** Buy – **8.** Wear – **10.** Keep – **11.** Find



7 Transformez les phrases suivantes en phrases interrogatives.

Ⓐ I met my friends last week.

Did you meet your friends last week?

Ⓑ He took many photos when he was on holiday.

Did he take many photos when he was on holiday?

Ⓒ We drank a nice cup of tea.

Did you drink a nice cup of tea?

Ⓓ The pupils sent text messages during the lesson.

Did the pupils send text messages during the lesson?

8 Utilisez les éléments ci-dessous pour écrire des phrases au prétérit.

Ⓐ Sean / not work / last Saturday. *Sean did not work last Saturday.*

Ⓑ you / see / them? *Did you see them?*

Ⓒ Helen / prepare / the cake. *Helen prepared the cake.*

9 Soulignez dans le texte les verbes conjugués au prétérit.

The Canterville Ghost

There was a horrible storm that night. At eleven o'clock the family went to bed. Mr. Otis heard a strange noise in the corridor and woke up. He looked at the time. It was exactly one o'clock. He got up, put on his slippers, went to the door and opened it. There, right in front of him, stood the ghost – his eyes were red, his long grey hair fell over his shoulders and from his wrists and ankles hung heavy chains.

"My dear Sir," said Mr. Otis, "you must oil those chains. It's impossible to sleep with such a noise going on outside the bedrooms". With these words Mr. Otis closed his door and went back to bed. Shocked, the Canterville ghost stood motionless and disappeared for ever.

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▶▶▶ Grammar Keys p. 112-113

1 Complétez les phrases avec « be going to » à la forme correcte.

Ⓐ Take your umbrella! It *is going to* rain. (+)
Ⓑ We *are not going* to spend our holiday abroad this year. (-)
Ⓒ *Are* they *going to* leave their house next month? (?)
Ⓓ The weather is lovely! They *are going to* walk back home. (+)
Ⓔ Come on, do something! I *'m not going to* cook your dinner. (-)

2 Répondez négativement aux questions ci-dessous puis utilisez les illustrations pour donner une précision.

Ⓐ

Ⓑ

Ⓒ

Ⓓ

Ⓐ Is she going to take photos this year?
No, she isn't. She's going to make a film.
Ⓑ Are they going to watch a DVD?
No, they aren't. They are going to play video games.
Ⓒ Are you going to learn Japanese?
No, I'm not. I'm going to learn Spanish.
Ⓓ Are you going to make a cake for Valentine's Day?
No, we aren't. We are going to eat at the restaurant.

3 Formulez les questions qui correspondent aux pensées ci-dessous.

I am going to see my girlfriend tonight.
Are you going to see your girlfriend tonight?

My brother is going out with his friends on Tuesday.
Is your brother going out with his friends on Tuesday?

We're going to watch some videos.
Are you going to watch some videos?

They're going to try to give up smoking this year.
Are they going to try to give up smoking this year?

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4 Reliez les phrases pour former une suite logique.

Ⓐ I'm really hungry.
Ⓑ I'm so tired. I'm about to fall asleep.
Ⓒ The phone is ringing.
Ⓓ Don't tell anybody, right?

Ⓔ I'll get it.
Ⓕ Don't worry, I won't tell anyone.
Ⓖ I'll make some sandwiches.
Ⓗ I'll get you some coffee.

5 Conjuguez les verbes au futur en utilisant « will » à la forme correcte.

Ⓐ My brother *will be* 24 next week. *(be)*
Ⓑ She *will call* you back as soon as she comes back. *(call)*
Ⓒ How *will* this city *change* in the next twenty years, do you think? *(change)*
Ⓓ You *will send* me the information when you get it. *(send)*
Ⓔ I promise I *will not tell* him about the present. *(not tell)*

6 Remettez les maximes de ces biscuits chinois dans l'ordre.

Ⓐ pleasant / You / a / have / very / will / experience.
Ⓑ You / some / inherit / money / will.
Ⓒ a / will / life / live / You / long, happy.
Ⓓ rewarded / Your / sooner / everlasting / will / patience / later/ be / or.
Ⓔ an / You / to / event / will / invited /exciting / be.

