



three @ top GOALS

A2

3^e découverte professionnelle

GUIDE PÉDAGOGIQUE

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Unit 01 Preferences

Tâche finale (My Project p. 9)

Niveau A2 / EE : Vous devez créer votre page personnelle sur le blog de la classe pour préparer des échanges avec des élèves étrangers.

Activités langagières	Tâches à réaliser au cours de l'unité (p. 6-9):
EOI	Niveau A1 : Partager ses goûts
EOC	Niveau A2 : Présenter les goûts d'une personne
CE	Niveau A2 : Comprendre un message simple sur un blog
EE	Niveau A2 : Rédiger un message simple / Réaliser une page sur un blog.

Contenus culturels et linguistiques

Culture et lexique

Vivre et agir au quotidien : Relations avec les autres (*blog entry, profile...*)

Se cultiver et se divertir : Monde et histoire des arts (*slam, pop music, rock 'n' roll, hard rock, heavy metal, reggae, a band, playing the drums, the guitar, the piano...*), Sports et loisirs (*playing football, volleyball, table tennis, badminton, going bowling, practising boxing, listening to music, playing video games, reading, singing...*).

Prononciation, lecture et écriture

Reconnaissance et réalisation des terminaisons du présent.

Grammaire de la langue

Dialoguer : Interroger (Do you like...? What is your favourite...? Does s/he like...?)

Répondre (Yes, I do / No, I don't / Yes, s/he does. / No, s/he doesn't)

Décrire : Expliquer / donner son avis (*like/love/préfer + nom ou V-ing*)

Page 6 – Do you like slam?

1. Listen and tick what they like. Then repeat.

Enregistrement

a. Hi Jeff! Do you like slam?

No, I don't. I prefer hard rock and reggae.

b. Hello Ally! Do you like slam?

Yes, I do. I love slam and I also like hip hop. But I don't like heavy metal.

c. Hello Tim! Do you like slam?

Yes, I do. But I prefer rap music. Err... I don't like pop music.

- a. Jeff: slam ☐ hard rock ☒ reggae ☒
b. Ally: slam ☒ hip hop ☒ heavy metal ☐
c. Tim: slam ☒ rap music ☒ pop music ☐

2. In pairs, ask and answer questions about slam and the music you prefer.

Questions et réponses possibles:

Do you like pop music? Yes, I do. / No, I don't. I prefer hard rock.

Do you like reggae? Yes, I do / No, I don't. I prefer rap music. I don't like...

3. Listen and repeat.

Enregistrement

listening to music – watching TV – reading – surfing the Internet – playing video games – practising sports.

4. Listen and tick *yes* or *no*. Then complete the answers.

Enregistrement

– Hi Mary! Do you like listening to music?

– Yes, I do.

– What is your favourite music?

– I like pop music. But I prefer reggae. I don't like rap music.

– Hi Ben! Do you like listening to music?

– No, I don't. I prefer practising sports.

– What's your favourite sport?

– I like playing football. But I prefer boxing. I don't like playing tennis.

- a. Mary: listening to music? Yes ☒ No ☐
“I like **pop music**. But I prefer **reggae**. I don't like **rap music**.”
b. Ben: listening to music? Yes ☐ No ☒ / practising sports? Yes ☒ No ☐
“I like **playing football**. But I prefer **boxing**. I don't like **playing tennis**.”

Now act!

5. Ask and answer questions. Say what you don't like, what you prefer and what you like.

- Do you like listening to music? What is your favourite music? Yes, I do. / No, I don't. I like...
- Do you like watching TV? What is your favourite programme?
- Do you like reading? What is your favourite book?
- Do you like surfing the Internet? What is your favourite website?
- Do you like playing video games? What is your favourite game?
- Do you like practising sports? What is your favourite sport?

Activités complémentaires : Practice page 9 ex. 7 ; Grammar Keys page 97 ex. 1 et 2 ; Workbook pages 4-5 ex. 1 à 5

Page 7 - He prefers playing the guitar

6. Listen and repeat.

Enregistrement

I like playing the drums. He likes singing.
I love reggae. She loves pop music.
I don't like singing. He doesn't like dancing.

7. Look at the photo and listen. Then say what Greg, Colin or Jennie likes, prefers, loves or doesn't like.

Enregistrement

Hi! I'm Colin. I like pop music. But I prefer reggae. I love playing the drums.
Here are my friends Greg and Jennie. Greg likes singing. But he prefers playing the guitar. He doesn't like dancing.
Jennie also likes playing the guitar, but she prefers singing and she loves dancing the salsa.

Colin likes pop music. He prefers reggae. He loves playing the drums.
Greg likes singing. He prefers playing the guitar. He doesn't like dancing.
Jennie likes playing the guitar. She prefers singing. She loves dancing the salsa.

FOCUS

- **like** = aimer, **prefer** = préférer, **love** = adorer.

- Pour demander à quelqu'un s'il aime quelque chose, on utilise : **Do you like... ?** Pour dire qu'on n'aime pas, on utilise **don't like / doesn't like**.

- Il faut ajouter un -s ou -es aux verbes à la 3^e personne du singulier : He **likes**, she **loves**, he **prefers**, she **doesn't like**...

8. Look at the pictures and complete the sentences.

- a. Steve likes **rugby** He doesn't like **football**.
- b. Nat doesn't like **reading**. She prefers **playing video games**.
- c. Albert doesn't like **dancing**. He loves **playing the guitar**.

9. Say what each person likes (+), loves (++) and doesn't like (-).

- a. Joanna likes swimming. She loves playing handball. She doesn't like watching TV.
- b. Bruce doesn't like singing. He doesn't like dancing. He loves playing the drums.
- c. Mary doesn't like playing the piano. She likes playing the guitar. She loves singing.
- d. Jonathan likes listening to music. He loves surfing the Internet. He doesn't like playing video games.

Now act!

10. Play GUESS WHO.

Réponse libre.

Activités complémentaires : Grammar Keys page 97 ex. 3, 4 et 5 ; Workbook page 5, 8 et 9 ex. 6 et 7 et page 6 ex. 10 + Language Quiz p. 6

Page 8 – My profile

1. Look at the document and choose the correct answer.

This document is: **b.** a blog entry. The author is: **a.** Thomas.

2. Answer the questions in French.

- a. Les 5 informations données en haut de la page sont le sexe (masculin ou féminin), le métier ou l'activité, les intérêts, la date d'anniversaire, le nom de la ville d'habitation.
- b. Lauren est la petite amie (copine) de Thomas. Dave est son meilleur ami.

3. Read Thomas's comments and complete the chart.

Names	Age	Favourite music	Favourite sports	Other preferences	Dislikes
Thomas	16	rock music	boxing	animals, surfing the Internet, bowling	football
Lauren	15	reggae	volleyball	dancing, reading	rock music
Dave	18	rock music	/	working as a DJ	sports

4. Answer the questions about Thomas.

- a. Thomas likes surfing the Internet because he loves meeting new friends.
- b. No, he doesn't. He practises boxing in a club. He goes bowling with friends.
- c. His dog is a Golden Retriever. He's called Surf.

Activités complémentaires : Practice page 9 ex. 5, 6 et 8 ; Workbook page 7 ex. 11, 12 et 13 + ex. 14 (oral interaction) p. 8

Page 9 - Practice

5. Retrouvez les expressions suivantes dans les messages du blog (page 8).

- a. Here is my profile.
- b. I practise in a club.
- c. She has a cat called Kitty.
- d. She is very pretty.
- e. What about you? What do you like?

6. Réécrivez les phrases suivantes pour donner des informations sur Thomas.

- a. Thomas loves meeting new friends.
- b. He prefers rock music to reggae.
- c. He likes boxing.
- d. He doesn't like football.

7. Répondez aux questions suivantes.

Réponse libre

- a. Yes, I do / No, I don't.
- b. My favourite website is...
- c. Yes, I do / No, I don't.
- d. My favourite programme is...

8. Sélectionnez les informations correspondant à votre profil et complétez-les.

Réponse libre.

My Project p. 97

Auparavant, vous aurez créé le blog de la classe ou demander à un de vos élèves de le faire.

Qu'est-ce qu'un blog ? Le blog (ou "weblog" ou "carnet web") est un site Internet que l'on peut créer et développer très facilement sans aucune connaissance technique et sans logiciel particulier. On peut publier les informations en temps réel et recevoir instantanément des commentaires, des réactions des lecteurs du blog. On peut y insérer des images ou des liens vers d'autres sites.

Pourquoi un blog ? Les élèves comme le professeur peuvent avoir accès à ce blog ou l'améliorer progressivement de n'importe quel ordinateur possédant un accès à Internet, donc de chez eux également. Mais, outre sa simplicité de création et d'utilisation, un blog présente d'emblée deux grands avantages : il intègre aussi bien le texte que l'image, et il est ouvert aux commentaires. Les élèves construisent quelque chose qui leur est personnel.

Des élèves d'un établissement étranger pourraient facilement avoir accès à ce blog et y poster leurs commentaires.

Unit 02 Families and nationalities

Tâche finale (My Project p. 13)

A2 / EE - EOC : ***Vous devez présenter l'arbre généalogique de votre famille pour la journée internationale des origines***

Activités langagières	Tâches élémentaires
EOC	A1 – Présenter sa famille proche ou celle d'un(e) ami(e). A2 – Présenter et commenter son arbre généalogique.
EOI	A1 – Poser et répondre à des questions pour donner des éléments d'informations sur quelqu'un.
CE	A2 – Comprendre les relations familiales.

Contenus culturels et linguistiques

Culture et lexique

Vivre et agir au quotidien : relations avec les autres (*Family links:* father, mother, stepmother, stepfather, children, son, wife, husband...).

Etudier et travailler : emploi et mobilité (*jobs :* waiter, waitress, mechanic, nurse, salesgirl, salesman, lawyer, hairdresser...).

S'informer et comprendre : société (*Nationalities:* British, English, Irish, Welsh, Scottish, Greek, Italian, Moroccan, German, Chinese...); références historiques (*President Obama*).

Grammaire de la langue

Dialoguer : interroger : (where is he/she from ? What's his/her job? What's his/her nationality?); répondre : (He is from England ; he is a mechanic, he is English).

Communiquer : comprendre et s'exprimer : caractériser, définir adjectifs possessifs (his, her) ; adjectifs de nationalités.

Page 10 - The MacIntosh family

Le professeur peut utiliser la carte et la photo (avec drapeaux britannique et irlandais) pour préparer l'écoute du lexique à entendre.

1. Listen and repeat.

Enregistrement

a. the family – a daughter – a son –the children

b. a salesgirl – a salesman –a waitress – a waiter – a hairdresser

c. England – English – Scotland – Scottish – Wales – Welsh – Ireland – Irish

2. Listen to the first part of the interview and choose the right answers.

Enregistrement

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

Fiona: I'm fine.

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

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

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

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

Journalist: I understand why you are British.

- a. Fiona is *a student* at Crieff High school.
- b. Fiona is *British*.
- c. Her parents are *English and Scottish*.
- d. Her mother is *a hairdresser*.

3. Listen to the end of the interview and say if it is right or wrong. Correct when necessary.

Enregistrement

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

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

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

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

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

Journalist: Any uncles?

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

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

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

- a. Her grandfather Peter is Scottish. **Right**
- b. Her grandfather Paul is Irish. **Wrong** – He is English.
- c. Her grandmother Maureen is English. **Wrong** – She is Irish.
- d. Jim, her uncle, is Irish. **Wrong** – He is Welsh
- e. Fiona has got two brothers and two sisters. **Wrong** – She has got one sister and one brother.

4. Present Fiona and her family.

Réponse possible : Fiona is British; she is 17 and is a student. Her father is Ian, he is Scottish. Her mother, Louise is a hairdresser; she is English. Her grandparents are Scottish, English and Irish. Her uncle is Welsh. Fiona has got one brother and one sister.

Activités complémentaires : Workbook page 9 ex. 2

Now act!

5. Present your close family or your friend's family orally.

Pour certains élèves, il sera peut-être plus facile de présenter la famille d'un ami que la leur. Une brève présentation suffira car le lexique des métiers est difficile. Certains noms de métiers pourront être donnés par le professeur.

Page 11 - At the Language School

6. Listen and repeat.

Enregistrement

- a. She is Spanish; she is from Spain.
- b. He is from China; he's Chinese.
- c. He is German, from Berlin in Germany.
- d. She is Russian; she's from Russia.
- e. He's from Greece; he is Greek.

7. Listen to the dialogue at the reception desk of the Language School and answer the questions.

Enregistrement

Dialogue A

Receptionist: Now we are registering for our Lower Intermediate Course. Good morning, Sir. So you are Christos Prissopoulos.

Christos: Yes, that's right. I am Greek, from Athens.

Receptionist: Ok. What's your job?

Christos: I'm a cook in a London restaurant.

Receptionist: Right. Please fill in this card. Thank you.

Next please.

Dialogue B

Natalia: Good morning madam.

Receptionist: Good morning. What's your name?

Natalia: I am Natalia Medeyeva.

Receptionist: Where are you from?

Natalia: I am from Moscow; I am Russian.

Receptionist: What's your job here?

Natalia: I am a waitress in a pub.

Receptionist: Ok. Here is your card to fill in.

Dialogue C

Receptionist: Well, young man. What's your name?

Tang: I am Tang Liu.

Receptionist: Are you Japanese?

Tang: No, I am Chinese, from Shanghai.

Receptionist: And what's your job?

Tang: I am a technician for computers and electronics in a big company.

Receptionist: Right, here is your card to fill in.

a. Christos: *He is from Greece; he is Greek; he is a cook.*

b. Natalia is Russian; *she is from Moscow and she is a waitress.*

c. Tang is a technician. *He is Chinese from Shanghai.*

Il faudra faire travailler la question : What's his/her job? et sa réponse « he/she is... », les élèves commençant très souvent leurs réponses par « his/her job is... ».

8. Listen and complete with the right information.

Enregistrement

Receptionist: Good morning, Mister Brown.

Mr Brown: Good morning, Jeena. Everything is okay?

Receptionist: Yes. Here is the end of the list for the new language course. The fourth candidate is Elena Jimenez; she is Spanish. Her family is from Madrid. She is 21 and is training as a nurse in Croydon hospital. She can speak Spanish and French. As for Hans Fischer...

Mr Brown: Yes, Hans Fischer... What's his nationality? Austrian, I suppose.

Receptionist: No, he's German.

Mr Brown: Where is he from?

Receptionist: From Berlin.

Mr Brown: What's his job?

Receptionist: He is a salesman at C&A in Oxford Street...

a. Elena Jimenez is *Spanish*.

b. *Her* family is from Madrid. She is *twenty one* and is training as a *nurse*.

c. Hans Fischer is from *Berlin* – *his* family is *German*.

d. He is a *salesman* at C&A.

FOCUS

- Que veulent dire *my*, *his*, *her* et *your* dans ces énoncés ? *my* = *ma* – *his* = *sa* et *son* – *her* = *son* – *your* = *ton* ou *votre*.

Il faudra compléter les traductions des adjectifs possessifs, à l'aide d'autres exemples des dialogues.

9. Complete with « his » or « her ».

a. *Her* name's Sara; she is from Algeria. *Her* mother is still in Algiers but *her* father works in Germany. *Her* brothers and sisters are all over Europe.

b. Lewis is Canadian; *his* family comes from Ireland but *his* wife is American. *His* two children can speak French and English. *His* job is very interesting: Lewis works in a TV studio.

Activités complémentaires : Grammar Keys ex. 2 p. 98 ; Workbook : ex. 7 et 8 p. 10

Now act!

10. Ask your neighbour about the two people (name, age, occupation, nationality...) in the photos; note down his/her answers. Then answer your neighbour's questions. Your neighbour's information is on page 115.

Activité de réactivation des questions et réponses présentées dans la page.

Page 12 - A presidential family

1. Read the text and write the people's names corresponding to the pictures.

- a. = Madelyn (Dunham) b. = Ann (Dunham) c. = Michelle (Robinson-Obama)
d. = Barak Obama e. = Maya (Soetoro) f. = Malia Ann (Obama)
g. = Natasah (Obama).

2. In the text, find the English words for:

demi-frère *half-brother(s)* – deuxième mari *second husband* – mourir *die (died)* – une avocate *a lawyer*.

3. Who is Kenyan? Indonesian?

Barak Obama's father is Kenyan; his stepfather, Lolo Soetoro is Indonesian.

4. Answer the questions:

- a. **Who is Barack Obama?** He is the President of the United States.
b. **How old is Barak Obama?** He is 50 (in 2011).
c. **Where was he born?** He was born in Honolulu in Hawaii.
d. **How long were his parents married?** (for) 3 years.
e. **How many half-brothers and – sisters has Obama got?** He has got 8 half-brothers and – sisters.
f. **What's his wife's job?** She is a lawyer.
g. **Has he got children?** Yes, two daughters.
h. **Are Obama's parents still alive?** No, they aren't.

Activités complémentaires : Workbook: ex. 13 p. 12 et 15 p. 13

Page 13 - Practice

5. Reliez chaque mot anglais à sa traduction en français.

- a. stepfather = beau-père b. half-sister = demi-sœur c. grandfather = grand père
d. uncle = oncle e. stepmother = belle-mère f. aunt = tante
g. grandparents = grands parents h. half-brother = demi-frère.

6. Quelles nationalités correspondent aux drapeaux suivants?

- a. United States – b. Spain – c. Canada – d. United Kingdom – e. Germany.

7. Faites six phrases en utilisant un élément de chaque colonne.

Exemples de réponses :

John and Pat are actors in a theatre. Chris is a secretary in a company.

Al and Kate are cooks in a restaurant. Mel is a receptionist in a hotel.

Brandon is a mechanic in a garage. Eva is a teacher in a school.

8. Retrouvez cinq nationalités et six métiers dans la grille. Quelle nationalité obtenez-vous avec les lettres restantes ?

Nationalités : Greek (←) – Spanish (↓) – French (→) – German (→) – Irish (←)

Métiers : cook (→) – doctor (→) – actor (→) – nurse (←) – lawyer (↓) – waiter (←)

C	O	O	→	K	←	E	E	R	→	G	
S	D	O	C	T	O	→	R	L			
P	S	E	←	S	R	U	N	A			SWISS
A	C	T	O	→	R	W	I	W			
N	G	E	R	M	A	N	→	Y			
I	S	H	←	S	I	R	I	E			
S	F	R	E	N	C	→	H	R	↓		
↓	H	R	←	E	T	I	A	W	S		

Unit 03 My environment

Tâche finale (My Project p. 17)

Niveau A2 / EE : *Vous devez présenter une offre de location de vacances sous forme d'annonce à paraître sur un site international.*

Activités langagières	Tâches à réaliser au cours de l'unité (p. 14- 17)
EOC	Niveau A2 : Parler de son habitat et son environnement
EOI	Niveau A2 : Décrire son habitation.
CE	Niveau A2 : Comprendre une annonce pour un lieu de vacances.
CE	Niveau A1 : Sélectionner une offre de location.
EE	Niveau A2 : Dresser une liste de rubriques.
EE	Niveau A2 : Rédiger une annonce.

Contenus culturels et linguistiques

Culture et lexique

Vivre et agir au quotidien : mode de vie : *landscape and architecture* (house, block of flat, flat, country, suburb, town, village, town centre, beach...); *shopping* (bars, restaurant, internet cafe, supermarket, grocery store, shops...); *tourism and accommodation* (flat, mobile home, campsite, rooms, bedroom, lounge, bathroom, toilet, shower, rent, owner...).

Se cultiver et se divertir : sports et loisirs (volleyball, swimming pool, disco, children's playground...).

Prononciation, lecture et écriture

Reconnaissance et réalisation des « th » (*there is / are*).

Grammaire de la langue

Dialoguer : **interroger** – syntaxe de énoncés interrogatifs (*Is there... / are there...?*) ; **mots interrogatifs** (*how many... are there? / How much is the rent?*) ; **répondre** – affirmation et negation (*Yes, there is/are - No, there isn't / aren't*).

Décrire : quantifier (*there is no balcony / there are two bedrooms / there are 6 chairs...*).

Page 14 – A house in the country

1. Listen and repeat the vocabulary.

Enregistrement

A house – a block of flats – a flat — A is the first floor – B is the ground floor

Locations: in the north / in the south / in the east / in the west / in the centre

2. Listen and match with the people on the picture.

Enregistrement

a. a town / a city. I live in a city, in the city centre

b. I live in a flat in a suburb.

c. We live in a house in a village in the country.

a town / a city. I live in a city, in the city centre. → homme.

b. I live in a flat in a suburb. → femme.

c. We live in a house in a village in the country. → famille.

3. These people say exactly where they live. Continue.

My name's Dick. I live in a flat in Sheffield, a city in the centre of Britain.

My name's Pat. I live in a house in Galway, a town in the west of Ireland.

My name's Fanny. I live in a house in Labouze, a village in the north east of France.

My name's Ben. I live in a flat in Harrow, a suburb of London in the south east of England.

4. Listen to people talking about their environment and write the information in your copybook.

Enregistrement

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

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

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

	House? Flat? house	Big? Small? small	City? Town? ...? suburb of Liverpool	Location?
Terry				north of England
Britney	house	big	city /San Francisco	west of the USA
Zak	flat (in a block of flats)	very small	suburb of Brisbane	east of Australia

5. Use your notes to write a paragraph about the different people.

Terry lives in a small house. He lives in a suburb of Liverpool in the north of England.

Britney lives in a very big house (with 16 rooms...) in San Francisco. San Francisco is a city in the west of the USA.

Zak is Australian. He lives in a (small) flat in a block of flats. He lives in a suburb of Brisbane, in the East of Australia.

Activités complémentaires : Grammar Keys : ex. 1 et 2 p. 99. Workbook : ex. 1, 2, 3 p. 14

Now act!

6. Tell the class about where you live or where your best friend or cousin lives.

Production libre individuelle.

Page 15 - This is my house

7. Match some of the words with the letters on the plan. Then listen and repeat.

bedroom: i

bathroom: j

dining room: e

garage: p

garden: o

hall: c

kitchen: f

sitting room: d

toilet: g / m

upstairs / on the 1st floor: A downstairs / on the ground floor: B

stairs: h

terrace: n

bath: k

shower: l

Enregistrement

a. the ground floor or downstairs

b. the first floor or upstairs

c. the hall

d. the sitting room

e. the dining room

f. the kitchen

g. a toilet

h. the stairs

i. a bedroom

j. the bathroom

k. the bath

l. the shower

m. the toilet

n. the terrace

o. the garden

p. the garage

8. Listen and complete with parts of the house.

Enregistrement

a. How many *bedrooms* are there? There are 3. They are *upstairs*.

b. *Downstairs*, there is a small *kitchen* but there is a large *dining room* and a *sitting room*.

c. Are there 2 *bathrooms*? No, there aren't. There is one, on the first *floor*.

d. Is there a *garage* for your car? Yes, there is.

e. What a pity! There is no *swimming pool* in the garden.

- a. How many **bedrooms** are there? There are 3. They are **upstairs**.
- b. **Downstairs**, there is a small **kitchen** but there is a large **dining room** and a **sitting room**.
- c. Are there 2 **bathrooms**? No, there aren't. There is one on the first **floor**.
- d. Is there a **garage** for your car? Yes, there is.
- e. What a pity! There is no **swimming pool** in the garden.

FOCUS

- Comment traduire « est-ce qu'il y a... ? » : *is there + singulier ou are there + pluriel*.
- « il y a » : *there is + singulier ou there are + pluriel*
- et « il n'y a pas » ? *there is no + singulier (sans article) ou there are no + pluriel*.
- Comment répondre « oui / non » ? OUI : "yes, there is" ou "yes, there are" (selon que la question était "is there..." ou "are there..."). NON : no, there isn't ou no, there aren't (selon que la question était "is there..." ou "are there...")
- Comment demande-t-on « combien de... y a-t-il ? » ? *How many + nom au pluriel are there ?*
- Comment traduit-on en français « there is no swimming pool » ? Il n'y a pas de piscine. (on emploie "there is" car en principe, il n'y en a qu'une). S'il s'agissait d'objets habituellement au pluriel (Ex : des chaises dans une salle) on dirait : "there are" no chairs (in the classroom).

9. Look at the plan of the house and complete with different forms of **there is** or **there are**.

- a. How many rooms **are there**? **There are** eight altogether.
- b. **There aren't** two bathrooms, **there is** only one bathroom but **there are** two toilets.
- c. **Is there** a terrace? Yes, **there is**. **There is** also a garden with beautiful flowers.
- d. **Is there** a basement? No, **there isn't** but there **is** a large garage.
- e. **There is no** balcony upstairs.

Activités complémentaires : Grammar Keys : ex. 4, 5 et 6 p. 99 ; Workbook : ex. 4 à 10 p. 15 à 18

Now act!

10. Draw the plan of your home or ideal home and present it orally to the class. Then answer their questions.

Page 16 – For rent

1. Read the document and find the information. Answer in French.

- a. Type d'hébergement: **en mobile home**
- b. Situation géographique: **dans l'ouest de l'Espagne**.
Région : **Costa Del Sol**
- c. Ville de l'hébergement : **Capobino**

- d. Grandes villes les plus proches : **Marbella** et **Malaga**
- e. réservations à faire par : **téléphone** ou **internet**.
- f. Prix : **£400 par semaine**

2. What's the English for?

- a. terrain de camping : **campsite**
- b. propriété : **property**
- c. cuisine entièrement équipée : **fully fitted kitchen**
- (d. eau courante : élément supprimé dans le descriptif)
- e. bronzer : **sunbathing**
- f. contacter le propriétaire : **contact the owner**

3. What's the French for?

- a. can sleep 6 persons: *permet de coucher / d'accueillir / où peuvent dormir 6 personnes*
- b. includes: *comprend / inclut.*
- c. communal showers: *douches publiques*
- d. ten minutes walk: *à 10 minutes de marche / à pied*
- e. for further information: *pour (toute) information complémentaire / tous renseignements supplémentaires*

4. Right or wrong? Justify with a passage in English from the document

- a. Le mobile peut accueillir 6 personnes. : Right → *...can sleep 4 adults and 2 children*
- b. La salle de bains possède un WC et une douche : Wrong → *There is separate toilet and shower room.*
- c. La plage du terrain de camping est fantastique : Wrong → *It (the campsite) is only fifteen minutes' walk from a fantastic beach.*
- d. On peut arriver par avion près de Cabopino : Right : → *...only 20 km from Malaga airport.*
- e. On ne peut pas y venir en smoking : Wrong → *Sorry: no smoking.*

Activités complémentaires : Grammar Keys : ex. 7 p. 99 ; Workbook : Mind map; ex. 10 p. 18

Page 17 - Practice

5. Complétez la description du mobile home et du camping par **there is / isn't** — **there are / aren't** — **there is no** ou **there are no**.

- a. **There aren't** 2 bedrooms; **there are** 3 bedrooms.
- b. **There is** a bathroom but **there is no** bath. **There is** a shower.
- c. In the lounge **there is** a sofa but **there are no** armchairs.
- d. **There aren't** 4 deckchairs on the terrace; **there are** only 2.
- e. In the kitchen, **there isn't** / **there is** a gas cooker, (...) **there is** / **isn't** an electric cooker. (élément supprimé sur le document)
- f. **There is no** beach on the campsite.
- g. **There are** discos in Cabopino.

6. Demandez en anglais et répondez.

- a. Combien y a-t-il de chambres dans le mobile home ? How many bedrooms are there in the mobile home? There are 3 (bedrooms).
- b. Combien y a-t-il de chaises longues sur la terrasse ? How many deckchairs are there on the terrace? There are 2 (deckchairs).
- c. Y a-t-il une piscine sur le camping ? Is there a swimming pool on the campsite? Yes, there is.
- d. Y a-t-il des douches supplémentaires communes sur le camping ? Are there additional communal showers on the campsite? Yes, there are.
- e. Y a-t-il un café internet ? Is there an internet cafe? Yes, there is.

7. Répondez aux questions en anglais.

- a. Where is the 'Costa del Sol'? *It is in the west of Spain.*
- b. Is there a bath in the bathroom? *No, there isn't. There is a shower.*
- c. How many chairs are there in the dining room? *There are 6 (chairs in the dining room).*
- d. Is there a swimming pool on the campsite? *Yes, there is.*
- e. Is the campsite in the town centre? *No, it isn't. It is fifteen minutes from the town centre.*
- f. Where is Malaga Airport? *It is twenty km from Cabopino / the campsite.*

My project

Vous devez présenter une offre de location de vacances sous forme d'annonce à paraître sur un site international.

Tâche 1 : Sélectionner une offre de location locale. (CE)

Avec des partenaires trouvez le type de location à proposer (maison, appartement meublé, mobile home, caravane...).

Cette location pourra se trouver soit dans les journaux locaux soit dans les magazines d'informations immobilières, soit également grâce à l'imagination des élèves.

Tâche 2 : Dresser une liste de rubriques. (EE)

En fonction de la location choisie, lister les informations à donner (environnement, pièces, prix, photos...)

Les mêmes sources indiqueront clairement les informations à mentionner.

Tâche 3 : Rédiger une annonce. (EE)

- a. Préparez-en une double description : l'une simplifiée sous forme de petite annonce ; l'autre développée avec les détails indispensables (description, localisation, contact, photos...).
- b. Mettez en page vos annonces et affichez-les.

Unit 04 My private space

Tâche finale (My Project p. 21)

Niveau A2 / EE : *Vous participez au concours proposé par l'animateur de l'émission de télé réalité Big Brother. Vous devez rédiger une description précise du salon pour la prochaine saison.*

Activités langagières	Tâches élémentaires
CO	Comprendre des mots isolés
EOI	Niveau A1 / A2.1 : Demander et donner des informations sur des objets (localisation). Niveau A1 / A2.1 : Demander et donner des informations sur des objets que l'on possède.
CE	Niveau A2 : Comprendre la description d'un intérieur. Niveau A2 : Comprendre un message électronique. Niveau A2 : Trouver les informations pertinentes dans un document.
EE	Niveau A1 / A2 : Dresser une liste Niveau A2 : Décrire un objet, un lieu fictifs. Niveau A2 : Écrire un message électronique.

Contenus culturels et linguistiques

Culture et lexique

S'informer et comprendre : monde et histoire des sciences et des techniques (Technologies: Laptop, flash drive, mouse, games console, screen...); médias (TV / radio networks and programmes: Channel 4, reality TV show).

Se cultiver et se divertir : monde et histoire des arts (*Design : furniture, colours, shapes, materials...*)

Prononciation, lecture et écriture :

Reconnaissance et reproduction des schémas intonatifs : *Have you got a mobile? Yes, I've got a mobile. Yes, I have. / No, I haven't. Has it got a GPS? Yes, it has. / No, it hasn't.*

Grammaire de la langue

Dialoguer : interroger : syntaxe des énoncés interrogatifs (*Where is it? Where are they? / Have you got a mobile? / Has it got a GPS? / What colour is it? / What shape is it?*); répondre : affirmation et négation : syntaxe des énoncés affirmatifs et négatifs (*It's, they're / I've got, I haven't got, it has got, it hasn't got*)

Décrire : nommer / désigner : outils de la localisation spatiale (*Where...? in, on, under, behind, next to*)

Communiquer : comprendre et s'exprimer : qualifier : adjectifs (*boat-shaped, shiny*)

Page 18 – Where is my MP3?

Le professeur peut soit utiliser les illustrations du manuel pour faire comprendre les mots entendus ou montrer les objets au fur et à mesure de l'enregistrement à l'aide de flashcards.

1. Listen and repeat.

Enregistrement

What's this?

It's a mobile and an MP3 / It's a laptop and a flash drive / It's a games console and a joypad.

Where is it?

The mouse is on the desk / The book is in the drawer / The lamp is under the shelf / The camera is behind the handbag / the armchair is next to the pouf.

2. Listen to the dialogue then fill in the blanks.

Enregistrement

Mary: Kevin, Where is my flash drive? It isn't on the desk.

Kevin: Yes, it is. It's behind the laptop.

Mary: Oh, yes, here it is. Thank you... And where are my new video games? They aren't in the shopping bag. Where are they?

Kevin: They're next to the games console.

Mary: Ah, here they are. I want to play my new games. But where's the joypad now?

Kevin: It's on the sofa under my book.

Mary: Oh, Kevin... Well, my mobile is in my pocket... And please give me my MP3 player back. Where is it?

Kevin: Take it, it's on my bed... Er... By the way, where are my cds?

Mary: Er... They are in my bedroom.

- Where is my **flash drive**? It's **behind** the laptop.
- Where are my new **video games**? They are **next to** the **games console**.
- Where is the **joypad** now? It's on the sofa **under** my book.
- Where is your mobile? It's **in** my pocket.
- Where is my **MP3**? It's **on** my bed.
- Where **are** my cds? **They are in my bedroom**.

3. Ask where the items are and answer.

Exemple: a. Where is your mobile? It's in my handbag.

b. Where is your laptop? It's on my desk.

c. Where is your camera? It's under my cap.

d. Where are your video games? They are behind the TV.

e. Where are your joypads? They are next to the sofa.

Activités complémentaires : Workbook: ex. 1, 2 page 19, ex. 3 et Language quiz page 20.

Now act!

4. Decide where to place seven items in the bedroom above and write the corresponding sentences in your copybook. Ask your friend about his/her items then answer his/her questions.

Le professeur peut prévoir de fournir la photocopie d'une chambre aux élèves ainsi qu'une liste d'une dizaine d'étiquettes représentant les différents objets. Chaque élève en sélectionne sept et les colle sur sa photocopie. Chacun rédige les phrases puis les élèves s'interrogent mutuellement en notant l'initiale du mot à l'endroit précisé.

Page 19 - Have you got a mobile? What colour is it?

5. Listen and repeat.

Enregistrement

a.

– I've got a mobile. Have you got a mobile?

– Yes, I have.

b.

– I haven't got a dance game. Have you got a dance game?

– No, I haven't.

c.

– It's got a mouse. Has your laptop got a mouse?

– Yes, it has.

d.

