

A2-B1+

Bac 1<sup>re</sup>  
Pro 1<sup>ère</sup>

LV1 - LV2

# TIP TOP ENGLISH

A. Billaud, M.-T. Kowalczyk,  
B. Léonori, S. Ritter, S. Vitel

## Corrigé

# Sommaire

## Unit 1 Fictional characters p.5

**PROJET** Créer un personnage de jeu ou de série p.12

**Portraying a superhero** p. 6

**TÂCHE** Demander ou donner des informations sur un personnage. **E0C – A2+**

**Costumes and props** p. 8

**TÂCHE** Comprendre un article et décrire un personnage fictif. **CE et EE – B1**

**Training** p.10

**EXAM PREP N°1** Présenter un personnage **E0C** p.13

**EXAM PREP N°2** Batman's kit **E3** p.14

● **Structures** : Faire une description avec *Be* et *Have / look like / look (+ adj.) / who, which / What...? / How tall...? How heavy...?*

● **Lexique** : *the coward, the villain, the enemy... / attractive, muscular, fearful, hideous, powerful, skinny... / hate, wear, weigh...*

● **Phonologie** : prononciation de la lettre "u"

## Unit 2 Unique Places p.15

**PROJET** Présenter un lieu étonnant p.22

**Amazing hotels** p.16

**TÂCHE** Demander ou donner des informations sur un hôtel étonnant. **E01 – A2+**

**The most famous water park** p.18

**TÂCHE** Comprendre un article sur un blog et ajouter son commentaire. **CE et EE – A2**

**Training** p.20

**EXAM PREP N°3** Commencer son exposé oral **E0C** p.23

**EXAM PREP N°4** The London Eye **E3** p.24

● **Structures** : *I think (that) ... / In my opinion, ... / For me, ... / too (+ adj.) / very, really (+ adj.) / le superlative.*

● **Lexique** : *a place, a spot, a view, a rate ... / amazing, impressive, incredible, luxurious, stunning, weird ...*

● **Phonologie** : l'accent tonique dans un mot de 2 ou 3 syllabes

**Culture** **CLICK** Comics p.25



"Le photocopillage, c'est l'usage abusif et collectif de la photocopie sans autorisation des auteurs et des éditeurs. Largement répandu dans les établissements d'enseignement, le photocopillage menace l'avenir du livre, car il met en danger son équilibre économique. Il prive les auteurs d'une juste rémunération. En dehors de l'usage privé du copiste, toute reproduction totale ou partielle de cet ouvrage est interdite."

## Unit 3 World Panorama p.27

**PROJET** Créer et présenter une frise chronologique p.34

**Calendar of events** p.28

**TÂCHE** Demander ou donner des informations pour compléter une frise. **E01 et EE – A2+**

**Evolution of a profession** p.30

**TÂCHE** Comprendre l'historique d'une profession. **CE – B1**

**Training** p. 32

**EXAM PREP N°5** Présenter une frise chronologique **E0C** p.35

**EXAM PREP N°6** Eyjafjallajökull **E3** p.36

● **Structures** : Ecrire une date / Le preterit simple / *There was/were ... / ...ago.*

● **Lexique** : *a belief, a cheer, a century, a billion... / add, follow, launch, operate, originate, perform, provide, take office...*

● **Phonologie** : prononciation des nombres ordinaux

## Unit 4 Team sports p.37

**PROJET** Présenter une équipe sportive p.44

**American football** p.38

**TÂCHE** Demander ou donner des informations sur des joueurs. **E01 – B1**

**Reigning Women's champions** p.40

**TÂCHE** Comprendre un article et en rendre compte en français. **CE – B1**

**Training** p. 42

**EXAM PREP N°7** Résumer après avoir repéré les informations essentielles **E0C** p.43

**EXAM PREP N°8** Diary of a mascot **E3** p.44

● **Structures** : Le preterit simple, le present perfect, le present perfect en -ing / *for, since / How long ...?*

● **Lexique** : *a championship, a ground, a race, a team, an honour ... / attend, be defeated, retain, take the lead, throw ...*

● **Phonologie** : prononciation de la lettre «h»

**Culture** **CLICK** Freedom & liberty p.47

ISBN 978-2-216-11951-6

Toute reproduction ou représentation intégrale ou partielle, par quelque procédé que ce soit, des pages publiées dans le présent ouvrage, faite sans autorisation de l'éditeur ou du Centre français d'exploitation du Droit de copie (20, rue des Grands-Augustins, 75006 Paris), est illicite et constitue une contrefaçon. Seules sont autorisées, d'une part, les reproductions strictement réservées à l'usage privé du copiste et non destinées à une utilisation collective, et d'autre part, les analyses et courtes citations justifiées par le caractère scientifique ou d'information de l'œuvre dans laquelle elles sont incorporées (Loi du 1<sup>er</sup> juillet 1992 - art. 40 et 41 et Code pénal - art. 425).  
© Editions Foucher. Malakoff, 2013

## Unit 5 The Business World ..... p.49

**PROJET** Réaliser un dépliant à usage professionnel ..... p.56

**Departments and Premises** ..... p.50

**TÂCHE** Comprendre la localisation d'un service. **CO - B1**

**Business Activities** ..... p.52

**TÂCHE** Réaliser la carte signalétique d'une entreprise. **EE - A2+**

**Training** ..... p.54

**EXAM PREP N°9** Présenter une entreprise **EOC** ..... p.57

**EXAM PREP N°10** An Innovative Business **CE** ..... p.58

● **Structures** : Localiser dans l'espace : *above, behind, next to, beside, opposite, below, on the left/right side, on the first/second floor...*

● **Lexique** : *departments, companies, positions, premises...*

● **Phonologie** : prononciation des voyelles

## Unit 6 Biographies ..... p.59

**PROJET** Créer un jeu en ligne ..... p.66

**Nostalgia** ..... p.60

**TÂCHE** Rédiger un message électronique. **EE - B1**

**A Master of Innovation** ..... p.62

**TÂCHE** Comprendre la structure et l'essentiel d'une biographie **CE - B1**

**Training** ..... p.64

**EXAM PREP N°11** Organiser les informations pour présenter un personnage **EOC** ..... p.67

**EXAM PREP N°12** Amazing Grace **CE** ..... p.68

● **Structures** : Les mots de liaison

● **Lexique** : *birth, death, memory... / disappoint, download, encounter, invest, purchase...*

● **Phonologie** : prononciation de « th »

## Culture **CLICK** American First Ladies ..... p.69

## Unit 7 Box Office ..... p.71

**PROJET** Élire les trois films préférés

de la classe **EE et EOC - B1** ..... p.78

**Talking about films** ..... p.72

**TÂCHE** Demander ou donner des informations sur des films ou des séries. **EO1 - A2**

**A hit or a flop?** ..... p.74

**TÂCHE** Rédiger un bref article critique sur un film. **EE - B1**

**Training** ..... p.76

**EXAM PREP N°13** Décrire une image **EOC** ..... p.79

**EXAM PREP N°14** Images and Violence **CE** ..... p.80

● **Structures** : La forme passive / les adverbes en -ly.

● **Lexique** : *audience, award, cast, crew, film director... / act, direct, release... / beautifully, incredibly...*

● **Phonologie** : prononciation du « s » final des mots

## Unit 8 Art and Communication ..... p.81

**PROJET** Créer une affiche en détournant une œuvre d'art ou une publicité ..... p.88

**Trompe-l'oeil Painting** ..... p.82

**TÂCHE** Décrire une œuvre d'art. **EOC - B1**

**Advertising Strategies** **CE** ..... p.84

**TÂCHE** Saisir l'essentiel d'un message publicitaire et rédiger une explication. **CE et EE - B1**

**Training** ..... p.86

**EXAM PREP N°15** Présenter une publicité **EOC** ..... p.89

**EXAM PREP N°16** Death: the Ultimate Art collection **CE** ..... p.90

● **Structures** : Exprimer le but, la cause, la conséquence.