家庭科

Ⓐ *You will have a very pleasant experience.*

家庭科

Ⓑ *You will inherit some money.*

家庭科

Ⓒ *You will live a long, happy life.*

家庭科

Ⓓ *Your everlasting patience will be rewarded sooner or later.*

家庭科

Ⓔ *You will be invited to an exciting event.*

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Les modaux : CAN, MUST, HAVE TO

▶▶▶ **Grammar Keys p. 107**

1 Répondez aux questions pour dire ce que pouvez faire ou non dans votre lieu de stage.

Ⓐ Can you make personal calls? *Yes / No* *Réponse ouverte*

Ⓑ Can you smoke inside the buildings? *Réponse ouverte*

Ⓒ Can you have one or two breaks for coffee in the afternoon? *Réponse ouverte*

Ⓓ Can you travel in the company vehicles? *Réponse ouverte*

Ⓔ Can you drive a company vehicle? *Réponse ouverte*

2 Complétez les questions posées par Zac en classe, avec « *can I* », « *can you* » ou « *I can't* ».

Ⓐ I feel sick. *Can I* go to the toilets, please?

Ⓑ *I can't* see, Jane. *Can you* move away, please?

Ⓒ My English book is in my locker; *can I* go and get it, please?

Ⓓ *I can't* hear you! *Can you* speak up, please?

Ⓔ It's too hot in here; *can I / you* open the window, please?

3 Complétez les questions et les réponses.

***Example: Can she speak** a foreign language? Yes, she can. French and Spanish.*

Ⓐ *Can you drive* a car? No, I can't. I ride a motorbike.

Ⓑ Can he play an instrument? Yes, *he can*. He plays the drums.

Ⓒ *Can he play* soccer? No, he can't. He is really bad at ball games.

Ⓓ *Can they search on* a website? Yes, they can. They love computers.

Ⓔ Can she read a map? No, *she can't*. But now she has got a GPS!

4 Dites à Jane :

Ⓐ qu'elle doit être à l'heure à son entretien d'embauche chez Jarrods.

You have to / must be on time for your interview at Jarrods.

Ⓑ qu'elle peut porter un pantalon.

You can wear pants / trousers.

Ⓒ mais qu'elle ne doit pas mâcher de chewing gum.

But you mustn't chew any gum.

5 Dites ce que vous (ou vos frères et sœurs) peuvent faire, ne peuvent pas faire, doivent faire et ne doivent pas faire à la maison.

HOME RULES

I can/ we can *réponse ouverte.*

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6 **Complétez chaque description avec la bonne forme de « have to ». Puis associez chacune des descriptions à une photo et écrivez le nom du métier.**

1

I have to work long hours. Sometimes I work for 36 hours without a break. I *have to* ..... meet patients. I usually see between 80 and 90 a day.
Picture *3* / *Name of the job* *doctor (general practitioner)* .....
.....

2

What *do* ..... I *have to* ..... do? In my job, you *have to* ..... get up early and serve customers. I have 40 or 50 regulars who always shop with me. My wife and I *have to* ..... work as a team because our shop is too busy for one person.
Picture *1* / *Name of the job* *greengrocer* .....

3

He *has to* ..... travel round the country. He does about 1,000 kms a week. *Does* ..... he *have to* ..... be very careful? Of course, otherwise he would have many accidents.
Picture *2* / *Name of the job* *lorry truck driver* .....