– It hasn't got a GPS. Has your car got a GPS?

– No, it hasn't.

6. Listen and complete with *have*, *'ve*, *haven't*, *has* or *hasn't*.

Enregistrement

Mary: Hello, Jean, how are you?

Jean: Hello, Mary. I'm fine, and you?

Mary: Fine, thanks. I've got a new video game. Can you come and play with me?

Jean: Yes, of course. What sort of game have you got?

Mary: I've got a dance game.

Jean: Well, is it a good game? Has it got many different songs?

Mary: Yes, it has. It has got 50 R'n'B songs.

Jean: Has it got other music styles?

Mary: No, it hasn't. But it is very very good fun.

Jean: Have you got a joypad for me?

Mary: No, I haven't. I've only got one.

Jean: OK, I've got one. See you in a few minutes.

- a. What sort of game **have** you got? I've got a dance game.
- b. **Has** it got many different songs? Yes, it **has**. It has got 50 R & B songs.
- c. **Has** it got other music styles? No, it **hasn't** but it's good fun.
- d. **Have** you got a joypad for me? No, I **haven't**. I've only got one.

7. Use the phrases to make as many sentences as possible.

I've got a new mobile but I haven't got a camera.

I've got a new mobile but it hasn't got a GPS.

I've got a new mobile and It has got a GPS

I've got a modern laptop but I haven't got a GPS.

I've got a modern laptop but it hasn't got a mouse.

I've got a modern laptop and it has got a mouse.

I've got a new MP3 but I haven't got a camera.

I've got a new MP3 but it hasn't got a camera.

I've got a new MP3 and it has got a camera.

FOCUS

- Comment traduisez-vous l'ensemble 'have got' ? **Avoir, posséder.**

- A quelle personne sa conjugaison change-t-elle ? **A la 3^e personne du singulier, avec he, she, it, on doit utiliser 'has' à la forme affirmative, 'hasn't' à la forme négative.**

- Que constatez-vous dans les réponses brèves ? **On reprend le sujet et l'auxiliaire. Quelque soit le sujet, on utilise 'have' sauf pour he, she ou it avec lesquels on utilise 'has'. L'auxiliaire change à la troisième personne du singulier. Pour la forme négative il suffit d'utiliser 'haven't ou hasn't' en fonction du sujet. L'auxiliaire porte la marque de la négation.**

- Comment demande-t-on où se trouve un ou des objets? **On utilise 'Where is' + nom singulier et 'Where are' + nom pluriel.**

8. Listen and repeat.

Enregistrement

a. What colour is it?

It's black / It's white / It's grey / It's pink / It's purple / It's light blue / It's dark blue

b. What shape is it?

It's a rectangle / It's a triangle / It's a circle / It's a star / It's a square

What's this?

It's a brown rectangle / It's a yellow triangle / It's a green circle / It's an orange star / It's a red square

Activités complémentaires : Grammar keys : ex. 1 et 2 p. 100

9 Listen and draw.

Enregistrement
Draw an orange square. On the right draw a pink circle. On the left draw a purple star.
Under the square, draw two red rectangles with a blue triangle in the middle.

Activités complémentaires : Grammar keys : ex. 3 p. 100 ; Workbook: ex. 4 et 5 page 20.

10. Ask the questions then use short answers.
- a. Has Linda got a blue chair in her bedroom? Yes, **she has**.
 - b. **Has** John **got** a silver lamp in his bedroom? No, **he hasn't**.
 - c. Has he got a yellow sofa in his bedroom? Yes, he has.
 - d. Has she got a poster in her bedroom? No, she hasn't.
 - e. Have you got a red cushion in your bedroom? Yes, I have / No, I haven't.

Activités complémentaires : Grammar keys : ex. 4 p. 100 ; Workbook: ex. 6, 7 et 8 p. 21, ex. 9 p. 22

Now act!

11. It's your boyfriend (or girlfriend)'s birthday. Talk with your partner about five to ten possible presents for him (or her). At the end of your conversation, decide on the best present.
- Has he got a mobile? Yes, he has.
- Has he got an MP3? Yes, he has but he hasn't got a camera.
- Has he got a laptop? No, he hasn't.
- The best present is a laptop.

Page 20 - Big Brother 2011

1. The document is:
- c. an email
2. Read the text again and complete the table with the right information.

Rooms	Furniture	Accessories
Girls' bedroom	Bedside tables / Beds	Lamps / drawers
Boys' bedroom	Wardrobe	Clothes
Bathroom		Mirrors
Living room	Sofa	Screen / Posters / Paintings / Carpet
Kitchen		Flowers
Diary room	Pouf / Low table	Buzzer
Garden	Armchairs	Palm trees

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3. What's the English for...?

a. The floor of the boys' bedroom. b. The ceiling of the living-room. c. Fake flowers.

4. What's the French for...?

a. Un thème de plage. b. Des meubles design. c. Les murs de la cuisine.

Page 21 – Practice

5. Cherchez dans le texte les expressions qui correspondent aux illustrations suivantes.

- a. A boat-shaped wardrobe
- b. Shiny stars
- c. A screen plays exotic fish
- d. Wooden armchairs

6. Observez la scène ci-dessous pour compléter le texte à l'aide des mots ou groupes de mots proposés.

The garden is *made of* synthetic grass. On the *left* there is a roundabout and in the middle, the swimming-pool *looks like* a giant sugar cane. On the *right* the armchairs *are designed* to look like slides and the wall *is decorated* with clowns.

Activités complémentaires : Workbook: ex. 10, 11 p. 22 ; L'illustration page 23 peut être utilisée en entraînement écrit ou oral.

My project

Vous participez au concours proposé par Big Brother Club. Vous devez rédiger une description précise du salon pour la saison prochaine.

Tâche 1 : Dresser une liste de vocabulaire (EE).

- a. Faites une liste avec quatre meubles et 5 objets minimum.
- b. Choisissez un thème de déco puis cherchez le vocabulaire nécessaire pour l'illustrer. (Pensez aux murs, plafond, sol, couleurs et formes).

Tâche 2 : Décrire un objet, un lieu fictifs (EE).

Imaginez ce que vous voyez en entrant par la baie vitrée et rédigez votre description en précisant où se situe chaque élément.

Tâche 3 : Écrire un message électronique (EE).

Envoyez votre message à Big Brother Club.

Il est aussi possible de demander aux élèves de chercher des meubles et des objets design sur internet et de réaliser une maquette sous forme de poster qu'ils joindront à leur description.

Instant détente avec des jeux en ligne pour décorer sa chambre :

<http://www.jeux.fr/jeu/My-New-Room-2.html>

http://www.y8.com/games/Design_Your_Bedroom

<http://www.jeuxdenanas.com/jeux/my-new-room-2-992.php>

<http://www.jeuxdenanas.com/jeux-de-decoration.php>

<http://www.jeuxdenanas.com/jeux/sweet-home-design-3101.php>

http://www.soundguideweb.com/soundguide/pages/non_audio/location/bedroom_description4.htm

Jeu sur les prépositions de lieu à compléter (Attention il ya plus de prépositions que celles vues en cours)

Exemple de production attendue:

In Big Brother 20..., the living-room is decorated with a science-fiction theme.

The ceiling has got blue planets and shiny stars. On the left there is a fake window in the middle of the wall and there is the moon. On the right there is a large plastic poster with an alien. The floor is made of synthetic sand. The lamp is the Earth. The furniture is modern.

In the middle of the room the spacecraft-shaped sofa is black. There are big silver cushions. The big green circle is a TV. The armchairs look like E.T. and the big table is a yellow star. The red poufs are small planets. On the floor under the table there is a meteorite-shaped carpet. Behind the TV there is a poster of the universe.

ZOOM US High Schools

Page 22

1. Read the information about American high schools and answer the questions.

- a. There are more than 35,000 public and private high schools in the USA.
- b. The French class called *Troisième* corresponds to grade 9. The French class called *Seconde* corresponds to grade 10. The French class called *Première* corresponds to grade 11. The French class called *Terminale* corresponds to grade 12.
- c. The French *baccalauréat* is the equivalent of a graduation from high school.

2. Listen and match the name of the student and the activity.

Enregistrement

Helen: Hi! I’m Helen. I’m a Sophomore. I am a member of the drama club. Every Wednesday afternoon, we work on a theater play. Come and see me. There will be a show in December.

Eugene: Hello! I’m Eugene. I’m a Junior. I play on the school football team. I practise football 3 times a week. Come and support our team!

Fred: Hi! It’s my first year in this school. I’m a Freshman. My name is Fred. I have always loved music. And now I play in the school band on Mondays, Wednesdays and Thursdays.

Rosa and Mary: Hi! I’m Rosa! And I’m Mary! We love gymnastics and we enjoy having fun. We practice cheerleading on Mondays and Wednesdays and we support the school team at every game!

- a. Helen - 3.Theater
- b. Eugene - 1. American football.
- c. Fred- 2. Musical band
- d. Rosa and Mary - 4. Cheerleading

Page 23

3. Listen to the interview and write down the information you understand.

Enregistrement

Kevin, a French student is interviewing Ally about her high school:

Kevin: Hey, Ally, can you please answer my questions?

Ally: Yes. Go ahead, Kevin.

Kevin: I have several questions about your high school. First, do you go to school every day?

Ally: Err, well, yes. We have a five-day week, which means we go to school from Mondays to Fridays. Of course, there is no school on Saturdays and Sundays.

Kevin: OK. And what time do you start school in the morning?

Ally: Well, in my high school, the first lesson starts at a quarter to eight.

Kevin: Quarter to eight! Waouh! That's very early!

Ally: I agree with you. And... every morning, before starting the first lesson, we stand up and we recite the Pledge of Allegiance to the flag of the United States.

Kevin: Oh really? That must be boring.

Ally: No, not at all. It's just a habit.

Kevin: What time do you finish school?

Ally: We finish the lessons at half past two. Then at 3 o'clock, we can have other activities or go back home.

Kevin: Good. In France, we sometimes finish school at 6 o'clock!

Ally: Oh! That is very long!

Kevin: Yes, it is. How do you go to school?

Ally: There are school buses which take all the students to school. You don't have to pay to take the bus: it's free for high school students. I'm sure you have seen them. They are painted yellow.

Kevin: Yes, I have seen many of them. They are beautiful.

Ally: Yes, they are. But they are not always very comfortable!

Kevin: (pause) How many lessons do you have per day?

Ally: We usually have 6 or 7 50-minute lessons.

Kevin: Which subjects do you study at school?

Ally: Well, we must take subjects like Science, Mathematics, English, Social Sciences, Physical education and a Foreign language (Spanish or French, for example! "Le Français").

Kevin: Good!

Ally: Then we can choose five other subjects like Computer studies, Electro-Technologies or Arts or another Foreign language or Athletics or many other subjects...

Kevin: That's nice! I'd like to choose my subjects too! And, err... What about holidays?

Ally: We have a very long summer vacation, about 3 months of holidays in summer. Last summer, it was from June, the tenth to September, the 6th.

Kevin: Yes, that's very pleasant! Do you have a summer job?

Ally: Yes, of course. Most of the students have a summer job. I work in a fast-food restaurant.

Kevin: Thank you so much, Ally. I'll talk to you later... I have some more questions about...

- a. School days: from Monday to Fridays
- b. School starts at 7:45
- c. School finishes at 3 PM
- d. School bus cost: it's free.
- e. Number of lessons per day: 6 or 7 50-minute lessons
- f. Examples of subjects you must take: Science, Mathematics, English, Social Sciences, Physical education and a foreign language
- g. Examples of subjects you can choose: Computer studies, Electro-Technologies or Arts or another foreign language or Athletics
- h. Summer vacation: 3 months, from June, the 10th to September, the 6th.

4. Search the Internet to find the text of the Pledge of Allegiance to the flag. Write it down in your copybooks.

I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands: one Nation under God, indivisible, with Liberty and Justice for all.

Ce qu'il signifie :

Je promets d'être sincère, loyal et fidèle à l'emblème que représente le drapeau des Etats Unis (50 états formant par leur union une nation) et à la république qu'il représente (gouvernement dirigé par le peuple) : une Nation sous la providence divine (de Dieu), indivisible (que l'on ne peut pas séparer), assurant à ses citoyens la liberté et la justice pour tous.

5. Explain in French the information you understand about Graduation Day and Prom night.

Réponses possibles:

Graduation day est la cérémonie de remise des diplômes. La cérémonie a lieu dans un amphithéâtre ou un stade de sport. Tous les professeurs, étudiants et parents sont invités. Les diplômés portent des chapeaux et des toges (robes).

Prom night (le bal des lycéens) : *a prom*, qui vient du mot promenade est une soirée dansante ou un banquet pour les étudiants qui fêtent leur diplômes à la fin de l'année scolaire. Les garçons sont en costumes blancs ou noirs. Les filles portent des robes de soirée.

QUIZ

Tick the right answer(s).

1. In the USA, school starts at about: **a. 7:30-8:00 am.**
2. First Graders are aged: **c. 6-7.**
3. In the USA, a college is: **c. a university.**
4. Marks are given in: **c. letters (from A to F).**
5. Children who are educated by their parents at home represent: **b. 3 % of high school students.**
6. Bachelors are: **a. single men and c. university degrees.**
7. A Kindergarten is: **b. a preschool for children under 6.**
8. Students have lockers to: **a. secure their personal stuff.**
9. On Graduation Day, students wear: **b. the school color caps and gowns.**
10. In *High School Musical*, the heroes are called: **a. Troy and Gabriella.**

Enregistrement

1. In the USA, school starts at about 7:30 or 8:00 am
2. First Graders are aged 6 or 7.
3. In the USA, a college is a university.
4. Marks are given in letters (from A to F)
5. Children who are educated by their parents at home represent 3 % of high school students.
6. Bachelors can be single men and bachelors can be university degrees.
7. A Kindergarten is a preschool for children under 6.
8. Students have lockers to secure their personal stuff.
9. On Graduation Day, students wear the school color gowns and caps.
10. In *High School Musical*, the heroes are called Troy and Gabriella.

Checkpoint (Units 1-2-3-4)

Listen

A2 Ecouter et comprendre : *comprendre les points essentiels d'un message oral*

Enregistrement

Message 1

Hi Billy! It's Mum. How are you, love? We are fine, except for your sister, Helen, who is in hospital with a broken leg. But don't worry, she is fine now. You can call her, the room telephone is 01228 31875. She'll be pleased to talk to you! Sorry, I'm in a hurry. Bye love!

Message 2

Hello! It's your uncle Jim. Do you like dogs? We have a new little dog. He is called Toby. He is only 6 months old. He is very cute! Your cousin Hannah told me you liked little dogs. You can come and see Toby at our house. Come tomorrow in the evening. Hannah will be at home too. Bye, Billy!

Message 3

Hello Billy. It's Kate. I'm your mother's friend. Your Mum left her camera on a shelf in my house. Can you come and get it? I live near your school. My address is 54 London Avenue. Come at 4 o'clock. See you.

1. A message from your Mum.

Reason for calling: Helen, your sister is in hospital.

She is fine. She has a broken leg.

What you have to do: Call her. The telephone number is 01228 31875.

2. A message from Jim, your uncle.

Reason for calling: We have a new dog. He is called Toby.

Hannah, your cousin, will be at home tomorrow.

What you have to do: Go and see them in the evening.

3. A message from Kate, your mother's friend.

Reason for calling: Your Mum left her camera on a shelf.

What you have to do: Go to Kate's house and get the camera. The address is 54 London Avenue

Validation : compter un point par information correcte. Si l'élève a obtenu au moins 9 points, vous pouvez valider l'item suivant pour le brevet des collèges : comprendre les points essentiels d'un message oral.

Speak

A2 Réagir et dialoguer : établir un contact social, demander et donner des informations

Interaction orale : Laissez 1 minute aux élèves pour prendre connaissance du document. Puis indiquez-leur qu'ils disposent de 4 minutes pour parler. Après une nouvelle minute de réflexion, ils peuvent démarrer.

Questions attendues :

Do you like...? What is your favourite...?

Have you got a...? What colour is it? What shape is it? Where is it?...

Is there a... in your bedroom/ home?

How many...?

Réponses attendues :

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

I prefer... / My favourite... is...

I've got a... It's ... It has got...

There is / are...

Le professeur n'intervient pas du tout dans cet échange. Il est possible de demander aux élèves d'enregistrer leur conversation, de s'auto corriger.

Validation : compter un point par question ou réponse correcte. Si l'élève a obtenu au moins 12 points, vous pouvez valider l'item pour le brevet des collèges.

A2 Parler en continu : décrire le plan d'une maison

Expression orale en continu : Laissez 1 minute à l'élève pour prendre connaissance du document. Puis indiquez-lui qu'ils disposent de 2 minutes pour parler. Après une nouvelle minute de réflexion, il/elle peut démarrer.

Réponses possibles :

The house is located in...

It is in the country / town centre.

It is in the north / south...

There is garden and a garage for two cars.

There is a terrace in the garden.

On the ground floor, there is a small kitchen, a large living-room...

The kitchen includes...

There is a dining room for 6 people.

There are three bedrooms on the first floor...

There are two bathrooms.

There is a separate toilet...

Le professeur n'intervient pas du tout. Il est possible de demander à l'élève d'enregistrer sa description, de s'auto corriger.

Validation : compter un point par information correctement formulée. Si l'élève a obtenu au moins 10 points, vous pouvez valider l'item pour le brevet des collèges.

Read a biography

A2 Lire : savoir repérer des informations dans un texte

Fournissez les informations suivantes.

- | | | |
|---------------------------|-----------------------|---------------------|
| a. Joseph et Rose Kennedy | b. l'Irlande | c. 9 |
| d. journaliste | e. 1947 | f. 22 novembre 1963 |
| g. 3 | h. Jacqueline Bouvier | i. Harvard |
| j. Parti démocrate | k. 1960. | l. Dallas (Texas) |

Relevez dans le texte deux des grandes réalisations de son mandat.

4 réponses possibles :

Il a fait voter des lois de protection sociale.

Il a mené à bien la réforme des droits civiques.

Il a créé les Corps de la Paix (une agence indépendante du gouvernement américain, créée en 1961, dont la mission est de favoriser la paix et l'amitié dans le monde).

Il a supervisé la résolution de la crise des missiles (nucléaires) cubains.

Validation : compter un point par information correcte. Si l'élève a obtenu au moins 9 points, vous pouvez valider l'item pour le brevet des collèges.

Write

A2 Ecrire : renseigner un questionnaire, écrire un message simple

Validation : évaluer les informations complétées dans le questionnaire sur 12 points (1 point par information correcte).

Evaluer chaque paragraphe rédigé sur 10 points en tenant compte du respect du nombre de mots, de la pertinence des informations données et de la qualité de la langue.

Si l'élève a obtenu au moins 20 points, vous pouvez valider l'item pour le brevet des collèges.

Unit 05 Events and programmes

Tâche finale (My Project p. 29)

Niveau A2 / CE-EOC- EOI : Vous souhaitez organiser une soirée télé avec des amis étrangers. Vous devez choisir ensemble le programme.

Activités langagières	Tâches à réaliser au cours de l'unité (p. 26-29)
EOC	Niveau A2 : Donner des informations simples sur un événement.
EOI	Niveau A2 : Demander et donner des informations sur des événements.
CE	Niveau A2 : Trouver l'information recherchée dans un programme TV
EOC / EOI	Niveau A2 : Présenter un programme TV / Donner des informations sur ce programme.

Contenus culturels et linguistiques

Culture et lexique

Se cultiver et se divertir : Fêtes et traditions (Carnival, Halloween, Queen's birthday parade, Independence Day, St Patrick's Day, Irish festival...), Medias (TV networks and programmes), Sports et loisirs (Indianapolis 500, basketball match, boxing..).

Grammaire de la langue

Dialoguer : Interroger (When is it? What time is it? Which channel is it on? Is there...?); Répondre (It's at... on ... in... / from... to...)

Décrire : nommer / désigner (type of event / name of the programme...)

Page 26 – When is it?

1. Listen and repeat.

Enregistrement

It's quarter past eight – It's half past eight.
spring – summer – autumn or fall – winter.

2. Listen and select the dates you hear. Then repeat.

Enregistrement

January, the first.

April, the twenty-second

July, the fourth

August, the twenty-third

October, the thirty-first

December, the twenty-fifth.

- a. 1st January b. 22nd April c. 4th July
g. 23rd August d. 31st October l. 25th December.

3. Listen to the conversations and choose the correct dates and times.

Enregistrement

Dialogue a.

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

Dialogue b.

- Do you know Indy 500?
- It's in Indianapolis, isn't it? I think it's also called Indianapolis 500.
- Yes, that's right. It is a very famous automobile race.
- Would you like to come with me?
- When is it? Is it in spring?
- Yes, it's in May
- When is it exactly?
- It's on May the twenty-ninth.
- Yes, I would love to go there with you. What time is the official start?
- It's generally at quarter past one.
- Good! That's going to be fun!

- a. Notting Hill Carnival: on 27th July Carnival parade: at 9:00 p.m.
b. Indianapolis 500: on 29th May at 1:15 p.m.

4. Give the information about these events (place, season, date and time).

- a. The Halloween party is in Amsterdam on October, the thirty-first at eleven at night / in the evening.

- b. The Nice Carnival parade is on March, the sixth at half past two in the afternoon.
- c. The Queen's birthday parade is in London on June, the fourteenth at quarter past ten in the morning.
- d. The Independence Day parade is in Washington on July the seventh at half past eleven in the morning.

Now act!

5. On the Internet, find information about a local or international event. Then tell the class about it (place, season, dates and times).

Réponse libre.

Activités complémentaires : Practice : ex. 6 page 29 ; Grammar Keys : ex. 3 p. 101 ; Workbook : ex. 1 à 6 p. 24-25 + Language quiz p. 24

Page 27 – What time is the show?

6. Listen and select the times you hear. Then repeat.

Enregistrement

Four o'clock – ten past seven – half past six – twenty past eight – quarter to five – twenty-five past one – five to nine – twenty to twelve – quarter to two – twenty-five to eleven

- | | | | |
|---------|----------|---------|----------|
| a. 4:00 | c. 7:10 | d. 6:30 | e. 8:25 |
| h. 4:45 | i. 1:25 | k. 8:55 | l. 11:40 |
| m. 1:45 | p. 10:35 | | |

7. Listen and note down the times which are missing in the programme.

Enregistrement

– Look! There's the Dublin Festival on Saturday the twelfth. Would you like to come with me?

– Dublin? In Ireland?

– Of course not. It's Dublin in Ohio, here in the USA.

– Yes, I know. I was kidding... I like that festival. Last year, we did the darts tournament.

– Here's the program. Err... There is a darts tournament again this year.

– What time is it?

– Let me see the schedule. Err... It's at 11 o'clock in the morning on Saturday.

– And is there a show?

– Yes, there is the Irish Magic Show. It's at one pm. And there is also Celtic music and dance at night.

– What time is the dancing?

- Err... It's from quarter past nine to half past midnight.
- Is there a parade?
- Yes, of course! There's the festival parade. It's at quarter to four in the afternoon on Sunday.
- Good. I'll come with the kids. They love parades.
- What about asking your friend Kate to come with us? There is a karaoke contest after the parade.
- Really? I'm sure she would like that. She enjoys singing in karaoke contests. What time is it?
- It's at ten past five in the afternoon on Sunday.
- Good! I'll phone her immediately!

- a. 11:00 am b. 1:00pm c. 9:15 to 12:30 pm
d. 3:45 pm e. 10:05 pm

FOCUS

- On utilise **When** (quand) et **What time** (à quelle heure).
- On utilise **in** pour introduire le mois et la saisons, **at** pour introduire l'heure.
- On utilise **from... to...** (de... à...).

8. Look at these schedules. Ask and answer questions as in the example.

- a. What time is the football match? It's at quarter past three.
- b. What time is the children parade? It's at twenty past four.
- c. What time is the bingo? It's at five past six.
- d. What time is the dinner? It's from ten to seven to twenty to nine.
- e. What time is the concert? It's at quarter to ten.
- f. What time is the night disco party? It's from half past eleven to three o'clock.

9. Answer the questions.

Réponses libres.

- a. My birthday is in... It is on the...
- b. My next English class is on... It's at...
- c. I have lunch at... on Mondays, at... on Wednesdays and at... on Sundays.

Now act!

10. Ask and answer questions about festivals (type of event / dates / schedules). Talk about a festival you know or see the information page 115-117.

Un des élèves (student A) utilisera les fiches questions page 115.

L'autre élève (student B) répondra aux questions grâce aux éléments qu'il découvrira sur les affiches page 116 et 117.

Les élèves pourront ensuite changer de rôle et poser des questions sur une autre affiche.

Il serait également possible de demander aux élèves de présenter (EOC) un des festivals (en utilisant une des affiches page 116 ou 117).

Page 28 – American TV Programs

1. Look at the document and answer the questions.

- a. There are four network channels and three cable channels.
- b. The program starts at eight o'clock and finishes at 12 o'clock (midnight).

2. Read the document carefully and fill in the grid.

Réponses possibles

- a. a series b. a film / a movie c. a reality television program
- d. a sports program e. a cartoon f. a game show / a quiz show

Type of program	Example	Time	Channel
a. a series	Desperate Housewives	10:00	ABC
b. a film / a movie	The Da Vinci Code	10:00 / 10:10	Cinemax
c. a reality television program	Supernanny	9:00	ABC
d. a sports program	NFL Football	8:00	NBC
e. a cartoon	The Simpsons	10:00	Fox
f. a game show / a quiz show	Are you smarter than a fifth grade?	8:00	Fox

3. Answer the questions.

- a. The local news is at 11:00 on ABC and at 10:45 on NBC.
- b. There are three different talk shows on the network channels (Jimmy Kimmel Live / Late show with David Letterman / The tonight show with Jay Leno).
- c. Charlie's Angels starts at quarter past eight and The Da Vinci Code starts at ten past ten pm.
- d. There are three different series on the network channels (Desperate Housewives / Ghost Whisperer / Cold Case).
- e. My favorite series is... It's on... It's at...

Activités complémentaires : Practice ex. 4 et 5 p. 29 ; Grammar Keys ex. 4 et 5 p. 101 ;
Workbook ex. 12, 13, 14 et Language Quiz p. 27 + ex. 15 (oral interaction) p. 28

Page 29 – Practice

4. Lisez et répondez oralement aux questions suivantes. (TV Tonight page 28)

- a. No, there isn't.
- b. Yes, there are two. There is America's funniest home videos at eight o'clock and Supernanny at 9 o'clock.

- c. Yes, there is. There is a cartoon on Fox channel. It's the Simpsons. It's at ten o'clock.
- d. Yes, there is a basketball match on ESPN. The two teams are San Antonio Spurs and Portland Trail Blazers. It's at eight o'clock.
- e. Yes, there is. There is Special Investigation on CNN at eight o'clock.

5. Interrogez votre voisin sur le programme page 28 ou répondez à ses questions.

Questions possibles :

- a.
 - Is there a talk show on...? What's the name of the talk show? What time is it?
 - Yes, there is. It's...
- b.
 - Is there a boxing match show on ESPN? What are the names of the boxers? What time is it?
 - Yes, there is. The two boxers are Lennox Allen and Nick Brinson. It's at eleven o'clock.
- c.
 - Is there a football match tonight? Which channel is it on? What are the names of the two teams? What time is it?
 - Yes, there is. It's on NBC. The two teams are New England Patriots and Indianapolis Colts. It's at eight o'clock.
- d.
 - Is there a local programming? Which channel is it on? What time is it?
 - Yes, there is. It's on... at...
- e.
 - Is there a news report? Which channel is it on? What is the name of the program? What time is it?
 - Yes, there are. It's on CNN. It's Newsroom at ten at night.

6. Réécrivez en toutes lettres les dates et horaires suivants.

- a. on April the tenth at quarter past ten in the morning.
- b. on September the twenty-sixth at half past nine in the morning.
- c. on December the twelfth at quarter to eight in the evening / at night.
- d. on March the nineteenth at quarter to seven in the morning
- e. on October the twenty-first at eleven in the morning.
- f. on February the thirteenth at half past eight in the evening / at night.

7. Complétez avec *from... to...*, *in*, *on* ou *at*.

- a. The rock concert is **in** winter, **on** January the 24th.
- b. The concert starts **at** quarter to ten.
- c. The karaoke contest is **on** Friday, **from** 9:30 to 11:15.

Unit 06 Everyday life

Tâche finale (My Project p. 33)

Niveau A2 / EE - EOI : Vous devez réaliser un sondage sur les habitudes journalières et les activités habituelles des élèves de votre lycée.

Activités langagières	Tâches à réaliser au cours de l'unité (p. 30 - 33)
CO / EOI	Demander et donner des détails sur sa vie quotidienne
EOC	Présenter une personne que l'on connaît
CE	Tâche : Comprendre un témoignage
EE / EOI	créer et effectuer un sondage. Afficher les résultats.

Contenus culturels et linguistiques

Culture et lexique

Vivre et agir au quotidien : mode de vie (*every day life, everyday activities at school, at home... way of life in Australia, an Aussie, footie, vegemite... way of life in Alaska: outdoor sports and activities, distance education...*).

S'informer et comprendre : références géographiques (*Canberra, Sydney, Melbourne, the Northern Territories, the Gibson and Tanami deserts. Anchorage, Fairbanks*).

Se cultiver et se divertir: Sports et loisirs (*go hiking, hunting, ice-climbing, rock-climbing, rafting, cross-country skiing, surfing, skidooing...*).

Prononciation, lecture et écriture

Reconnaissance et réalisation des terminaisons du présent.

Grammaire de la langue

Dialoguer : interroger (*Do you practise a sport...? Does s/he get up before 6 am?*) ; répondre (réponses courtes: *Yes, I do / No, I don't / Yes, s/he does. / No, s/he doesn't*. Réponses longues: *Yes, he lives in Sydney. No, she doesn't go to college*).

Décrire : qualifier (adverbes de fréquence et indicateurs : *always, usually, often, sometimes, never...*).

Page 30 - My routines

1. Look at the drawings. Listen to Jasper and note down the times you hear. Then repeat the sentences.

Enregistrement

I am as regular as clockwork!

- a. I get up at half past six in the morning.
- b. I have breakfast at quarter past seven.
- c. I start work at eight o'clock.
- d. I have lunch at quarter to one in the afternoon.
- e. I get back home at twenty past six every day.
- f. I have a shower at ten to seven.
- g. I have supper at 8 in the evening. I like regularity!

- | | | | |
|------------|------------|------------|-------------|
| a. 6 am | b. 7.15 am | c. 8.00 am | d. 12.45 pm |
| e. 6.20 pm | f. 6.50 pm | g. 8.00 pm | |

2. Listen to Jasper's evening routines and select his activities. Then match them with the pictures above.

Enregistrement

My evening routines

Pollster: So, Jasper, do you accept to answer my questions about your evening routines?

Jasper: Yes, I do.

Pollster: Do you watch TV in the evening?

Jasper: Yes, I do. I always watch the news.

Pollster: What do you watch after the news? Films? Series? Documentaries?

Jasper: Nothing. I prefer my computer.

Pollster: Do you work on your computer every evening?

Jasper: No, I don't. I chat with people on the Net.

Pollster: Do you communicate with your friends on the Net only?

Jasper: No! I often call them or they call me.

Pollster: Do you play on your computer?

Jasper: Yes, I do. I love playing cards. I play poker every evening.

Pollster: Do you go out at night?

Jasper: I go out at weekends only. I don't go out on weekdays because I get up early in the morning.

Pollster: Where do you go out at weekends?

Jasper: To discos, mainly.

Pollster: What time do you go to bed on weekdays?

Jasper: Between 11 and 11:30 p.m.

Pollster: Do you read in bed?

Jasper: No, I don't. I hate reading!

Pollster: Thank you, Jasper, for giving me some of your time.

Jasper: You're welcome.

Pollster: What an exciting life at twenty years old!

watch the news (picture 1)

call friends (picture 3)

go out at weekends (picture 5)

chat with people on the Net (picture 2)

play on computer (picture 4)

go to bed (picture 6).

3. Listen and complete the sentences taken from Jasper's interview in your copybook.

Enregistrement

a. Pollster: Do you watch TV in the evening?

Jasper: Yes, I do. I always watch the news.

b. Pollster: Do you work on your computer every evening?

Jasper: No, I don't. I chat with people on the Net.

c. Pollster: Do you go out at night?

Jasper: I go out at weekends only. I don't go out on weekdays.

4. Reorder the words to write correct questions. Then listen and check.

Enregistrement

a. What do you watch after the news?

b. Where do you go out at weekends?

c. What time do you go to bed on weekdays?

Now act!

5. Ask your partner about his/her weekend routines and note down the answers and report to the class. Then change roles.

Les élèves reprendront les structures verbales, les mots interrogatifs et le lexique contenus dans la page 30 et les enregistrements des activités 1, 2 et 3 et essaieront d'enrichir avec deux ou trois questions plus personnelles.

Page 31 - Here is my new friend

6. Listen and find information about Ella and Tom (their age, place of living, occupation and hobbies).

Enregistrement

Ron's new friend

Matt: Hi, Ron! You look on top form this morning! What's up?

Ron: Hello, Matt. Do you know what? I've got a new friend on the Net. She sends me two or three emails every evening! She's an Aussie.

Matt: An Aussie? What does that mean?

Ron: It means 'Australian'. Her name is Ella, she is 17.

Matt: Does she live in Sydney?

Ron: No, she doesn't. She lives in Canberra, the capital city.

Matt: What does she do? Is she a student?

Ron: Yes, she goes to a vocational school. She studies economics. At weekends, she goes surfing with her friends.

Matt: Has she got brothers or sisters?

Ron: Yes, she has. She's got one brother, Tom. He is 20. He doesn't live with his family. He is a bus driver, he drives a school bus in Sydney. He loves playing footy.

Matt: Footy? What's that?

Ron: It's a mixture of football, rugby and American football.

Matt: I see. And... does he...

Ella: She is Australian. She lives in Canberra. She is 17. She studies economics. She has a brother, his name is Tom. Ella is Matt's new friend on the Net.