● **Lexique** : *canvas, catchphrase, painter, photography, work of art... / aerial, low angle, high angle, panoramic...*

● **Phonologie** : prononciation de « as » / « has »

## Culture **CLICK** Bollywood ..... p.91

## Unit 9 Food News ..... p.93

**PROJET** Présenter un plat et son histoire ..... p.100

**Eating Out in Banff** ..... p.94

**TÂCHE** Prendre ou passer une commande. **EO1 - A2+**

**Chip Story** ..... p.96

**TÂCHE** Comprendre un court article. **CE - A2+**

**Training** ..... p.98

**EXAM PREP N°17** Présenter un restaurant **EOC** ..... p.101

**EXAM PREP N°18** Chef Jamie Oliver's New Project **CE** ..... p.102

● **Structures** : *What would you like? Would you like anything to drink? I'd like... I'll have...*

● **Lexique** : *food, dish, order, recipe... / eat out, fry, taste, popularize... / frozen, hazardous, hot, included, spicy...*

● **Phonologie** : prononciation de la lettre « i »

## Unit 10 City Tours ..... p.103

**PROJET** Créer une page pour un guide touristique. .... p.110

**Booking a hotel room** ..... p.104

**TÂCHE** Réserver une chambre d'hôtel. **EO1 - A2+**

**Travel Tips** ..... p.106

**TÂCHE** Comprendre un article dans un guide touristique. **CE - B1**

**Training** ..... p.108

**EXAM PREP N°19** Présenter une ville **EOC** ..... p.111

**EXAM PREP N°20** Visiting London for the First Time **CE** ..... p.112

● **Structures** : Le futur avec will / l'impératif / *You should +V / You could +V*

● **Lexique** : *attraction, backpack, ID card, map, plug... / book, check, head to, pack, recommend... / available, crowded...*

● **Phonologie** : prononciation des mots à consonne muette.

## Culture **CLICK** Wild West ..... p.113

## Unit 11 Motor Show ..... p.115

**PROJET** Décrire une voiture à l'aide d'une fiche technique ..... p.122

**Cars for sale!** ..... p.116

**TÂCHE** Demander ou donner des informations sur les caractéristiques d'une voiture. **E01 - A2+**

**Consumer Reviews** ..... p.118

**TÂCHE** Comprendre et déposer un commentaire sur un blog. **CE et EE - B1**

**Training** ..... p.120

**EXAM PREP N°21** Décrire un produit **E0C** ..... p.123

**EXAM PREP N°22** Australian Trucking and Road Trains **E3** p.124

- **Structures** : Le comparatif de supériorité / d'infériorité
- **Lexique** :brakes, clutch pedal, engine, main body, steering wheel, suspension.../powerful, reliable, environmentally friendly...
- **Phonologie** : prononciation des mots polysyllabiques.

## Unit 12 Work Experience ..... p.125

**PROJET** Rédiger un rapport de stage ..... p.132

**On the phone** ..... p.126

**TÂCHE** Comprendre une conversation téléphonique et prendre un message **E0 et EE - B1**

**My work placement report** ..... p.128

**TÂCHE** Comprendre un extrait de rapport de stage. **E5 - B1**

**Training** ..... p.130

**EXAM PREP N°23** Présenter son stage en entreprise **E0C** p.133

**EXAM PREP N°24** Students Faced with Employment

Challenges **E3** ..... p.134

- **Structures** : Demandes polies : Can you+ V?, Could you +V? May +I +V? Would you mind + V-ing? Le prétérit en -ing (They were having a break when he arrived.)
- **Lexique** : appointment, qualification, task, skill, internship, work placement.../ask for, be in charge of, call back, hold the line, sort out...
- **Phonologie** : prononciation de la terminaison en « ed » des verbes au prétérit.

## Culture **CLIC** Street Dance ..... p.135

## Unit 13 Careers Fair ..... p.137

**PROJET** Organiser un forum des métiers ..... p.144

**Making an announcement** ..... p.138

**TÂCHE** Enregistrer un message pour annoncer un forum des métiers. **E0C - B1**

**Organising a Jobs Fair** ..... p.140

**TÂCHE** Rédiger un mail d'information pour préparer un forum des métiers. **EE - B1+**

**Training** ..... p.142

**EXAM PREP N°25** Présenter un événement à venir **E0C** ... p.145

**EXAM PREP N°26** Tips on Jobs Fair **E3** ..... p.146

- **Structures** : Le futur avec will / le futur avec be going to / intend to +V, hope to +V, help + V.
- **Lexique** : admission, agenda, apprenticeship, attachment, job seeker.../ Best regards, Please find attached...
- **Phonologie** : lecture d'adresses électroniques et de sites Internet.

## Unit 14 Dreams ..... p.147

**PROJET** Créer un scrapbooking pour présenter une destination de rêve ..... p.154

**It would be so great!** ..... p.148

**TÂCHE** Demander ou donner des informations sur un voyage qu'on aimerait faire et justifier son choix. **E01 - B1**

**Imagination** ..... p.150

**TÂCHE** Ecrire une strophe. **E3 - B2**

**Training** ..... p.152

**EXAM PREP N°27** Présenter une destination de rêve **E0C** p.155

**EXAM PREP N°28** Book your Spaceflight **E3** ..... p.156

- **Structures** : What I would really like is... / I wish I could +V... / If it rains, I will + V / If I ruled the world, I would +V.
- **Lexique** : journey, landscape, treasure.../ come true, dream of, fear, go away, rule, travel.../ amazing, wild...
- **Phonologie** : prononciation des voyelles « ea ».

## Unit 15 Music Box ..... p.157

**PROJET** Créer un jeu sur les genres de musique ..... p.164

**Music Charts** ..... p.158

**TÂCHE** Rapporter des informations sur un chanteur ou une chanteuse. **E0C - B1**

**A story of musics** ..... p.160

**TÂCHE** Comprendre des articles pour répondre à un quiz. **E5 - B1**

**Training** ..... p.162

**EXAM PREP N°29** Présenter un genre de musique **E0C** ..... p.165

**EXAM PREP N°30** A worldwide success from Korea **E3** ..... p.166

- **Structures** : Le discours rapporté ou discours indirect.
- **Lexique** : band, beat, charts, choir, journey, lyrics, performer.../ creative, talented...
- **Phonologie** : prononciation des syllabes terminales en « er » et « of ».

## Culture **CLIC** DJ-ing ..... p.167

**Lexique Anglais-Français** ..... p.169

**Lexique Français-Anglais** ..... p.174

**Appendix** ..... p.179

**Scripts des activités** ..... p.193

## Fictional Characters



Superman is almost invulnerable.



### Public identity

- Peter Parker
- Tony Stark
- Clark Kent

### Family

Jonathan and Martha are his (real / adoptive / extra-terrestrial) parents

### Role

- The superhero
- The coward\*
- The brave

\* le lâche

### PROJET

Créer un personnage de jeu ou de série. **EOC - A2+**

### Name

- Matt Murdock
- Lex Luthor
- Bruce Wayne
- Superman's (enemy / best friend / brother)

### Job

- Businessman
- Farmer
- Billionaire

### Role

- The superhero
- The idiot
- The villain



- Name:**  Lois Lane  Tara Olson  Selina Kyle  
**Superman's**  cousin  girlfriend  wife  
**Job:**  scientist  reporter  teacher  
**Place of work:**  Safe Planet  Planet School  Daily Planet  
**Role:**  The beauty  The traitor  The bad girl

Smallville is a new / fictional / big town in Kansas.



1 Listen and tick or circle the information you hear.



2 Listen and number Superman's abilities in the order you hear them.

a. He can run faster than a bullet (1.....)

b. He can burn or freeze objects (4.....)

c. He can fly (3.....)

d. He can jump very high (2.....)

# Portraying a superhero

Demander ou donner des informations sur un personnage. **E01 - A2+**



1 Listen to the conversation between Maureen and her mother and fill in Chris Hemsworth's ID card.



Name: Chris Hemsworth

Job: actor .....

Date of birth: August 1983 .....

Place of birth: Melbourne, in Australia .....

Nationality: Australian .....

Age: 28 .....

Eyes: blue .....

Hair: blond .....

Distinguishing characteristic: a beard

Height: 1.91 ..... metres

Weight: 95 ..... kilos

Film: Thor



2 Listen again to the conversation and complete with the question words you hear.

- a. What ..... nationality is he?
- b. How ..... old is he?
- c. What ..... does he look like?
- d. How ..... tall is he?
- e. How ..... heavy is he?

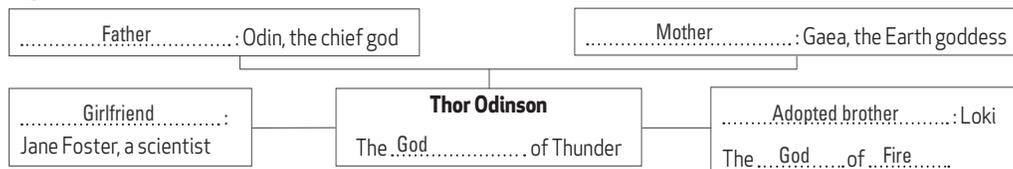
3 Complete the text with the following words. One word can be used several times.