7 **Complétez en français ces informations extraites du règlement de sécurité en montagne dans les parcs nationaux canadiens.**

MOUNTAIN SAFETY IN CANADA'S NATIONAL PARKS	
• Mountain National Parks present a large variety of terrain, that can provide a fantastic playground for mountaineers and backcountry skiers.	• Les parcs nationaux de montagne présentent une grande variété d'espaces, qui *peuvent fournir un bon terrain d'activités (de jeu) pour les montagnards* , ... les skieurs de randonnée.
• On all roads passing through the Parks, drivers have to avoid stopping in posted avalanche zones.	• Les conducteurs *doivent éviter de s'arrêter* ....., ... sur toutes les routes des parcs, dans les zones d'avalanches signalisées.
• Even if many hazards exist, the risk of personal injury can be minimized by taking reasonable precautions.	• Même si *de nombreux risques existent* ....., ... le risque de blessures *peut être diminué* ..... en faisant très attention.
• Avalanches can happen on all types of slopes. Even a small avalanche can shove a skier or a mountaineer.	• *Les avalanches peuvent survenir sur* .... toutes sortes de pentes. Même une petite avalanche peut renverser un skieur ou un montagnard.
• Avalanches can be powerful, fast-moving and extremely dangerous, and the snow can quickly turn into cement.	• Les avalanches *peuvent être puissantes, très rapides et extrêmement dangereuses* ....., et la neige *peut rapidement se transformer en ciment* .....

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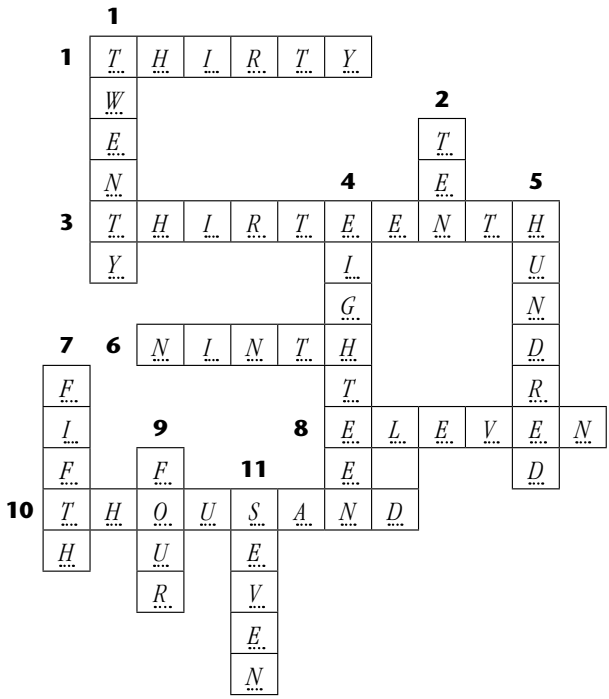
▶▶▶ Grammar Keys p. 108 + rabat

1 Complétez la grille à l'aide des nombres demandés.



Across

1. There are (…) days in June.
3. When Friday is on the (…) of the month, it's a lucky day.
6. September is the (…) month of the year.
8. There are (…) players in a football team.
10. 10x100 = one (…)

Down

1. 100: 5 = (…).
2. Jim was a taxi driver for (…) years (1997 – 2007).
4. In Britain and France, people can first vote at the age of (…).
5. (4x10) + 60 = a (…).
7. Christmas is on the twenty-(…) of December.
9. A square has (…) sides.
11. The number of days in a week.

2 Écrivez les éléments manquants dans chacun des énoncés.

Example: *752 → seven hundred and fifty-two.*

Ⓐ 5,340: five *thousand* three hundred and *forty*.
Ⓑ The 20th: the *twentieth*.
Ⓒ 2,111,000: two *million* one hundred *and* eleven thousand
Ⓓ 19 or 99?: *nineteen* or *ninety*-nine?
Ⓔ 15 + 9 + 12 = 36: *fifteen* plus nine plus *twelve* make *thirty*-six

3 Écrivez les données en chiffres concernant la ville de New York et son agglomération.

There are (Ⓐ) *8,453,558* inhabitants in N.Y.C. (New York Metropolitan area = (Ⓑ) *21,199,865*). It's the biggest city in the US, the (Ⓒ) *13th* city and the (Ⓓ) *2nd* metro in the world.
The cultural budget is about (Ⓔ) $*13,000,000* per year.
Over (Ⓕ) *600,000* students attend classes in its universities and colleges.
In N.Y.C. the average income per household is (Ⓖ) *10%* lower than anywhere else in the US.
There are (Ⓗ) *45* museums, more than (Ⓘ) *600* art galleries, (Ⓙ) *113* square kms of parks and green places and (Ⓚ) *22* kms of public beaches in the city. Greater New York covers (l) *17,405* square kms.