Tom: He's 20. He lives and works in Sydney. He is a school-bus driver. He loves playing footie.

7. Select the right verbs to complete the presentation of Ella and Tom.

Ella goes to a vocational school where she studies economics. At weekends, she loves / she goes surfing with her friends. She has a brother; his name is Tom. He drives a school bus. He loves playing footy.

FOCUS

- Quels mots indiquent que l'action est habituelle? Every day et always. Où sont placés l'indicateur de temps et l'adverbe de fréquence? L'indicateur every day se place en fin de proposition (il peut se trouver en début) mais l'adverbe de fréquence se place avant le verbe (sauf s'il s'agit du verbe 'be'). Quel est le temps des verbes ? Les verbes sont au présent simple.

- Quand la base verbale prend-elle la terminaison 's'? Quelles modifications sont apportées à 'go' et 'study'? Un verbe au présent simple prend la terminaison 's' lorsque le sujet est une personne ou un animal, un lieu, un événement... que l'on peut remplacer par 'she', 'he', 'it'.

Le verbe 'go' devient 'goes' quand il est commandé par un sujet à la 3e personne du singulier. C'est la même chose pour 'do'. Le verbe 'study' transforme le 'y' final en la terminaison 'ies' mais attention, ce n'est pas forcément le cas pour tous les verbes terminés par 'y' !

- Comment construit-on une question ouverte ? DO + sujet + V ou bien : DOES + sujet 3e personne du singulier + V.

- Comment est formé un énoncé négatif long? Sujet + DON'T ou DOESN'T + V.

8. Replace the underlined words by *she/he/it/they* and modify the verbs when necessary.

He works in the car industry in Melbourne. It is hard. She has a job in a large bookstore. They are students. She goes to college and wants to open a tourist agency in the Northern Territories. He studies archaeology at university and dreams about the Gibson and Tanami deserts every night. They live in a high building and don't like the city life.

9. Say this text using *she* instead of *you* and *I*.

A: <u>Does she</u> have a typical Australian breakfast?	B: Yes, <u>she does</u> . But only at weekends.
A: <u>Does she</u> eat eggs and bacon?	B: No, <u>she doesn't</u> . <u>She cooks</u> pizza and <u>she serves</u> it with fried noodles or <u>she prepares</u> lentils and sausage.
A: <u>Does she</u> have bread too?	B: Yes, <u>she does</u> . <u>She loves</u> toast with Vegemite *!

Now act!

10. Present a friend or a member of your family to your class and tell them about her/his life.

Expression personnelle.

Page 32 – Life in Alaska

1. Read the document and say which topics Piers writes about on his blog. his outdoor activities – his holidays – the weather

2. Match these activities with the pictures:

- | | | |
|------------|-------------------------|---------------|
| a. rafting | b. rock climbing | c. hunting |
| d. hiking | e. cross-country skiing | f. skidooring |

3. Read the document again and find the English words for:

- | | |
|---|--|
| a. tous les jours : every day (paragraphe 1) | b. toute la journée : all day (paragraphe 3) |
| c. chaque été : every summer (paragraphe 2) | |
| d. une ou deux fois par semaine : once or twice a week (paragraphe 2) | |
| e. toujours: always (paragraphe 3) | f. généralement : usually (paragraphe 1) |
| g. souvent : often (paragraphe 1) | h. quelquefois : sometimes (paragraphe 1) |
| i. rarement : rarely (paragraphe 3) | j. jamais : never (paragraphe 2) |

Page 33 – Practice

4. Répondez aux questions sur 'Life in Alaska'.

- Piers is from Anchorage, a town on the Pacific coast of Alaska (southwest).
- He often goes fishing early in the morning, and after supper, he sometimes goes rafting until 11pm.
- The daylight lasts from 18 to 21 hours; nights are very short.
- He always goes to Fairbanks, a town located in the East of Alaska. That is where his cousin Lewis lives.
- They often go hiking or rock climbing after midnight.
- It is dark all day from mid-November to mid-February. At that time of year, many schools are closed and students use computers and distance education for their studies.

5. Recomposez les questions puis répondez-y personnellement en précisant la fréquence (ex 3).

- a. Do you get up before 6 am on weekdays?
- b. Do you take a bus to school?
- c. Do you go out after supper?
- d. Do you go hiking with friends?
- e. Do you practise a sport?

My project

Vous devez réaliser un sondage sur les habitudes journalières et les activités habituelles des élèves de votre lycée.

Document 1 :

10 questions élaborées entre 2 élèves.

Do you get up before 6 am ?

Do you take a bus to school ?

Document 2 :

Après avoir compilé tous les documents 1, on choisit les 15 questions les plus intéressantes et on les écrit sur le document 2 en proposant à chaque fois 3 fréquences que les élèves 'sondés' devront cocher.

Student's first name and class :

a. *Do you get up before 6 am?* *Every day* ☐ *sometimes* ☐ *never* ☐

b. *Do you take a bus to school?* *Every day* ☐ *sometimes* ☐ *never* ☐

Document 3 :

On comptabilise les réponses obtenues:

a. *Do you get up before 6 am?* *Every day* 10 *sometimes* 4 *never* 6

b. *Do you take a bus to school?* *Every day* 7 *sometimes* 3 *never* 10

Document 4 :

On calcule les pourcentages pour chaque question et on les affiche dans des énoncés rédigés. Cette dernière étape peut être réalisée conjointement avec le professeur de mathématiques.

a. *Total number of students in the survey : 20*

b. *50% take a bus to school every day. 20% sometimes take a bus to school. 30% never take a bus to school.*

Unit 07 Abilities and rules

Tâche finale (My Project p. 37)

Niveau A2 / EE : Un correspondant anglais doit effectuer une période de stage dans l'entreprise qui vous reçoit. Vous devez réaliser une affiche pour lui préciser différentes consignes à respecter sur le lieu de travail.

Activités langagières	Tâches élémentaires
CO	Niveau A1 : Comprendre des mots isolés. Niveau A2 : Comprendre des questions. Niveau A2 : Comprendre une consigne.
EOC	Niveau A2 : Présenter ses compétences.
EOI	Niveau A2 : Exprimer ou répondre à une autorisation, une interdiction.
CE	Niveau A2 : Comprendre des consignes sur une affiche. Niveau A2 : Trouver les informations pertinentes dans un document. Niveau A2 : Trouver les informations pertinentes dans un dépliant, site internet.
EE	Niveau A2 : Dresser une liste de consignes. Niveau A2 : Rédiger une série de consignes de sécurité. Niveau A2 : Réaliser une affiche, un panneau avec des consignes spécifiques.

Contenus culturels et linguistiques

Culture et lexique

Vivre et agir au quotidien : relations avec les autres (Personal and professional relations with other people : a volunteer organization, summer camp, babysitter)

Etudier et travailler : monde professionnel (Industry, business and services : abilities, work etiquette, safety precautions)

Prononciation, lecture et écriture :

Reconnaissance du phénomène de réduction vocalique des mots-outils et réalisation du « schwa » : can / can't

Grammaire de la langue

Dialoguer : interroger : syntaxe des énoncés interrogatifs (*What can you do ? Can you drive a truck ?*); répondre : affirmation et négation: syntaxe des énoncés affirmatifs et négatifs (*Yes, I can / No, I can't / I must wear glasses / You mustn't smoke*)

Communiquer / comprendre et s'exprimer : faire faire / mettre en garde : impératif et expression de l'obligation et de l'interdiction (*Knock, don't exit / You must clean the table, you mustn't answer the phone, you can't chew gum*)

Page 34 – What can you do?

1. Listen and repeat.

Enregistrement

Do homework – Search the internet – Give first aid – Do the cooking – Use software
– Drive a truck

2. Listen to the dialogue, select Yes or No.

Enregistrement

Two students are talking about going to Africa with a volunteer organisation.

Amélien: Here is the website, volunteer4africa. There are different projects.

Jonathan: Look! This is interesting: Volunteer at Children's Village. No qualifications, just lots of energy.

Amélien: There's a list of questions. Let's answer them.

Can you speak English?

Jonathan: Yes, I can. I can speak good English.

Amélien: Good then, you can give them English lessons.

Can you do homework with the children?

Jonathan: Well, I can help them if it's not too difficult and I can search the Internet for information.

Amélien: Can you give first aid?

Jonathan: No, I can't, not really but I suppose I can learn.

Amélien: Are you good at sport?

Jonathan: Yes, I practise a lot of sport and I can play basketball very well.

Amélien: Can you prepare a meal?

Jonathan: Well, I can't cook for a restaurant but I can do the cooking for a family.

Amélien: Can you use a computer?

Jonathan: Yes, I can. I can send e-mails and I can use several software packages.

Amélien: Can you drive a truck?

Jonathan: I'm sorry, I can't but I can drive a car.

Amélien: And the last question is: What else can you do?

Jonathan: I can play the guitar.

a. Speak English: **YES**

b. Do homework: **YES**

c. Give first aid: **NO**

d. Practise sport: **YES**

e. Do the cooking: **YES**

f. Send emails: **YES**

g. Drive a truck: **NO**

3. Use the following elements to say what you can or can't do.

I can / I can't:

(speak) good English

(do) homework with the children

(search) the internet

(give) first aid

(play) basketball
(use) a computer
(drive) a car

4. Complete the questions and the short answers. Listen and check.

Enregistrement

a.

- Can you speak English?
- Yes, I can. I can speak good English.

b.

- Can you give first aid?
- No, I can't. I'm sorry.

c.

- Can you use a computer?
- Yes, I can. I can use different software.

d.

- Can you drive a truck?
- No, I can't. I'm sorry.

- a.** Can you (**speak**) English? Yes, (**I can.**) **c.** (**Can**) (**you**) (**use**) a computer? (**Yes, I can.**)
b. (**Can**) (**you**) give first aid? No, (**I can't.**) **d.** (**Can**) (**you**) (**drive**) a truck? (**No, I can't.**)

Now act!

5. You want to work for a summer camp. Imagine what they can ask you. List what you can do and tell the class.

I can swim. I can play the guitar. I can use the internet. I can dance. I can read a map. I can cook. I can use a computer. I can practise sport. I can tell stories...

Activités complémentaires : Grammar Keys ex. 1 et 2 p. 103 ; Workbook ex. 1 à 5, language quiz p. 34-35

Page 35 – You must be careful

6. Listen and repeat.

Enregistrement

- a.** Be careful with the pans
- b.** Close the drawer
- c.** Unplug the toaster
- d.** Open the oven door

7. Listen to Mrs Wilson’s instructions and match the verbs to the right element. Then say the full instructions.

Enregistrement

Alison: Good morning, Mrs Wilson.

Mrs Wilson: Good morning, Alison.

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

You mustn’t answer the phone.

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

You must unplug the toaster and clean the table.

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

Alison: Bye, Mrs Wilson.

Be careful with – answer - close – open – unplug – clean – smoke

You must	You mustn't
be careful with the pans. close the drawer. unplug the toaster. clean the table.	answer the phone. open the oven door. smoke in the house.

8. Match the pictures and the instructions. Listen and check. Then repeat.

Enregistrement

Picture a: You must wash your hands.

Picture b: You must use earplugs

Picture c: You must wear safety shoes.

Picture d: You mustn’t turn on the hot water tap.

Picture e: You must take safety precautions.

Picture f: You mustn’t touch the fence.

a - c / b - d / c - a / d - f / e - e / f - b.

FOCUS

- Quelle forme verbale indique un savoir-faire ? Un manque de savoir-faire ? Un ordre ? Une interdiction ? **can, can't, must, mustn't.**
- Les mots soulignés sont-ils des noms? **Ce sont des verbes.**
- Quelle règle peut-on en déduire ? **Can, can't, must, mustn't sont toujours suivis d'un verbe lorsque la phrase est complète.**

Now act!

9. Write a message for the new babysitter about safety precautions in the bathroom.

You mustn't turn on the hot water tap – you must use a bath thermometer – you mustn't answer the phone – You must close the drawer with the creams – You must clean the bathtub – You must unplug the hairdryer – You must give the toys – You must close / You mustn't open the window

Activités complémentaires : Practice ex. 4 et 5 p. 37 ; Grammar Keys ex. 3 et 4 p. 103 ; Workbook : ex. 6 à 9, language quiz p. 36-37

Page 36 - Work etiquette

1. The document is:

b. a poster

2. Select if you must or if you can't do the following actions then find the corresponding expressions in the text.

I must	a				e	
I can't		b	c	d		f

- a. Wear glasses, a helmet and gloves.
- b. Don't show your tattoos and body piercing.
- c. Don't chew gum or pop bubble gum.
- d. It's not a good idea to take your iPod to your office.
- e. Have a shower regularly and use a nice deodorant.
- f. It is extremely rude to arrive late for a meeting.

3. Right or wrong? Justify your answers with a tip from the document.

- a. You mustn't say hello to your new colleagues.
Wrong. Welcome new employees and help other people.
- b. You must be clean.
Right. Wear appropriate office clothes, have a shower regularly and use a nice deodorant.
- c. You must wait for an answer before entering a room.
Right. Knock before entering an office.
- d. You must respect the people working with you.
Right. Say "Please, Thank you, You're welcome". Always be respectful to those older than yourself.
- e. You can have private phone conversations.
Wrong. Mute your cell phone in the office.
- f. You must be careful when using a machine.
Right. Always turn the power OFF before repairing a machine.

Activités complémentaires : Workbook ex. 10 p. 38 (oral interaction)

Page 37 - Practice

4. Utilisez les symboles pour donner des consignes à l'impératif.

a Don't talk - b Call the police - c Don't take pictures - d Don't walk on the grass.

5. Transformez les consignes de l'affiche ci-dessous en utilisant 'You must' ou 'You mustn't'.

You must:

Move to another car through interior doors. / Remain inside. – tracks are electrified.

Follow instructions from train crew. / Notify a crew member. / inform the train crew.

Alert the train crew. / contact a train crew member and listen for announcements.

You mustn't pull the emergency cord. / exit train.

My project

Un correspondant anglais doit effectuer un stage dans l'entreprise qui vous reçoit. Vous devez réaliser une affiche pour lui préciser différentes consignes à respecter sur le lieu de travail.

Tâche 1 : Trouver les informations pertinentes dans un dépliant, site internet, etc. (CE).

Faites des recherches sur l'entreprise qui vous intéresse et réalisez une fiche signalétique.

Tâche 2 : Dresser une liste de consignes (EE).

Listez les consignes à respecter dans cette entreprise.

Tâche 3 : Réaliser une affiche, un panneau (EE).

Présentez les différentes instructions sous la forme d'une affiche.

Exemple de production attendue pour la tâche finale

You must say hello to the customers / your colleagues / your boss.

Don't wear jeans but wear black trousers, a black jacket and a white shirt!

You must have a shower and use deodorant.

You mustn't wear tattoos or piercings.

You can't chew gum and you can't answer your mobile.

You can talk with the customers and you must listen to them.

You must answer their questions.

You must be careful with the machines.

You must follow the instructions.

You must close the doors.

You must listen for the announcements.

You can't smoke.

Unit 08 Past events

Tâche finale (My Project p. 41)

A2 / EE – EOI : *Pour une action e-twinning, vous préparez l'album collectif des élèves de la classe.*

Activités langagières	Tâches élémentaires
EOC	A2 – Présenter l'enfance de quelqu'un.
EOI	A2 – Demander et donner des informations sur des vacances passées
CE	A2 – Comprendre un compte rendu.
EE	A2 – Décrire une carte postale.

Contenus culturels et linguistiques

Culture et lexique

Vivre et agir au quotidien : modes de vie (*tourism*: holiday, leisure facilities, museum, beach, mountains, palm tree, tennis courts, swimming pools, lake, campsite, souvenir shop...)

Etudier et travailler : emploi et mobilité (*jobs*: servant, merchant, factory worker, retired person...)

S'informer et comprendre : société (*Ethnic groups*: American Indian) ; références géographiques (*South Africa*)

Prononciation

Prononciation de « was » et « were », « wasn't » et « weren't »

Grammaire de la langue

Dialoguer : interroger (*Where were you on holiday? When was it? Were you alone? Was there a swimming pool?*); répondre (*I was in Spain It was last summer. No, I wasn't. Yes, there was.*).

Communiquer : comprendre et s'exprimer : raconter/relater prétérit de « be » (*was, were*) – marqueurs et indicateurs de temps de l'antériorité (*yesterday, last summer*) ; rendre compte, décrire (*there was, there were, there was no, there were no...*).

1. Listen and repeat.

Enregistrement

- a. I was born on May 21st
- b. He is hungry
- c. He is poor
- d. He is a farmer
- e. He is a factory worker
- f. Yesterday

2. Listen to Lorna and choose the right answers.

Enregistrement

Hi. My name is Lorna Higgins. I was born in a brick house in Soweto, the big township near Johannesburg in South Africa. We were poor; my mother was a servant and my father was a factory worker. Sometimes my brothers and sisters and I were hungry; there wasn't much food. Life wasn't easy. In those days, some white people were terrible with my people. Today it's different.

- a. Lorna was born in *South America*.
- b. Her mother was *a servant*.
- c. Her father was *a factory worker*.
- d. Lorna, her brothers and sisters were *poor*.
- e. Life wasn't *easy*.
- f. Some white people weren't *nice* with black people.

En collaboration avec le professeur de lettres – histoire, un travail de recherche pourra être fait sur l'Afrique du Sud.

3. Use elements of each column to narrate Sally's possible childhood.

Réponse possible:

Sally Woods was born in a wooden house; she was happy, she was friendly. Her parents weren't rich... They were happy... Nature was friendly...

4. Now listen to Sally and check your text.

Enregistrement

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

On pourra faire répéter les éléments entendus sur la vie de Sally, afin de préparer l'activité suivante.

5. Present Lorna and Sally when they were children.

Cette activité peut se faire à l'oral et à l'écrit.

Lorna was born in Soweto in South Africa. Her family was poor; her mother was a servant, her father was a factory worker. Life was difficult.

Sally was born in an Indian reservation in South Dakota. Her parents were farmers and were happy. People in the village were helpful and nature was good / friendly.

Now act!

6. Use the following information about Nigel to present his childhood.

Réponse possible : Nigel was born in a farm ; his father was a farmer and his mother was a cook. They were happy.

Page 39 - Last summer

7. Listen and repeat.

Enregistrement

there was a beach – there were palm trees – there were lots of people – there was no swimming pool – there were no mountains.

8. Listen to Brenda and say if there was/were... (+) or was no/were no... (-) in her holiday place.

Enregistrement

I am Brenda Blackwell. I was in Greece, on a small island with mountains. It was great. We were at a sea resort. There was a nice beach, but there were no palm trees. Just sand and parasols! There were two swimming pools and many leisure facilities. Oh yes, there were two discos with different atmospheres. The hotel was very nice and very comfortable too. There was a small village nearby. There were some nice shops for souvenirs and local food. There was also a restaurant in the village. Very pleasant and relaxing... And one more good thing! There was no museum!.. No regrets, I am afraid...

- | | | |
|-----------------------|------------------|---------------------------|
| a. palm trees (-) | d. a village (+) | g. leisure facilities (+) |
| b. swimming pools (+) | e. a museum(-) | h. a restaurant (+) |
| c. shops(+) | f. a beach (+) | i. mountains (+) |

9. Write sentences about Brenda's holidays as in the example with the help of exercise 8.

- a. There were no palm trees.
- b. There were swimming pools.
- c. There were shops.

- d. there was a village.
- e. there was no museum.
- f. There was a beach.
- g. There were leisure facilities.
- h. There was a restaurant.
- i. There were mountains.

Activités complémentaires : Workbook ex. 11 p. 41

FOCUS

- Quelles sont les deux formes de « be » au passé ? « was » et « were »
- Comment dire « il y avait... », « il n'y avait pas... » ? Comment demander « Est-ce qu'il y avait... ? » « There was, there were », « there was no, there were no », « was there... ?, were there... ? »
- Comment répondre par « oui / non » ? « Yes, there was / yes, there were » – « no, there wasn't / no, there weren't ».

Activités complémentaires : Grammar Keys ex. 2 p. 98 ; Workbook : ex. 4 et 7 p. 40

10. Ask if “there was/were” and give the proposed short answer.

- a. Was there a mini-golf? Yes, there was.
- b. Was there a souvenir shop? Yes, there was.
- c. Were there big supermarkets? No, there weren't.
- d. Was there a lake? No, there wasn't.
- e. Were there tennis courts? Yes, there were.
- f. Was there good music in the disco? No, there wasn't.

11. Complete with “there was (no)” or “there were (no)” according to what there was (+) or there was not (-) in Birchwood.

- a. In the 60's, *there was* a community hall and *there were* many old cottages, in the village centre.
- b. *There was no* river but *there was* a small lake for fishing.
- c. *There were no* shopping malls, *there were no* discos but *there were* nice pubs. It was a good place to live and a good place for holidays too!

Activités complémentaires : Grammar Keys ex. 3 p. 104 ; Workbook : ex. 9 et 10 p. 41

Now act!

12. You ask your neighbour about Jane's last holidays. Then you answer his/her questions about Greg's holidays with your card. Your neighbour's information about Jane is on page 117.

Questions à poser dans le “pair work” :

- When was Jane/Greg on holiday? Where was he/she?
- Was he/she alone?
- Was he/she in a campsite? What was its name?
- Where there any facilities? What were the facilities?

- Was there a disco? Were there tennis courts?
- Was there an amusement arcade?
- Were there restaurants?

Page 40 – Crime scene

1. Choose the right answers.

This text is: **c.** a report

It is about: **b.** a murder.

2. Look at the picture, read the text and complete the chart in a note form.

Who?	When?	Where?	What?
Derek MacBryde and his dog	Tuesday November 16th	at a family castle, in Pitnair-green	a murder

3. In the text, find the English words for:

retraité = *retired*

le coffre-fort = *the safe*

des bijoux = *jewels*

était en désordre = *was messy*

étaient éparpillés = *were scattered*

une vitre = *a windowpane*

des empreintes de pas = *footprints*

le voisinage = *the neighbourhood...*

4. Answer the questions.

a. What was Mr MacBryde's job? *He was in business.*

b. Was he living alone? *No, he wasn't.*

c. Were there many people with Mr MacBryde in the castle? *No, he was alone that night.*

d. Was there money in the safe? *No, there wasn't, there were jewels.*

e. Where were the footprints? *(They were) on the carpet.*

f. Why was the phone out of order? *Because it was probably damaged by the intruder.*

5. Correct these statements with full sentences.

a. The crime scene was in the office. *It was in the lounge.*

b. Derek's dog was standing next to him. *His dog was killed too.*

c. All the doors were closed. *The main door was opened.*

d. Nothing was broken in the lounge. *A vase was broken and there was a broken windowpane (too).*

Activités complémentaires : Workbook: ex. 14 p. 42

Page 41 - Practice

6. Ecoutez les interrogatoires de l'officier de police Wilson à propos du meurtre de Derek MacBryde (page 40) et répondez aux questions.

Enregistrement

1st interrogation

Police officer: Good morning Mrs Mac Bryde. Where were you last night between 8 and 11.30?

Mrs Mac Bryde: I was in London with my daughter Ann. We were at a friend's house. [...]

2nd interrogation

Police officer: Miss Stella Bent. Can you tell us? Where were you last night?

Miss Stella Bent: It was my day off. I was with my boyfriend Sam; we were at the football match.

Police officer: What was the score?

Miss Stella Bent: Two-zero to Perth. [...]

3rd interrogation

Police officer: Mr Duke, John Duke, where were you last night?

John Duke: I was in bed because I was sick. [...]

- Where was Stella Bent? Was she alone? *No, she wasn't; she was with her boyfriend, at the football match.*
- Who was in London? Where exactly were they? *Mrs MacBryde and her daughter; they were at a friend's house.*
- Why was John Duke in bed? *Because he was sick.*
- According to you, who is the murderer? Why? *On peut attendre la réponse suivante : « (I think) John Duke is the murderer because he has no real alibi » ou une réponse partielle.*

7. Mettez les verbes au passé et modifiez le marqueur de temps en utilisant « yesterday » ou « last... ».

- Today we are at school. → Yesterday we *were at school.*
- This week I am not on holiday. *Last week I was on holiday.*
- This summer they are at the seaside. *Last summer, they were at the seaside.*
- Where is John today? *Where was John yesterday?*

8. Répondez aux questions personnellement.

Exercice ouvert.

9. Vos amis veulent savoir ce qu'il y avait au terrain de camping de Thornhill dans le Devon, où vous étiez l'été dernier. Complétez leurs questions et répondez en fonction des informations données sur le dépliant.

Were there showers? Yes, there were.

Was there a disco? Yes, there was.

Was there a bar? Yes, there was.
Was there a swimming pool? Yes, there was.
Were there tennis courts? Yes, there were.
Was there music? Yes, there was.
Was there a games room? No, there wasn't.
Were there restaurants? No, there weren't.
Was there a mini-golf? No, there wasn't.

My project

Pour une action e-twinning, vous préparez l'album collectif des élèves de la classe.

Tâche 1 - Décrire une carte postale (EE).

Vous choisissez une carte postale ou une photo de vos dernières vacances.
Vous la décrivez en disant ce qu'il y avait (et ce qu'il n'y avait pas).

Tâche 2 – Donner des informations sur des lieux de vacances (EOI).

Vous répondez aux questions que peuvent vous poser vos camarades.

ZOOM In the Highlands

Page 42

Highland Games

1. Read the text and the note; then answer the questions.

a. Why did King Malcolm organize competitions?

To recruit his servants-messengers and bodyguards.

b. What did the clan chieftains do later on?

They organised games too to prepare their men for wars.

c. Why are there Highland Games today?

To celebrate, to honour Scottish and Celtic culture and traditions.

d. Which city organises the most famous games? Locate it on the map. Why are they famous?

Braemar organizes the most famous ones. Braemar is in the heart of the Highlands, a few miles away from Balmoral Castle, the Queen 's summer residence in Scotland. Every year, some members of the Royal family attend Braemar Highland Games.

e. How many people attend the Cowal games? Locate Dunoon on the map.

From 15,000 to 20,000 people attend the Cowal Games. Dunoon is situated on the Cowal Peninsula, in Argyll. It's on the Firth of Clyde.*

The Firth (not gaélique pour "embouchure", "estuaire") of Clyde is on the west of Scotland.

B2I: Les élèves auront des recherches à faire pour localiser plus précisément Braemar et Dunoon et trouver des informations complémentaires sur les jeux des Highlands. (activité 3)

www.visitscotland.com

www.braemargathering.org

Spectacular competitions

2. Can you compete in the Highland Games?

a. Convert the weight and length of the caber into metric measurements.

Weight = 45.36 kgs to 68.04 kgs – Length = 5.49 meters to 6.70 meters.

b. What qualities are necessary to toss the caber? Can you do it?

You need to be strong. + *réponse personnelle.*

3. Search the Internet about some of the other events: "putting the stone", hammer throwing, Highland dancing (the sword dance) and the names of some Scottish songs interpreted by Pipe Bands.

Glamis: a haunted castle"

4. Listen to the voice message of the Castle Visitor Centre and complete:

Enregistrement

There are about 150 haunted castles in Scotland and Glamis Castle is one of the most haunted castles with two ghosts!

The castle was home to Queen Elizabeth, the mother of the present Queen. Princess Margaret, the Queen's sister was born in Glamis.

A long time ago, the young and beautiful Lady Glamis was accused of being a witch by King James V. She was burned in 1537. Her ghost is the "Grey Lady of Glamis".

The second ghost is Earl Beardie, the 4th Earl of Crawford. He haunts a room where he played cards with the devil. Visitors can feel his presence in the chapel.

- a. Number of haunted castles in Scotland: **150**
- b. Number of ghosts in Glamis Castle: **2**
- c. Name of a famous inhabitant: **Queen Mother.**
- d. Name of the first ghost: **Lady Glamis.**
- e. Reason and year of her death: **She was accused of being a witch – She died in 1537.**
- f. Name of the other ghost card partner: **(Earl) Beardie.**

Nessie, myth or reality?

5. Answer the questions.

- a. Why is the water of the lake dark? **Because there is peat.**
- b. When did people first see a monster. **They first saw a monster in 565.**

6. In French, say what these years and figures correspond to.

- a. 1960 = Date où Tim Dinsdale a filmé une espèce de créature dans l'eau.
- 1934 = Date de la première photo de Nessie
- 2003 = Année de la fin des recherches faites par un millionnaire
- b. 230 = Profondeur du Loch Ness
- 16 = Vitesse en km/h du monstre vu en 1960

QUIZ

Enregistrement

1. The capital city of Scotland is Edinburgh.
2. The emblem of Scotland is the thistle. You can see the thistle on the Scottish rugby shirts in the Six Nations tournament.
3. The Scottish flag is white and blue.
4. The Scots speak English and Gaelic, mainly in the North.
5. The name of Edinburgh's rugby stadium is Murrayfield.
6. Haggis is the name of a traditional Scottish dish, made with lamb.
7. St Andrews is the city of golf. The city is also the site of a famous university.
8. Kilts are men's clothing. Today men wear kilts for ceremonies.
9. Nessie lives in Loch Ness, in the Central Highlands.
10. Scottish whisky is made with barley and water. This product is sold all over the world.

1. The capital city of Scotland is:
b. Edinburgh
2. The emblem of Scotland is:
c. the thistle
3. The Scottish flag is:
c. white and blue
4. The Scots speak:
b. English and Gaelic
5. The name of Edinburgh's rugby stadium is
a. Murrayfield (Stadium)
7. St Andrews is the city of
b. golf
8. Kilts are:
a. men's clothing
9. Nessie lives in:
c. Loch Ness
10. Scottish whisky is made:
c. with barley and water

Checkpoint (Units 5-6-7-8)

Listen

A2 Ecouter et comprendre : Comprendre un message sur un répondeur.

Vous allez entendre 2 fois le message d'information du parc de San Juan Island. Cochez les informations correctes et complétez celles qui manquent.

Enregistrement

You are listening to San Juan Island National Historical Park Information Centre.

The park is open from dawn to 11 pm.

There is no entrance charge.

Camping and overnight parking are prohibited.

Dogs must be kept on a leash and controlled at all times

You can only drive your car or ride your moped on roads or in parking areas.

You mustn't carry or use firearms.

Full information about park regulations is available at the park gates.

To book a guided visit with a park ranger, phone 360 – 378 – 2240

- a. It's San Juan Island: National Tourist Park ☐ National Zoological Park ☐
National Historical Park ☒
- b. It's open until **11 pm**.
- c. You pay \$10 to enter ☐ You don't pay to enter ☒
You pay £10 to enter ☐.
- d. You can camp in the park ☐ You can't camp in the park ☒
- e. You can ride or drive anywhere in the park ☐
You can drive or ride on specific areas ☒
You can't drive or ride at all in the park ☐
- f. You can carry a firearm but you can't use it ☐
You can use your firearm for hunting ☐
You can't carry a firearm and you can't use one ☒.
- g. You can get more information at the park **gates**.
- h. The phone number for visits with rangers is **360 378 2240**.

Speak

A2 Réagir et dialoguer : Demander et donner des renseignements, des informations sur des programmes de télévision pour la soirée.

Vous avez 4 minutes pour dialoguer avec votre partenaire au sujet des programmes de télévision de la soirée. Vous avez chacun les programmes de deux chaînes différentes. Posez des questions puis répondez en donnant des renseignements précis sur les horaires, les genres des films de la soirée.

Documents supports sur le site www.editions-foucher.fr

A2 Parler en continu : Décrire un paysage de vacances passées.

Votre professeur vous remettra une photo de paysage prise pendant les dernières vacances. Après 1 minute de réflexion, vous avez la parole pendant 2 minutes pour décrire ce qu'il y avait.

Documents supports sur le site www.editions-foucher.fr. Mais toute image riche en éléments visuels peut être utilisée.

Read

A2 Lire : Comprendre des consignes, des instructions.

Répondez aux questions suivantes :

Echo Canyon Park

Park regulations

a. Quand est ouvert le parc ?

De l'aube jusqu'au crépuscule (du matin au soir)

b. Quel type de contenants sont interdits ?

Les récipients en verre.

c. Dans quel(s) cas a-t-on besoin de permis ?

Pour boire des boissons alcoolisées, pour écouter de la musique for (sur une radio par exemple) ; pour les armes à feu, il faut un autre type de permis.

d. Peut-on circuler en voiture ou à moto ? Si oui, où est-ce possible ?

Oui, on peut circuler en voiture ou à moto sur les aires de parking et les routes (goudronnées).

e. Quelles personnes peuvent avoir une arme à feu en leur possession ?

Celles qui ont le permis ARS 13-3112.

f. A-t-on le droit de cueillir des plantes ? Où peut-on faire du feu ?

Non, la cueillette de plantes est interdite. On ne peut faire du feu que dans des endroits bien précis.

g. Que doivent faire les propriétaires de chiens ? (deux informations)

Les chiens doivent être tenus en laisse et leurs propriétaires doivent ramasser les déjections.

h. *Que peut-il se passer si le règlement du parc n'est pas respecté ? (deux informations)*

On peut avoir une amende de \$2500 ; on peut avoir une peine de 6 mois d'emprisonnement.

Write

A2 Ecrire : Rédiger une lettre.

Vous répondez à votre correspondant(e) étranger(e). Dans ce courrier, présentez votre quotidien en semaine et vos activités du week-end.

Expression libre.

Critères d'évaluation :

- On attend des réponses aux questions posées dans l'extrait de lettre du correspondant, avec des phrases complètes, le présent simple et le lexique des activités de routine ou autres.

- La forme de la lettre doit être respectée (date, Dear..., signature... etc).

Unit 09 Last week

Tâche finale (My Project p. 49)

Niveau A2 / EE: Rédigez pour votre blog ou celui de la classe un article sur un voyage ou déplacement scolaire que vous avez apprécié.

Activités langagières	Tâches à réaliser au cours de l'unité (p. 46 - 49)
EOC	Raconter ce que l'on a fait récemment.
CO – EOI	demande et donner des détails sur son week-end.
CE	Comprendre un compte-rendu de voyage/sortie.
EE (B2I)	Rédiger un article pour un blog.