Wordbank: looks - has - is - weighs - doesn't look - wears - are

Compared to Thor, Loki ..... doesn't look ..... like an athlete but he looks very ordinary. He ..... has ..... a pale face. He ..... has ..... sleek black hair and watchful green eyes. He was not born in Asgard and his real skin is blue and his eyes ..... are ..... red. He ..... looks ..... thirty but he is over a millennium in age. He hates and ..... is ..... jealous of Thor. He is slender - he ..... weighs ..... 83 kilos - and ..... wears ..... black clothes. However Loki is only 1.88m tall and he ..... is ..... rather small for a Frost Giant.



4 Listen to the end of the conversation and complete Thor Odinson's family tree.





**5 Listen again and tick the right answers.**

- a. Where was he born? → He was born  
 in a small cave in Norway     on a boat in Iceland
- b. Where does he live? → He lives in  
 the magical realm of Asgard.     the world of Narnia
- c. Has he got any special abilities? → He has  
 superhuman talk, strength and senses  
 superhuman speed, agility and reflexes
- d. What sort of weapon has he got? → He has  
 a magical light     a magical hammer



**6 Place their opposites in the table.**

Wordbank: *fearful, cowardly / small and fat / skinny, weak / ugly, hideous*



a. attractive, good-looking



b. muscular, strongly-built, powerful



c. tall and slim



d. courageous, brave

..... Ugly, hideous .....	..... Skinny, weak .....	..... Small and fat .....	..... Fearful, cowardly .....
---------------------------	--------------------------	---------------------------	-------------------------------

**Focus**

- a. *What does he look like?*    b. *How tall is he?*    c. *How heavy is he?*

Comment dit-on : Combien pèse-t-il ? (c.....) De quoi a-t-il l'air ? (a.....) Combien mesure-t-il ? (b.....)

**He has blue eyes. He has a moustache.**

**He is good-looking! He is a very tall man. He looks strong. He looks like an athlete.**

Soulignez les verbes. Encadrez les expressions « il a l'air » et « il ressemble à ».

▶ TRAINING ex. 2, 3, 4 & 5

**NOW ACT**

**7 Ask your partner for information about the superhero s/he has chosen.**

Use the information on page 180 to answer your partner's questions.

Identity (name, age, address, date of birth, nationality): .....

Family: .....

Job: .....

Interests: .....

Physical description: .....

Special abilities: .....

Weapons: .....

# Costumes and Props

TÂCHE

Comprendre un article et décrire un personnage fictif. CE et EE - B1

## In the wardrobe of Jack Sparrow

Captain Jack Sparrow is a fictional character in the *Pirates of the Caribbean* film series portrayed by Johnny Depp.

Jack Sparrow always wears the same silk tweed frock coat, a pair of boots, a belt and a leather tricorn hat which symbolizes his status as a Captain. He also carries a sword and a pistol, which are genuine 18<sup>th</sup>-century weapons, and owns a magic compass and a sceptre.

Sparrow is a good-looking man who wears a necklace made of human toes\* and four rings, two of which belong to Depp— the green ring, and the gold ring. The other two are props to which Depp gave back-stories: the gold-and-black ring is stolen from a Spanish widow Sparrow seduced, and the green dragon ring recalls his adventures in the Far East.

In combat, Sparrow is an extremely skilled swordsman but Captain Jack Sparrow is a pirate and a morally ambiguous character. He usually prefers the strategies of non-violent negotiations and turns his enemies against each other. Jack doesn't kill people who do not actually wish him harm like Will Turner. Sparrow loves rum and his witty charm easily attracts women but his true love is the sea and his ship, the *Black Pearl*.

Shrewd, calculating and intelligent, he is like a rock star who has an enormous ego.

\* ortels



a ..... A leather tricorn hat .....

b ..... a (silk tweed frock) coat .....

c ..... a pistol .....

d ..... a sword .....

e ..... a belt .....

f ..... (a pair of) boots .....

### 1 This document is:

- a.  An interview of Johnny Depp  
 b.  A description of Jack Sparrow  
 c.  An article about a sequel to *Pirates of the Caribbean*.

### 2 Select the words in the text and complete the stickers.

**3 Find the English for:**

- a. Authentique (§2) = genuine.....
- b. Accessoires (§3) = props.....
- c. Spirituel (§4) = witty.....
- d. Astucieux (§5) = shrewd.....

**4 Find the answers in the text and write the complete sentences.**

- a. What sort of hat does Captain Jack Sparrow wear? Why?  
He wears a tricorn hat which symbolizes his status as a Captain.
- b. What is so particular about his weapons?  
He also carries a sword and a pistol which are genuine 18th-century weapons.
- c. What are Jack Sparrow's jewels\*?  
Sparrow is a good-looking man who wears a necklace made of human toes and four rings.
- d. What makes the other two rings so real?  
The other two are props to which Depp gave back-stories.

**Focus**

\*bijoux

Sparrow is a good-looking man who wears a necklace. [...H...]  
 He carries a sword and a pistol which are genuine 18th-century weapons. [...O...]

Encadrez les mots qui sont remplacés par les pronoms relatifs soulignés. Indiquez s'il s'agit d'êtres humains (H) ou d'objets (O).

►TRAINING ex. 6 et 7

**5 Read the text and answer the questions in French.**

- a. Quel est l'adjectif qui qualifie la personnalité de Jack Sparrow ?  
Ambigüe
- b. Quelle stratégie utilise-t-il avec ses ennemis ?  
Il préfère la négociation au combat et utilise son intelligence pour retourner ses ennemis les uns contre les autres.
- c. En quoi est-il un véritable pirate ?  
Très bon escrimeur, combattant héroïque, ne tue pas les gens qui ne sont pas de vrais ennemis. Il séduit les femmes pour les voler. Il aime le rhum, la mer et son bateau.

**NOW ACT**

**6 Write a few lines to describe D'Artagnan.**

.....

.....

.....

.....



## In tune

A. Écoutez et répétez puis classez les mots suivants selon la prononciation du « U ».

Ugly – muscular – superhero – beautiful – survive – super-human – powerful.

[u] put	[u:] superman	[ju:] Tuesday	[ʌ] summer	[ə] focus
beautiful, powerful	superhero	super-human	ugly, muscular	survive

1 Placez les mots suivants sous l'image correspondante. *spots, mole, scar, wrinkles*



a. mole



b. wrinkles



c. spots



d. scar

2 Rayez l'élément qui ne convient pas.

a. My grandfather (**is / has**) overweight but my grandmother (**is / has**) quite slender. She (**is / has**) medium length, wavy, red hair. She (**is / has**) false teeth.

b. My father's hair (**is / has**) short, straight and black. He (**is / has**) brown eyes.

c. My mother (**is / has**) medium height. Her eyes (**are / have**) green.

d. My little brother (**is / has**) tanned skin and at the moment he (**is / has**) a black eye.

3 Transformez les phrases comme dans l'exemple.

*The man's hair is short → The man has short hair.*

a. The woman's eyes are blue.

*The woman has blue eyes.*

b. The man's nose is big.

*The man has a big nose.*

c. The boy's ears are long.

*The boy has long ears.*

## Vocabulary

### Nouns

the bad guy, the villain le méchant  
 the beauty la belle  
 the coward le lâche  
 an enemy un ennemi  
 a frock coat une redingote  
 the idiot l'idiot(e)  
 the height la taille  
 the lover l'amoureux  
 a prop un accessoire  
 the superhero le super-héros  
 the traitor le traître  
 the weight le poids

### Adjectives

attractive attirant(e)  
 beautiful belle  
 brave brave  
 fat gros(se)  
 fearful craintif, craintive  
 good-looking, handsome beau  
 hideous repoussant  
 jealous jaloux(se)  
 muscular musclé(e)  
 ordinary ordinaire, banal  
 powerful puissant  
 skinny maigre

slim, slender mince

strong fort(e)

strongly-built costaud

ugly laid, mêche

weak faible, fragile

### Verbs

hate détester

look like ressembler à, avoir l'air de

wear\* porter (vêtements)

weigh peser

**4** Complétez avec "look" ou "look like".

- a. Why are you so pale? You look like ..... a ghost.
- b. The girls wear a lot of make-up. They look ..... better without it.
- c. I often look ..... worried about things.
- d. What does your daughter look like .....?
- e. It must be difficult for them to meet people. They look ..... so shy.

**5** Posez les questions qui correspondent aux réponses ci-dessous.

- a. How deep ..... is the Loch Ness?  
It's 258 metres deep.
- b. How high ..... is the Eiffel Tower?  
It's 324 metres high.
- c. How fast ..... can you run?  
I can run very fast.
- d. How wide ..... is the room?  
It is 3 metres wide.

**6** Complétez avec "who" ou "which".

- a. Davy Jones's face, which ..... is horrible, is made by computer-generated imagery.
- b. Orlando Bloom, who ..... plays the part of Will Turner, is a very good actor.
- c. Calypso fools Davy Jones, who ..... is in love with her.
- d. The Dead Man's Chest, which ..... is buried, shelters Davy Jones's heart.