Ⓐ eight million four hundred and fifty-three thousand five hundred and fifty-eight
Ⓑ twenty-one million one hundred and ninety-nine thousand eight hundred and sixty-five
Ⓒ thirteenth – Ⓓ second
Ⓔ thirteen million
Ⓕ six hundred thousand
Ⓖ ten per cent – Ⓗ forty-five
Ⓘ six hundred
Ⓙ one hundred and thirteen
Ⓚ twenty-two – l. seventeen thousand four hundred and five

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1 Entourez le mot interrogatif qui convient dans chacune des questions.

US QUIZ

Ⓐ *(Where – Who)* became the first president of the United States? *George Washington.*

Ⓑ *(Where – Who)* is the White House? *In Washington D.C.*

Ⓒ *(When – Where)* was President Obama elected? *In November 2008.*

Ⓓ *(What – Why)* are there stars and stripes on the American banner? *Because the stripes represent the states and the stars represent the former British colonies.*

Ⓔ *(How much – How many)* states are there? *There are 50.*

Ⓕ *(What – Which)* state was the last one to join the US: California or Hawaii? *Hawaii (in August 1959).*

Ⓖ *(What – Which)* happened in Dallas, in November 1963? *President Kennedy was assassinated.*

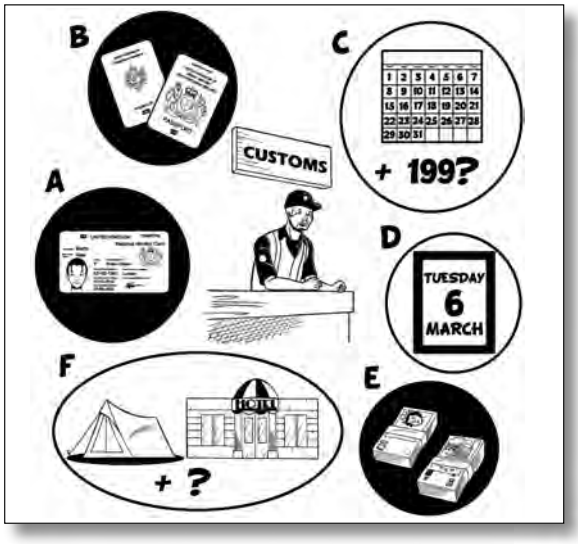
Ⓗ *(How far – How long)* did the Civil War last? *Four years, from 1861 till 1865.*

2 Reliez chaque question à sa réponse.

Ⓐ How are you today, Jude? ●
Ⓑ How old are you? ●
Ⓒ How far is your school from home? ●
Ⓓ How many students are there altogether? ●
Ⓔ How much are the registration fees? ●
Ⓕ How long is your work placement? ●
Ⓖ How do you go there? ●

● About 850
● By bus.
● I'm 17.
● £450 per term.
● Very near. Just ten minutes' walk.
● Very well, thanks.
● 3 weeks. It's not very long.

3 Complétez les questions posées par l'officier d'immigration, à JFK Airport à New York.



Ⓐ What's your name ..... ?
Ⓑ What ..... nationality are you ..... ?
Ⓒ When were ..... you born?
Ⓓ How long are you ..... staying in the US?
Ⓔ How much ..... money have you got ..... ?
Ⓕ Where are you ..... going to stay?

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▶▶▶ Grammar Keys p. 113

1 Retrouvez six comparatifs dans cette grille, puis écrivez les adjectifs de départ.

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

– *drier*	→	*dry*
– *farther*	→	*far*
– *later*	→	*late*
– *bigger*	→	*big*
– *worse*	→	*bad*
– *nicer*	→	*nice*

2 Complétez les adjectifs par « -est » ou « most » à l'endroit qui convient. Attention aux éventuelles modifications orthographiques des adjectifs.