Contenus culturels et linguistiques

Culture et lexique

Vivre et agir au quotidien : mode de vie (*everyday activities: go, see, meet, eat, play, listen to, buy, have lunch / dinner, go out, come back...*), *shopping (shopping centre / mall, buy, test, too expensive...)*.

Relations avec les autres (*relations with other people: mother, brother, sister, friends, have a drink, go to the pub / disco...*).

S'informer et comprendre : références géographiques (*the seaside, the Channel, Berk Plage, Meaux...*).

Prononciation, lecture et écriture

Reconnaissance et réalisation des terminaisons du prétérit régulier : [d], [t], [ɪd].

Grammaire de la langue

Raconter, relater : situer dans le temps (prétérit simple régulier et irrégulier, marqueurs du passé : *last, yesterday...*)

Dialoguer : interroger : syntaxe des énoncés interrogatifs au prétérit simple : (*Wh + did + S + V*) ; **répondre :** affirmation et négation (syntaxe des énoncés affirmatifs et négatifs au prétérit simple) : *S + didn't + V* ; **mots interrogatifs** (*what / where / what time / how / ...*)

Page 46 – Yesterday afternoon

1. Listen and repeat.

Enregistrement

I go / I went / did you go?

I see / I saw / I didn't see

meet / met / we didn't meet

eat / ate / I didn't eat

play / played / we didn't play

listen / listened / she didn't listen

2. Listen and choose the right solution.

Enregistrement

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

Sam: The match... I didn't see it. I went out with Debbie.

Brit: With Debbie?

Sam: Yes, Bob didn't call me. So I called Debbie. First, we met at the bus stop.

Brit: And then...

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

Brit: And you ate tacos...

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

Brit: And I was alone in my room...

- a. Sam saw / didn't see the match.
- b. Bob called / didn't call Sam.
- c. Sam and Debbie met / didn't meet at the bus stop.
- d. They played / didn't play poker at Pedro's Bar.
- e. They ate / they didn't eat Mexican food.

3. Listen again, and then say what Sam did yesterday afternoon.

Sam went out with Debbie. He called Debbie. He met Debbie at the bus stop. He had a drink with her at Pedro's Bar. They ate tacos and burritos. They listened to Mexican music.

FOCUS

- I called Debbie. We met at the bus stop. We had a drink. We listened to Mexican music.
- Donnez la base verbale des verbes de la première phrase. Lesquels sont réguliers ?
called → call – met → meet – had → have – listened → listen. Sont réguliers les verbes qui se forment de la même façon : en ajoutant -ed à la base verbale : call et listen.
- irréguliers ? Sont irréguliers les verbes dont le prétérit / le passé se forme sans règle particulière : meet et have. Ils faut donc les apprendre.
- I didn't see it. Bob didn't call me.
- Comment est composée la forme négative du passé ? En faisant précéder la base verbale de 'didn't / did not' à toutes les personnes (sauf pour be).

4. Make true sentences about the people. Say what they did and didn't do.

Sam didn't go to the stadium. He went to a Mexican bar.

Sam didn't phone Bob. He phoned Debbie.

Debbie answered Sam's call. She didn't refuse his invitation.

Sam and Debbie didn't play cards. They had a drink.

Sam and Debbie listened to Mexican music

Brit didn't go out to town. She stayed at home. / Brit went out to town. She didn't stay at home.

Activités complémentaires : Grammar Keys page 105, ex. 1, 2, 3 ; Workbook pages 44 à 46, ex. 1 à 6.

Now act!

5. Tell the class what you did and didn't do last Wednesday afternoon.

Help: play / played – send / sent – do / did – watch / watched –
chat / chatted – stay / stayed – work / worked – have / had

Page 47 – Last weekend

6. Listen and reorder the pictures according to the dialogue.

Enregistrement

Ben: Hi Kate! Did you stay at home yesterday afternoon?

Kate: No, I didn't. I went out

Ben: Where did you go?

Kate: I went to the shopping centre

Ben: Did you do shopping for your mother?

Kate: Very funny! No I didn't. I did window shopping and waited for Bart and Lisa.

Ben: How long did you wait? They are always late!

Kate: Only 5 or ten minutes, we met at the new games shop.

Ben: Did you test the new console?

Kate: Yes, I did. But it's expensive.

Ben: Did you have a drink at Paddy's?

Kate: Yes we did. And we chatted and came back home.

Ben: What time did you come back?

Kate: Not late, I wanted to watch *The Simpsons*.

Faire numéroté les vignettes (1, 2, 3... ou a, b, c...)

Ordre à retrouver : 5, 6, 2, 4, 1, 3 ou e, f, b, d, a, c

7. Listen again and choose the right questions.

a. *Did you stay* at home yesterday afternoon? No, I didn't. I went out

b. *Where did you go?* I went to the shopping centre

c. *Did you test* the new console? Yes, I did. But it is expensive.

d. What time *did you come back?* Not late, I wanted to watch *The Simpsons*.

8. Give the past form of the following verbs (list page 139).

Drive → drove go → went play → played take → took
call → called ring → rang have → had get up → got up
come back → came back sell → sold buy → bought – chat → chatted

FOCUS

- Comment forme-t-on les questions au passé ? - (l'auxiliaire) *did* + *Sujet* + *base verbale*.
- *Mot interrogatif (WH...)* + *did* + *Sujet* + *base verbale*.
- Comment répondre oui : *Yes, I → did / non : No, I → they didn't*.

9. Make dialogues like the example. Use irregular verbs from exercise 8.

Example: you / sell / your bike? No / what / my scooter.

→ A: Did you sell your bike? B: No, I didn't.

A: What did you sell? B: I sold my scooter.

a. - Did you buy an iPhone? - No, I didn't. - What did you buy? - I bought an iPad.	c. - Did Lea eat a hotdog? - No, she didn't. - What did she eat? - She ate an apple.
b. - Did he go to the pub? - No, he didn't. - Where did he go? - He went to the station.	d. - Did they come at 5. - No, they didn't. - What time did they come? - They came at 5.30.

10. Ask your partner about Teo and Tina's Saturday. Change roles.

What time did Teo/Tina get up?	TEO He got up at 10:30.	TINA She got up at 8:30.
What did he/she have for breakfast?	He had coffee and biscuits.	She had tea and toast with jam. She watched TV and listened to music.
What did he/she do in the morning?	He played video games.	Yes, she did.
Did he/she have lunch at home? What did he/she eat and drink? Where did he/she go in the afternoon?	No, he didn't. He had lunch in a cafeteria. He ate a kebab and drank a cola. He went to town.	She ate chicken & peas .She drank fruit juice. She went to the shopping mall with her mum. She did the shopping. She bought a T-shirt.
What did he/she do?	He met friends. He/they went to the stadium	She came back at about 7 pm
What time did he/she come back?	He came back at about 9.30 after the match.	

Le professeur pourra, s'il souhaite prolonger, diversifier et complexifier cet exercice, créer un transparent illustré pour interroger sur d'autres personnages fictifs sans passer par l'écrit.

Activités complémentaires : Grammar Keys page 105, ex. 5 ; Workbook page 47, ex. 8 et 9.

Now act!

11. Ask your partner about his / her weekend. Change roles.

Ayant pratiqué questions et réponses, dans un contexte similaire l'activité sera facilitée. Le professeur pourra éventuellement pour pallier à un 'manque d'imagination', anticiper la situation en préparant des cartes avec des simulations d'activités de weekend. Il pourra demander de simuler un bon weekend, un mauvais weekend, à défaut d'un « vrai » weekend.

Page 48 - A day by the sea

1. Read the document and give the French titles to the different paragraphs.

Faire numérotter les paragraphes (1, 2, 3... ou a, b, c...)

Voyage aller : b / 2

Une première pour moi : a / 1

Premiers contacts : c / 3

Le repas : d / 4

Encore merci : f / 6

Activités d'après-midi : e / 5

2. In the article, find the preterite forms of the verbs and match them with their French equivalents.

Example: become → become – became = devenir

eat → ate: manger

go → went: aller

is/are → was / were: être

make → made: faire

swim → swam: nager

lose → lost: perdre

leave → left: partir

come → came: venir

run → ran: courir

think → thought: penser

3. Say in French who or what these proper names represent/are.

Meaux : la ville de départ / leur ville

Berck : leur destination au bord de la mer

Secours Populaire : l'organisme / l'association organisat(eur/rice)

Momo : le / un copain de Bryan

Dylan : un frère de Bryan

Sonya : la sœur de Bryan

The Channel : la Manche / mer

Kevin : un frère de Bryan

Bryan : l'auteur de l'article

4. Right or wrong? Justify with a passage from the article.

a. C'est la première fois que Bryan va à la mer. → Right: "I went to the seaside for the first time."

b. Il a été surpris par la couleur de l'eau. → Right: "we ran to the sea; it was enormous, dark green, I thought it was blue!"

c. Les filles ont bronzé sans problème. → Wrong: "they sunbathed but as they didn't have cream, many were red like lobsters!"

d. Il aimerait retourner au bord de la mer. → Right: “I would like to go to the seaside again.”

Page 49 – Practice

5. Complétez les questions avec *does, did ou is* et répondez-y.

- a. Where **does** Bryan live? He lives near Meaux.
- b. When **did** he go to the sea? He went to the sea last Wednesday.
- c. How **did** he go to Berck Plage? He went by bus.
- d. Where **is** Berck located? Berck is (in the north of France,) on the Channel.
- e. What **did** Brian and Momo do during the trip? They listened to music or played with a NDS.

6. Dites ce qu’ils ont fait ou n’ont pas fait lors de cette journée.

- a. About 1200 people **took** the bus to Berk.
- b. Bryan and Momo **didn’t sleep** in the bus.
- c. Bryan **didn’t swim** immediately.
- d. Bryan didn’t **splash** Momo.
- e. Kevin **bought** chips.
- f. Bryan and his friends **didn’t win** their matches.

7. Interrogez sur cette journée à la plage et donnez la réponse courte qui convient. Utilisez le verbe (...) conjugué.

- a. **Was** the trip organized by the Secours Populaire? Yes, it was.
- b. **Did** the people travel by bus? Yes, they did.
- c. **Was** the water cold? Yes, it was.
- d. **Did** Sonya make sandcastles? Yes, she did.
- e. **Were** there many people on the beach? Yes, there were.
- f. **Did** Bryan and his friends have fun? Yes, they did.

8. Ecoutez et répétez ces verbes réguliers au prétérit, puis Classez-les en fonction de la prononciation du ‘-ed’ final.

Enregistrement
stopped – played – decided – wanted – preferred – splashed – arrived – sunbathed – organized – helped – chatted

Vérifiez.

[d]	[t]	[ɪd]
Played Preferred Arrived Organized Sunbathed	Stopped Splashed Helped	Decided Wanted Chatted

My project

Rédigez pour votre blog ou celui de la classe un article sur un voyage ou déplacement scolaire que vous avez apprécié.

Tâche 1 : Donner des informations sur un voyage (EOC).

- a. Avec des partenaires, choisissez la sortie que vous souhaitez présenter.
- b. Rappelez-en les différentes phases ou moments les plus importants. Racontez une anecdote ou une scène qui vous a plus particulièrement marquée.

Tâche 2 Rédiger un article pour un blog (EE).

Ecrivez votre article. Mettez-le en page et illustrez-en les différentes phases par des photos.

Unit 10

Memories, events and facts

Tâche finale (My Project p. 53)

Niveau A2 / EE: Vous avez été témoin d'un événement (accident, dispute, défilé, manifestation...) et vous envoyez le compte-rendu de ce qui s'est passé à votre correspondant.

Activités langagières	Tâches à réaliser au cours de l'unité (p. 50 - 53)
EOC	Raconter une première rencontre
EE	Raconter des événements passés
CE	Comprendre l'essentiel d'un fait divers
EE (B2I)	Raconter un événement dont on a été témoin

Contenus culturels et linguistiques

Culture et lexique

Vivre et agir au quotidien : Mode de vie (everyday activities and attitudes: wait, come out, sit down, smile, meet, get married, kill time, feel lonely, notice, chat, reply, understand, serve customers, stare at, come again, come into...).

S'informer et comprendre : Références géographiques (Liverpool, Cambridge, Brighton, Thailand, Barnsley, York, South Yorkshire, Dover, Dubai, New York, Las Vegas...).

Société (Multi cultural issues: ethnic group, the Moken, Sea Gypsies...)

Prononciation, lecture et écriture

Reconnaissance et réalisation des terminaisons du prétérit régulier. Prononciation de 'ago'. Prononciation de 'were'.

Grammaire de la langue

Raconter, relater : Situer dans le temps (prétérit simple, prétérit en -ing et marqueurs du passé : last, ago, in + date, two years later, when he was + age...)

Expliquer : développer (subordination: when the giant wave arrived, most men were fishing.)

Page 50 – How did you meet?

1. Listen and select what you hear. Then repeat.

Enregistrement

Roman can't wait

Roman: What time is it, Mary?

Mary: It's 4 o'clock.

Roman: What time did Charlotte call?

Mary: She phoned an hour ago, at 3 o'clock. Tell me, when did you meet her?

Roman: ...Let me think... Today is Friday... I met her last Friday, exactly a week ago.

Mary: Be patient! She'll be here in 5 minutes!

a. Charlotte telephoned *an hour ago*.

b. Roman met her *a week ago*.

2. Listen to a few stories recorded on BBC London radio on Feb 14th 2011 and find out when and where the people met.

Enregistrement

How did you meet your darling?

Good morning Dear Listeners.

'How did you meet your DARLING?' is the question we've asked you to celebrate Valentine's Day today. Here are a few of your recorded messages. We are expecting more on 94.9 BBC London! Have a happy Valentine's!

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

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

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

	Liz & Billy	Carolyn & Mario	Judi & Joey
when?	6 years ago	two years ago	6 months ago
where?	outside the stadium in Liverpool	on the Net, chatting on 'MySpace'	in a snack bar in Brighton

3. Listen again to Liz, Mario and Judi and say if these statements are right or wrong. Correct them when necessary.

a. Liz was reading a newspaper when Billy stopped and sat down.

Wrong: Liz was reading a magazine, not a newspaper.

b. Mario was feeling lonely when he noticed Alexandra's profile. *Right*

c. When Judi saw Joey, he was staring at her through the window. *Right*

4. Listen again and select the correct answers to the questions.

a. What did Liz and Billy do two years later?

They got married.

b. What did Mario send to Carolyn?

He sent her a friend request.

c. What did Joey do the next day and the day after?

He came again.

Now act!

5. Think of a special friend and tell the class about your first meeting.

Le professeur limitera le nombre de mots de la production, 40 à 50 mots semblent raisonnables. Il faudrait également limiter le temps d'écriture si l'activité est réalisée en classe : pas au-delà de 15 minutes. Avant la rédaction, il serait bien que chaque élève remplisse un petit tableau comportant les informations nécessaires.

my name / my personal details	I'm..., from... I'm... years old.
name of the person I met	My best friend is... / The girl / the boy I love is...
the date when I met her / him the place where I met her / him	
what I was doing when we met	
why I was interested / impressed	
her / his reaction(s)	
conclusion	

Page 51 – It happened a few years ago

6. Read the TV magazine article and answer the questions in French.

a. De quel événement passé parle le document? Où et quand cela s'est-il produit ?

Ce document relate le Tsunami qui a dévasté de nombreuses régions du sud de l'Asie à la fin de l'année 2004.

b. Que faisaient les habitants ainsi que les touristes au moment où c'est arrivé ?

Lorsque la vague géante est arrivée, les gens vivaient à leurs activités habituelles : les hommes étaient à la pêche, les femmes préparaient les repas, les enfants étaient à l'école ou jouaient. Les touristes étaient en train de prendre leur petit déjeuner ou ils se baignaient dans l'Océan Indien.

c. Combien de victimes y a-t-il eu ?

230 000 corps ont été retrouvés et des milliers de gens ont été blessés.

d. Qui sont les Moken ? Pourquoi sont-ils appelés 'les Nomades de la mer' ?

Les Mokens sont une population tribale de Thaïlande (mais que l'on trouve dans d'autres pays du sud-est asiatique). Ils sont appelés 'les nomades de la mer' car ils vivent la plupart du temps sur des bateaux.

e. Comment ont-ils compris qu'un Tsunami arrivait ? Comment ont-ils réagi ?

Ils ont compris que le Tsunami arrivait car ils ont vu, à un moment donné, que la mer se retirait, formant soudainement une marée descendante rapide et anormale. Ils ont alors compris qu'une vague géante allait arriver et se sont réfugiés sur les collines environnantes.

f. Que sont-ils devenus depuis la tragédie ?

Le gouvernement interdit toute vie nomade sur la mer et vise à sédentariser les Mokens. Ils sont installés dans le Parc National Mu Ko et ne peuvent plus vivre selon leurs traditions.

FOCUS

I met Billy six years ago.

- Comment est formé le marqueur de temps: 'il y a six ans'? À quel temps est le verbe ?

Le marqueur du passé commençant par la tournure 'il y a' se forme de : la durée + ago. Cette tournure peut se trouver en début ou en fin de proposition.

- *When the giant wave arrived, many tourists were swimming in the ocean.*

- Le prétérit en -ing exprime-t-il une action qui était en cours ou une action soudaine ?

Le prétérit en -ing exprime une action qui était en train de se passer : les touristes étaient en train de nager. Le prétérit simple exprime, quand il est juxtaposé au prétérit en -ing, une action soudaine.

7. Find the dates or the times corresponding to:

four days ago – a month ago – ten years ago – five minutes ago – two hours ago.

Réponse personnelle qui variera selon le jour et l'heure où cette activité sera réalisée.

8. Put the verbs in the past simple or past continuous (-ing).

a. They were fishing when the Tsunami arrived.

b. When Steve called, Mary was reading her emails.

c. When the fire started, the children were playing cards.

Now act!

9. Remember a scary weather event (storm, thunderstorm, flood) and write what you and your family were doing when it happened.

Expression personnelle limitée dans la longueur et dans le temps de réalisation si l'activité est faite en classe.

Page 52 – Fortune versus Misfortune

1. Read the document and place the topics on the time line.

Nigel's age	17	20	30	31	31.5
topics	a coach crash	a car accident	the National Lottery	the end of the dream	a new job

2. Read the document again and answer the questions.

a. Where was Nigel going when his bus had an accident?

When his bus had an accident, Nigel was travelling from Barnsley to York. (South Yorkshire, England)

b. What was he doing when he saw the truck?

When he saw the oncoming truck, Nigel was driving along the cliffs in Dover.

c. What was he doing when he remembered the Lotto card?

He was watching the news.

d. What was Audrey doing when he told her about it?

When he asked his wife where the Lotto card was, she was decorating the front door for Halloween.

3. Read the story again and find the English equivalents for:

a. chance contre malchance : *fortune versus misfortune*

b. beaucoup de blessés : *many injured*

c. quitter la route : *drive off the road*

d. sain et sauf : *safe and sound*

e. un numéro gagnant : *a winning number*

Page 53 – Practice

4. Répondez en français aux questions sur 'Fortune versus Misfortune'.

a. Pourquoi Nigel pensait-il être à la fois le plus malchanceux et le plus chanceux des hommes ?

En trois ans, Nigel a eu la malchance d'avoir deux accidents de la route qui auraient pu lui coûter la vie mais il a eu beaucoup de chance de sortir presque indemne à chaque fois.

b. Nigel jouait-il au Loto régulièrement ? Justifiez votre réponse.

Nigel ne jouait jamais au Loto. Pour son anniversaire, ses amis lui ont offert une grille.

c. Qu'ont fait Nigel et Audrey après avoir gagné ?

Ils ont quitté leur emploi, ont acheté une grande maison avec une piscine, sont allés en voyage à Dubaï et à New York et ont passé plusieurs semaines à Las Vegas. Ils ont aussi fait un tas de cadeaux à leur famille et à leurs amis.

5. Terminez les phrases avec la réponse qui convient.

La réponse variera en fonction du moment auquel est réalisé l'exercice.

6. Imaginez que nous sommes aujourd'hui le mardi 28 mai 2015 et récrivez les énoncés en employant le marqueur 'ago'.

a. A violent storm devastated the forests in 1999.

Sixteen years ago, a violent storm devastated the forests.

b. On March 28th this year, a fire destroyed the Wilsons' house.

A fire destroyed the Wilsons' house two months ago.

c. Unfortunately, 5 people died in the shipwreck that happened on May 26th.

Unfortunately, 5 people died in the shipwreck that happened two days ago.

7. Complétez par les verbes au prétérit simple ou en -ing puis traduisez chaque énoncé.

a. Yesterday morning, Laura *was cooking* when her little boy *took* the knife on the table and *cut* his finger.

Hier matin, Laura faisait la cuisine lorsque son petit garçon a pris le couteau et s'est coupé le doigt.

b. Last Thursday, I *was standing* along the pool when my brother *went* by on his rollers and *pushed* me in the water.

Jeudi dernier, j'étais debout le long de la piscine lorsque mon frère est passé à rollers et m'a poussé dans l'eau.

c. When Lilly *called* him two days ago, Greg *was trying* his new scooter and he *did not hear* the telephone.

Quand Lilly l'a appelé il y a deux jours, Greg était en train d'essayer son nouveau scooter et il n'a pas entendu son téléphone sonner.

My project

Vous avez été témoin d'un évènement (accident, dispute, défilé, manifestation...) et vous envoyez le compte-rendu de ce qui s'est passé à votre correspondant.

Tâche 1 Annoncez l'évènement dont vous avez été témoin et précisez où et quand c'est arrivé. Indiquez ce que vous étiez en train de faire à ce moment-là.

Tâche 2 Décrivez ce que d'autres personnes faisaient.

Tâche 3 Indiquez ce que vous savez éventuellement sur la suite des événements.

Tâche 4 Ajoutez une entête, une formule de début et de fin à votre courriel et envoyez-le.

Expression personnelle.

Unit 11 Restaurants and food

Tâche finale (My Project p. 57)

Niveau A2 / CE- EE- EOI : Pour la journée internationale de la santé, votre classe doit interpréter en anglais un sketch qui se déroule au restaurant. Le meilleur sketch sera sélectionné.

Activités langagières	Tâches à réaliser au cours de l'unité (p. 54-57)
EOC	Niveau A2 : Présenter son restaurant préféré.
EOI	Niveau A2 : Commander ou prendre des commandes de boissons.
CE	Niveau A2 : Comprendre un menu.
EE / EOI	Niveau A2 : Rédiger un sketch / Jouer un sketch.

Contenus culturels et linguistiques

Culture et lexique

Vivre et agir au quotidien : Modes de vie (*American / Italian / Chinese / Moroccan Food and drinks : Club sandwich, burger, dressing, side dishes, decaf, fatty, spicy, vegetarian...*), Relations avec les autres (*ordering at the restaurant / cafeteria*).

Etudier et travailler: Monde professionnel (*What would you like? / Here are the menus. / Are you ready to order? / Enjoy your drinks. / I'll be back in a minute...*)

Grammaire de la langue

Dialoguer : Interroger (*What would you like? Would you like a drink? Which... would you like?*)

Répondre (*I'd like... / Yes, please / No, thank you. / I'll have...*)

Décrire : qualifier (noms composés : *a salmon steak, an apple juice...*)

Page 54 – I had delicious food!

1. Listen and repeat.

Enregistrement

chips – fries – blueberry pancakes – seafood noodle soup – spring rolls – chicken – beef

2. Listen and say the type of food they prefer and the names of the restaurants where Samia, Angelo, Mike and Jennie ate.

Enregistrement

1. Samia: “Well, I love American food. We ate at Mickey's Diner last weekend. It is an old Dining Car from 1939 and it still has all of the charm. We had a typically American menu. We had a cheeseburger, fries and blueberry pancakes. Of course, it was a little fatty but it was delicious!”

2. Angelo: “My favorite food is pizza and pasta! Yeah, I like Italian food very much. Last Saturday, I had dinner with my girlfriend at Nino’s. It is a typical Italian restaurant which is located downtown. It looks like a cafeteria, but it is very comfortable. We had Caesar salads, lasagna and tiramisu. We really loved the food and Nino was very friendly!”

3. Mike: “I very much like Chinese food. It is very special, you know. Last Monday, I had lunch at Li Garden. It’s a new Chinese restaurant outside town. It is a very quiet restaurant and it isn’t expensive at all. I had spring rolls, cashew chicken, Cantonese rice and lychees for only 11 euros! The food was not fatty at all and it was delicious! Next time, I’ll have the seafood noodle soup!”

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

- a. Samia b. Jennie c. Angelo d. Mike

3. Listen again and tick what they had. Then repeat.

a. American food:

a beef burger ☐ a cheeseburger ☒ fries ☒
mashed potatoes ☐ blueberry pancakes ☒ a sundae ☐

b. Italian food:

a Caesar salad ☒ a mushroom pizza ☐ a Margherita pizza ☐
spaghetti ☐ lasagna ☒ tiramisu ☒ chocolate ice-cream ☐

c. Chinese food:

spring rolls ☒ cashew chicken ☒ fried noodles ☐
Cantonese rice ☒ seafood noodle soup ☐ lychees ☒

d. Moroccan food:

salads ☒ couscous ☐ tajine ☒ meatballs ☐
pastries (gazelle horns) ☒ coffee ☐ mint tea ☒

4. Jeremy, Caroline and Brian went to the same restaurants. Imagine what they had.

Réponses possibles :
a. Last summer, Jeremy had lunch at Riad. He had salads, couscous...
b. Last night, Caroline had dinner at Nino’s restaurant. She had a Margherita pizza and chocolate ice-cream.

c. Two days ago, Brian went to Li garden where he had dinner. He had seafood noodles soup and lychees.

Now act!

5. Tell the class the type of food you prefer, the name of your favorite restaurant: where it is located, when you went there, what you had...

Réponse libre.

Activités complémentaires : Grammar Keys : ex. 1 p. 107 ; Workbook : ex. 1 à 4 p. 54-55 + Language quiz p. 55

Page 55 - Would you like a drink?

6. Listen and repeat.

Enregistrement

- What would you like?
- I'd like a cup of coffee, please.
- Would you like a drink?
- Yes, please. I'd like a can of soda.
- Would you like a glass of wine?
- No, thanks. I'll have a glass of orange juice.

7. Listen and select the order.

Enregistrement

Waiter: Hi there! Hi, Dave. How are you?

Dave: Fine, thanks.

Waiter: Good. Would you like a drink?

Dave: Yes, please. Err... I think I'll have a glass of iced tea or maybe a can of soda...

Waiter: We have Pepsi, Sprite, Coke Zero. Err...

Dave: I'll have a can of Sprite, please.

Waiter: OK. Here you go: a can of Sprite. What about you, Luisa? What would you like?

Luisa: Well, I'd like a cup of coffee, please.

Waiter: OK, a cup of coffee. Regular or decaf?

Luisa: Regular coffee please. And err... some bottled water, please. I'm very thirsty.

Waiter: Perrier water?

Luisa: Yes, I'll have a bottle of Perrier water, please.

Waiter: Alright. What about you, Kathy? Would you like a drink?

Kathy: Yes, I think I'll have a glass of juice.

Waiter: Yes. Orange, cranberry or apple?

Kathy: Cranberry, please.

Waiter: OK. A glass of cranberry juice. And... what about you, Rick?

Rick: I'd like a smoothie.

Waiter: Strawberry, banana or mango?

Rick: What would you recommend?

Waiter: Well, they are all delicious! All of them! But I prefer the banana one.

Rick: OK. Then I'll have a banana smoothie.

Waiter: I think you'll enjoy it. Right. I'll be back in a minute.

Dave: **a.** a can of Sprite

Luisa: **a.** a cup of coffee + **c.** a bottle of Perrier

Kathy: **b.** a glass of cranberry juice

Rick: **b.** a banana smoothie

FOCUS

- Pour demander à quelqu'un ce qu'il voudrait (manger ou boire), on peut dire « What would you like? »

- Pour indiquer ce que l'on voudrait, on peut dire « I would like / I'd like... »

- Pour indiquer ce que l'on va prendre (futur) : « I'll have... » / ce que l'on a pris (passé) : « I had... »

8. Answer the questions. Use the beverage list for the prices.

a. Yes, please / No, thank you. I'll have a...

b. It is four dollars twenty.

c. I'd like a cup of coffee / tea, please.

d. I'll have apple / cranberry juice.

e. I'd like a can of Sprite / Diet Pepsi. It is one dollar sixty.

9. Complete with 'I have or had.

a. Would you like a drink? Yes, please. I'll a glass of orange juice.

b. Last Saturday, I **had** a delicious Margherita pizza. Now, I'll a vegetarian pizza.

c. Would you like couscous? No, thank you. I **had** couscous last summer and I didn't like it. I don't like spicy food. I'll meatballs and a salad.

10. Listen to the conversation and write down the order.

Enregistrement

Waiter: Hello, Sir. Good evening, miss. How are you, tonight?

Men and Woman: Fine, thanks.

Waiter: Would you like a drink?

Woman: Yes, I'll have a glass of juice, please.

Waiter: Orange, cranberry or apple?

Woman: Apple juice, please.

Waiter: OK. What about you?

Man: I'd like a glass of wine, please.

Waiter: Red wine or white wine?

Man: White wine, please.

Waiter: OK. A glass of white wine for you. Here are the menus. I'll be back in a minute.

Waiter: Here are your drinks.

Men and Woman: Thanks. / Thank you.

Waiter: You're welcome. Are you ready to order?
Man: Yes, I'll have a burger.
Waiter: OK. Beef burger or cheese burger?
Man: I'd like a beef burger and fries, please.
Waiter: Would you like a salad?
Man: Yes, please.
Waiter: OK, sir. Beef burger with fries and a salad. What about you, miss? Would you like a burger, too?
Woman: No, thanks, I don't like fatty food. I'll have a Caesar salad and a vegetarian soup.
Waiter: Alright, miss. Caesar salad and vegetarian soup. Would you like a dessert?
Woman: Yes, I'll have a sundae, please.
Waiter: Good choice, miss. Our sundaes are delicious! What about you, sir?
Man: Err... I think I'll have pancakes.
Waiter: Yes. Blueberry, banana or chocolate pancakes?
Man: Chocolate pancakes, please.
Waiter: Good. Enjoy your drinks. I'll be back in a minute.
Man and Woman: Thank you.

Here is the order:

- a glass of apple juice
- a glass of white wine
- a beef burger and fries + a salad
- a Caesar salad and a vegetarian soup
- a sundae
- chocolate pancakes

Now act!

11. Work in pairs. Use the beverage list to make an order or take the order.

Réponse libre.

Activités complémentaires : Grammar Keys : ex. 2, 3 et 4 p. 107 ; Workbook : ex. 5, 6 et 7 + Language quiz p. 55 et ex. 8 p. 56

Page 56 – Rosie's menu

1. Look at the document and answer the questions.

- a. It is a menu. The name of the restaurant is *Rosie*.
- b. It is a lunch and dinner menu. You can order from half past eleven in the morning to midnight.

2. Match the names of the dishes and the photos.

- | | | |
|-----------------------------|---------------------------------|-------------------------------|
| a. a salad (a Caesar salad) | b. a sandwich (a Club sandwich) | c. a burger (a Cheese burger) |
| d. a steak (a T-bone steak) | e. a pie | f. onion rings |

3. What's the English for?

- | | | |
|-------------------------|----------------|--------------------|
| a. a dressing | b. a side dish | c. mashed potatoes |
| d. turkey | e. ham | f. tuna |
| g. a scoop of ice-cream | h. green beans | |

4. Read the menu carefully and find the names of:

- a. 5 vegetables: fresh greens, tomatoes, onions, cucumber, carrots, lettuce, green beans.
- b. 6 fruits: apple, cherry, rhubarb, blueberry, banana, strawberry.
- c. 2 dishes with chicken: Caesar salad, Chicken wings.
- d. 4 dishes with pork: Chef salad, BLT sandwich, Club sandwich, pork chop.
- e. 4 dishes with fish or seafood: tuna salad club, seafood soup, fish burger, salmon steak.
- f. 4 dishes with beef: classical burger, monster burger, cheese burger, T-bone steak.
- g. 2 dishes with turkey: Chef salad, Club sandwich.

Activités complémentaires : Practice : ex. 5, 6 et 7 p. 57 ; Grammar Keys : ex. 5 p. 107 ; Workbook : ex. 9 et 10 p. 56, ex. 11, 12 et 13 p. 57, ex. 14 (oral interaction) et 15 (oral speech) p. 58

Page 57 - Practice

5. Complétez avec **would, have, had**.

- a. **Would** you like a burger? No, thanks. I don't like fatty food. I'll **have** a salad and a glass of water.
- b. What **would** you like? Garden salad or Chef salad? Which salad dressing **would** you like?
- c. Last week, I had a Garden salad. Today, I'll **have** a Chef salad with a Honey Mustard dressing.
- d. **Would** you like soup? I had seafood soup last Sunday and it was delicious! I'll **have** seafood soup again.

6. Interrogez votre voisin sur ce qu'il souhaite prendre ou répondez à ses questions et demandez les prix. Utilisez le menu page 56.

Réponses possibles:

- a. Would you like a sandwich? (Will you have) a BLT sandwich, a Club sandwich or a Tuna Salad Club? How much is it? – I'll have a... It's...
- b. Would you like a specialty? (Will you have) a pork chop, a salmon steak or a T-bone steak? How much is it? – I'll have a... It's...
- c. Would you like a piece of pie? Apple, cherry or rhubarb? How much is it? – I'll have a... It's three dollars ninety-nine.
- d. Would you like an ice cream? How many scoops would you like? Will you have strawberry, vanilla, or chocolate ice-cream? How much is it? – I'll have one/two/three scoop(s) of... It's ninety-nine cents per scoop.

7. Recommend menus.

Réponses possibles:

- a. I would recommend Jane a garden salad and a salmon steak. I wouldn't recommend her to have a dessert.
- b. I would recommend Charlie a monster burger with French fries and chocolate pancakes.