**7** Utilisez les phrases données pour n'en former qu'une seule à l'aide de "who" ou de "which".

- a. Spiderman can climb up buildings.  
The buildings are very high.  
Spiderman can climb up buildings which are very high.  
.....  
.....
- b. Shrek loves Fiona. Shrek lives in a swamp.  
Shrek, who lives in a swamp, loves Fiona.  
.....  
.....
- c. Batman wears a mask. Batman drives the Batmobile.  
Batman, who drives the Batmobile, wears a mask.  
.....  
.....
- d. Spiderman can make webs. His webs are very strong.  
Spiderman can make webs which are very strong.  
.....  
.....

**Language tips**

**Faire une description avec be et have**

He is heavy. He is a very tall man.  
*Il est lourd. C'est un homme très grand.*

She has blue eyes. He has a beard.  
*Elle a des yeux bleus. Il a une barbe.*

**Look like + nom**

What does he look like?  
*De quoi a-t-il l'air ? A quoi ressemble-t-il ?*

He looks like a giant. *Il a l'air d'un géant.*

**Look + adjective**

He looks strong. *Il a l'air fort.*

**Faire une description avec des pronoms relatifs**

He is a man who wears a necklace.  
*C'est un homme qui porte un collier.*

He carries a sword which is genuine.  
*Il porte une épée qui est authentique.*

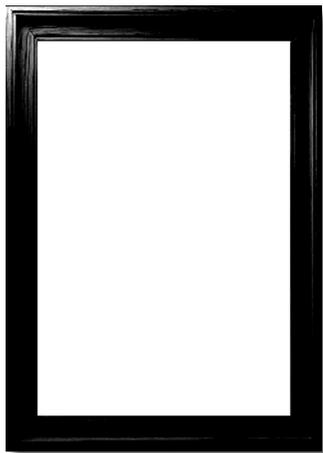
**Demander des informations  
what ou how + adjectif**

What does he look like ? How heavy is he? How tall is he?  
*De quoi a-t-il l'air ? Combien pèse-t-il ? Combien mesure-t-il ?*

# PROJECT 1

## Portraying a character for a video game or a TV series

Lors d'un projet avec votre classe, vous devez créer un personnage ami ou ennemi à introduire dans un jeu vidéo ou dans une série télévisée.



### TÂCHE 1

Compléter une fiche descriptive.

EE - A2

- Par groupes de deux, choisissez un jeu ou une série télévisée.
- Collez la photo du personnage dont le vôtre sera l'ami ou l'ennemi.
- Puis complétez les différentes fiches afin de faire la description de votre héros ou anti-héros.

### TÂCHE 2

Présenter une personne fictive.

EOC - A2+

- Utilisez vos fiches pour présenter le portrait physique et moral de votre personnage.

IDENTITY

Name: .....

Nickname: .....

Nationality: .....

Age: .....

Address: .....

Job: .....

Height: .....

Weight: .....

Hair: .....

Eyes: .....

Clothes: .....

PREFERENCES  
& PERSONALITY

Likes: .....

Dislikes: .....

Good points: .....

Bad points: .....

ACCESSORIES  
& ABILITIES

Costume: .....

Props: .....

Weapons: .....

Powers: .....

Weaknesses: .....



### Présenter un personnage



**1** Ecoutez, soulignez les éléments que vous entendez puis répétez.

- a. I'm going to (speak about / deal with / introduce) Annie Wilkes, the villain in Misery.
- b. (I've decided to choose / I've chosen / I've thought about) this character because (I like / I'm keen on / I'm fond of) thrillers.
- c. To start with, let me (introduce / tell you about / present) the story.
- d. She (identifies with / meets / learns about) Misery.
- e. Now I'd like to (give a description of / make a description of / depict) Annie Wilkes.
- f. I will describe her (morally / professionally / physically) then I will draw her moral portrait.

**2** Choisissez l'un des personnages ci-dessous. Rédigez un texte pour le présenter en utilisant les phrases de l'exercice 1.

- a. Tarzan / hero / Tarzan of the Apes / adventure / adopted by Kerchak / lives in the jungle / meets Jane / an athlete / tall and handsome / courageous and loyal.
- b. Robert of Locksley / hero / Robin Hood / romance and action / an archer / fights the Sheriff of Nottingham / loves Marian / robs the rich and gives to the poor / wears green clothes.

I'm going to speak about (Tarzan/Robert of Locksley), the hero in (Tarzan of the Apes/Robin Hood). I've chosen this character because I'm fond of (adventure/romance and action).

To start with, let me tell you about the story. Tarzan is adopted by Kerchak and lives in the jungle. He meets Jane/Robin Hood is an archer who fights the Sheriff of Nottingham. He loves Marian.

I identify with (Tarzan because he is an athlete/Robin Hood because he robs the rich and gives to the poor).

Now I'd like to make a description of (Tarzan/Robin Hood). I will describe him physically then I will draw his moral portrait.

(He is tall, handsome, courageous and loyal/He wears green clothes).

**3** De la même façon, présentez oralement l'un des personnages de l'image ci-dessous.





## Batman's kit

Batman is most notable for his use of gadgetry. Due to his wealth, money is no obstacle for the development of various gadgets he uses in fighting crime. His grappling hook, smoke or flash grenades are his favoured gadgets. His bat suit will defend him against knives and small arms. The cape conceals him in the shadows or is used as a parachute/glider. But Batman has never truly been able to fly. His most famous vehicle is the Batmobile, which can drive up to mach-1.

Considered to be among the most dangerous men in the world, Batman has become one of the most powerful human beings in the DC Universe, despite having no superhuman powers at any time in his life. Starting at the age of 14, Bruce Wayne began to study Science, Biology, Criminology, various languages, martial arts and weapons and has become the World's Greatest Detective.

Batman is also a master of stealth, disguise, and escapology. To acquire all of these skills, Bruce needed money. When his parents died, he inherited millions of dollars from the Wayne fortune which he later turned into billions by investing.

Adapted from [www.comicvine.com/batman/29-1699](http://www.comicvine.com/batman/29-1699)

### Répondez aux questions en français.

a. Quel est le sujet de ce texte ?

Batman.

b. Quelles sont les armes dont le personnage dispose pour combattre ses ennemis ?

D'un grappin, de fumée, de grenades aveuglantes.

c. Comment utilise-t-il les différentes pièces de son costume pour se protéger ?

Sa cape lui sert à se cacher dans l'ombre et aussi de parachute. Son costume de chauve-souris le protège des armes légères.

d. Comment peut-il financer la réalisation de tous ses gadgets ?

Il a hérité de millions de dollars de ses parents et il a investi pour devenir milliardaire.

e. Pourquoi est-il devenu le meilleur détective du monde ?

Il connaît les sciences, la criminologie, différentes langues, les arts martiaux et les armes.

### TIPS

Repérez les champs lexicaux du costume et des armes

## MON BILAN de l'unité 1

	J'ai pu... / J'ai réussi à...	-	+/-	+	++
<b>CO</b>	Comprendre des informations sur une personne réelle ou fictive				
<b>EOI</b>	Demander et donner des informations sur un personnage				
<b>CE</b>	Comprendre l'essentiel d'un article				
<b>EE</b>	Rédiger un paragraphe pour décrire une personne fictive				
<b>EOC</b>	Présenter une personne fictive				

## Unique Places

### PROJET

Présenter un lieu  
étonnant.

EE et EOC - A2+



a. It's really unique .....  
I think it is the most amazing .....  
restaurant in the world ..... !

b. Yes, it is impressive .....  
But for me, it's too weird .....  
to have dinner underwater .....



1 Listen and circle the correct information.

- a. Ithaa is: an aquarium / an underwater restaurant / a ferryboat.
- b. It is located in: Dubai / Malaysia / the Maldives
- c. It is: beautiful / unique / marvellous / amazing / incredible / fantastic / impressive / strange / stunning / weird



2 Listen again and complete the two speech balloons (a-b).

# Amazing Hotels

TÂCHE

Demander ou donner des informations sur un hôtel étonnant. **E01 - A2+**



This thrill ride at 329 m is called:

- X-Scream       Big Shot

Ride ticket: \$15

a. Name of the hotel:

- Atmosphere Hotel  
 Stratosphere Hotel

b. Place:

- Las Vegas (USA)       Los Angeles (USA)

c. Number of rooms: 2,427

d. Deluxe room: \$99 per night

e. It was opened in:

- 1990       1996

f. Details: It is a tower, hotel and casino which is:

- 350 meters tall  
 315 meters tall

The top of the tower has:

- 1 concert hall  
 2 observation decks  
 1 revolving\* restaurant  
 2 night clubs  
 4 thrill rides\*

\* qui tourne

\* manèges à sensation



1 Listen and number the adjectives in the order you hear them. Then repeat.

amazing ( 4 ) - fantastic ( 1 ) - marvellous ( 6 ) - unique ( 2 ) - weird ( 5 ) - wonderful ( 3 ) .