Ⓐ It's the ..... sad*dest* ..... film they have ever seen.

Ⓑ That chef is the *most* ..... inventive ..... cook in the area ;

Ⓒ She is the *most* ..... beautiful ..... actress of her generation.

Ⓓ Pedro is the ..... saf*est* ..... school bus driver in San Diego, but Juan is the *most* ..... dangerous ..... one!

3 Construisez cinq énoncés différents et cohérents pour donner votre opinion sur les transports, à l'aide d'un élément de chacune des quatre colonnes. Choisissez parmi les adjectifs ci-dessous.

cheap – practical – healthy – polluting – expensive – tiring – economical – pleasant – easy

Walking			driving your own car
Cycling	**is**	(adj. + -ER) than	driving
Working at home	isn't	more (adj.) than	electric cars
Small cars	are	**less (adj.) than**	using public transportation
Electric cars	aren't	as (adj.) as	cycling
Sharing* a vehicle			big cars
Using public transportation			going out to work
Driving			cars that run on petrol
Going out to work			working at home
			walking

Example: *Driving is less tiring than walking.* **sharing = partager*

Ⓐ *Réponse ouverte* .....

.....

Ⓑ *Réponse ouverte* .....

.....

Ⓒ *Réponse ouverte* .....

.....

Ⓓ *Réponse ouverte* .....

.....

Ⓔ *Réponse ouverte* .....

.....

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4 Choisissez la forme correcte de l'adjectif.

Ⓐ Cambodia is **hotter** – ***hottest*** than Norway.
Ⓑ Siberia is the ***colder*** – **coldest** area in the world.
Ⓒ Britain is ***driest*** – **drier** than Thailand.
Ⓓ Vatican City is the **smallest** – ***smaller*** country in the world.
Ⓔ The Pacific Ocean is the ***larger*** – **largest** ocean in the world.
Ⓕ Monaco is ***smallest*** – **smaller** than Andorra.

5 Traduisez les mots en italique.

Ⓐ This bed and breakfast is (*moins cher que*) the other one.
This bed and breakfast is *less expensive than* ..... the other one.
Ⓑ Mr. Smith is (*le moins sympathique*) of all our teachers.
Mr. Smith is *the least friendly* ..... of all our teachers.
Ⓒ Brett is (*moins riche que*) he used to be.
Brett is *less wealthy/rich than* ..... he used to be.
Ⓓ I eat (*moins que*) you, for sure!
I eat *less than* ..... you, for sure!
Ⓔ It's really (*la moins intéressante)* conference we've ever attended.
It's really *the least interesting* ..... conference we've ever attended.

6 Complétez les phrases pour comparer ces trois restaurants de Norwich, avec les adjectifs entre parenthèses.

	Lucky Star	The Refectory	The Wildebeest Arms
Location	city centre	city centre	15 mns from city centre
Source of food	Asia	Britain	local
Atmosphere	exotic	relaxed	refined
Choice of dishes	++	+	+++
Prices	++	++	+++
Awards	+	++	+++

Ⓐ The food at The Wildebeest Arms is *the most locally produced* ..... *(locally produced)*
Ⓑ Lucky star offers a *wider* ..... choice of dishes *than* ..... The Rectory. *(wide)*
Ⓒ The Wildebeest Arms is *the most award-winning* ..... of the three. *(award-winning)*
Ⓓ Lucky Star and The Refectory are *more affordable than* ..... the Wildebeest Arms. *(affordable)*
Ⓔ The Wildebeest Arms is *the farthest* ..... restaurant from the city centre. *(far)*
Ⓕ The atmosphere at the Refectory is *more relaxed than* ..... at Lucky Star and The Wildebeest Arms. *(relaxed)*
Ⓖ The Wildebeest Arms is *more expensive than* ..... Lucky Star and The Refectory. *(expensive)*

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