My project

Pour la journée internationale de la santé, votre classe doit interpréter en anglais un sketch qui se déroule au restaurant. Le meilleur sketch sera sélectionné.

Pour mener à bien ce projet, il sera possible de faire classer par les élèves les plats/aliments et boissons qui sont bons pour la santé et ceux qui le sont moins.

Par groupes, ils pourront ensuite choisir un des menus proposés pages 118 à 120 et imaginer un sketch au restaurant autour de ce menu. Chacun des élèves aura un rôle (serveur/ serveuse, clients ou autres...). Ils ne devront pas rédiger un simple sketch au restaurant, mais penser à mettre en valeur ce qui est bon pour la santé.

Une fois le sketch rédigé et corrigé, les élèves devront s'entraîner entre eux plusieurs fois avant de jouer le sketch devant la classe (sans lire leurs répliques).

La classe sélectionnera le meilleur sketch. Il est possible de demander aux élèves de se produire devant d'autres classes.

Unit 12 Shopping

Tâche finale (My Project p. 61)

A2 / EE (TIC) : *Vous participez à une action « e-twinning » sur les styles vestimentaires.*

Activités langagières	Tâches élémentaires
EE	A2 – Donner des informations sur des vêtements.
EOI	A2 – Demander et donner des informations sur des vêtements ou accessoires vestimentaires.
CE	A2 – Trouver des informations pertinentes dans un document.

Contenus culturels et linguistiques

Culture et lexique

Vivre et agir au quotidien : Shopping (*clothes and accessories*: bag, boots, cap, dress, glasses, hat, jewellery, pants, scarf, shirt, skirt, shoes, tie, top, trainers, trousers, fashion, pattern...); étudier et travailler : monde professionnel (*in a clothes shop*)..

Grammaire de la langue

Communiquer : comprendre et s’exprimer

Dialoguer : interroger (*Can I help you? What size are you? Can I try them on?*) ; répondre : (*Yes, I’d like... I am size L..*).

Décrire : qualifier (*it’s too small*) ; quantifier (*how much is it/are they?*) ; comparer (*I’d like a smaller size*)

Exprimer son point de vue : conseiller (*you should + V*).

Page 58 – What size are you?

1. Listen and repeat.

Enregistrement a jacket – a skirt – a shirt – shoes – (a pair of) boots – a scarf – a cap – a bag – 10 euros – 10 pounds
--

2. Listen to the different dialogues and find the name of the items, the colours and the sizes).

Enregistrement	
Dialogue A – Can I help you? – Yes. I'd like to buy some brown boots. – What size are you? – I'm size 39. – Here is a pair of brown boots for you.	Dialogue C – Can I help you? – Yes. I'd like to buy a pink shirt. – What size are you? – I'm size 40. – Here is a pink shirt for you.
Dialogue B – Can I help you? – Yes. I'd like to buy some black jeans. – What size are you? – I'm size 38. – Here are some black jeans for you.	Dialogue D – Can I help you? – Yes. I'd like to buy a navy blue jacket. – What size are you? – I'm size M. – Here is a navy blue jacket for you.

A = boots (brown – size 39)

B = a pair of jeans (black – size 38)

C = a shirt (pink – size 40)

D = a jacket (navy blue – size M)

3. Listen to the dialogue in the clothes shop and choose the right information.

Enregistrement
Salesgirl: Good morning. Can I help you? Customer: Yes, I'd like some jeans and a jacket. Salesgirl: Well, What size are you? Customer: 38 or 40; it depends. Salesgirl: And what colour would you like? Customer: Grey for the jeans and a black jacket... Err, I don't know really, I'm not sure. Salesgirl: OK, here is a nice black jacket. Size 38... And a pair of grey jeans, size 38 Customer: Thank you. How much are they? Salesgirl: 35 € for the jeans and 49 € for the jacket... Customer: Can I try them on please? Salesgirl: Yes, of course. Come with me...

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

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

Salesgirl: Well, *What size are you?* [...]

Customer: *grey* for the jeans and a *black* jacket... Err I don't know really, I'm not sure... [...]

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

Customer: *Can I try them on* please?

4. Listen again and answer the questions.

- a. What size is the jacket? **It's size 38** b. What size are the jeans? **They are size 38 (too).**
c. How much is the jacket? **It's €49.** d. How much are the jeans? **They are €35.**

Now act!

5. Write a short presentation of some clothes (colour, price, size...) to sell them on eBay.

On peut attendre 4 ou 5 articles vestimentaires par élève.

Page 59 - Too small for me!

6. Listen and repeat.

Enregistrement

a T-shirt with a pattern – a flowery fabric – a checked fabric – a striped fabric – a spotted fabric

7. Listen to Joyce and Hazel and complete with some of the following words.

beautiful – spotted – checked – trendy – nice – black – blue – too small – too large – smaller – larger.

Enregistrement

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

Hazel: Which one?

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

Hazel: Yes it's nice...

Joyce: I should try it on! Where is the fitting room?

Hazel: Over there...

Joyce: Oh no!

Hazel: What's the problem?

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

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

Hazel: Which one?

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

Hazel: Yes it's **nice**...

Joyce: I should try it on! Where is the fitting room?

Hazel: Over there.

Joyce: Oh no!

Hazel: What's the problem?

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

FOCUS

- Comment un vendeur propose-t-il son aide ? Can I help you ?

- Comment demander à quelqu'un sa taille ? What size are you ?

- Comment dire « je devrais... » ? I should

- Que veut dire le mot "too" ? « Too » veut dire « trop ». Où est-il placé ? Il est devant l'adjectif. Comment dit-on « plus petit » ? « smaller ».

8. Write sentences as in the example. Use “large, small, short, expensive, long”.

b. **Salesgirl** Here is a grey coat. – **Customer** I don’t like it ; it’s too long.

c. **SG.** Here are trainers. – **C.** I don’t like them ; they are too small.

d. **SG.** Here is a pair of green pants. – **C.** I don’t like them ; they are too short.

e. **SG.** Here is a pair of boots. – **C.** I don’t like them ; they are too expensive.

9. Use the items of exercise 8 and complete as in the example. Use “small – long – large – cheap – short”. Then say the sentences.

b. **Customer** (I don’t like it ; it’s too long). I’d like a shorter coat, please.

c. **C.** (I don’t like them ; they are too small). I’d like larger trainers, please.

d. **C.** (I don’t like them ; they are too short). I’d like longer pants, please.

e. **C.** (I don’t like them ; they are too expensive). I’d like cheaper boots, please.

Avec certaines classes, on peut introduire “one” et “ones”, en remplacement du nom de vêtement, sans entrer dans une explication grammaticale.

Activités complémentaires : Workbook page 61 ex. 5 ; Grammar Keys page 108 ex. 1 et 3

10. Complete the questions of the dialogue between the customer (C) and the salesman (S).

S. Can I help you?

C. Yes, I’d like a shirt, please.

S. What size are you?

C. Size 39

S. What colour would you like?

C. White with blue stripes.

S. Here is a white and blue shirt.

C. OK. How much is it?

S. It’s £35

C. It’s too expensive! I’d like a cheaper shirt.

S. Here is a cheaper one: it’s £20

C. Oh, good! Can I try it on?

S. Yes. The fitting room is over there.

Ce dialogue peut ensuite être « joué » en pair work ; il prépare à l’activité 11.

Activités complémentaires : Workbook : ex. 4 p. 60

Now act!

11. You are a customer who wants to buy clothes and accessories for your birthday party. (top + skirt + scarf +... / shirt + pants + ... or...). You answer the questions about your size, colours of the items. You ask for the fitting room, prices...

Your neighbour is the salesperson. See page 121.

Page 60 – Fashionistas

1. The document is:

c. an extract from websites.

2. In the text, find the English equivalents for:

- a. la mode = **fashion (\$1)**
- b. me teindre les cheveux = **dye my hair (\$1)**
- c. des bijoux = **jewellery (\$3)**
- d. style vestimentaire = **dressing style (\$4)**.

3. Answer the questions in French:

- a. Que pourra faire Lola maintenant qu'elle a 14 ans ? **Elle pourra se teindre les cheveux.**
- b. Quel est son style préféré ? **Le style des années 80.**
- c. Quelle est l'opinion de Lola sur les spartiates ? **Elle les trouve démodées.**
- d. Qu'est-ce que MaterialGirlCollection ? **C'est la ligne de vêtements et d'accessoires créée par Lola et Madonna, sa mère.**
- e. Pourquoi Willow va-t-elle influencer les jeunes Américaines ? **Car son style vestimentaire est intéressant (unique, branché etc.)**

4. Look at the photos and write a paragraph to describe Louise's style and what Willow is wearing.

Louise – Lola has long black hair and she is wearing a jacket, in the style of the 80's.
Willow is wearing pants with fabric made with the British flag. She has got a denim (sleeveless) jacket and a white T-shirt. She looks older than a 9 years-old girl.

B2i : D'autres photos peuvent être recherchées pour étoffer les deux descriptions.

Activités complémentaires : Workbook page 62 ex. 11

Page 61 – Practice

5. Entourez le mot général et supprimez l'intrus.

- a. T-shirt – jacket – women's clothes – skirt / supprimé = tie
- b. shoes – boots – trainers – sandals / supprimé = scarf
- c. purple – pink – colours – grey – brown / supprimé = pig
- d. accessories – bag – scarf – jacket – jewellery / supprimé = clothes.

6. Associez les questions et les réponses

Attention! Erreur dans l'exercice. Lire : "How much are the boots?" à la question "d", à la place de "Do you like this shirt?"

- a. B
- b. E
- c. D
- d. C
- e. A

Faire dire les associations correctes.

7. Remettez les éléments de chaque phrase dans l'ordre et traduisez les phrases en français.

- a. I'd like a black and white sweatshirt, please. Je voudrais un sweat noir et blanc.
- b. I don't want it. It's too expensive. Je n'en veux pas; c'est / il est trop cher.

8. Ecrivez les prix de ces objets sans oublier la devise (€, £, \$).

- a. (The TV is) nine hundred dollars (\$900).
- b. (The motorbike is) two thousand euros (€ 2,000).
- c. (The boots are) eighty six dollars (\$86).
- d. (The book is) three pounds (£3)

9. Répondez aux questions personnellement.

Exercice ouvert.

My project

Vous participez à un échange « e-twinning » sur les styles vestimentaires.

Tâche 1 Trouver sur Internet l'information recherchée (CE)

Vous choisissez une série de photos des vêtements que vous aimez. Vous composez des tenues vestimentaires.

Tâche 2 Légender les photos (EE).

Vous écrivez une ou deux lignes de description pour chacune.

Tâche 3 Rédiger une note simple (EE)

Vous écrivez un commentaire pour dire quand vous pouvez porter ces tenues.

Zoom Traditional Ireland

Page 62

St. Patrick's Day

1. Read and answer.

- a. Why is St Patrick's Day important in Ireland? Because it is Ireland's national holiday and because Patrick is the patron-saint of Ireland (he converted the Irish to Christianity).
- b. How do cities celebrate? There are parades in towns and cities.
- c. What do people do on that day? They wear green clothes; they send postcards with leprechauns or shamrocks and drink Guinness.

Leprechauns and Fairies

2. Listen and answer.

Enregistrement

Leprechauns are small creatures who wear green clothes and green hats. They guard a pot of gold. They have a job. They are shoemakers. They make shoes for fairies or elves. After their work, they like drinking beer or poteen, a very strong Irish alcohol. The 'trooping faeries' – Sidhe ("Shee") - live in bushes and circles of stones in the country. These fairies are very beautiful. They have long yellow hair and perfect delicate forms.

They love milk and honey and drink flower nectar. Some are kind to humans but others can be very bad.

- a. Are Leprechauns big or small creatures? *They are small creatures.*
Are fairies ugly or beautiful? *They are very beautiful.*
- b. What clothes do they wear? *Leprechauns wear green clothes and green hats.*
What colour is their hair? *Their hair is yellow/blond.*
- c. What do they guard? *Leprechauns guard a pot of gold.*
What do they like eating or drinking? *Leprechauns like drinking beer (or poteen).*
Fairies like drinking milk (and flower nectar). They like eating honey.

Singing Pubs

3. Ask your teacher to teach you an Irish Pub Song like "Dirty old town" or "Whiskey in the jar".

Dirty old town (the Pogues- album 'Rum, Sodomy and the Lash')

<http://lyricskeeper.fr/fr/pogues/dirty-old-town.html>

I met my love by the gas works wall

Dreamed a dream by the old canal
 Kissed a girl by the factory wall
 Dirty old town, Dirty old town
 Clouds are drifting across the moon
 Cats are prowling on their beat
 Spring's a girl in the street at night
 Dirty old town, Dirty old town
 Heard a siren from the docks
 Saw a train set the night on fire
 Smelled the spring on the smokey wind
 Dirty old town, Dirty old town
 I'm going to make a good sharp axe
 Shining steel tempered in the fire
 Will chop you down like an old dead tree
 Dirty old town, Dirty old town
Des videos de ces 2 chansons se trouvent sur YouTube.

Page 63

Crafts

Celtic Jewellery uses traditional Irish and Celtic motifs or symbols: the Irish cross, waves, the Harp and the Shamrock. They are often made of silver and Connemara green marble.

4. Find some motifs of Celtic jewellery on the jewels above.

Numéroter les 3 bijoux a, b, c / 1, 2, 3 de gauche à droite.

a/1 : Harp – b/2 : waves – c/3 : Shamrock.

Irish dance

Its first practitioners were the Druids, who danced in religious rituals honouring the oak tree and the sun. Today, the worldwide success of *Riverdance*, *Lord of the Dance* and *Celtic Legends* has placed Irish dance on the international stage.

5. Search *youtube.com* to see extracts of the most famous shows of Irish dance.

6. Listen to find the missing dates and figures (...) about Guinness.

Enregistrement

Guinness is the greatest Irish success story. Born in 1725, Arthur Guinness bought a brewery in 1759 at St James's Gate in Dublin. Over the years, his brewery and the sales and exports expanded. Now, 250 years later, 10 million pints are sold every day in over 150 countries.

Guinness is the greatest Irish success story. Born in **1725**, Arthur Guinness bought a brewery in **1759** at St James's Gate in Dublin. Over the years, his brewery and the sales and exports expanded. Now, **250** years later, **10 million** pints are sold every day in over **150** countries.

QUIZ

Tick the right answer.

- | | |
|---|--------------------------------------|
| 1. Northern Ireland is part of: | b. The United Kingdom. |
| 2. In Northern Ireland you pay in: | a. Pounds (£). |
| 3. The other name of the Irish Republic: | c. Éire. |
| 4. In the Irish Republic you pay in: | a. Euros |
| 5. Ireland's national holiday is: | b. St Patrick's day. |
| 6. The emblem of Ireland is: | b. the shamrock / c. a harp. |
| 7. The capital of the Irish Republic is: | c. Dublin. |
| 8. Connemara is a region famous for its: | b. lakes. |
| 9. Guinness is an Irish: | b. black beer. |
| 10. Irish coffee is: | b. coffee, cream and whiskey. |

Listen and check.

Enregistrement

1. Northern Ireland is part of The United Kingdom. Its capital city is Belfast.
2. As it is part of the U.K, in Northern Ireland you pay in Pounds.
3. The other name of the Irish Republic or Republic of Ireland is Éire. It is the Irish name for Ireland.
4. In the Irish Republic you pay in Euros
5. Ireland's national holiday is St Patrick's day. It is celebrated on March 17th.
6. The emblem of Ireland is the shamrock but the Irish harp is also a traditional emblem.
7. The capital of the Irish Republic is Dublin, in the east of Ireland.
8. Connemara is a region famous for its lakes. It is a very touristy region.
9. Guinness is the famous Irish black beer now drunk all over the world.
10. Irish coffee is coffee, cream and whiskey.

Checkpoint (Units 9-10-11-12)

Listen

A2 Ecouter et comprendre : Comprendre un message oral pour pouvoir réaliser une tâche.

Vous allez entendre deux fois la conversation entre l'employée du syndicat d'initiative d'Edimbourg et un client. Cochez les informations correctes dans la fiche ci-dessous et complétez celles qui manquent.

Enregistrement

At the Tourist Information Office

Employee: Good morning, sir.

Customer: Good morning. We are spending a few days in Edinburgh and we would like to go to a restaurant. Can you help me?

Employee: Yes, with pleasure. Do you like traditional food or exotic food?

Customer: I'd like to eat something typically Scottish.

Employee: All right then. You should try our haggis, it's delicious.

Customer: Haggis? What is that?

Employee: It's a sheep's heart, lungs, and liver mixed with beef, onions, oatmeal and pepper. You eat it with mashed potatoes and it's absolutely lovely.

Customer: Indeed, it sounds very nice. What is the best place to taste it?

Employee: Well I know many butcher's shops or takeaways which are not very expensive but the best haggis I have had in a restaurant was at Duck's. You should go there.

Customer: All right. Can you give me the address?

Employee: Yes, of course. I went there three weeks ago and I kept their card. Hold on a minute... Here it is. They are at 14 Eyre Place. You should call them to make a booking because there are a lot of customers. Their phone number is 558 1608.

Customer: Thank you. How much is the menu?

Employee: I don't know exactly but it's not too expensive. It must be about £20 for a main dish, a dessert and a pint of beer. You won't regret it.

Customer: Fine. Have you got a map because I don't know where Eyre Place is?

Employee: Yes, of course. Let me show you...

TOURIST INFORMATION OFFICE EDINBURGH, SCOTLAND

Question about: **a restaurant**

Preferences: **Traditional**

Suggestion: **Haggis and mashed potatoes**

Address given: **14 Eyre Place**

Documents given: **card - map**

Other information given: - **phone number** - **price**

Speak

A2 Réagir et dialoguer : Demander et donner des informations concernant un événement. Réagir et répondre à une demande d'explication.

Vous avez 4 minutes pour dialoguer avec votre partenaire à propos de vos dernières vacances. Posez-lui des questions puis répondez-lui en donnant des renseignements précis.

Exemple de production possible :

Where did you go on holiday last year? I went to...

Did you go to / stay in a city or to / at the country? I went to...

Did you go to the mountain or by the sea? I went...

Which transport did you take? I took a...

How much did you pay? How much was it? It was...

How long did you stay? I stayed...

When did you leave and come back? I left on... and came back on...

Where did you buy food? I bought food at the local market.

What did you do? Did you practise sport? Yes, I practised badminton.

Did you cook? Yes, I did. / No, I didn't.

Did you use the Internet? Yes, I did. / No, I didn't.

What did you visit / see? I visited...

What did you eat? I ate...

What did you buy? I bought...

Did you like your holidays? Yes, I did. / No, I didn't.

A2 Parler en continu : Décrire ses vêtements préférés et expliquer un choix.

Après 1 minute de réflexion, vous avez la parole pendant 2 minutes pour donner toute information utile sur vos goûts vestimentaires (style, couleurs, taille, accessoires) et proposer un choix de vêtements cohérent avec la destination déterminée par votre professeur en vous justifiant.

Exemple de production possible :

I like a black T-shirt with a pattern. It's too short for me. My favourite jeans are black.

I'm size 34. My jacket is expensive. My shoes are black.

I take t-shirts and shorts because in Hawaii it's hot.

I take jeans and pullovers because in Canada it's cold.

Read

A2 Lire : Comprendre le sens général de documents écrits (1 fait divers)

Lisez le texte et répondez en français aux questions qui le suivent.

a. De quel type de document s'agit-il? **D'un article, d'un fait divers.**

b. Que s'est-il passé ? **Il y a eu une explosion dans une mine.** Dans quel pays ? **En Nouvelle-Zélande.** Quand l'événement a-t-il eu lieu ? **Vendredi 19 novembre 2010.**

- c. Combien de personnes sont concernées ? **31 personnes.**
- d. Combien y-a-t-il eu de personnes sauvées? **2.**
- e. Quelles sont les deux actions engagées par les secours pour venir en aide aux personnes piégées ? **Pomper de l'air frais dans un tuyau / Percer un trou dans la montagne pour évaluer la qualité de l'air.**
- f. Ont-ils réussi à les faire sortir? Si oui, comment ? Si non, pourquoi ? **Non, il y a des gaz toxiques.**
- g. Ces personnes sont-elles mortes à la date où l'information a été donnée? **On ne sait pas mais on suppose.**

Write

A2 Ecrire : *Ecrire une lettre à un correspondant pour le remercier.*

Vous écrivez une lettre de remerciement à votre correspondant chez qui vous avez passé un séjour très agréable. Utilisez les éléments ci-dessous.

Dear (Brian),

Thank you so much for (my stay / taking care of me) / I spent (very good holidays) in (London) / I (loved) playing basket-ball and going to the disco / I will remember when we (went to the cinema) / The food (was excellent) / My parents (loved) the present that I (bought) / Contact me on the Internet or phone me.

Lots of love

(Pierre)

Unit 13 Holiday time

Tâche finale (My Project p. 69)

Niveau A2 / EE : Vous avez obtenu une subvention. Présentez un projet de séjour linguistique et choisissez le meilleur programme.

Activités langagières	Tâches à réaliser au cours de l'unité (p. 66-69)
EOC / CO	Donner des renseignements sur la météo.
EOI	Interroger ou répondre sur des vacances prochaines.
CE	comprendre et réagir à un programme de voyage linguistique.
EE	Rédiger un programme.
EOC	Présenter un programme.

Contenus culturels et linguistiques

Culture et lexique

Vivre et agir au quotidien : mode de vie (*every day & holiday activities* : travel, travel, stay, dance, swim, play, fish, eat, sunbathe, camp, ride, see, meet, visit, eat, buy, have lunch / dinner, come back...); *talking about the weather*: sunny, rainy, cloudy, hot, storms...; *transport, tourism accommodation*: fly, hotel, campsite, host family, trip, youth hostel, stay, coach, ferry, Eurotunnel, Eurostar, yellow cab...

S'informer et comprendre : références historiques et géographiques (*the seaside, the Channel, Westminster Abbey, Trafalgar Square, Parliament, St Paul's, 10 Downing St., Buckingham Palace, Tower of London...*).

Se cultiver et se divertir : monde et histoire des arts (*institutions* : British Museum, Museum of london, Tate Gallery, National Gallery...).

Prononciation, lecture et écriture

Reconnaissance et réalisation du futur simple: 'll, will, won't.

Grammaire de la langue

Raconter, relater : situer dans le temps (futur simple avec will, won't) Marqueurs de la postériorité : next (weekend, Saturday, summer...), tomorrow, tomorrow morning, in two months...

Dialoguer : **interroger** : syntaxe des énoncés interrogatifs au futur simple avec will : (Wh) + will + S+ V; **répondre** : affirmation et négation (syntaxe des énoncés affirmatifs et négatifs au futur) : S + won't + V; **mots interrogatifs** (what /where /when / how /how long, how much, how many...).

Page 66 The weather forecast

1. Listen and repeat.

Enregistrement

Today. tomorrow. Next week.

Sunny and hot

The sun will shine.

Cold./ it will be cold

Snow /It will snow.

A storm / there will be storms

Cloudy /it will be cloudy / it won't rain.

2. Listen to the weather forecast. Choose the right answer.

Enregistrement

Good evening, here is the weather forecast for tomorrow.

As usual, it will be cold in the east.

In the morning, the sun will shine in the south.

Don't forget your umbrellas as it will be rainy in the west.

In the south east, be careful. There will be storms in the south east.

Fortunately, the weather will be better and it won't rain next week.

- | | |
|---|---|
| a. It is the weather forecast for tomorrow . | b. It will be cold in the east. |
| c. The sun will shine in the south . | d. It will be rainy in the west. |
| e. There will be storms in the south east. | f. It won't rain next week . |

FOCUS

- Comment forme-t-on le futur à la forme affirmative ? Sujet + will + base verbale ; à la forme négative ? Sujet + won't + base verbale
- Quel mot signifie prochain(e) ? next demain ? tomorrow

3. Look at the map above and give the weather forecast for tomorrow.

It will snow in Scotland / Scotland / Finland / Russia / Poland.

It will be (very) cold in Finland / Russia / Poland.

It will (rain / be rainy) in Ireland / England.

It will be cloudy in Germany / the north of France.

There will be clouds in Germany / the north of France.

It will be sunny in Portugal / Spain / Libya / Italy.

The sun will shine in Portugal / Spain / Libya / Italy.

There will be storms in Morocco / Greece.

It will be hot in Morocco / Libya / Italy / Greece.

It won't (rain / snow) in Portugal / Spain / Libya / Italy / France.

It won't be (sunny / hot) in Scotland / Scotland / Finland / Russia / Poland / Germany / the north of France.

Activités complémentaires : Grammar Keys page 109, ex. 1, 2 ; Workbook pages 64 & 65, ex : 1 à 5.

Now act!

4. Bring next week's weather forecast for a country of your choice or region and tell it to your classmates.

Page 67 Where will you go?

5. Listen to the people being interviewed for a survey about holidays. Find who gives the following answers: A or B?

Enregistrement

Interview A

Journalist: Excuse me, sir! It's for a survey about people's holidays. Can I ask you a few questions?

Man: Yes, of course.

Journalist: Will you go on holiday this year?

Man: No, I won't; but I'll travel around my region.

Journalist: Where will you go?

Man: I'll travel round Devon with my wife.

Journalist: And what will you do there?

Man: we'll cycle and walk in the country; it is so beautiful.

Journalist: It is. And when will you have your holidays?

Man: I'll be on holiday in July.

Journalist: Thank you very much.

Interview B

Journalist: Excuse me, madam! It's for a survey about people's holidays. Can I ask you a few questions?

Woman: No problem.

Journalist: Will you go on holiday this year?

Woman: Yes, I will; I always take holidays.

Journalist: Where will you go?

Woman: We will fly to Italy.

Journalist: And what will you do there?

Woman: We will sunbathe and go swimming!

Journalist: Last question; when will you have your holidays?

Woman: We will go next month.

Journalist: Thank you.

Will you go on holiday this year?	Where will you go?	What will you do there?	When will you have your holidays?
- Yes, I will (B) - No, I won't... (A)	- I'll travel round Devon(A) - We'll fly to Italy... (B)	- We'll cycle and walk in the country. (A) - We will sunbathe and go swimming... (B)	- We will go next month. (B) - I'll be on holiday in July. (A)

6. Listen to two other interviews. Complete the interviewer's questions.

Enregistrement

Interview A

Journalist: Excuse me sir, it's for a survey. Can I ask you a few questions about people's holidays?

Colin: Yes, you can, I have time.

Journalist: Will you go on holiday this year?

Colin: Yes, we will; in February.

Journalist: Where will you go?

Colin: We'll go to Switzerland.

Journalist: How will you travel?

Colin: We'll travel by plane, it's quicker.

Journalist: Sure, why will you go there?

Colin: Well, the kids love skiing and snowboarding

Journalist: And how long will you stay there?

Colin: We'll only stay one week. It's expensive.

Journalist: Thank you. Have a good time.

Interview B

Journalist: Excuse me, miss. It's for a survey about people's holidays. Can I ask you a few questions?

Alison: Yes, of course.

Journalist: Will you go on holiday this year?

Alison: No, I won't; but I'll do a short trip to Paris.

Journalist: How will you travel?

Alison: I'll take the Eurostar.

Journalist: Yes, it's faster. Why will you go there?

Alison: Because Paris is so beautiful!

Journalist: You are right! And how long will you stay there?

Alison: I'll be there three days. Visiting Paris is very expensive.

Journalist: It is. Thank you. Have a good trip.

How will you travel? Why will you go there? How long will you stay there?	We'll travel by plane ...the kids love skiing... We'll only stay one week.	I'll take the Eurostar. Because Paris is so beautiful! I'll be there three days.
--	--	--

FOCUS

- Comment former les questions au futur ? (mot interrogatif :WH... / HOW...) + WILL + Sujet + base verbale.
- Comment répondre 'oui' : Yes, I → they will / non' : No, I → they won't.

A la suite de cette PRL, il serait bon de faire noter les différentes questions posées lors des interviews car ce sont les questions traditionnellement posées pour interroger sur des projets de voyage / vacances. Elles pourront servir de trace écrite pour aborder les activités suivantes.

7. Ask and answer questions about their holiday plans.

Possibilité de faire les questions avec 'they', ou d'imaginer que les élèves soient l'un des vacanciers avec un questionnement avec 'you'.

Where will they go? They will go to France / the country - Spain/ the seaside - New York.

When will they go/be on holiday? They will go / be on holiday (from August 2nd to August the 14th - / next July - next year)

How will they travel? They will ride their scooter / travel by scooter - by car - by plane / fly / take a plane.

How long will they stay? They will stay 2 weeks - a week - 10 days.

Where will they stay? they will camp - They will stay in a campsite in a caravan / - in a Youth Hostel / YMCA /.

What will they do? They will swim / fish / do horse riding / visit old castles – swim / sunbathe / play beach volley / see a corrida / dance in disco – visit NYC / see the Statue of Liberty / go to the top of the Empire State Building / take a yellow cab / listen to Jazz musicians...

What will they eat? They will eat canned food / tins – Spanish food: paella, tapas – American food: hamburgers, fries...

Activités complémentaires : Grammar Keys page 109, ex. 3 et 4, Workbook pages 66 & 67, ex. 7 à 11.

Now act!

8. Ask your partner about his/her next holidays or his/her ideal future holidays. Then change roles.

Possibilité de faire préparer cette activité en demandant aux élèves de venir avec une page de catalogue ou brochure touristique représentant leurs futures vacances ou les vacances de leur rêve.

Page 68 – School trip to London.

1. Read the document and answer in French.

a. Quels sont les 3 éléments compris dans le tarif de ce projet de voyage? *Le transport, les visites et l'hébergement (pension complète).*

b. Quelle en est sa durée totale? *4 journées.* Combien de demi-journées sont consacrées aux visites ? *5 (en positifant...).*

c. Pourquoi s'agit t-il d'un voyage linguistique ? *Parce que c'est un voyage en Grande-Bretagne avec hébergement dans des familles et aussi parce que des cours d'anglais sont prévus chaque matin.*

d. Quel en est le prix ? *280 euros.* Est-il valable toute l'année ? *Non, de septembre à Mars (basse saison touristique pour les voyages scolaires à Londres).*

e. Quels sont les moyens de transport utilisés ? *L'autocar avec, à l'aller, la traversée par le tunnel sous la manche et, au retour, la traversée en ferry).*

2. What's the English and the French for...?

a. *découverte*: discovery

b. *pension complète*: full board

c. *rencontre* : meeting

d. *quartier libre*: free time

e. *autocar* : coach

f. visits included: *visites comprises*

g. host families: *familles d'accueil*

h. discovery walk: *promenade découverte*

i. armour: *armures*

j. packed lunch: *pannier repas*

3. Right or wrong? Justify with an extract from the programme.

a. Ils voyageront en Eurostar: WRONG → "coach... departure from school car park"

b. Ils ne visiteront pas l'Abbaye de Westminster : RIGHT → "walk to Westminster Abbey, Parliament..."

c. Ils n'auront pas beaucoup de quartier libre. RIGHT → "Picnic and free time in Hyde Park (one hour)"

d. Ils visiteront la colonne Nelson à Trafalgar. WRONG → "Meet at Trafalgar Square, by Nelson's column."

Page 69 - Practice

4. Complétez les questions par *how, how many, how long, how much ou where* ; puis répondez-y en fonction du programme.

a. **Where** will they go? *They will go to London.*

b. **How long** will they stay in London? *They will stay four days in London.*

c. **How many** museums or galleries will they visit? *They will visit 5 museums or galleries (and St Paul's Cathedral).*

d. **How much** will this trip cost? *It will cost € 280.*

5. Dites selon le programme ce que les participants feront et ne feront certainement pas.

a. They won't **have lunch** in cafeterias; they'll / **will eat** sandwiches.

b. The students **will stay** with families; they **won't sleep** in a youth hostel.

c. There **will be** English classes; there **won't be** parties or disco nights.

d. The visits **will be** too cultural and the boys and girls **won't like** them.

e. They **won't do** shopping in Oxford Street, they'll / **will buy** souvenirs in the museum shops.

6. Un élève candidat à ce voyage se projette dans le futur, la veille du départ. Traduisez ses paroles.

a. Tomorrow, I'll get up at 3 am.

b. Tomorrow evening I'll meet my host family.

c. In two days I'll see Buckingham Palace.

d. Next Friday I'll visit the Tower of London.

7. Écoutez les réactions de Sam et Lena, élèves britanniques, à lecture du projet de voyage proposé aux jeunes Français.

Enregistrement

Lena: I'm not sure they will like this trip. They will see a lot of historical places. But for me, it isn't the best programme for a trip to London!

Sam: For sure, I don't like it! It is the worst programme! Look! They will only visit galleries and museums!

Lena: You are right. And they won't have free time for shopping or window shopping in Oxford Street.

Sam: And they won't see or go to the best places like the London Eye! They won't see Emirates Stadium or Wembley Arena!

Lena : And they won't visit Madame Tussaud's! It's the best museum in London.

Sam + Lena: Look! They will have English classes! Really it's the worst programme ever!!

Qui dit que :

a. Ce n'est pas le meilleur programme (not the best..) : Lena

b. C'est le pire (the worst...) des programme: Sam et Lena

c. Ils ne feront pas de shopping ou lèche-vitrine: Lena

d. Ils ne verront pas dans les meilleurs endroits (the best places) : Sam. Lesquels avez-vous reconnus ? : The london Eye, Emirates Stadium, Wembley Arena, Madame Tussaud's.

On pourra demander de retrouver quel autres reproches sont faits : Ne visiter que des musées et /ou galeries et surtout avoir des cours d'Anglais.

Activité complémentaire : Workbook pages 68, ex : 12 (Mind map).

My project

Vous avez obtenu une subvention. Présentez un projet de séjour linguistique et choisissez le meilleur programme.

Tâche 1 : Trouver une information sur Internet (CE).

a. Recherchez des sites proposant ces séjours.

b. Demandez-leur des brochures avec tarifs depuis votre région.

c. Par groupes, décidez d'une destination (ville ou région) dans la limite du budget dont vous disposez

Tâche 2 : Rédiger un programme (EE)

Rédigez ou améliorez un programme déjà proposé selon vos goûts. Mettez-le en page, illustrez-le par une affiche.