2 Match the adjectives and the corresponding definitions.

- |               |   |                                      |
|---------------|---|--------------------------------------|
| a. weird      | → | extravagant and expensive            |
| b. impressive | → | something you can't believe          |
| c. stunning   | → | really different and strange         |
| d. luxurious  | → | causing astonishment, very beautiful |
| e. incredible | → | high, big                            |
| f. tall       | → | making a strong impression           |



3 Look at the document and listen to the conversation.

Tick or complete the stickers with the information you hear.

**4** Complete the questions with *What, Where, How, How many, How much*.

- a. What ..... does it look like?
- b. Where ..... is it located?
- c. What ..... is the name of the hotel?
- d. How ..... tall is it?
- e. When ..... was it opened?
- f. How ..... many rooms are there?
- g. How ..... much is it per night?
- h. What ..... is your opinion?

**5** Work in pairs. Ask and answer questions about Stratosphere Hotel.

**B21**

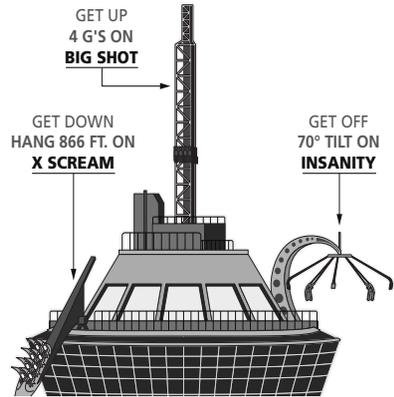
**6** Search the Internet to learn more about the thrill rides (Big Shot, X-Scream, Insanity) at the top of Stratosphere Hotel. Take notes.

**Big Shot** catapults 16 riders to the top of the mast (1,081 feet high) and down again.

**Speed:** 45 miles per hour / Price: \$15.

**X-Scream** is a giant teeter-totter (*bascule*) which propels 8 riders over the edge of the tower / Price: \$15.

**Insanity** is a massive mechanical arm extending out over the edge, spinning and tilting down 10 riders / Price: \$15.



**Focus**

*How tall is it? It is 329 meters tall. I think it is a really unique place. For me, this tower is very impressive!  
How many rooms are there? How much is the room? In my opinion, it is too expensive.*

- Comment demander la hauteur, la grandeur? How tall ...?
- Comment traduire « combien » pour demander un prix? How much ...?
- pour demander le nombre de chambres? How many ...?
- Soulignez les 3 expressions qui permettent de donner son avis, son opinion.
- Comment traduire « trop » + adjectif? too

► TRAINING ex. 3, 4, 5 et 6

**NOW ACT**

**7** You would like to help your friends choose a special hotel. Ask and answer questions about two amazing hotels.

Student A: see page 181.  
Student B: ask student A questions about Bellagio Hotel. Take notes. Then, see page 182 and swap roles.



- Name of the hotel: .....
- Place: .....
- Number of rooms: .....
- Opened in: .....
- It looks like: .....
- Rate (price):.....
- The hotel is ..... tall. Open : .....
- Other details: .....
- My opinion: .....

# The Most Famous Water Park

**TÂCHE**

Comprendre un article sur un blog et ajouter son commentaire.

**CE et EE – A2+**

## BEIJING'S HAPPY MAGIC WATER PARK

a. son aspect extérieur faisant penser à des bulles its bubble-like exterior .....



Beijing's famous Water Cube, the place where two dozen world records were set during the 2008 Summer Olympics (and where Michael Phelps won eight gold medals), has been converted into a water park which opened its doors on August 8, 2010.

Located next to the Bird's Nest, or Olympic Stadium, the aquatic centre, famous for its bubble-like exterior, was already one of the world's most amazing works of architecture. It is now a massive and incredible indoor water park.

It is the largest water park in Asia. The water park looks like a magical underwater wonderland with hanging ribbons, blue bubbles and floating jellyfish. It features a wave pool, a lazy river, a spa area and 35 different water rides: slides, tube slides and speed slides. It also has the most extreme water ride with a 45 degree drop!

Some visitors, like Jessie Zhang and Sherry Xie, travel thousands of miles to visit the new park. The two friends say it is the first time they have ever seen such a place: "It's really fantastic!" says Xie, 20. "I love it!" There are also a few foreign faces in the water park, including one American who, while climbing the stairs of one of the tallest slides, says, "It's incredible! It feels like a free fall before the water hits you!" As a consequence, the water park welcomes some 35,000 guests daily and is now Beijing's second most-visited tourist spot after the Great Wall.

### Comments



**Marcus Smith**

I had the best experience in my life in 2008 in Beijing. Can't wait to go back! In my opinion, it's a stunning place! I would love to go down the speed slides and swim in the wave pool!

Your name: .....

Your comment: .....

.....

.....

### 1 Tick the correct information about the new aquatic center.

- a. New name:  Water Cube  Happy Magic Water Park
- b. Location:  in Beijing (China)  next to the Great Wall  next to the Olympic stadium
- c. Opening year:  2008  2010

### 2 Tick the correct numbers.

- a. How many world records were set by Phelps in this Water Cube in 2008?  8  12  24
- b. How many water rides are there in the new water park?  twenty  thirty-five  forty-five
- c. How old is Xie?  twelve  twenty  thirty
- d. How many people come to the water park every day?  thirty-five thousand.  three thousand five hundred  thirty thousand five hundred

b. des méduses flottantes  
floating jellyfish

c. des bulles bleues  
blue bubbles

f. un tube (toboggan à section tubée)  
a tube slide



d. un incroyable et énorme  
parc aquatique intérieur  
a massive and incredible  
indoor water park

g. un toboggan  
a slide

e. la piscine à vagues  
the wave pool

3 Select the words in the article and complete the stickers with the English translation (a-g).

4 Answer the questions.

a. What was the Water Cube famous for in 2008?

It was famous for its bubble-like exterior.

b. Why is the new water park so famous now? (Give 2 reasons)

It is the largest water park in Asia (with 35 different water rides) and it also has the most extreme water ride with a 45-degree drop.

c. What does the American boy love?

He loves the tallest rides because it feels like a free fall before the water hits you.

d. What is the most visited tourist spot in Beijing?

The Great Wall is the most visited spot in Beijing.

### Focus

It is the largest water park in Asia. It has the most extreme water ride.

I had the best experience in my life.

Encadrez l'adjectif au superlatif qui signifie le/la meilleur(e) ... (de tous).

Soulignez les deux adjectifs au superlatif pour dire le/la plus ... (de tous).

Que faut-il ajouter à un adjectif court pour dire le/la/les plus ... (de tous)? the (adj. court)-est

Comment dire le/la/les plus ... (de tous) si l'adjectif est long? the most (+ adjectif long)

► TRAINING ex. 7 et 8

## NOW ACT

5 Read Marcus's comment and add your personal comment to the blog.

## In tune

**A. L'accent tonique d'un mot à 2 ou 3 syllabes peut se placer sur la 1<sup>re</sup> ou la 2<sup>e</sup> syllabe. Ecoutez et répétez.**

WONderful – fanTASTic – aMAzing – COMfortable  
– imPREssive – luXUrious

**B. Ecoutez et soulignez la syllabe accentuée (1<sup>re</sup> ou 2<sup>e</sup>). Puis répétez.**

expensive – stunning – incredible – unique –  
difficult – spectacular

**1** Placez le signe = ou ≠ entre les deux adjectifs en fonction du sens.

Example: wonderful = marvellous

- a. expensive ≠ ..... cheap  
b. stunning = ..... amazing  
c. weird = ..... strange  
d. tall ≠ ..... short

**2** Entourez l'adjectif qui convient.

- a. I have never seen such a delicious spectacular view.  
b. This is a four-star hotel. The rooms are very luxurious small.  
c. The tower is 320 meters tall. Look how impressive / cheap it is!

d. The windows are very small. It is comfortable weird.

e. The hotel room is 200 euros per person. It is very impressive expensive.



**3** Ecoutez et notez le numéro qui correspond à l'image.



a. Number 2 .....



b. Number 3 .....



c. Number 4 .....



d. Number 1 .....

**4** Reliez le mot interrogatif à sa traduction.

- a. Where? → combien (prix)?  
b. Who? → où?  
c. How much? → quelle hauteur/taille?  
d. How many? → qui?  
e. How tall? → combien (+ pluriel)?