Tâche 4 : Présenter un programme (EO)

Présentez oralement les différents projets et choisissez le meilleur.

Unit 14 Let's do the cooking!

Tâche finale (My Project p. 73)

Niveau A2 / EOC : *Vous participez à un concours sur la cuisine anglo-saxonne. Vous devez sélectionner et présenter une recette à un jury. Les meilleures présentations seront retenues pour le concours.*

Activités langagières	Tâches élémentaires
CO	Niveau A1 : Comprendre des mots isolés. Niveau A2 : Comprendre les ingrédients et les quantités nécessaires pour une recette. Niveau A2 : Comprendre un message sur un répondeur téléphonique et dresser une liste de courses.
EOI	Niveau A2.1 : Demander ou fournir un renseignement pour réaliser une recette (quantité).
CE	Niveau A2 : Comprendre une recette écrite. Niveau A2 / B1 : Trouver les informations pertinentes dans un ou des sites internet. Niveau A2 : Lire et suivre une recette.
EE	Niveau A2 : Apporter des annotations pour simplifier une recette.
EOC	Niveau A2 : Décrire et présenter une recette.

Contenus culturels et linguistiques

Culture et lexique

Vivre et agir au quotidien : mode de vie (*Food: ingredients, quantities, recipes, utensils*).

S'informer et comprendre : médias (*TV / radio networks and programmes : cookery programme...*).

Prononciation, lecture et écriture :

Reconnaissance et prononciation des voyelles, diphtongues et consonnes (*How, much, many, some, cup...*).

Grammaire de la langue

Dialoguer : interroger: syntaxe des énoncés interrogatifs (*How many / How much have you got / do you need / is there, are there ?*); répondre : affirmation et négation: syntaxe des énoncés affirmatifs et négatifs (*I've got some eggs / I haven't got any flour*).

Décrire : quantifier (Quantifieurs : I need, a lot of, a little, a few).

Page 70 – I need a lot of ingredients

1. Listen and repeat.

Enregistrement

Some butter – a cup of flour – a little sugar – a lot of chocolate chips – a teaspoon of baking powder – a few mushrooms

2. Listen to part one of the dialogue and complete the list of ingredients.

Enregistrement

James Martin: Good morning, everybody. This is James Martin on BBC One with Saturday Kitchen, our cookery programme. Nat Parker is with us today. Hello, Nat.

Nat Parker: Hello, James.

James Martin: What about cooking brownies?

Nat Parker: Brownies! What a good idea! What ingredients are there in the recipe?

James Martin: Well, I need 200 g of dark chocolate, some butter, some white sugar, three eggs, plain flour with baking powder and some chocolate chips.

Nat Parker: Those ingredients are very easy to find in a supermarket.

James Martin: Yes, indeed, very easy to find.

- | | |
|-------------------------------------|---------------------------|
| a. 200 g dark (chocolate) | b. some (butter) |
| c. some white (sugar) | d. three (eggs) |
| e. plain (flour) with baking powder | f. (some chocolate) chips |

3. Listen to part 2 of the dialogue and select the right expression.

Enregistrement

Nat Parker: How much chocolate do you need?

James Martin: I need 200 g of dark chocolate.

Nat Parker: How much butter do you need?

James Martin: I need 150 g of butter.

Nat Parker: Do you need a lot of sugar?

James Martin: No, I don't need much sugar, in this recipe there is only a cup of sugar.

Nat Parker: How much sugar have you got in this cup?

James Martin: I have 120 g of sugar.

Nat Parker: And how many eggs do you need?

James Martin: I need three eggs. And I need a cup of flour with a little baking powder, half a teaspoon actually.

Nat Parker: And do you need a lot of chocolate chips?

James Martin: No, I don't. Just a few chocolate chips, half a cup will do.

- a. Nat Parker: (**How much** / How many) chocolate do you need? (200 g)
b. Nat Parker: (**How much** / How many) butter do you need? (150 g)
c. Nat Parker: And (How much / **How many**) eggs do you need? (Three)

4. Right or wrong? Listen again and correct if necessary.

a. James Martin needs a lot of sugar.

Wrong. No, I don't need much sugar, (in this recipe there is only a cup of sugar).

b. There are 150 g of sugar in one cup.

Wrong. I have 120 g of sugar.

c. James Martin needs a little baking powder.

Right. I need a cup of flour with a little baking powder, (half a teaspoon actually).

d. James Martin needs a few chocolate chips.

Right. Just a few chocolate chips, (half a cup will do).

5. Look at the ingredients and ask a question with 'how much' or 'how many'.

a. How many mushrooms do you need?

b. How many tomatoes do you need?

c. How much jam do you need?

d. How much cheese do you need?

e. How much milk do you need?

f. How many bananas do you need?

g. How much honey do you need?

h. How many biscuits do you need?

Now act!

Faire travailler les élèves par deux à l'aide de la page 70 et de l'annexe page 121.

6. Phone your friend to find out about the quantity of ingredients you need to make Irish stew. Take notes of his / her answers. (recipe page 121)

beef / potato / carrot / mushroom / oil / onion / tomato / pepper / salt / spices /

How much beef do I need / do you need to make an Irish Stew?

How many potatoes do you need?

Your friend phones you to find out about the quantity of ingredients of the Irish stew. Use the recipe to answer his / her questions.

Irish Stew

2 kilos beef / 10 potatoes / 4 carrots / 6 mushrooms / 1 small onion / 3 tomatoes / 1 teaspoon oil / 1 teaspoon pepper / a little salt / a few spices

You need 2 kilos of beef / I need 2 kilos of beef.

Activités complémentaires : Grammar Keys page 110 ex. 1 et 4 ; Workbook page 69-70 ex. 1 à 3

Page 71 - Have we got any ham?

7. Listen and repeat.

Enregistrement

There is some ham in the fridge / We've got some ham in the fridge.

There are some vegetables on the shelf / We've got some vegetables on the shelf.

There isn't any chocolate spread in the cupboard / We haven't got any chocolate spread in the cupboard.

There aren't any pears in the bowl / We haven't got any pears in the bowl.

8. Listen to the dialogue and make a list of what John and Linda have or haven't got.

Enregistrement
John and Linda are studying in John's flat.
Linda: John, I'm hungry. What have you got in the fridge? What can we prepare?
John: I haven't got many ingredients. I must do some shopping.
Linda: Well, are there any eggs in the fridge?
John: Yes, there are some eggs. I have 6 eggs in my fridge.
Linda: Is there any milk in your fridge?
John: Yes, there is some milk. I have a carton of milk.
Linda: Have you got any ham?
John: No, I'm afraid I haven't got any.
Linda: Have you got any mushrooms?
John: No, I haven't got any and I haven't got any cheese.
Linda: Never mind.
John: Oh, look! I haven't got any jam but I've got some honey and a lot of chocolate spread.
Linda: Great. If you have a little flour, we can prepare some pancakes. Have you got any flour?
John: Yes, I've got some. It's in the cupboard. All right, Linda. Let's make pancakes!

They have got	They haven't got
6 eggs / A carton of milk Honey / Chocolate spread / flour	Ham / mushrooms / Cheese / Jam

9. Complete with 'some' or 'any' then listen to check.

- a. Linda: Are there (any) eggs in the fridge? John : Yes, there are (some) eggs.
- b. Linda: Have you got (any) ham? John: No, I'm afraid I haven't got (any).
- c. John: I've got (some) honey and a lot of chocolate spread.
- d. Linda: Have you got (any) flour? John: Yes, I've got (some).

FOCUS

- Dans quel cas emploie-t-on "how much, how many"? How much est suivi d'un nom indénombrable singulier. How many est suivi d'un nom dénombrable pluriel.
- Que signifient-ils ? Combien
- Comment s'utilisent "some et any"? Some s'utilise dans les réponses affirmatives. Any s'utilise dans les phrases interrogatives et dans les réponses négatives.
- Que signifient-ils ? du, de, de la, de l', des.
- Quelles expressions anglaises correspondent à 'un peu de', 'beaucoup de'? A little, a few, a lot of.

10. Write sentences to say what they have or haven't got in the fridge.

- a. I've got some strawberries.
 - c. You haven't got any peppers.
 - e. She has got some fish.
- b. He hasn't got any oranges.
 - d. We've got some green beans.
 - f. They haven't got any meat.

Now act!

11. Phil is listening to Mary's message. Help him to write down Mary's shopping list.

Enregistrement

Phil is listening to Mary's message. Help him to write down Mary's shopping list.

Hello, darling. Matt and Angie phoned me an hour ago. They are coming tonight but I haven't got many ingredients in the fridge. I am at work and I can't go to the supermarket. Please can you do the shopping for me? Here is the shopping list.

I've got a few vegetables but I know we haven't got any carrots. I need one kilo. And buy some more potatoes, maybe one or two kilos. I'll need a tin of mushrooms too.

There isn't any oil in the cupboard, buy a bottle, please. We'll cook a nice roast beef so buy a piece of meat for 4 people.

I'm not sure, I think we haven't got any tomatoes in the fridge. Buy 10 tomatoes. We'll also need some butter and a dozen eggs. Oh, and buy some rice, 2 packets.

And you must buy a bag of chocolate chips for the cake. Look in the cupboard! Have we got any flour? We haven't got any. Buy 2 packets of flour. Think of some teabags too.

Phone me at 6 o'clock before I leave the office.

See you tonight. Coming back as soon as I can. Love you. Bye.

Ingredients	Quantity
carrots	one kilo
potatoes	one or two kilos
mushrooms	a tin
oil	a bottle
roast beef	for 4 people
tomatoes	10
butter	some
eggs	a dozen
rice	2 packets
chocolate chips	a bag
flour?	2 packets
teabags	some

Activités complémentaires : Practice page 72 ex. 5 ; Grammar Keys page 110 ex. 2 et 3 ; Workbook page 71 ex. 4 et 5 + Language quiz

Page 72 - My favourite recipe

1. Match the pictures with the corresponding letters.

1 - G / 2 - H / 3 - A / 4 - B / 5 - J / 6 - E / 7 - I / 8 - D / 9 - F / 10 - C

Page 73 - Practice

2. Trouvez la traduction des éléments suivants dans le texte.

- | | | |
|------------------------------|--------------|---------------|
| a. a tablespoon / a teaspoon | b. a knife | c. a bowl |
| d. a rolling-pin | e. a pie pan | f. cling film |

3. Utilisez le texte et les photos pour traduire les expressions suivantes.

- a. Mélanger les ingrédients : Mix the ingredients.
- b. Ajouter les pommes : Add the apples.
- c. Emballer dans du film plastique : Wrap in cling film.
- d. Préchauffer le four : Preheat the oven.
- e. Eplucher les pommes : Peel the apples.
- f. Verser la pâte : Pour the dough.
- g. Servir la garniture : Serve the filling.
- h. Faire cuire le gâteau au four : Bake the cake.

4. Répondez en français aux questions suivantes.

- a. Pourquoi faut-il couper la pâte en deux?

Il faut couper la pâte en deux car il faut l'étaler pour en faire deux disques, un pour le fond du gâteau et un pour le dessus.

- b. Comment sait-on si le gâteau est cuit?

Il faut 50 mn de cuisson et la pâte devient dorée.

5. Vous voulez savoir si les ingrédients suivants font partie d'une recette. Formulez les questions en utilisant « is there any...? » ou « are there any... ? ».

- | | |
|------------------------------|---------------------------|
| a. Is there any sugar? | b. Is there any wine? |
| c. Are there any peaches? | d. Are there any peanuts? |
| e. Are there any cherries? | f. Is there any milk? |
| g. Is there any lemon juice? | h. Are there any carrots? |

Activités complémentaires : Grammar Keys page 110 ex. 5 ; Workbook page 73 ex. 6 à 9

MY PROJECT

Votre classe participe à un concours international sur la cuisine anglo-saxonne. Vous devez sélectionner et présenter une recette. Les meilleures présentations seront retenues pour le concours.

Tâche 1 : Trouver les informations pertinentes dans un ou des sites internet (CE).

Cherchez sur internet plusieurs recettes typiquement anglaises ou américaines afin de constituer un livre de cuisine de quelques pages.

Tâche 2 : Lire et suivre une recette / Apporter des annotations pour la simplifier (CE/EE).

Choisissez une recette et réécrivez-la plus simplement.

Tâche 3 : Décrire et présenter une recette (EOC).

Présentez votre recette en donnant des renseignements à la classe à propos des ustensiles, des ingrédients, des quantités nécessaires et expliquez les différentes étapes.

Pour gagner du temps, donner une liste de sites précis tels que :

http://www.childrensrecipes.com/chocolate_easter_eggs.htm

<http://www.easy-kids-recipes.com/birthday-party-cakes.html>

<http://familyfun.go.com/recipes/cooking-with-kids/>

<http://homecooking.about.com/library/archive/blcakeindex.htm>

Faire chercher plusieurs recettes par les élèves, les faire simplifier et en faire une compilation à réaliser pour les Portes Ouvertes du lycée par exemple.

S'il vous reste du temps <http://www.oyunlar1.com/online.php?flash=7145>

(Jeu pour réaliser une recette et le vocabulaire apparaît au fur et à mesure).

Exemple de production attendue.

This is a recipe for... The ingredients are for 6 people. You need (utensils).

In my fridge I've got (ingredients). I need some flour, a little sugar, a lot of apples, etc.

There is / there are... in my recipe. Steps (phrases à l'impératif ou avec must)

Unit 15 Warmer, sunnier, better

Tâche finale (My Project p. 77)

Activités langagières	Tâches élémentaires
EOI	Partager ses idées.
EOC	Justifier un choix.
CE	Comprendre un article à caractère journalistique
EE	Réaliser un document.

Contenus culturels et linguistiques

Culture et lexique

Vivre et agir au quotidien : mode de vie : *Food (organic salad, tuna salad, salmon, chicken wings, sausages, barbecues, organic, light, healthy...); Tourism and accommodation (rent, stay, hotel, mobile home, half board, full board, facilities included).*

Etudier et travailler : monde scolaire (*Education in Britain: timetable, lessons, independent learning, head teacher, workshops, exam results, long term-absence...*).

S’informer et comprendre : références géographiques (*Lake District, Tyneside*).

Se cultiver et se divertir : sports et loisirs (*fishing, cycling, walking, running, bowling, acrobanching, bowling, golf...*).

Prononciation, lecture et écriture :

Reconnaissance et réalisation des terminaisons du comparatif des adjectifs courts (*warmer, colder, easier...*)

Grammaire de la langue

Communiquer : comprendre et s’exprimer : s’exclamer (*Sounds good...!*); faire faire : modaux (*you should...*)

Décrire :

– qualifier : adjectifs (*good, dangerous, tiring, risky, relaxing, tasty, healthy, economical, green, convenient...*);

– comparer : comparatif (*more relaxing, easier, cheaper, better, worse than..., as large as..., less expensive*);

– expliquer son point de vue : articulation du discours (*agree, disagree, you are right, well, because, so...*).

Page 74 – It will be better!

1. Listen and repeat.

Enregistrement

good /better
sunny /sunnier
warm / warmer
cloudy /cloudier
tiring /more tiring

2. Listen and select the right answer.

Enregistrement

Dad: Bob, what's the weather forecast for next weekend?

Bob: They say Saturday will be better than today, Dad.

Dad: And Sunday?

Bob: It will be warmer and sunnier.

Dad: Sounds good for an active weekend! Do you prefer going to the country or the Lake District, Darling?

Mum: To the Lake District! It's more pleasant! I can walk around the lakes...

Dad: I can fish in the lakes. It's more relaxing.

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

Kate: I can run with Eva.

Mum: But it's more tiring than cycling!

Kate: You are right but it's healthier and I will be slimmer!

The weather forecast is for next week end.

They will go to the Lake District.

They will practice sport.

3. Listen again and find what they say.

Bob: Next weekend will be better than today.

Bob: Sunday will be warmer and sunnier.

Mum: The Lake District is more pleasant.

Dad: Fishing is more relaxing than walking.

Bob: Cycling is more exciting than fishing.

Mum: Running is more tiring than cycling.

FOCUS

- Comment dit-on « plus chaud » ? : warmer, « plus ensoleillé » ? : sunnier,

- « plus agréable » ? : more pleasant, « meilleur que » ? : better than.

- A partir de cette PRL, faire faire le rapprochement entre les comparatifs de ces adjectifs et ceux utilisés/proposés dans les activités 1 et 3. (warmer / hotter / colder – sunnier / cloudier

- more pleasant /more relaxing / more tiring / more exciting / more violent – better)

- A partir de ces recherches, faire déduire les règles de construction du comparatif en fonction des différents types d'adjectifs relevés (courts – longs avec 'y' et sans 'y' – exceptions).
- Demander quel est le mot signifiant « que » (than), et si il est toujours utilisé ? (non, comme en français).

Activité complémentaire :Le professeur pourra proposer une liste d'adjectifs qu'il fera trier et classer selon leur forme au comparatif dans un tableau ou l'ex. 5 page PRACTICE 77.

Adj. courts		Adj. longs	Adj. irréguliers
1 syllabe short → shorter cold → colder ...	2 syllabes avec -y easy → easier happy → happier ...	2 syllabes sans -y, 3 syll ou + expensive → more expensive violent → more violent	good → better

4. Compare these sports

Football/swimming – rugby/bowling – snowboarding/table tennis – yoga/boxing – golf/walking

Use: funny – tiring – violent – pleasant – cool – dangerous – risky – easy – difficult – expensive – cheap – healthy* (**bon pour la santé*)

Exemples de productions possible:

- Football is more violent /pleasant /dangerous than swimming.
- Swimming is cooler / healthier than football.
- Rugby is more tiring / violent / dangerous / difficult than bowling.
- Bowling is funnier / easier / more expensive than rugby.
- Snowboarding is more expensive / dangerous / riskier / funnier than table tennis.
- Table tennis is cheaper / more tiring / easier than snowboarding.
- Yoga is cooler / healthier / more pleasant than boxing.
- Boxing is more tiring / dangerous / riskier than yoga.
- Golf is more expensive /difficult / cooler than walking.
- Walking is cheaper / easier / healthier than golf.

Now act!

5. Ask and answer as in the example.

Example: Football / rugby → Do you prefer football or rugby?
 I prefer rugby; it's more exciting / I prefer football; it's easier.
 Productions par paires. Le professeur pourra à la demande des élèves introduire ou rappeler d'autres adjectifs que ceux proposés. Il pourra également en fonction du niveau de ses élèves introduire 'too' pour critiquer l'autre activité.
 Ex : Do you prefer fishing or swimming? I prefer fishing, it's more relaxing. Swimming is too tiring / boring (for me).

Activités complémentaires : Pour un enrichissement lexical et un entraînement au comparatif de supériorité : Grammar Keys page 111 ex. 1 ; Workbook pages 74-75 ex. 1 à 4.

Page 75 – It's less expensive and as comfortable

6. Listen and repeat.

Enregistrement

- a. as comfortable as
- c. as expensive as
- e. as interesting as

- b. less comfortable than
- d. less expensive than
- f. less interesting than

7. Listen and see if they will:

Enregistrement

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

Dad: Yes, I will book 2 rooms

Mum: No, Mell! it's too expensive. You should rent a mobile home. It's less expensive

Dad: But is it comfortable?

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

Mum: And the bedrooms are as large as in cheap hotels...

Kate: And with the kitchenette you can cook what you want. It's more convenient!

Mum: But it's worse for me! I work more than at home and I have less time for me.

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

Dad: And it will cost less! I'll definitely rent a mobile home.

Réponse: b. They will rent a mobile home.

8. Listen again and select their opinion about the weekend accommodation.

- a. It's less expensive.
- b. It's as comfortable.
- c. It's as large.
- d. It's more convenient.

FOCUS

- Quels mots correspondent à « aussi... que » ? : *as... as*. C'est le comparatif d'égalité. La construction est semblable pour le comparatif d'inégalité, le verbe étant à la forme négative.

- « moins » ? : *Less*. La construction « moins que », se fait avec 'than'. « pire » ? : *worse*.

Après la découverte des différentes formes de comparatifs, il sera préférable de mettre en place une acquisition progressive par un entraînement progressif lui aussi, afin d'éviter confusion et mélange (than et as, emploi de l'adjectif de base).

Activités complémentaires :

- pour le comparatif d'égalité (et d'inégalité) : Grammar Keys ex. 4 page 111 ; Workbook ex. 7 page 76
- pour la manipulation des formes du comparatif d'infériorité et d'inégalité : GrammarKeys : ex. 3 page 111
- pour la CO puis la lecture des dialogues d'appui des PRL : Workbook ex. 5 & 6 page 76.

9. Express their opinions about food during the weekend. Use the different forms of comparatives (+, -, =).

Example: They / eat salads: they're (+light) and (+healthy) / sausages.

→ They should eat salads because they're lighter and healthier than sausages.

a. Kate: We should buy organic salad: it isn't as expensive as in town and it is tastier.

b. Mum: We should prepare a tuna salad: tuna is as good as salmon but isn't as expensive.

c. Bob: You should make barbecues: sausages are better, less boring and friendlier than salads.

d. Dad: Mum should get some chicken wings: They aren't as fatty as sausages and they're + cheaper.

e. Mum: Everyone should drink water: it's less expensive and healthier than sodas.

Activités complémentaires :

- pour la manipulation de l'ensemble des formes de comparatifs : Workbook ex. 9 page 77.

- pour l'enrichissement ou la révision lexicale : Workbook ex. 8 page 77.

Now act!

10. Compare these adventure weekend packages. Justify your final choice.

Exemples de réponses / productions possibles.

A week end at Canopy Park is as expensive as a weekend at Lakeside Park.

Canopy park isn't as comfortable as Lakeside park / Lakeside Park is More comfortable than Canopy park.

More meals are included at Canopy Park (CP) than at Lakeside Park (LSP).

The food at Canopy Park is greener / healthier than at LSP.

The food is more varied at LSP than at CP.

The activities at CP are more exciting than at LSP but they are more expensive (after 2hours).

The activities at LSP are more relaxing than at CP.

I prefer CP because a weekend in the trees is more original than a weekend by a lake.

The activities are more interesting at CP. Mountain biking is more exciting, riskier than canoeing or nature walks. The people at CP are probably younger than at LSP.

For me, acrobanching is more fun than fishing. I like sunbathing and swimming; for that, I prefer a swimming pool to a lake, it's cleaner and safer. I prefer eating organic food, it's tastier, healthier and lighter. Drinks are not included but I only drink water, so it won't be more expensive for me... There is no internet room, it's good, I will read more!

Page 76 – Starting school at 10 o'clock

1. Read the document and give each paragraph its title.

Faire Numéroter les paragraphes (1, 2,... ou A, B,...)

- a. Premiers résultats. : D/4
- b. Les nouveaux locaux : C/3.
- c. Témoignages : E/5
- d. La raison du changement. : B/2
- e. Un lycée aux horaires de rêve. A/1

2. Match the English words with their translation in French.

- a. timetables → 2. *emplois du temps*
- b. independent learning → 8. *travail en autonomie*
- c. took advice → 3. *s'est fait conseiller*
- d. the latest → 6. *les plus récentes...*
- e. environmentally friendly → 4. *Ecologique*
- f. a workshop → 5. *un atelier*
- g. a decrease → 1. *une baisse*
- h. a lie-in → 7. *une grasse matinée*

3. Answer the questions in French.

- a. Pourquoi y a-t-il 2 séries d'horaires ? Il y a les horaires des cours : 10am to 3.40pm et les horaires d'ouverture de l'école : 8am-5pm.
- b. Qu'a constaté le professeur Foster ? Que les adolescents sont programmés pour se lever tard et avoir de meilleures capacités / apprendre mieux l'après midi.
- c. Quelle phrase illustre le mieux la photo de l'école ? "The school also has a new building designed like a football stadium".
- d. En quoi l'expérience est-elle positive ? Les absences de longue durée ont diminué de 27 %, les résultats aux examens sont meilleurs et les professeurs paraissent plus décontractés.

Page 77 – Practice

4. Répondez aux questions en anglais.

- a. Does the experiment take place in the U.S.A? No, it doesn't. It takes place in UK / Britain.
- b. When do classes begin and finish? The classes begin at 10am and finish at 3.40pm.
- c. What do the students do after 3.40pm? They do sporting activities / practice sports. They can go to the different workshops.
- d. Why did the school board decide to change the timetables? They decided to change the timetables because students learn better when they get up later and have lessons in the afternoon.
- e. Did they only change the timetables? No, they didn't. They also changed the school for a new greener building with more modern equipment and the latest technology.

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

Adj. courts		Adj. longs	Adj. irréguliers
cleaner / colder older / younger larger / later richer / lighter shorter / cheaper nicer / longer bigger / cooler fresher / later hotter / faster newer	earlier / noisier funnier / prettier dirtier / uglier easier / happier sunnier / friendlier	more interesting / more boring more modern / more spacious more comfortable / more beautiful more expensive / more famous more violent / more convenient more difficult / more dangerous	Good → better

6. Complétez par un adjectif (...) au comparatif et *as ou than* (...) selon le cas.

Utilisez : modern – good(2) – late — happy

- a. School starts **later** at Monkseaton **than** in other schools.
- b. Monkseaton High school is **more modern than** our school.
- c. The students are **happier** because they have interesting activities.
- d. Before the time change the exam results were not **as good as** now.
- e. Now the students concentrate **better than** before.

7. Expliquez en français les opinions des 4 élèves. (Amy, Lena, Bryan, Connor)

Amy est une fan de ces changements. Elle dort davantage et ça lui permet de mieux se concentrer en cours.

Lena apprécie aussi le sommeil supplémentaire. Elle se trouve plus heureuse et plus énergique.

Bryan est d'accord avec Amy et Lena. Il apprécie sa grasse matinée et prend le temps de déjeuner. Il se trouve plus actif en cours.

Kevin n'est pas d'accord. Pour lui, les cours devraient commencer à 9h ; ça lui permettrait de quitter l'école plus tôt.

Activité complémentaire pour pratiquer l' EOC : Workbook ex. 10 page 78. (Mind Map)

My project

Une subvention européenne étant prévue, vous devez participer au projet d'aménagement pour la rénovation de votre lycée.

Tâche 1 : Dresser un inventaire.

Listez les améliorations nécessaires ou équipements nouveaux à apporter pour une vie et des études plus agréables dans votre établissement.

Tâche 2. Rédiger un paragraphe.

En groupe, choisissez un thème (aménagements extérieurs, cantine, alimentation, matériel..) et produisez un article indiquant améliorations souhaitées et résultats attendus (économies, écologie, développement durable..) par ordre de priorité.

Tâche 3. Réaliser un document.

Mettez en commun et finalisez le document. Soumettez-le au Conseil d'Etablissement.

Unit 16 Experiences

Tâche finale (My Project p. 81)

Niveau A2 / EE : Avant d'accueillir un groupe d'élèves irlandais dans votre lycée, votre classe doit envoyer un questionnaire pour connaître leur expérience en matière de séjour à l'étranger.

Activités langagières	Tâches à réaliser au cours de l'unité (p. 78-81)
EOI	Demander ou donner des informations sur ses expériences
EOC	Rendre compte de ce que l'on a déjà fait
CE	Comprendre des expériences et des projets à caractère professionnel
EE (B2I)	Réaliser un questionnaire et l'envoyer

Contenus culturels et linguistiques

Culture et lexique

Se cultiver, se divertir : sports et loisirs (*intense sports, competition, mountain climbing, parachute jump, skydiving, bungee jump, Marathon...*).

S'informer et comprendre : références géographiques (*Euro Disney Paris, countries, Japan, China, Argentina, Peru, Quebec...*).

Étudier et travailler : monde scolaire (*vocational school, world of work, work placement, professional baccalaureate, foreign languages, pass...*); monde professionnel (*reception desk, receptionist, factory, multimedia library, stewardess, tourism, ground hostess, male nurse, contract, working hours, nursing staff, shifts, in the day-time...*).

Prononciation, lecture et écriture

Reconnaissance de quelques règles phono-graphémiques : [ai] / [i] (*drive – driven / ride – ridden / write – written*).

Grammaire de la langue

Raconter, relater : situer dans le temps (present perfect, prétérit simple // present perfect) Rendre compte de faits (*have you ever...? / I have never... / I have already... / I haven't... yet*).

Page 78 – Have you ever done that?

1. Listen and repeat.

Enregistrement

win a competition
climb a mountain
do a parachute jump
do a bungee jump
run a marathon

2. Listen to the conversation between Freddie Jones and a CIA recruiter and classify the following words.

competition – mountain climbing – parachuting – bungee jumping – running.

Enregistrement

Intense sports (part 1)

Recruiter: Pleased to meet you, Mr Jones. Have a seat. So, you are here today because you would like to become a CIA agent.

Freddie J: Yes, Sir. That's right.

Recruiter: This first interview is about your physical abilities. Are you ready to answer my questions, Mr Jones? May I call you Freddie? I need short answers for the moment.

Freddie J: I'm ready, Sir.

Recruiter: Have you ever been in a competition?

Freddie J: Yes, I have.

Recruiter: Have you ever won a competition?

Freddie J: No, I haven't.

Recruiter: Have you ever climbed a mountain?

Freddie J: Yes, I have.

Recruiter: Have you ever done a parachute jump?

Freddie J: Yes, I have.

Recruiter: Have you ever done a bungee jump?

Freddie J: No, I haven't.

Recruiter: Have you ever run a marathon?

Freddie J: I have never run such a long distance.

Recruiter: OK. Let's recapitulate: You have never won a competition; you have never done a bungee jump and you have never run a marathon. Is that correct?

Freddie J: It is, Sir.

a: activities Freddie has experienced: competition – mountain climbing – parachuting

b. activities Freddie has not experienced: bungee jumping - running

3. Listen again and use 'ever' or 'never' to complete what Freddie and the recruiter are saying.

a. Have you *ever* been in a competition? Yes, I have.

b. Have you *ever* done a bungee jump? No, I haven't

- c. I have *never* run such a long distance.
- d. You have *never* won a competition.

4. Listen to the second part of the dialogue and answer the questions.

Enregistrement

Intense sports (part 2)

Recruiter: Well... Let's talk again about the activities you have done. You have climbed a mountain, right?

Freddie J: Yes. I have done that twice: once in France and once in California.

Recruiter: When was it?

Freddie J: I climbed the Mont Blanc three years ago and Mount Whitney last year.

Recruiter: About parachuting now: how did you feel when you jumped for the first time?

Freddie J: I felt great every minute: before the jump, during the jump and after it. Now, I am a member of a parachuting club and what I prefer is skydiving. It's more exciting.

Recruiter: Alright Freddie, that's all for the moment. I'll get back to you in about 15 minutes.

Freddie J: OK, Sir. See you in 15 minutes.

- a. How many mountains has Freddie climbed? When was it?
Freddie climbed: Mont Blanc three years ago and Mount Whitney last year.
- b. How did Freddie feel on his first parachute jump?
He felt great, before, during and after the jump.
- c. Why does he prefer skydiving now?
Because he thinks it's more exciting.

Now act!

5. Ask your partner about his/her experiences and then answer the questions s/he will ask you.

Have you ever been to England / a concert /? Yes, I have / No, I haven't.

Have you ever visited England?

Have you ever travelled on a ferry / on the Eurostar?

Have you ever taken a plane / the Eurostar?

Have you ever seen / met a movie star face to face?

Have you ever been in an accident? Have you ever seen / had an accident?

Have you ever written a poem?

Have you ever sung in a karaoke?

Have you ever ridden a horse?

Have you ever eaten frogs' legs?

Page 79 – I haven't decided yet!

6. Listen to Betty and Sandra and select the right information.

Enregistrement

Super idea!

Sandra: You look worried, Betty. Do you have a problem?

Betty: It isn't really a problem but... it's Ben's birthday in five days and I haven't bought his present yet.

Sandra: Do you know what to buy him?

Betty: No, I haven't decided yet. I have no idea!

Sandra: Call his sister and ask her.

Betty: I have already called her twice and there was no answer.

Sandra: When did you call?

Betty: I called once yesterday and once this morning.

Sandra: Why don't you ask his mother, then?

Betty: Ben's mother? I have never talked to her!

Sandra: Buy him a video game!

Betty: I have already given him a video game.

Sandra: When was it?

Betty: I gave it to him at Christmas.

Sandra: ... I see... Has he ever been to Disney Land Paris?

Betty: Disney Land Paris? I don't know. I have never asked him.

Sandra: I have already been there three times; it's great! And you, have you already been to Disney Land Paris?

Betty: No. I've never been to France.

Sandra: So, you know what? Buy two tickets, one for Ben and one for you. It's more expensive than a video game but it is far better.

Betty: That's a super idea!

- Betty hasn't bought the present yet.
- Betty has already telephoned Ben's sister.
- Betty has never talked to Ben's mother.

7. Fill the chart in French.

ce que Betty a déjà fait	ce qu'elle n'a pas encore fait	ce qu'elle n'a jamais fait
<ul style="list-style-type: none"> - Elle a téléphoné deux fois à la sœur de Ben - Elle a offert un jeu vidéo à Ben pour Noël 	<ul style="list-style-type: none"> - Elle n'a pas encore acheté le cadeau de Ben - Elle n'a pas encore choisi ce qu'elle lui offrirait 	<ul style="list-style-type: none"> - Elle n'a jamais parlé à la mère de Ben - Elle n'a jamais demandé à Ben s'il était allé à Disneyland Paris - Elle n'est jamais allée en France

8. Listen again and answer the questions.

a. Quand est l'anniversaire de Ben ?

Dans cinq jours.

b. Pourquoi Betty n'a-t-elle pas encore acheté de cadeau ?

Elle n'a pas d'idée.

- c. Quelle idée de cadeau Sandra suggère-t-elle à Betty ? Pourquoi Betty refuse-t-elle ?
Sandra suggère à Betty d'offrir un jeu vidéo à Ben mais elle lui en a déjà offert un à Noël.
 d. Quel sera le cadeau de Ben ?
Un voyage à Euro Disney et Betty accompagnera Ben.

FOCUS

- Quels sont les deux énoncés qui signifient: « j'ai offert » ? I have given / I gave.
- Quel temps anglais traduit un passé composé accompagné d'un complément de temps ?
 Le prétérit simple.
- Comment dit-on « Avez-vous déjà été ? » Have you ever been ? « J'ai déjà offert » I have already offered. « Je n'ai pas encore décidé » I haven't decided yet.
- Quelle est la nature des deux mots qui composent le present perfect ? L'auxiliaire HAVE et le PARTICIPE-PASSÉ du verbe.

9. Insert the right element in each sentence:

- a. It's 2 pm. *I haven't had lunch yet.* I'm very hungry.
 b. Sam *has never been to China.* He's very happy to go to Shanghai next week.
 c. My friends *have already travelled on Eurostar.* They say it's much faster than a ferry.

10. Build mini dialogues as in the example.

- a. Have you talked to your parents? I have already talked to my mother but I haven't talked to my father yet.
 b. Have you done your homework? I have already done my English but I haven't done my Maths yet.
 c. Have you received all your clothes? I have already received the T-shirt but I haven't received the belt yet.
 d. Have you seen the new neighbours? I have already seen the man but I haven't seen his wife yet.

Now act!

11. Tell your partner what you have already or not yet prepared for the coming week (school, leisure, parties...).

Expression personnelle.

Page 80 – Experiences and plans

1. Read the first lines of each document and select what the best general title could be.

- c. The reasons why we have chosen this lifestyle.

2. Read the 3 documents and find the following information.

First name + age	Nationality	Occupation	Place of work
Quentin, 17	French	student	vocational school
Astrid, 23	German	stewardess	airport / planes
Roch, 22	Austrian	male nurse	clinic in Quebec

3. In the documents, find the English equivalents for:

Astrid :

- a. une hôtesse au sol : *a ground hostess*
- b. 3 ou 4 fois : *three or four times*

Quentin :

- a. un lycée professionnel : *a vocational school*
- b. le monde du travail: *the world of work*
- c. 2 fois : *twice*
- d. en stage : *on work placement*
- e. 1 fois : *once*
- f. une médiathèque : *a multimedia library*

Roch :

- a. à l'étranger : *abroad*
- b. les horaires : *the working hours*
- c. les postes du matin : *The morning shifts*
- d. le personnel soignant : *the nursery staff*
- e. les nouveaux arrivants : *the newcomers.*

4. Read again and answer the questions in French.

- a. Pourquoi Astrid a-t-elle eu envie de faire son métier ?
Son père travaillait dans un aéroport et elle a toujours voulu être hôtesse.
- b. Dans quels pays est-elle déjà allée ? Où voudrait-elle aller bientôt ?
Elle est déjà allée au Japon, en Chine, au Pérou et en Argentine. Elle voudrait aller aux USA et au Canada.
- c. Pourquoi Quentin a-t-il choisi le lycée professionnel ?
Il voulait rapidement connaître le monde du travail.
- d. Où est-il déjà allé en stage ?
Il a effectué un premier stage à l'accueil d'une grande entreprise et un second dans une médiathèque.
Que voudrait-il faire plus tard ?
Il voudrait travailler à la réception d'un grand hôtel à l'étranger.
- e. Quels sont les côtés positifs et négatifs dans le travail de Roch ?
Il trouve son métier d'infirmier très intéressant et il est mieux payé qu'en Europe mais les horaires de travail sont durs : il travaille toujours de nuit, de minuit à 8 h du matin.
- f. Que veut-il faire après son CDD ?
Il veut rentrer chez lui en Autriche.

Page 81 - Practice

5. Conjuguez le verbe au present perfect.

- a. be / I was, you were / I have *been*.
- b. eat / you ate / you have *eaten*.
- c. drink / she drank / she has *drunk*.
- d. fall / he fell / he has *fallen*.

- e. sing / we sang / we have *sung*.
- f. study / they studied / they have *studied*.

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

- a. I have never played rugby.
- b. Rachel has never sung in public.
- c. My cousin has already studied in another country.
- d. They have not eaten their dessert yet.
- e. I have already fallen off a bicycle twice.

7. Prétérit ou present perfect ? Formulez des phrases correspondant aux illustrations.

- a. Ricky *broke* his leg last week.
- b. I *have paid* by credit card because it's more practical.
- c. I *went* to Diego's yesterday and *had* a haircut.
- d. Mum *has made* a beautiful and delicious cake for my birthday.

8. Rétablissez l'ordre des mots dans les questions et répondez personnellement.

- a. Have you ever been to the UK or Ireland?
- b. Have you already taken a plane?
- c. Have you ever left your family?
- d. Have you ever driven on the left?

My project

Avant d'accueillir un groupe d'élèves Irlandais dans votre lycée, votre classe doit envoyer un questionnaire pour connaître leur expérience en matière de séjour à l'étranger.

Travail de groupe qui doit être bien encadré pour une production rapide et efficace.

Zoom Welcome to Australia

Page 82

ID Card and Australian flag

1. Use the Internet or a dictionary to complete the ID Card and find information about the different parts of the Australian flag.

ID Card

Capital: Canberra

Queen of Australia: Elizabeth II

Governor General: Quentin Bryce

Prime Minister: Julia Gillard

Total area: 7.617.930 km²

Population: 22.530.147

Time zone: GMT+8 to +11.5

Drives: on the left

The Australian National flag represents the link with Great Britain, the Southern Cross constellation and the Commonwealth Star (the 6 states plus the future territories).

Aborigines

2. Use the information and the photo above to say in French what you understand about the Aborigines' situation and culture.

Les Aborigènes représentent 2,7 % de la population australienne, ils sont pauvres, sans emploi et peu instruits. Ils dansent, dessinent dans le sable, racontent des histoires et se servent de didgeridoos. Le gouvernement australien leur a fait des excuses en 1999.

Sydney Harbour bridge

3. Read the information about Sydney Harbour Bridge and answer the following questions.

- a. How high is the bridge? The bridge is 134 metres above Sydney Harbour/ 134 m high.
- b. How many people are there in a group? There are 14 people in a group.
- c. How long does it take to reach the top of the bridge? It takes 3 and a half hours to go to the top of the bridge.
- d. What sort of souvenirs do you get? You get pictures of you on the Climb, a Climber Certificate and a complimentary group photograph.

The Three Sisters

4. Right or wrong? Justify.

a. Three sisters loved three men from their tribe.

Wrong, three sisters fell in love with three men from another tribe.

b. The tribal law obliged them to get married.

Wrong, they couldn't because of a tribal law.

c. There was a war between the two tribes.

Right, there was a big battle between the two tribes.

d. A magician transformed the three sisters to stone.

Right, an old man turned the three sisters to stone to protect them.

e. After the war, the old man transformed them back.

Wrong, the old man was killed in the fighting and no one else could turn them back.

f. This is not an aboriginal legend.

Wrong, everybody thinks this is an aboriginal legend but it is not.

5. Listen to the information about Bondi Beach and fill in the chart.

Enregistrement

Bondi Beach is one of the best beaches in the world. It is located 7 kilometres east of Sydney and it is about one kilometre long. There is an underwater shark net during the summer months to prevent shark attacks. People can sometimes see whales, dolphins and penguins in the bay during the months of migration. The south end of the beach is generally reserved for surfboard riding.

Every Sunday the Bondi Beach Market is open. In August, a 14 km Fun Run takes place from the central business district of Sydney to Bondi Beach. It is called the City to Surf. People can choose to run or to walk.

Christmas in Australia is celebrated during the Southern Hemisphere Summer so many Irish and British tourists spend Christmas Day at the beach.

In 2007, the largest swimsuit photo was taken for the Guinness World Record with 1,010 women wearing bikinis.

Location	7 kilometres east of Sydney
Animals	Sharks, whales, dolphins and penguins
Sport	Surfboard riding
Activities (Sunday, August, Christmas)	Every Sunday the Bondi Beach Market is open. In August, a 14 km Fun Run takes place from the central business district of Sydney to Bondi Beach. It is the City to Surf. Many Irish and British tourists spend Christmas Day at the beach
In 2007	The largest swimsuit photo was taken for the Guinness World Record

QUIZ

Tick the right answer(s). Listen to check your answers.

Enregistrement

1. Sydney is the largest and most populous city in Australia and the state capital of New South Wales.
2. Australia is a federation of six states (New South Wales, Queensland, South Australia, Tasmania, Victoria, and Western Australia) and two major mainland territories (the Northern Territory and the Australian Capital Territory).
3. The Australian dollar is the currency of the Commonwealth of Australia. It is subdivided into 100 cents.
4. Aussie is Australian slang for an Australian.
5. *Australia* is an epic romance film released in 2008. It was directed by Baz Luhrmann and starred Nicole Kidman and Hugh Jackman.
6. The Outback is the vast, remote, arid area of Australia. The outback is the opposite of the bush.
7. In Rolf Harris's Christmas song, Santa and his sleigh are flown around Australia by Six White Boomers, that is six kangaroos.
8. A long time ago, the first white people in Australia saw a strange animal hopping along.
They asked the Aborigines the name given to this animal.
The Aborigines said 'Kanguru' but in the aboriginal language Kanguru means 'I don't know'.
9. Field hockey is a team sport played on a synthetic surface. It is not ice hockey.
10. The opal capital of the world is Coober Pedy, an Australian town.

1. **c** The biggest city of Australia is **Sydney**.
2. **c** In Australia, there are **6 states and two territories**.
3. **b** In Australia, you pay in **Australian dollars**.
4. **a** An Aussie is another word for **an Australian person**.
5. **c** The main actor of "Australia" is **Hugh Jackman**.
6. **a** The Outback is **a desert**.
7. **b** In Australia, Santa's reindeer are replaced by **kangaroos**.
8. **b** Aborigines use 'Kanguru' to say **I don't know**.
9. **a** Australians play field hockey **on artificial grass**.
10. **c** The Australian precious stone is **opal**.

Checkpoint (Units 13-14-15-16)

Listen

A2 Écouter et comprendre : Comprendre les points essentiels d’une conversation.

Vous allez entendre deux fois la conversation entre un client et un agent de voyages. Renseignez la fiche ci-dessous.

Enregistrement

At the travel Agency

Travel agent: Good morning, Sir. Please have a seat. What can I do for you?

Client: I’d like to have a holiday in Italy.

Travel agent: Have you already been to Italy, Sir?

Client: Yes. I went to Rome two years ago.

Travel agent: Where will you go this time, Sir?

Client: I’d like to go to Venice. It’s more romantic than Rome!

Travel agent: How long will you stay, Sir ?

Client: A week.

Travel agent: When, Sir?

Client: I prefer May or... September. How much will it cost me?

Travel agent: Well, it depends, Sir. How do you want to travel? By plane? By train? By coach?

Client: My wife prefers travelling by coach.

Travel agent: Well, we have a special offer for September. You and your wife will travel on a very comfortable bus and you will stay at a 3-star hotel for 700 euros. Nice, isn’t it?

Client: Is breakfast included?

Travel agent: Yes, Sir. Breakfast is included.

Client: Great. I’ll take it!

Demande du client	Offre de l'agence
<p>a. Pays de destination: <i>Italie</i></p> <p>b. Ville : <i>Venise</i></p> <p>c. Durée du séjour : <i>une semaine</i></p> <p>d. Périodes préférées : <i>Mai ou Septembre</i></p> <p>e. Nombre de personnes : <i>2</i></p>	<p>a. Période : <i>Septembre</i></p> <p>b. Moyen de transport : <i>autocar</i></p> <p>c. Type d'hébergement : <i>hôtel 3 étoiles</i></p> <p>d. Repas : <i>petit déjeuner inclus</i></p> <p>e. Prix : <i>700 euros</i></p>

Speak

A2 Réagir et dialoguer : Faire des suggestions et réagir à des propositions en exprimant ses goûts et préférences.

Vous avez 4 minutes pour discuter avec votre partenaire de la mise en place d'un pique-nique ou d'un barbecue. Chacun de vous demandera des précisions à l'autre et exprimera ses préférences en s'appuyant sur les suggestions fournies.

Suggestion :

A: What about organizing a picnic or a barbecue next Saturday?

B: Good idea, but where?

A: in the garden, of course.

B: and what if it rains? We can go in the garage, but it is less pleasant.

A: The weather will be nice, they forecast a sunny and warm weekend.

B: Good! So, do you prefer a picnic or a barbecue?

A: I prefer a barbecue, it's easier to prepare.

B: OK. Let's prepare the shopping list. We'll go to the butcher's round the corner.

A: Oh no! We'll go to the supermarket, there's more choice! What will we buy?

B: Everybody likes chicken wings, crisps...

A: How much will we take?

B: It depends... who will you invite?

A: (*liste des personnes invitées*)

B: You must count 3 wings per person at least. What about the drinks?

A: We can take soda, coke and beer.

B: I prefer water, it's healthier and less expensive.

A: All right. I will call everyone and ask them a participation of 5 euros per person, OK?

B: Yes. I will prepare the complete shopping list.

A2 Parler en continu : Présenter un projet préparé et lire à haute voix.

Donner des informations concernant une manifestation sportive prévue.

Vous faites partie de l'organisation d'une journée de randonnée qui aura lieu la semaine prochaine. **Temps de préparation :** 5 minutes. **Temps de parole :** 2 minutes
Déroulement : lieux de départ et d'arrivée, horaires, distance, besoins des participants (vêtements appropriés, nourriture et boisson, accessoires...).

Suggestion :

Our club is organizing a big hike on Sunday May 16th. You will have to choose between two distances: seven kilometres or fifteen kilometres. The departure will be in front of the church and the arrival will be at the stadium. You can start between 8 and 10 in the morning. Don't forget to wear comfortable shoes and take appropriate clothes in case of rain. Remember you must drink a lot of water when you make physical efforts and take chocolate bars with you.

When you return, you will get a snack, a good cup of tea or coffee and a nice T-shirt.

Put your name down before May 1st, by post or by mail but please, do not telephone!
You can see all the details and information on our site: www.movetokeepfit.com

Read

A2 Lire : *Savoir repérer des informations dans un texte.*

Répondez aux questions en français.

- a. 'Let's share our essays' est un blog réservé aux non-anglophones qui désirent améliorer leur anglais à l'écrit. Un thème de rédaction est proposé chaque semaine.
- b. Il parle de son séjour à l'étranger l'été dernier.
- c. Il est allé aux Etats-Unis parce qu'il s'ennuyait chez lui en Espagne. Il y est resté deux mois.
- d. Il habitait chez un de ses oncles qui vit à Newport, dans l'État de Rhode Island, sur la côte NE des USA.
- e. Il travaillait à temps partiel (le matin uniquement) dans un restaurant fast-food et l'après-midi, il faisait du tourisme ou bien de la voile ou du ski nautique.
- f. Son prénom est Alonzo et ses collègues le surnommaient 'Formule 1'.

Write

A2 Écrire : *Rendre compte de faits.*

Décrire une expérience : Dans un courriel, vous racontez à votre correspondant anglophone un rêve qui vous a marqué et dans lequel il figurait.
Expression personnelle.

Unit 17 Environment

Tâche finale (My Project p. 89)

Niveau A2 / EE - EOC: Pour Earth Day, votre lycée s’est inscrit à un concours international et vous devez créer une affiche représentant le pays le plus éco-responsable.

Activités langagières	Tâches à réaliser au cours de l'unité (p. 86-89)
EOI	Demander et donner des informations sur des lieux
EOC	Donner un témoignage et exprimer une opinion
CE	Trouver les informations pertinentes dans une brochure
EE / EOC	Réaliser une affiche et présenter le document

Contenus culturels et linguistiques

Culture et lexique

S’informer et comprendre : références géographiques (size and population of countries, extreme temperatures, climate, features of Brazil, Amazonia, rainforest, Brasilia, São Paulo, Rio de Janeiro, carnival..) ; société (pollution, polluted, polluting, industrialized, eco-friendly, industrial and household waste, pesticides, deforestation...).

Prononciation, lecture et écriture

Terminaison ‘-est’ des adjectifs au superlatif sauf ‘the best’.

Grammaire de la langue

Décrire: Comparer (*superlatif*).

Exprimer son point de vue et argumenter : donner son avis (*for me, I think, I don’t think, I agree, I don’t agree, I believe...*) Apprécier (*superlatif*).

Page 86 – Extremes

1. Look, listen and repeat. Then, say how many adjectives can be used to describe the photo.

Enregistrement
cold – industrialized – large – polluting – populated.

The adjectives that can be used are: cold, large.

2. Listen to Alice and her father and select the five topics they are talking about.

Enregistrement

The coldest village on earth

Alice: Daddy? Can you help me do my homework, please?

Father: Yes, sure. What is it about?

Alice: About Russia. Do you know many things about Russia, Daddy?

Father: ... not really... I know it's the largest country on earth.

Alice: The largest? Oh, I thought that was China!

Father: No, Dear. China is the most populated country, not the largest.

Alice: And the most polluting too!

Father: Yes, it is polluting but, do you know which country is the most polluting on earth? It's the USA.

Alice: ... It's because it is the most industrialized country on earth, Dad. And... What's the climate like in Russia?

Father: Well, it depends where.

Alice: Do you have examples?

Father: Yes, I do. I watched a documentary last week about the temperatures in Russia. For example, in Moscow, the capital city, the average temperature can vary from 19° in summer to minus 14° in winter.

Alice: Minus 14°... that's cold.

Father: Yes, but it's nothing compared to the village of Oymyakon in Siberia.

Alice: What's that?

Father: It is the coldest village on earth. The temperature varies from 9° in summer to minus 50° in winter.

Alice: I'll never go there!

Thanks a lot, Dad. You know what? You are the best daddy on earth!

geography – size of countries – pollution – industrialization – temperatures.

3. Listen again and find the names of the countries corresponding to the definitions.

- a. *Russia* is the largest country on earth.
- b. *China* is the most populated country.
- c. *The United States* is the most industrialized and the most polluting country.
- d. Oymyakon is the coldest village on earth. It's located in *Siberia (Russia)*.

4. Select the right statement and translate each sentence.

- a. Djibouti is *the hottest* place in Africa.
Djibouti est l'endroit le plus chaud d'Afrique.
- b. Dubai is *the most modern* city on earth.
Dubai est la ville la plus moderne de la terre.
- c. The Vatican is *the smallest* state in the world.
Le Vatican est le plus petit État du monde.
- d. Venice is *the most romantic* town for lovers.
Pour les amoureux, Venise est la ville la plus romantique.

5. Answer the questions.

- What is the name of the biggest town in your region?
- What is the average temperature in summer? In winter?
- Where are the best places of interest?

Réponses personnelles.

Now act!

6. You would like to do a student exchange with your English pen friend. Prepare 5 questions about the best places to visit.

Suggestions :

Are there beautiful landscapes? (lakes, hill...) Are there historical places?

Where is the best museum in your region? Are there monuments reminding famous people?

What are the best sports facilities? Where are the most traditional restaurants?

Where are the best and cheapest places to go out? What are the most interesting shopping places?

Page 87 - What do you think?

7. Listen and select the photos corresponding to the words you hear. Then repeat.

Enregistrement

household waste – industrial waste – pesticides – deforestation – sea pollution.

household waste: picture c industrial waste: picture d pesticides: picture a
deforestation: picture b sea pollution: picture e

8. Listen to Jessica, Tom, Max and Lauren who are preparing a presentation about the dangers for the planet and find out who speaks about:

Enregistrement

Opinions

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

Tom, Max, Lauren: Yes, Jessica. We are ready.

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

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

Jessica: And for you, Lauren?

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

Jessica: Do you agree, Max?

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

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

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

Jessica: OK.

Tom: Lauren will present the problems linked to pesticides.

Lauren: That's right.

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

Max: Yes, Sir!

Tom: And I'll speak about household and industrial waste.

a. Tom speaks about household waste and industrial waste.

b. Lauren speaks about pesticides.

c. Max speaks about deforestation.

d. Jessica speaks about sea pollution.

9. Find the English equivalents for the expressions below and classify them.

Expressions asking for an opinion	Expressions introducing an opinion
<p>d. Do you agree? Est-ce que tu es d'accord?</p> <p>f. What do you think? Tu penses quoi ? / Qu'est-ce-que tu penses?</p>	<p>a. For me... Pour moi...</p> <p>b. I agree with... Je suis d'accord avec...</p> <p>c. I think that... Je pense / je crois que...</p> <p>e. I don't think that... Je ne pense pas / je ne crois pas que...</p> <p>g. I believe that... Je crois que / je suis persuadé que...</p>

FOCUS

- Comment transforme-t-on l'adjectif « froid » en (superlatif) « le plus froid » ? on ajoute la terminaison 'est' à 'cold' qui est un adjectif court.

- Que se passe-t-il pour l'adjectif « peuplé » ? On utilise 'the most' devant 'populated' qui est un adjectif long.

- Où sont placés les noms « village » et « pays » ? après les adjectifs qualificatifs.

10. Make sentences in English and translate them.

a. I think that the Nile is *the longest* river in the world.

Je pense que le Nil est le plus long fleuve du monde.

b. For me, geography is *the most interesting* subject of all.

Pour moi, la géographie est la plus intéressante de toutes les matières.

c. What's *the highest* mountain in France?

Quelle est la plus haute montagne en France?

d. I believe that mammoths were *the strongest* animals of the Quaternary era.

Je crois que les mammoths étaient les animaux les plus forts de l'ère quaternaire.

Now act!

11. Do you agree with Jessica, Tom, Max and Lauren? Have you already seen polluted places? What is the worst example of pollution you have seen? Describe it and give your opinion.

Expression personnelle.

Page 88 – 17 times the size of France

1. What type of document is it?

c. a tourist brochure

2. Read the document and find this information.

Country: *Brazil* Continent: *South America*

Size compared to France: *17 times the size of France*

Capital + location: *Brasilia, in the centre of the country.*

Big cities+location: *São Paulo, in the South-East, on the Atlantic coast. Rio de Janeiro, 400 km, South of São Paulo.*

3. In the document, find the equivalents for:

a. ce que vous aimerez le mieux : *what you will like best*

b. la région la plus pluvieuse : *the rainiest region*

c. les banlieues les plus pauvres et les plus sales : *the poorest and dirtiest suburbs*

d. le plus mauvais côté : *the worst side*

e. votre plus mauvais souvenir : *your worst memory*

4. Read again and answer the questions in French.

a. Où se trouve la forêt tropicale ? Comment s'appelle-t-elle ?

la forêt amazonienne se trouve dans le Nord du Brésil.

b. En quoi Brasilia est-elle particulière ?

Brasília, la capitale, est une ville récente qui a été bâtie en mille jours et a été inaugurée en 1960. C'est une ville moderne aux bâtiments futuristes.

c. São Paulo est-elle une ville provinciale ?

São Paulo est la plus grande ville du Brésil ; c'est aussi la ville la plus industrielle et où il y a le plus de contrastes entre les quartiers riches et les quartiers pauvres.

d. Pourquoi Rio de Janeiro est-elle si touristique ?

Rio est la ville où il y a le plus de fêtes et d'endroits pour se divertir. Le carnaval de Rio est très célèbre.

e. Quelles sont les activités préférées des Brésiliens ?

Les Brésiliens adorent les fêtes, religieuses ou non. Ils adorent le football et danser.

f. Dans quelle ville la photo a-t-elle été prise ? Quelle phrase du texte correspond à la photo ?

Cette grande statue de Jésus domine Rio de Janeiro (environ 30 mètres, la valeur de 6 étages). 'The statue will welcome you with open arms' illustre bien la photo.

5. Regroupez les trois formes d'un même adjectif et traduisez-les.

interesting – more interesting – the most interesting: intéressant – plus intéressant (que) – le, la, les plus intéressant (s)(e)(es).

clean – cleaner – the cleanest: *propre* – *plus propre* – *le... plus propre*.

wet – wetter – the wettest: *humide* – *plus humide* – *le... plus humide*.

ecological – more ecological – the most ecological: *écologique* – *plus écologique* – *le... plus écologique*.

good – better – the best: *bon* – *meilleur* – *le... meilleur* / *bien* – *mieux* – *le... mieux*.

dry – drier – the driest: *sec* – *plus sec* – *le... plus sec*.

bad – worse – the worst: *mauvais* – *plus mauvais* – *le... plus mauvais*. / *mal* – *pire* – *le... pire*.

6. Complétez avec l'un des adjectifs de l'exercice 5.

a. Apparently, *the wettest* place on Earth is Tutunendo in Columbia, where 1.2 metre of rain falls every year.

b. Today, people are *more ecological* than people who lived in the 60s, as a result, towns and nature are *cleaner* than before

c. Pesticides and herbicides are *the worst* agricultural treatments.

d. Organic products are *the best* food for everybody.

7. Exprimez votre opinion comme dans l'exemple.

a. *For me, roller skating is the easiest sport.* (Les élèves peuvent avoir des avis différents!)

b. *I believe that the most expensive jewels are diamonds.*

8. Traduisez les énoncés suivants.

a. July and August are the sunniest months.

b. The most famous carnival is in Rio de Janeiro.

c. The holidays I had in 2010 are my best memory.

My project

Pour Earth Day, votre lycée s'est inscrit à un concours international et vous devez créer une affiche représentant le pays le plus éco-responsable.

De courts articles assez faciles : www.ecofriendlydaily.com

Photos :

www.fotosearch.com (eco-friendly stock photos and images)

www.webstockpro.com (eco-friendly stock photos)

Si le niveau des élèves est trop faible, il conviendra de se limiter au relevé d'informations courtes simples en anglais (afin que l'activité ne soit pas seulement du recopiage d'énoncés) et on invitera les élèves à faire leur présentation orale en langue française.

Unit 18 Working Soon

Tâche finale (My Project p. 93)

Niveau A2 / EE : Vous devez rédiger un article pour un blog ayant pour thème les projets des jeunes européens.

Activités langagières	Tâches à réaliser au cours de l'unité (p. 90-93)
CO	Niveau A2 : Comprendre un message téléphonique.
EOC	Niveau A2 : Donner son projet professionnel.
CE	Niveau A2 : Comprendre des informations et des points de vue sur un blog.
EE	Niveau A2 : Réaliser une page sur un blog.

Contenus culturels et linguistiques

Culture et lexique

Etudier et travailler : emploi et mobilité (*apply for a job, arrange, give my apologies, look for a job, a job offer, a summer job, a temp job...*) / monde professionnel (*jobs: stewardess, police officer, ballet dancer, summer camp leader, chamber maid, cashier, salesman/girl, life guard... skills, self respect, hard-working, ambitious, creative, responsible, efficient...*).

Grammaire de la langue

Dialoguer : exprimer une volonté, une intention, une nécessité, un espoir (*want to / intend to / need to / hope to*)

Raconter/relater : situer dans le temps (*expression du futur: She's going to work as a cashier / She'll work next summer*).

Page 90 – Messages

1. Listen and repeat.

Enregistrement an answering machine a temp job a job offer I need to see a dentist I want to speak to you It's urgent. Call me back as soon as possible
--

2. Listen and tick what the message is about. Then repeat the message.

Enregistrement

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

Hello. I want to speak to Jack Russell. Could he call me back as soon as possible, please? I'm Paul Gerald and I need a dog walker every afternoon. I'll email him more information about the job offer. It is very urgent. Thank you.

- a. The caller is Paul Gerald.
- b. He wants to speak to Jack Russell.
- c. He wants Jack Russell to call him back.
- d. He needs a dog walker.
- e. He'll email more information about the job offer.
- f. It is very urgent.

3. Listen and complete with the information you hear.

Enregistrement

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

Message 1

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

Message 2

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

Message 1:

- a. Caller: Perry Lyle
- b. He wants more information about the temp job.
- c. He'd like to know the exact working conditions.
- d. Call him back as soon as possible.
- e. Phone number: 0206595 7013.

Message 2:

- a. Caller: Becky Hartmann
- b. Message for: Mr. Russel
- c. She can't come this afternoon.
- d. She needs to see a dentist.
- e. She'd like to come on Thursday afternoon or on Friday morning.
- f. She is sorry. She says: "Please, give him my apologies".

Now act!

4. Listen to the two messages on the answering machine and take notes.

Enregistrement

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

Hello. Alison Blake speaking. I'm phoning about the job offer for a babysitter. I'd like to speak to Mr Russell. Could I come for an interview, please? I'm free on Wednesday morning and Friday afternoon. My name is Alison Blake – B-L-A-K-E. You can call me on 040 9256 9385. Thank you.

Hello. This is Jack Russell. I need to speak to my assistant as soon as possible. I'm afraid I'll be late this afternoon. Could you email Becky Hartmann and change our interview from 2pm to 4pm? Give her my apologies. Thank you.

Message 1:

Caller: Alison Blake.

For: Mr. Russel

Message: it's about the job offer for a baby sitter. She'd like to come for an interview on Wednesday morning or Friday afternoon. Call her on 040 9256 9385.

Message 2:

Caller: Jack Russel

For: his assistant

Message: he'll be late this afternoon. Email Becky Hartmann to change the interview from 2pm to 4pm. Give her his apologies.

Activités complémentaires : Workbook page 89 ex. 1 à 4 + Language quiz

Page 91 – I'm going to be a police officer

5. Listen and repeat.

Enregistrement

1. He is going to be a ballet dancer.

2. She is going to leave school and look for a job.

3. I'm going to be a police officer.

6. Listen to the conversations and select in the list the information you understand about Mary, Rick and Carlos.

Enregistrement

Journalist: Hello Mary. What are you going to do when you leave school?

Mary: I'm going to be a police officer. I'll start work at the police station next September.

Journalist: Why did you choose that job?

Mary: Well, err... Because I like helping people. I'm responsible and honest.

Journalist: Hi! Rick! What are you going to do when you leave school?

Rick: I'm not sure yet. Perhaps I'll be a pet shop assistant. I'd like to work in a pet shop.

Journalist: Why do you want to work in a pet shop?

Rick: Because I love animals. I think I'm very patient and efficient.

Journalist: What about you, Carlos? What are you going to do when you leave school?

Carlos: I'm going to be a ballet dancer.

Journalist: A ballet dancer! Why did you choose that job?

Carlos: Because I love dancing. I am hard-working and ambitious too. I want to travel all over the world.

Future or possible jobs: police officer – pet shop assistant – ballet dancer

Reasons for choosing the job: I like helping people – I love animals – I love dancing – I like travelling

Qualities: responsible and honest – patient and efficient – hard-working and ambitious

FOCUS

- I want = « je veux » (volonté) ; I'm going to = « je vais » (intention, projet défini) ; I'll be = « je serai » (futur possible).

- I want / I'm going + to + base verbale (sans terminaison)

- I'll / I will + base verbale (sans terminaison).

7. Match the questions and the possible answers. There are two answers for each question. Then listen and check.

Enregistrement

Dialogue 1

Journalist: What are you going to do when you leave school?

Jane: I'm going to be a shop cashier.

Journalist: Why did you choose that job?

Jane: I like working at the cash desk and I love meeting people.

Journalist: What are your qualities?

Jane: I have good communication skills. I'm polite and patient.

Journalist: Where would you like to work?

Jane: I want to work in a large supermarket. Perhaps I'll work in Paris.

Dialogue 2

Journalist: What are you going to do when you leave school?

Mark: I want to be a mechanic.

Journalist: Why did you choose that job?

Mark: I love cars and motorbikes.

Journalist: What are your qualities?

Mark: I have technical skills. I'm hard-working and efficient.

Journalist: Where would you like to work?

Mark: I haven't decided yet. Perhaps, I'll work in a garage in Belgium.

- | | | | |
|-------|-------|-------|-------|
| 1. a. | 2. h. | 3. c. | 4. f. |
| 1. d. | 2. b. | 3. e. | 4. g. |

8. Complete with the correct verbal form.

- a. We are going to work in a zoo. I'm going to be a security guard and she wants to be a veterinary assistant.
- b. They are going to study at university. Perhaps she will be a teacher. He is going to be a dentist.
- c. My friend is going to leave school and look for a job. He would like to work in a maintenance company.

Now act!

9. Tell the class about your working plans.

Explain what you are going to do or what you will perhaps do. Give your qualities and say where you would like/want to work and why.

Réponse libre.

Activités complémentaires : Grammar Keys page 114 ex. 1, 2 et 3 ; Workbook pages 90-91 ex. 5 à 9

Page 92 – Summer jobs

1. Look at the document and answer the questions.

- a. It is a blog / a blog entry / a webpage. It is about summer jobs / tips to find a summer job.
- b. The two titles are : Job hunting tips and tricks (Trucs et tours pour chercher un emploi) / Reader comments (commentaires des lecteurs).
- c. Scarlett and Mat want a summer job. Josh disagrees.

2. Match the following suggestions and the numbers in the different Tips and Tricks.

- a. 4 b. 2 c. 6 d. 1 e. 5 f. 7 g. 3.

3. What is the English for?

- | | |
|-------------------------------------|-------------------|
| a. an movie buff | b. lifeguarding |
| c. narrow it down to a few choices. | d. an application |
| e. courteous | f. the paycheck |

Activités complémentaires : Practice page 93 ex. 4 à 7 ; Grammar Keys page 114 ex. 4 et 5 ; Workbook : page 92 ex. 10 à 14 + page 93 ex. 15 (oral interaction)

Page 93 – Practice

4. Retrouvez les expressions suivantes dans les commentaires des bloggeurs (page 92).

- a. I intend to enjoy my two-month holiday.
- b. I have applied for a job as a summer camp leader / in a summer camp.
- c. I'm going to work as a babysitter.
- d. I hope to get the job.
- e. I don't want to look for a summer job.

5. Ajoutez un commentaire sur le blog pour donner votre avis. Dites si vous êtes d'accord avec Josh et expliquez vos raisons.

Réponse libre.

6. Associez chaque lieu de travail à un ou deux métiers.

Hospital: doctor, nurse

School: teacher, educator

Swimming-pool: lifeguard

Supermarket: cashier, salesgirl/salesman

Restaurant: waiter, cook

Garage: mechanic

Hotel: receptionist, chamber maid

Air company: stewardess, pilot

Summer camp: summer camp leader, camp director.