## Vocabulary

### Nouns

- a **bedroom/a room** une chambre  
a **place** un endroit, un lieu  
a **rate** un tarif, un prix  
a **slide** un toboggan  
a **spot (ici)** un endroit  
a **view** une vue  
a **thrill ride** un manège à sensations  
a **water ride** un parcours aquatique

### Verbs

- feature** être équipé de  
**look (+ adj)** sembler

**look like** ressembler à  
**slide\*** glisser, coulisser

### Adjectives

- amazing** extraordinaire, stupéfiant  
**expensive** cher  
**fantastic** fantastique, fabuleux  
**impressive** impressionnant, imposant  
**incredible** incroyable  
**luxurious** luxueux, de luxe  
**marvellous** merveilleux  
**spectacular** spectaculaire  
**stunning** sensationnel

**tall** grand, haut  
**unique** unique, exceptionnel  
**weird** bizarre  
**wonderful** merveilleux, superbe

### Phrases

**It's located in...** C'est situé à ...  
**How tall is it?** Quelle est sa hauteur ?  
**I have never seen such a/an + noun**  
Je n'ai jamais vu un tel + nom...

**5** Exprimez un avis à l'aide des éléments ci-dessous et en utilisant *I think / in my opinion / for me*.

Example: a very large room → *I think this room is very large / In my opinion, this room is very large.*

- a. a very unique place.  
.....
- b. a really amazing hotel.  
.....
- c. a too weird room.  
.....
- d. a too small swimming pool.  
.....

**6** Reliez le début de la phrase à la fin.

- |                      |   |                     |
|----------------------|---|---------------------|
| a. Look how          | → | visit the place.    |
| b. I have never seen | → | really fantastic!   |
| c. I think it is     | → | impressive it is!   |
| d. I would love to   | → | it is too tall.     |
| e. In my opinion,    | → | such a weird hotel. |

**7** Mettez les adjectifs au superlatif.

- a. a beautiful house → the most beautiful house
- b. a spectacular view → the most spectacular view
- c. a long slide → the longest slide
- d. good quality → the best quality
- e. an extreme ride → the most extreme ride

**8** Donnez une opinion en utilisant les éléments suivants et un superlatif.

Example: think / Bellagio / good hotel in Las Vegas. → *I think Bellagio is the best hotel in Las Vegas.*

- a. think / Ithaa restaurant / wonderful place to have dinner.  
*I think Ithaa restaurant is the most wonderful place to have dinner.*
- b. for me / Ice Hotel / cold hotel in the world.  
*For me, the Ice Hotel is the coldest hotel in the world.*
- c. opinion / Beijing's water park / crazy park in China.  
*In my opinion, Beijing's water park is the craziest park in China.*
- d. think / the Bird's Nest / impressive stadium in the world.  
*I think the Bird's Nest is the most impressive stadium in the world.*

## Language tips

### Exprimer un avis

**I think it is too expensive.** *Je pense que c'est trop cher.*

**I think this place is really amazing!** *Je pense (je trouve) que cet endroit est vraiment extraordinaire !*

**In my opinion, this room is very comfortable.** *A mon avis, cette chambre est très confortable.*

**For me, this hotel is really weird.** *Pour moi, cet hôtel est vraiment bizarre.*

### Trop, très, vraiment

⇒ **too + adjectif**

It is **too** luxurious! *C'est trop luxueux !*

⇒ **very / really + adjectif**

This building is **really** unique. *Ce bâtiment est vraiment exceptionnel.*

It is **very** impressive. *C'est très impressionnant.*

### Le superlatif

⇒ **the ...-est (adjectifs courts : une syllabe ou en -y)**

It is **the tallest** tower in Las Vegas. *C'est la tour la plus haute de Las Vegas.*

It is **the loveliest** place in Beijing. *C'est l'endroit le plus charmant de Pékin.*

⇒ **the most + adjectifs longs**

It is **the most expensive** stadium ever built. *C'est le stade le plus cher jamais construit.*

It is **the most visited** tourist spot. *C'est le site touristique le plus visité.*

⇒ **the best / the worst**

I had **the best** experience in my life. *J'ai vécu la meilleure expérience de ma vie.*

It is **the worst** hotel in the town. *C'est le pire hôtel de la ville.*

# PROJECT 2

## Present an amazing place

**V**ous devez enregistrer en anglais un message de présentation d'un lieu que vous trouvez étonnant. Les meilleurs messages seront sélectionnés par la classe.

### TÂCHE 1

Rechercher l'information utile.

CE - A2+

- En groupe de 2 ou 3, choisissez un lieu étonnant et cherchez des informations sur ce lieu en anglais (sites Internet, livres, guides touristiques, dépliants...).
- Complétez la fiche ci-contre en y ajoutant toutes les informations utiles.

### TÂCHE 2

Rédiger le message de présentation et donner un avis.

EE - A2+

- Organisez votre présentation à partir des éléments listés sur votre fiche.
- Insistez sur les particularités du lieu. Donnez chacun votre avis et les raisons pour lesquels c'est le lieu le plus étonnant, merveilleux, étrange...
- Rédigez des paragraphes très courts pour prendre la parole à tour de rôle.

### TÂCHE 3

Enregistrer un message.

EOC - A2+

- Entraînez-vous à dire votre message de façon claire.
- Soignez la prononciation et l'intonation.
- Quand vous serez prêts, enregistrez-vous. Vous pouvez recommencer plusieurs fois si nécessaire pour améliorer la qualité de votre message.
- Évitez de lire le texte afin de parler plus naturellement et avec plus de conviction.

Name of the place: .....

Located in: ..... (country)..... (city)

Address: .....

.....

Type of place :

<input type="checkbox"/> monument	<input type="checkbox"/> shop	<input type="checkbox"/> hotel
<input type="checkbox"/> restaurant	<input type="checkbox"/> sports hall	<input type="checkbox"/> street
<input type="checkbox"/> square	<input type="checkbox"/> natural site	

others: .....

Websites: .....

.....

Other documents: .....

.....

Opened/created in: .....

Created by: .....

Number of visitors: .....

Size: .....

Amazing facts: .....

.....

Your opinion: .....

.....

.....

.....



## Commencer son exposé oral

**1** Voici différentes expressions utiles pour commencer un exposé oral. Ecoutez et soulignez les éléments que vous entendez dans ce début d'exposé sur Big Ben.

- a. I'd like to present you... / I'm glad to present you... / I will present you...
- b. ... a British monument which is the most famous / the most fantastic / the most fabulous symbol of London.
- c. It is a clock tower which is 316 feet tall / which was completed in 1858 / which is located near the River Thames.
- d. It is called / affectionately known as / nicknamed Big Ben.
- e. I've chosen this topic / monument / tower because I think it is the best symbol of London / it is really unique / it is very beautiful.

**2** Ecoutez et complétez. Puis répétez.

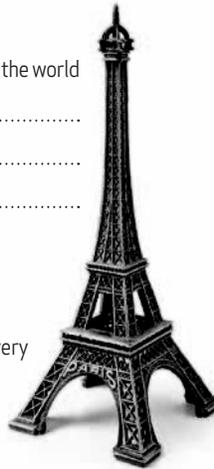
- a. I'm glad to give a presentation of a structure .....
- b. ... which is very famous ..... in the world.
- c. It is a bridge which is located in San Francisco .....
- d. It is called ..... Golden Gate.
- e. I've chosen ..... this topic ..... because, for me, it is the most beautiful bridge ..... in the world.

**3** Utilisez les éléments ci-dessous pour rédiger le début d'un exposé. Puis, entraînez-vous par deux à présenter oralement la Tour Eiffel sans lire vos notes.

The Eiffel Tower (the Iron Lady) / France / a very impressive tower / 1889 / the + visited monument in the world  
 Examples: I'd like to present you the Eiffel Tower which was completed in 1889. It is a very impressive tower which is affectionately called the Iron Lady. I've chosen this French tower because it is the most visited monument in the world.

**4** Choisissez un des monuments ci-dessous et présentez-le oralement. Enregistrez votre début d'exposé sur MP3.

- a. The Taj Mahal • India • a white marble mausoleum • 1653 • very beautiful • + admired monument in the world.
- b. Stonehenge • Wiltshire county, UK • a very impressive circle of standing stones • a sacred place • the + famous prehistoric monument in the world.
- c. The Great Wall • China • fortifications • 7th century BC (Before Christ) • 21,196 km long • very unique • + long wall in the world.





## The London Eye

Since its opening, the London Eye has become an iconic structure and a symbol of modern Britain. The London Eye is the UK's most popular paid-for visitor attraction, visited by over 3.5 million people a year. Passengers in the London Eye's capsules can see up to 40 kilometres in all directions.

The London Eye is the tallest Ferris wheel in Europe. The entire structure is 135 metres (443 ft) tall and the wheel has a diameter of 120 metres (394 ft).