7. Mettez les phrases à la forme affirmative ou négative en fonction de ce que vous souhaitez ou allez faire.

Réponses possibles :

- a. I intend to / don't intend to look for a summer job.
- b. I'm going to / I am not going to stay at home in July and in August.
- c. I hope to find a well-paid job when I leave school.
- d. I'm going to / I'm not going to apply for a job abroad.
- e. I want to / don't want to marry and have two or three babies.

ZOOM Parades in New York

Page 94

Annual Chinatown Lunar New Year Parade and Festival

1. Search the Internet to find information about the Year of the Tiger, photos of the Parade and the animal sign for the current year.

Utiliser le site <http://gonyc.about.com/cs/holidays/a/chinesenewyear.htm>

The year of the Tiger, birth Years: 1914, 1926, 1938, 1950, 1962, 1974, 1986, 1998, 2010
Famous Tigers: Sun Yat Sen, Queen Elizabeth II, Emily Dickinson, Isadora Duncan, Dwight D. Eisenhower, Marilyn Monroe, Marco Polo, Beatrix Potter, Karl Marx, Ludwig van Beethoven

Le professeur pourra demander aux élèves de trouver l'animal qui les représente ainsi que leurs traits de caractère, leurs prédispositions, etc. selon le calendrier chinois.

Saint Patrick's Day Parade

2. Use elements from the paragraph to write your caption for each picture.

Picture 1: The parade is composed of bagpipers and of the US 69th Infantry Regiment.
/ The parade starts at 44th Street at 11 am and finishes at 86th street around 5:00 pm.

Picture 2: The parade marches up along Fifth Avenue towards the Metropolitan Museum of Art.

Page 95

Macy's 4th of July fireworks

3. Use the text above to fill in the chart.

Event	Date	Time	Place	Special offers
Macy's Fireworks*	4th of July	9:20 pm.	the Hudson River	The Hudson Terrace: a BBQ meal, and open bar (\$150) The Circle Line: a DJ, food and drinks (\$79).

Thanksgiving day Parade

4. Listen to the information about the route of the Parade and put the attractions into order.

Enregistrement

The Parade begins near the American Museum of Natural history at 77th Street and Central Park West. The Parade goes down Central Park West past the Dakota building. The parade goes south to Times Square on 42nd Street. The Parade ends at 34th Street and 7th Avenue. This is the address of Macy's the big department store.

Macy's (5) - Times Square (4) - Central Park (2) - American Museum of Natural History (1) - Dakota Building (3)

QUIZ

Tick the right answer(s). Listen to check your answers.

Enregistrement

1. "The Big Apple" is a nickname for New York City.
2. When New Yorkers speak about New York New York, they mean Manhattan.
3. The Statue of Liberty was a present from the people of France and the statue stands on Liberty Island.
4. Nowadays in Manhattan, there are about 1 600 000 inhabitants.
5. Established in 1845, The NYPD (The New York City Police Department) is the largest municipal police force in the United States.
6. The yellow taxicabs of New York City are operated by private companies.
7. The New York City Subway is one of the oldest and most extensive underground public transportation systems in the world.
8. New York Marathon starts at 10:10 a.m. on Staten Island near the approach to the Verrazano-Narrows Bridge.
9. After the September 11 attacks, the Empire State Building once again became the tallest building in Manhattan.
10. "Ground Zero" means the site of the World Trade Center, which was destroyed in the September 11, 2001 attacks.

1. **b** The other name of New York is **the Big Apple**.
2. **c** New York New York means **Manhattan**.
3. **b** The Statue of Liberty is **on Liberty Island**.
4. **a** Today in Manhattan, there are about **1 600 000 inhabitants**.
5. **c** NYPD means **New York City Police Department**.
6. **b** In New York the cabs (taxis) are **yellow**.
7. **a** The Subway is the name of **New York's underground**.
8. **b** New York Marathon starts **on Verrazano-Narrows Bridge**.
9. **a** The Empire State Building is **the highest building of New York**.
10. **c** The name given to the area of the World Trade Center is **Ground Zero**.

Grammar Keys

Page 97 – Unit 1

1. Dialoguez avec votre voisin(e).

- a. Do you like dancing? Yes, I do / No, I don't.
- b. Do you like playing football? Yes, I do / No, I don't.
- c. Do you like dogs? Yes, I do / No, I don't.
- d. Do you like playing volleyball? Yes, I do / No, I don't.
- e. Do you like going bowling? Yes, I do / No, I don't.
- f. Do you like boxing? Yes, I do / No, I don't.
- g. Do you like watching TV? Yes, I do / No, I don't.
- h. Do you like playing the guitar? Yes, I do / No, I don't.
- i. Do you like playing videogames? Yes, I do / No, I don't.

2. Rédigez des phrases contenant 'but'.

- a. I like playing videogames, but I don't like playing cards.
- b. I like listening to reggae, but I don't like listening to jazz.
- c. I don't like watching films, but I like watching series.
- d. I don't like practising badminton, but I like practising table tennis.
- e. I like dancing the rock'n'roll, but I don't like dancing the tango.

3. Dites ce que chacun aime ou n'aime pas.

- a. Bugs Bunny loves eating carrots.
- b. Mickey doesn't like cats.
- c. Asterix loves new adventures.
- d. Garfield doesn't like dogs.
- e. Bart Simpson doesn't like school.

Activité complémentaire : On pourra demander aux élèves de créer d'autres phrases du même genre (voir ci-dessus) pour parler des goûts de leurs héros préférés.

4. Ecrivez le contraire des phrases suivantes.

- a. I don't like/hate reading comics.
- b. Mary likes/loves playing video games.
- c. Joe doesn't like/hates going to the cinema.
- d. You don't like/hate playing the guitar.
- e. He likes/loves watching sports programmes.

5. Posez des questions et répondez.

- a. Does Jennifer like singing? No, she doesn't.
- b. Does Brad like practising sports? Yes, he does.
- c. Does Angelina like playing the guitar? No, she doesn't.
- d. Does George like drinking coffee? Yes, he does.
- e. Do you like surfing the Internet? Yes, I do / No, I don't.

Page 98 – Unit 2

1. Réécrivez ces phrases en mettant la bonne ponctuation.

- a. My name's William. I am Canadian from Montreal. I'm a mechanic and I work in a garage.
- b. What's your nationality? I'm Australian; I come from Melbourne.

2. Complétez par "my", "your", "his" ou "her".

- a. "What's *your* name?" - "*My* name is Indy. I'm Australian".
- b. Maddy works in a London hospital; *her* house is near the hospital but *her* husband works in Manchester.
- c. Patrick is Irish; *his* children are students in Dublin and *his* wife is a dentist in the city centre.
- d. "He isn't Andrew Bell! What's *his* name?" - "*His* name is Andrew Brown, he is from Sydney!..."

3. Observez l'arbre généalogique de la famille Palmer puis complétez avec un adjectif possessif et un lien de parenté.

- a. For Lilly, Luke is *her brother*. Will and Sarah are *her parents*.
- b. For Jack, Helen is *his wife* and Will is *his son*.
- c. For Sarah, Lilly is *her daughter*; Will is *her husband* and Luke is *her son*.
- d. For Will, Jack and Helen are *his parents* and Lilly is *his daughter*.

Page 99 – Unit 3

1. Dites où sont situées ces capitales.

- a. Washington is in the east of the USA.
- b. London is in the south east of England
- c. Paris is in the centre of France
- d. Berlin is in the north east of Germany
- e. Lisbon is in the west of Portugal
- f. Algiers is in the north of Algeria.

2. Faites des phrases en anglais pour dire que vous habitez...

- a. I live in a house in a village in the east of France.
- b. I live in a block of flats in a suburb in the north of Paris.
- c. I live in a flat in the town centre of a small town in the south west of France.

3. Écrivez le nom des différentes parties et équipements de la maison.

- a: hall b: bathroom c: shower d/e: bedroom
- f: kitchen g: dining room h: sitting room i: terrace

4. Observez le plan (ex. 3) et complétez par une forme de *there is* ou *there are*.

- a. **There are** two bedrooms.
- b. **There aren't** two beds; **there are** three beds.
- c. **There is** a bathroom but **there is no** bath.
- d. **Is there** a terrace? Yes, **there is**.
- e. **Are there** eight rooms? No, **there aren't**.
- f. **There is no** garage.
- g. **There are no** stairs.

5. Demandez combien il ya... :

- a. How many rooms are there in the house?
- b. How many TVs are there in the sitting room / lounge?
- c. How many chairs are there in the dining room?
- d. How many beds are there in the bedrooms?
- e. How many computers are there in the family?

6. Observez le plan (ex. 3) et répondez aux questions de l'exercice 5.

- a. There are 6 rooms.
- b. There is one TV.
- c. There are 6 chairs.
- d. There are 2 beds.
- e. There is one computer.

7. Écoutez et retrouvez les détails de cette location de vacances.

Enregistrement

Agency: Hello, Hols in Spain, My name is Anita, can I help you?

Dan: Hi, I'd like information about the flat on Playa avenue.

Agency: Of course, well there are 3 rooms.

Dan: is there a big kitchen?

Agency: No, there isn't. It's very small but it is fully fitted with dish washer, washing machine, fridge, micro wave...

Dan: Good, is there a lounge?

Agency: Not exactly. There is a large living room with a table and 6 chairs and a sofa. There is a balcony with a view on the beach!

Dan: Excellent! And a TV?

Agency: Of course, there is one.

Dan: And in the bathroom, is there a bath or a shower?

Agency: There's a shower. Of course there is a bedroom, it's a large bedroom with a king size bed.

Dan: Brilliant! What else?... A garage?

Agency: No, there is no garage but there is a car park.

Dan: I think that's all... yes, how much is it?

Agency: The rent is 700 per week from June to September.

Dan: 700... Well, I'll call back this afternoon. Good bye.

Agency: Good bye and thank you for calling.

house ☐

3 Rooms

1 bedroom

lounge ☐

bathroom

terrace ☐

Rent: €700 / week.

flat ☒

small/~~big~~ kitchen

dining room ☐

with sofa/~~armchairs~~

with ~~bath~~/shower

balcony ☒

mobile home ☐

living room ☒

car park ☒

garage ☐

Page 100 – Unit 4

1. Utilisez l'illustration ci-dessous pour répondre aux questions.

a. How many triangles are there on the wings of this butterfly?

There are four triangles.

b. How many circles are there on the wings of the butterfly?

There are six circles.

c. What shape is there in the middle? Is it an oval or a rectangle?

It's an oval.

2. Dites quelle forme correspond aux définitions suivantes.

a. A **square** has four corners and four equal sides.

b. A **triangle** has three corners and three sides.

c. A **circle** has a center but no corners.

d. A **rectangle** has four corners but two sides are longer.

e. A **star** has five points at the end of five equal segments.

3. Suivez les consignes de l'enregistrement pour construire le dessin.

Enregistrement

Draw a big square. Draw a tree in the middle of the square. A man is standing under the tree. There is an apple on the man's head. Behind the tree there is a poster. On the poster there is the man's name. His name is Isaac Newton.

4. Utilisez **have got** à la forme demandée (+, -, ?).

a. My brother **has got** a new mobile. (+)

b. My neighbours have got a new car. (+)

c. My sister **hasn't got** a scooter (-) but she **has got** a bike. (+)

d. **Have you got** a desk computer? (?)

e. No, I **haven't got** a desk computer (-) but I **have got** a laptop (+)

f. **Has it got** a mouse? (?)

g. No, it **hasn't got** a mouse (-) but it **has got** a webcam. (+)

Page 101 – Unit 5

1. Faites correspondre les horaires suivants.

6:25 = twenty-five past six am

9:20 = twenty past nine am

20:30 = half past eight pm

10:45 = quarter to eleven am

21:50 = ten to ten pm

15:15 = quarter past three pm

2. Ecrivez en toutes lettres les heures ci-dessous.

a. quarter past five.

d. five past six in the evening

b. twenty to nine

e. twenty-five past eleven in the morning

c. ten past four

f. five to three in the afternoon

3. Répondez aux questions en écrivant les dates en toutes lettres.

- a. Hallowe'en is on October the thirty-first.
- b. St Patrick's Day is on March the seventeenth.
- c. The American Independence Day is on July the fourth.
- d. Autumn is from September the twenty-second to December the twentieth.
- e. My birthday is on...

4. Posez des questions à votre voisin qui répondra.

Questions possibles / Réponses libres

- a. What is your favourite series? Which channel is it on? What time is it?
- b. What is your favourite game show? Which channel is it on? What time is it?
- c. What is your favourite sports programme? Which channel is it on? What time is it?
- d. What is your favourite reality television programme? Which channel is it on? What time is it?

5. Complétez avec at, in, on, from... to.

- a. The film finishes **at** 4.30 pm.
- b. We are on holiday **from** July **to** August.
- c. My favourite series is **on** ABC **at** 8:20.
- d. There are four cartoons **on** Saturday.
- e. The Olympic games are **in** summer 2012 **in** London.
- f. The show is **on** April 2nd, **from** half past eight **to** eleven o'clock.

Page 102 - Unit 6

1. Conjuguez les verbes au présent simple.

- a. My aunt always **writes** cards at Christmas.
- b. Tom's brother often **asks** stupid questions.
- c. Sandra's grandparents **read** the newspaper every morning.
- e. Every evening, Cindy **watches** a film.
- d. Helen's son usually **does** his homework after dinner.
- e. Pablo **has** many problems. His mother and his sisters **have** a difficult life too.

2. Choisissez l'adverbe de fréquence et insérez-le dans la phrase.

- a. Valentine's Day is always on 14 February.
- b. It's never cold at Christmas in Australia.
- c. Young people usually communicate by emails or SMS.

3. Répondez à ces questions personnellement.

Expression personnelle.

4. Posez des questions fermées : 'est-ce que... ?'

- a. Do you wake up very early on school days?
- b. Does your mother get up at 6.30?
- c. Does Philip prepare supper every evening?
- d. Do your neighbours go shopping on Saturdays?
- e. Do you sleep until 11 am on Sundays?

5. Transformez les énoncés en phrases négatives.

- a. Suzie doesn't relax on her sofa every afternoon.
- b. My best friend doesn't have a private swimming pool.
- c. The second film doesn't finish at midnight.
- d. We don't have a break at 9:30 every morning.

6. Dialoguez avec votre voisin

a. A: Do they always stay at home at weekends ? B: No, they don't. They very often go out. A: What do they usually do on Sunday afternoons ? B: They usually go hiking.	b. A: Does she often read? B: Yes, she does. She often reads before sleeping. A: What sort of books does she like? B: She prefers love stories.
--	--

On essaiera de faire produire des questions ouvertes et des questions fermées pour chaque énoncé.

Page 103 - Unit 7

1. Posez des questions pour demander la permission de faire quelque chose puis donnez la réponse brève suggérée.

- a. Can I go to the cinema? (Yes, you can.)
- b. Can he give me a chewing-gum? (No, he can't.)
- c. Can we go out this afternoon? (Yes, you can.)
- d. Can they write on the book? (No, they can't.)

2. Faites des phrases complètes pour dire ce que la personne sait faire ou non.

- a. He can't play the guitar.
- b. He can speak English.
- c. She can't ride a motorbike.
- d. He can use a computer.

3. Dites à ce conducteur ce qu'il ne doit pas faire et ce qu'il doit faire.

You mustn't use / answer your mobile. You mustn't phone. You mustn't eat a hamburger. You mustn't drink a coffee. You must hang up. You must stop eating and drinking. You must brake. You must be careful.

4. Transformez les phrases suivantes afin de donner des consignes équivalentes.

- a. You must take the number eleven bus!
- b. Don't wear jeans for the interview!
- c. You mustn't throw your papers in the street!
- d. Get up early to catch the train.
- e. You must call the doctor!
- f. You mustn't park here!

Page 104 – Unit 8

1. Réécrivez ces phrases (en ajoutant ou non un marqueur du passé).

- a. I was in Scotland (last summer).
- b. My friends weren't on holiday (last winter).
- c. Pat and Chris were at work (yesterday).
- d. Beryl was good at cycling (in 2010).
- e. What were you interested in (last year)?

2. Répondez personnellement aux questions.

Exercice ouvert.

3. Demandez si “il y avait...” et donnez la réponse brève suggérée.

- a. *Were there* many schools in the townships? *No, there weren't.*
- b. *Was there* much food in the camp? *No, there wasn't.*
- c. *Were there* many trees near the beach? *Yes, there were.*
- d. *Was there* a pub? *No, there wasn't.*
- e. *Were there* large avenues? *Yes, there were.*

4. Vous étiez à la nouvelle discothèque samedi dernier. Votre voisin vous interroge sur ce qu'il y avait. Vous lui répondez à l'aide de l'illustration et du vocabulaire proposé.

Exercice de Pair Work avec le même type de questions que pour l'exercice précédent.

Page 105 – Unit 9

1. Relevez les verbes au prétérit, donnez leur base verbale et classez-les en 2 colonnes (réguliers / irréguliers).

Yesterday, I got up at 11 o'clock because it was Sunday. I only drank a glass of orange juice, had a shower and I helped my mother prepare lunch for a family meal. She cooked a chicken and I made an apple tart. My grandparents arrived at 1:30 and we ate at about 2pm. After lunch they went for a walk but I stayed at home and watched TV. What a boring Sunday!

Verbes réguliers : prétérit → base verbale helped → help cooked → cook arrived → arrive stayed → stay watched → watch	Verbes irréguliers : prétérit → base verbale got up → get up was → be drank → drink had → have made → make ate → eat went → go
--	---

2. Écrivez ces phrases au prétérit et traduisez le marqueur de temps donné.

- a. I started school at 9 last Saturday.
- b. Bob had lunch at the canteen yesterday.
- c. Lea called her boyfriend yesterday evening / last night.
- d. We saw an accident yesterday morning.

e. They went to London last month.

f. You were on holiday last week.

3. Mettez ces phrases à la forme négative.

a. We **weren't** at school in July.

b. I **didn't stay** at home last Saturday.

c. I **didn't go** to the shopping centre on Monday.

d. I **didn't chat** on the Net yesterday morning.

e. My parents **didn't buy** a new car last month.

f. I **wasn't** in Paris on July 14th 2010.

4. Construisez des questions au prétérit et répondez en utilisant les éléments donnés.

Ex: You (go) to Spain last year?(+)/(-)Italy.

→ Did you go to Spain last year? Yes, I did./

No, I didn't I went to Italy.

a. Did you eat chips for lunch? Yes, I did.

b. Did Ben take the train yesterday? No, he didn't. He took the bus.

c. Did Sonya see her friends at the disco? Yes, she did.

d. Were they by the sea? No, they weren't. They were in the country.

e. Did Ringo play the guitar? No, he didn't. He played the drums.

5. Racontez le samedi des jumeaux Sam et Dick.

a. They went to the stadium / football ground and played a match /football.

b. Sam watched TV and his brother / called a friend /his girl friend.

c. At 8 pm they had dinner. They ate a pizza.

d. They had a shower. Dick brushed his teeth.

e. At 10pm they met their girlfriends. They went to a disco.

f. At 3 am, they took a taxi and came back home.

Page 106 - Unit 10

1. Complétez les phrases par rapport à la date d'aujourd'hui.

Expression personnelle qui variera en fonction du moment où l'exercice sera réalisé.

2. Reformulez les énoncés pour que les marqueurs de temps exprimés en dates soient remplacés par le marqueur AGO.

a. The World Trade Center was destroyed by terrorists in 2001.

b. President Obama was elected in 2008.

c. The Prime Minister spoke on TV last Friday.

Expression personnelle qui variera en fonction du moment où l'exercice sera réalisé.

3. Associez les énoncés anglais à la bonne traduction.

a. Last night, I watched a film. Then Bill arrived.

→ f. Hier soir j'ai regardé un film; puis Bill est arrivé.

b. When Bill arrived last night, I was watching a film.

→ e. Quand Bill est arrivé hier soir, je regardais un film.

c. Last Sunday, we were playing tennis when the storm started.
 → **d. Dimanche dernier, on jouait au tennis quand l'orage a éclaté.**

- 4. Conjuguez les verbes au prétérit simple ou au prétérit en –ing.**
- a. Yesterday, I *was having* a drink with my sister when Eddie *came* into the pub.
 - b. A week ago, the police *stopped* Andy because he *was driving* too fast.
 - c. I *saw* a very good documentary on Channel 2 last night.
 - d. They *were waiting* for the bus when the accident *happened*.

Page 107 – Unit 11

- 1. Ecrivez en toutes lettres les prix ci-dessous.**
- a. \$2.29 : two dollars twenty-nine
 - b. \$ 5.99 : five dollars ninety-nine.
 - c. \$3.55 : three dollars fifty-five.
 - d. \$15.20 : fifteen dollars twenty.
 - e. \$8.49 : eight dollars forty-nine.
 - f. \$12.30 : twelve dollars thirty.
- 2. Dites que vous allez prendre ces plats et cette boisson. Indiquez les prix.**
- a. I'll have sushi / nems / fish. It's three dollars thirty.
 - b. I'll have a salad with eggs and tomatoes. It's five dollars fifty.
 - c. I'll have a steak with fries/chips. It's fifteen dollars twenty.
 - d. I'll have green beans. It's two dollars eighty-five.
 - e. I'll have fruit pie. It's three dollars ninety-nine.
 - f. I'll have mineral water. It's one dollar sixty.

3. Faites de mini-dialogues comme dans l'exemple.

a. – Would you like a glass of water? – Yes, please. – Still water or sparkling water? – I'll have..., please. – How much is it? – It's one dollar ninety.	d. – Would you like a sandwich? – Yes, please. – A Club sandwich or a tuna sandwich? – I'll have..., please. – How much is it? – It's seven dollars fifty-nine.
b. – Would you like a smoothie? – Yes, please. – Mango or banana? – I'll have..., please. – How much is it? – It's four dollars twenty.	e. – Would you like a sundae? – Yes, please. – Strawberry or vanilla? – I'll have..., please. – How much is it? – It's three dollars forty-nine.
c. – Would you like a cup of coffee? – Yes, please. – Regular coffee or decaf? – I'll have..., please. – How much is it? – It's one dollar thirty.	

4. Complétez avec *had* ou *'ll have*.

- a. Last week, I **had** a cup of coffee with Jack.
- b. I**'ll have** dinner with him next Sunday.
- c. We'll go to a Chinese restaurant and I**'ll have** orange chicken.
- d. When I was in Rome, I **had** a delicious seafood pizza.
- e. Two days ago, we **had** a glass of Champagne because it was my birthday!

5. Proposez

- a. Would you like a cup of tea?
- b. Would you like a can of soda?
- c. Would you like a glass of mineral water?
- d. Would you like a scoop of ice-cream?
- e. Would you like chocolate pancakes?

Page 108 - Unit 12

1. Comparez ces sweatshirts à l'aide d'adjectifs au comparatif.

Exercice ouvert - Exiger deux réponses au moins.

Réponses possibles.

I prefer the striped sweatshirt because it is better quality. / I prefer the sweatshirt with a pattern because it is nicer. / I like the flowery sweatshirt because it is cheaper...

2. Demandez le prix de chaque produit et répondez (prix en toutes lettres).

- a. How much is the pink scarf / (It's) fourteen dollars fifty.
- b. How much is the grey jacket / (It's) eighty nine pounds.
- c. How much are the blue jeans? (They are) forty five euros ninety.
- d. How much are the black shoes? (They are) thirty eight pounds ninety-nine.

3. Dites que :

- a. These jeans are too tight.
- b. This hat is too ugly.
- c. These shoes are too large.
- d. This dress is too expensive.

4. Rédigez deux dialogues avec les prix en toutes lettres.

a.

- I'd like to buy a green cap, please.
- Here it is.
- How much is it?
- It's a twenty five pounds ninety-five.
- No, sorry. It's too ugly. I should find a nicer one.

b.

- I'd like to buy a pair of beige/white boots, please.
- Here they are.
- How much are they?
- They are seventy-nine euros.
- No, sorry. They are too small. I should find larger ones.

D'autres dialogues peuvent être produits à l'aide de flash cards (à fabriquer à l'aide de photos découpées dans des catalogues et collées sur des fiches bristol ou bien des photos imprimées sur des fiches bristol.

Page 109 - Unit 13

1. Complétez avec **will**, **'ll** ou **won't**.

a.

- **Will** it be sunny tomorrow ?
- No, it **won't**. It **'ll** / **will** be cloudy and it **'ll** / **will** rain.

b.

- **Will** it be hot next week?
- Yes, it **will**. It will be very hot and there **will** be storms.

c.

- **Will** Bob ski next summer?
- No, he **won't**, he **'ll** / **will** surfboard.

2. Indiquez le temps qu'il fera (...)

- a. It will be cloudy and cold.
- b. It will be warm and rainy / it will rain.
- c. It will be very cold and snowy / it will snow.
- d. It will be hot and stormy / there will be storms.

3. Dites ce qu'ils feront (+) ou ne feront pas (-). Ajoutez le marqueur de temps (...).

- a. Sam won't go on holiday, He will / 'll stay at home in August.
- b. Next week, Amy will fly to London, she won't take the Eurostar.
- c. In two weeks, I'll / will camp in the country, I won't rent a mobile home by the sea.
- d. Next month, we won't be at school because we'll / will have a training period.

4. Mettez ces énoncés au futur. Transformez-en les marqueurs de temps.

- a. *Today*, it's hot. There are storms.
→ *Tomorrow*, it **will** be hot. *There will* be storms.
- b. *Next week*, there **will** be trainees in our school.
- c. *Next year*, Dick's parents **will** change their car
- d. *Next Saturday* my sister **will** work in a shop. She **won't** finish work before 8 pm.
- e. *Next month* we **'ll** / **will** have a short trip to Paris.
- f. *Tomorrow morning* I **won't** see my girlfriend because she **'ll** / **will** be at the doctor's.

5. Un élève parle d'un projet de voyage. Posez-lui des questions portant sur les éléments en couleur.

- a. Our class will go to England in April → When will your class go to England?
- b. We will travel by coach and ferry. → How will you travel?
- c. We will sleep in a youth hostel. → Where will you sleep?
- d. Four teachers will accompany us. → How many teachers will accompany you?

e. We will visit the Tower of London. → What will you visit?

f. The weather will be mild and sunny. → How will the weather be? What will the weather be like?

Page 110 – Unit 14

1. Classez ces ingrédients en noms dénombrables ou indénombrables.

Dénombrables : Onion – potato – olive – pear – plum

Indénombrables : steak – tomato concentrate – olive oil – salt – salmon – pepper – thyme – water – parmesan.

2. Votre petit frère veut une pizza. Faites l'inventaire des ingrédients que vous avez ou n'avez pas.

We've got some tomatoes.

We haven't got any olives.

We've got some cheese.

We haven't got any mushrooms.

We haven't got any green peppers.

We've got some ham.

We haven't got any tomato sauce.

We've got some herbs.

3. Réalisez des mini-dialogues à l'aide des indications ci-dessous.

Tomato salad (tomato / Yes)

→ Have you got any tomatoes? Yes, I have got some.

Tomato salad (tomato / No)

→ Have you got any tomatoes? No, I haven't got any.

a. Have you got any prawns? No, I haven't got any.

b. Have you got any potatoes? Yes, I've got some.

c. Have you got any meat? Yes, I've got some.

d. Have you got any apples? No, I haven't got any.

4. Ecrivez les questions commençant par « how many / how much » et qui correspondent aux réponses suivantes.

a. How many pears are there on the shelf?

b. How much flour have you got in the cupboard?

c. How much butter do you need for this recipe?

d. How many teaspoons are there on the table?

5. Associez les ustensiles aux illustrations.

a. a saucepan and a spoon C

b. a fork and a knife A

c. a bowl and a whisk D

d. a cup and a baking tin B

Page 111 – Unit 15

1. Comparez les 2 éléments. Utilisez Be (être) au présent.

Ex. : Summer – warm – spring.

→ Summer is warmer than spring.

a. Sundays are more pleasant than Mondays.

- b. Cities **are noisier than** villages.
- c. Chilli sauce **is hotter than** mustard.
- d. Snow **is worse than** rain.
- e. London **is bigger than** Liverpool.
- f. chips **are better than** spinach.
- g. a hotel room **is more comfortable than** a tent

2. Associez chaque adjectif à son contraire.

Ex. : rainy X sunny

Rainy X sunny – light X fatty – dirty X clean – bad X good – cheap X expensive – ugly X beautiful – green X polluting – old X new – boring X exciting.

3. Dites la même chose avec un autre adjectif ou autre type de comparatif.

Ex. : Greece is sunnier than Scotland.

→ Scotland isn't as sunny as Greece.

→ Scotland is less sunny than Greece.

- a. A youth hostel is less expensive than a hotel. → A youth hostel isn't as expensive as a hotel. → A youth hostel is less expensive than a hotel.
- b. Snow is worse than rain. → Rain isn't as bad as snow. → Rain is less bad / better / less dangerous than snow.
- c. A tuna sandwich is healthier than a burger. → A burger isn't as healthy as a tuna sandwich. → A burger is less healthy than a tuna sandwich.
- d. Quad biking is more polluting than canoeing. → Canoeing isn't as polluting as quad biking. → Canoeing is less polluting / greener than quad biking.
- e. My brother gets up earlier than my parents. → My parents don't get up as early as my brother. → My parents get up later than my brother.

4. Écrivez des comparaisons affirmatives ou négatives avec *as... as*. Utilisez des adjectifs de l'exercice 2.

- a. (Living in) a city is as expensive as the country. (Living in) a city isn't as boring as the country.
- b. (Riding) a bicycle isn't as exciting / polluting as a quad. A bicycle isn't as expensive as a quad.
- c. 15 isn't as good as 17.
- d. Ireland is as rainy as England / Britain.

Page 112 - Unit 16

1. Construisez des questions correspondant aux illustrations.

- a. Have you ever played bowling?
- b. Have you ever seen the Eiffel Tower?
- c. Have you ever travelled by plane?
- d. Have you ever eaten snake?
- e. Have you ever won a game of poker?
- f. Have you ever been scared?

2. Rédigez des énoncés au present perfect en utilisant les éléments suivants.

- a. I have never tasted raw fish.
- b. Jim has already sent three CVs.
- c. Stella has not paid me yet.
- d. Have you ever visited London?
- e. My grandparents have never studied English.

3. Répondez personnellement aux questions. Si votre réponse est positive, précisez quand c'était.

Expression personnelle

4. Écrivez les phrases en choisissant entre le prétérit et le present perfect.

- a. Stan *has* already *had* an accident. It *happened* last year, in June.
- b. My neighbours *saw* Lady Gaga when they *were* in Paris last week.
- c. I *have* never *fallen* off a bicycle but I *have* already *fallen* off a scooter. It *was* on Christmas Day!
- d. What *did* you *do* last night? *Did* you *go* to bed late?

Page 113 - Unit 17

1. Construisez des énoncés comportant un superlatif de supériorité.

- a. The jaguar is the fastest animal in the world
- b. Chinese is the most difficult language to write.
- c. The South Pole is the coldest place on Earth.
- d. Bob Marley was the most famous reggae singer in the world.

2. Répondez personnellement aux questions suivantes.

Expression personnelle.

3. Rédigez un paragraphe d'une trentaine de mots en vantant les qualités de la personne que vous admirez le plus (célébrité ou non).

Expression personnelle.

4. Rédigez 5 phrases de votre choix comparant les caractéristiques des 3 avions.

The B-777-200 is older than the A-380 but the oldest of the three planes is the A 340-600.

The A-380 is longer than the B-777-200 but the longest of the three planes is the A 340-600.

The wings of the A 340-600 are longer than those of the B-777-200 but the A-380 has the longest wings. It is the widest of the three planes.

The A 340-600 is heavier than the B-777-200 but the heaviest plane is the A-380.

The capacity of passengers is more important in the A 340-600 than in the B-777-200 but the A-380 has the most important number of seats.

The B-777-200 flies faster than the A 340-600 but the A-380 is the fastest of the three planes.

The A 380 can fly higher than the B-777-200 but the A 340-600 can fly at the highest altitude.

The construction of the A 340-600 has been more expensive than that of the B-777-200 but the most expensive plane is the A-380.

Page 114 - Unit 18

1. A l'aide des dessins et des éléments ci-dessous, dites ce qu'ils vont ou ne vont pas faire.

- a. Joe is going to play basketball.
- b. Sandy isn't going to watch a DVD.
- c. They aren't going to walk the dog.
- d. We are going to play videogames.
- e. He is going to do his homework.
- f. You are going to call back.

2. Dites ce qu'ils ont besoin de faire.

- a. She needs to see a doctor.
- b. He needs to do shopping.
- c. They need to drink water.
- d. We need to sleep.
- e. He needs to take exams.

3. Complétez les énoncés en mettant le verbe à la forme négative.

- a. But Dave doesn't need any extra money.
- b. But Jo isn't going to work in summer.
- c. But you don't want to get married.
- d. But her friend wouldn't like to work in a hotel.
- e. But they aren't going to continue their studies.

4. Les informations ci-dessous sont incomplètes. Posez des questions pour demander où, quoi, quand.

- a. Where would you like to work?
- b. What do you need?
- c. What is your uncle going to do?
- d. When does he hope to buy a new car?
- e. Where do your parents want to move?

5. Demandez à un ami

- a. Are you going to the cinema/movie?
- b. What do you want to see?
- c. What would you like to do after the cinema/movie?
- d. Do you need a ticket?
- e. Are you going to have a drink with me?

NOTES

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NOTES

This image shows a full page of white paper designed for handwriting practice. It features approximately 20 evenly spaced horizontal dotted lines running from left to right across the entire width of the page. There are no margins, text, or other markings present.

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NOTES

This image shows a full page of a handwriting practice worksheet. It consists of approximately 20 horizontal rows. Each row is defined by two parallel dotted lines, creating a series of uniform gaps for letter height. The entire page is otherwise blank, with no margins, text, or other markings.

STDI
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