The London Eye was formally opened by the then prime Minister, Tony Blair, on 31 December 1999, although it was not opened to the public until 9 March 2000 because of technical problems.

The London Eye offers spectacular views across London. It is located right opposite Big Ben and the Houses of Parliament. Visitors can take an approximately 30-minute gradual flight in one of the 32 high-tech glass capsules and enjoy the skyline at their leisure. Each air-conditioned capsule can hold 25 people who are free to sit or to walk around.

An increasingly popular idea is to visit the Eye at night-time when the view is perhaps at its most magical.

### Répondez aux questions en français.

- Quel est le sujet du document ? Le London Eye
- Où se situe exactement le London Eye ?  
A Londres (Royaume Uni) – en face de Big Ben et du Parlement.
- Combien y a-t-il de visiteurs par an ? 3,5 million de visiteurs par an
- Pourquoi cette attraction n'a-t-elle pas été ouverte au public en 1999 ?  
A cause de problèmes techniques.
- Quel est l'intérêt de monter dans cette attraction ?  
Du haut de la grande roue, on peut admirer des vues spectaculaires de Londres et des environs (possibilité de voir jusqu'à 40 km dans toutes les directions/vues magiques le soir).
- Pourquoi le London Eye est-il devenu un symbole de la Grande Bretagne moderne ? Relevez 3 arguments.  
C'est la plus grande roue d'Europe (135m de haut et 120 m de diamètre). Les 32 capsules de verre sont ultramodernes (high tech). Chaque capsule est climatisée et peut contenir 25 personnes (liberté de s'asseoir ou de se déplacer dans la capsule).

### TIPS

En lisant le texte, surlignez les informations importantes comme : le nom du monument, le lieu, les dates...

## MON BILAN de l'unité 2

	J'ai pu... / J'ai réussi à...	-	+ / -	+	++
<b>CO</b>	Comprendre des informations sur un lieu				
<b>EOI</b>	Demander et donner des informations sur un hôtel				
<b>CE</b>	Comprendre un article sur un blog				
<b>EE</b>	Rédiger un commentaire pour un blog				
<b>EOC</b>	Présenter un lieu étonnant et exprimer une opinion				

**1** Read the information below and complete the stickers (a-g) with the underlined words.

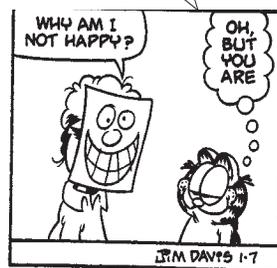
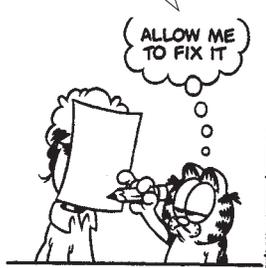
This Garfield comic strip is a series of 3 cartoon drawings that tell a story (or part of a story). What Garfield says appears in a speech balloon. What Garfield thinks appears in a cloud-like bubble, which is called a thought balloon.

A comic book is a magazine that is made up of a series of comic strips. Here are three genres of comic books: manga, graphic novels and superhero comics.

b. a speech balloon .....

c. a thought balloon .....

d. a cartoon drawing .....



a. comic strip .....



e. Superhero comics .....

Definition N°3 .....



f. Graphic novels .....

Definition N°2 .....



g. Manga .....

Definition N°1 .....

**2** Which is which? Complete the stickers with the correct definition.

**Definition 1:** They were first developed in Japan. They narrate all kinds of stories and are read by people of all ages. They are now very popular all over the world.

**Definition 2:** They narrate long and complex stories intended for mature readers.

**Definition 3:** They narrate stories of people with super powers, strengths and abilities as well as the super villains they have to battle with in order to save the world.

# QUIZ

1 The first superhero comics, published in 1938, introduced:

- a. Superman
- b. Batman
- c. Captain Marvel

2 The most famous comic publishing companies are:

- a. Marvel Comics / Picture CS
- b. DC comics / Marvel Comics
- c. Vertigo CS / Marvel Comics

3 The first popular Franco-Belgian comic magazine was:

- a. *Spirou*
- b. *Mickey parade*
- c. *Pilote*

4 Spiderman's real name is:

- a. Bruce Wayne
- b. Peter Parker
- c. Bruce Banner

5 Dr Doom's enemy is:

- a. Venom
- b. Reed Richards
- c. Batman

6 'Anime' means:

- a. Online comics
- b. US Manga
- c. Japanese animation

7 *Astro Boy*, the hero of a famous manga comic, is:

- a. a robot
- b. a gifted human boy
- c. an ET boy

8 *Naruto* follows the adventures of:

- a. two alchemist brothers
- b. a young ninja
- c. a dragon

9 A pack of vampires attacks a town in Alaska. The title of this horror comic is:

- a. *From Hell*
- b. *Vampirella*
- c. *30 Days of Night*

10 In the USA, the average price of a comic book is:

- a. \$4
- b. \$10
- c. \$14

 Listen and check.

Your score:



3 Listen and circle the correct information.

- a. Manga comics developed in Japan in the late 18th / 19th / 20th century.
- b. Manga stories are typically printed in black and white / full colour, but some black and white / full-colour mangas exist.
- c. A manga cartoonist is called a manga kissa / a mangaka.
- d. The Manga characters have realistic / attractive childlike faces with...

a basic / small nose (almost invisible)

a thin / tiny mouth (only a line)



very large / beautiful eyes (with a top and a bottom and only suggested corners)

e. Bigger eyes will usually symbolize beauty, innocence / corruption or purity, while smaller, narrower eyes typically represent calmness / coldness or evil.

4 Read and tick the corresponding arrow. Then look at the manga comic strip and number the pictures in the right reading order.

a. Traditionally, manga stories are read from top to bottom.    
and from right to left.

5 Visit this web site to learn how to draw a manga head. Then use these website tips to draw a beautiful manga head in the rectangle:

[http://drawsketch.about.com/od/animemanga/ss/mangahead\\_9.htm](http://drawsketch.about.com/od/animemanga/ss/mangahead_9.htm)



# World Panorama

## PROJET

Créer et présenter une frise chronologique. **EE et EOC - B1**



**A.** On November 4th 2008 Barack H. Obama became the 44th president of the US. He took his office on January 20th 2009.



**B.** On April 3rd 2010, Apple launched the their iPad. Its creator was Steve Jobs.



**C.** On October 29th 2012, Hurricane Sandy hit the Northeastern United States. It killed 200 people and caused \$50 billion damage.



**D.** On September 11th 2001 terrorists attacked the the World Trade Center in New York. There were nearly 3,000 victims.

**1** Look at the photos and say which picture shows:

- a. a terrorist attempt? D ..... c. a natural disaster? C .....  
 b. an inventor? B ..... d. a president? A .....

**2** In what country did these events take place?

The United States .....



**3** Complete each picture with a date and verbs from the box. Then, listen and check.

*September 11th 2001 - October 29th 2012 - November 4th 2008 - April 3rd 2010*  
*attacked - became - caused - hit - killed - launched - took - was - were*

# Calendar of events

TÂCHE

Demander ou donner des informations pour compléter une frise. **EOI et EE - A2+**

**1** Listen and tick the dates you hear. Then repeat.

- |   |   |  |   |
|---|---|--|---|
| a. <input type="checkbox"/> in 1000         | b. <input type="checkbox"/> on June 5 2010        | c. <input type="checkbox"/> from Jul 13 to Jul 25 2008       | d. <input type="checkbox"/> on 09/1/02          |
| <input checked="" type="checkbox"/> in 2000 | <input type="checkbox"/> on Feb 20 2006           | <input checked="" type="checkbox"/> from 08/13 to 08/29 2004 | <input type="checkbox"/> on 10/02/03            |
| <input type="checkbox"/> in 2002            | <input checked="" type="checkbox"/> on Oct 6 2000 | <input type="checkbox"/> from 09/10 to 09/30 1999            | <input checked="" type="checkbox"/> on 10/02/05 |

**2** Read the following dates aloud. Then complete with the correct information.

Example: on Nov 30th 1987 → on November the thirtieth, nineteen eighty-seven / on Jul 4th 2008: on July the fourth, two thousand (and) eight

- a. on Jan 1st 1975: on January the first, nineteen seventy-five .....
- b. on Mar 3rd 1850: on March ..... the third, eighteen fifty.
- c. on Aug 22nd 2012: on August the twenty-second ....., two thousand (and) twelve.
- d. on 04/20/1999: on April the twentieth, nineteen ninety-nine .....
- e. on 12/31/06: on December ..... the thirty-first, two thousand (and) six .....



**3** Listen to 'A short quiz' and number the topics in the order you hear them.

- a. cinema: 4 .....      b. sports: 2 .....      c. TV series: 1 .....      d. celebrities: 3 .....

**4** Listen to 'A short quiz' again and answer the questions.

a. When did the series CSI start?

It started on October 6th, 2000. .....

b. How many medals did the American athletes win in Athens?

They won 102 medals. .....

c. Why did Brad divorce Jennifer?

He divorced her to go and live with Angelina Jolie. .....

**5** Match the dates and the events heard in 'A short quiz'.

- |                                   |   |                                     |
|-----------------------------------|---|-------------------------------------|
| a. Toy Story 3 success            | → | e. from Aug. 13th to Aug. 29th 2004 |
| b. CSI release                    | → | f. in 2010                          |
| c. Brad and Jennifer's separation | → | g. on Oct. 6th 2000                 |
| d. US Olympic results             | → | h. on Oct. 2nd 2005                 |

**6** Complete the timeline with the dates, topics and events from 'A short quiz'.

Topic: Celebrities  
 Event: Brad and Jennifer divorced  
 Date: 2005

Topic: TV Series  
 Event: CSI release  
 Date: 2000

Topic: Sports  
 Event: US Olympics results  
 Date: 2004

Topic: Cinema  
 Event: Toy Story 3  
success  
 Date: 2010

**Focus**

What did Apple launch on 3 April 2010? They launched their iPad. Its creator was Steve Jobs. At the Olympics in 2004, the American athletes were the best. How many medals did they win? They won 102 medals. Twilight didn't make a billion dollars gross, it made far less.

Soulignez les verbes. A quel temps sont-ils ? Au prétérit.  
 Relevez le verbe régulier : launched . Donnez sa base verbale : launch .  
 Relevez les deux verbes irréguliers : won et made . Donnez leur base verbale : win et make . Encadrez les deux formes de be au prétérit.

► TRAINING ex. 6 et 7

**7** Write questions about Justin and Anna.

In September 2009, Justin began catering\* studies in a vocational high school. In June 2010, he went on a work placement\*\* in a nice restaurant. There, he met Anna, his first true love. When they got their diploma the year after, they found a summer job in a pub in London.

\*restoration; \*\*stage

- a. What did Justin begin in September 2009? .....
- b. When did he go on his work placement? .....
- c. Where did he go on his work placement? .....
- d. Who did he meet there? .....
- e. What did they find the year after? .....

**NOW ACT**

**8** Ask your partner 7 questions on his/her past years, take notes and swap roles. Then, both report the information on a timeline.

Suggestions: primary school - arrival at vocational high school - first love/ work placement/ competition/ journey by train, ferry, plane - most stupid thing - big fear, happiness, sorrow - meeting of best friend(s)...

# Evolution of a Profession

TÂCHE

Comprendre l'historique d'une profession. CE-B1

## A job once filled by men became a pink profession



No one knows exactly when secretaries originated but it is known that they existed in the Roman Empire, at the beginning of the first millennium, some 2,000 years ago. These men were 'scribes' who wrote down the emperors' decisions. From ancient times to the turn of the 19th century, men continued to dominate the secretarial field but, a century ago, secretarial work became mostly a women's occupation.

Why the change? The one-word answer is the typewriter. Towards 1920, the American industrial expansion drew male workers into construction, mining and heavy industry. Business offices met a paperwork crisis, so writing-machine makers, such as E. Remington, propagated the belief that women had small, thin fingers that could better operate typewriters. Secretarial schools for girls began to open and soon, factories and businesses created large typing and shorthand pools. In their turn, women dominated the office workforce.

Nowadays, they represent 95% of the profession but they are not just 'secretaries'. A 'personal assistant' no longer simply types, she plans meetings, uses the Internet and management software, interacts with clients and vendors, supervises the office and other staff, men included. The future is bright for well-educated professionals.

Adapted from the IAAP Journal\* © 2010

\* International Association of Administrative Professionals

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

- a. The source of the article is:
- a personal diary
  - a national newspaper
  - an association magazine
- b. A 'pink' profession is rather:
- a men's job
  - a dream job
  - a women's job
- c. The article is about:
- the description of a profession
  - the evolution of a profession
  - the dying of a profession

### 2 Find in the magazine the English for:

#### Paragraph 1

- a. il y a environ 2000 ans :  
some 2,000 years ago .....
- b. jusqu'au tournant du 19<sup>e</sup> siècle :  
to the turn of the 19th century .....
- c. il y a un siècle :  
a century ago .....

#### Paragraph 2

- d. une machine à écrire (x2):  
a typewriter / a writing machine .....
- e. vers 1920:  
towards 1920 .....
- f. un pool sténodactylo:  
a typing and shorthand pool .....

#### Paragraph 3

- g. de nos jours :  
nowadays .....
- h. une assistante de direction :  
a personal assistant .....

### 3 Answer the questions in French.

a. Jusqu'à quand les postes de secrétaires ont-ils été occupés par des hommes ? Pourquoi ont-ils déserté ces postes aux Etats-Unis ?

Jusqu'au début du 19<sup>e</sup> siècle, les hommes ont occupé les postes de secrétaires. Vers 1920, la Révolution industrielle américaine a offert aux hommes de nombreux emplois dans le bâtiment, les mines et l'industrie lourde.

b. Quelle conséquence la révolution industrielle a-t-elle eue sur les services administratifs américains au début du 20<sup>e</sup> siècle ?

Comme les hommes désertaient les emplois de bureau, il y a eu une importante crise administrative.

c. Comment E. Remington a-t-il contribué à faire du secrétariat un métier féminin ?

La société E. Remington, fabricant de machines à écrire, a déclaré que les doigts féminins étaient plus aptes à la dactylographie et a ouvert des écoles de secrétariat pour les filles.

d. Quelles sont aujourd'hui les attributions d'une assistante de direction ?

Une assistante de direction frappe des documents, utilise Internet et des logiciels de gestion, intervient auprès des clients et des fournisseurs, gère les secrétaires et autres personnels de bureaux.



### Focus

**Secretaries existed 2,000 years ago. A century ago, secretarial work became a women's occupation.**

Soulignez les marqueurs de temps.

Les verbes sont au  prétérit  au présent  au futur. 'Ago' se place  avant une durée  après une durée.

► TRAINING ex. 5, 8 et 9

### NOW ACT

#### 4 Write a summary of the document below in French.

##### A short history of cheerleaders

Cheerleading all began in 1880 during a football match in New Jersey when Thomas Peeble started to imitate the noise of a locomotive to cheer his favorite team. Spectators rapidly followed his rhythm. In 1884, Thomas moved to the University of Minnesota and transplanted the idea of organized crowds yelling during matches. However, it was not until 1898 that Johnny Campbell became the first 'yell leader' with five other male students. Women began to join cheerleading in 1923 but really started to dominate the sport in 1941, when lots of men went to war in Europe. Little by little, they added gym and dance to their show. Nowadays, 97% of cheerleaders are women.

En 1880, lors d'un match de football américain dans le New Jersey, Thomas Peeble fit imiter aux spectateurs le bruit d'une locomotive pour encourager son équipe favorite. En 1898, Johnny Campbell monta le premier groupe de 'pom-pom girls' avec cinq autres étudiants. En 1923, quelques femmes firent leur apparition. Elles devinrent plus nombreuses à partir de 1941 et améliorèrent le spectacle. Elles forment 97 % du métier.

# Training

## In tune

### A. Ecoutez et répétez.

1st - 2nd - 3rd - 4th - 5th - 6th - 7th - 8th - 9th - 10th - 11th - 12th - 13th - 15th - 20th - 22nd - 30th - 31st

### B. Ecoutez et entourez les nombres que vous entendez.

- a. 4 - 2 - 4th - 12 - 14 - 2nd  
 b. 200 - 32nd - 2,000 - 23 - 200 - 23rd  
 c. 15th - 50 - 15 - 5th - 50th - 5  
 d. 31st - 37 - 31 - 1st - 47 - 40

### 1 Ecrivez en toutes lettres.

- a. 02/14/1876  
 February the fourteenth, eighteen seventy-six.  
 b. 04/03/1973  
 April the third, nineteen seventy-three.

### 2 Complétez avec la préposition qui convient.

- a. In ..... September.  
 b. Christmas is on ..... Dec 25th.  
 c. from ..... January to ..... March.  
 d. from ..... July 21st to ..... July 23rd.

### 3 Reliez les inventions à leurs dates. Ecoutez et vérifiez.

- a. PC, Internet, e-mail → 02/14/1876  
 b. Freebox® → 04/03/1973  
 c. telephone → the 1990s  
 d. iPod → 2001  
 e. mobile phone → 2002

### 4 Complétez avec « il y a eu » : there was ou there were.

At the end of 1999, there were ..... two big windstorms in Europe. They weren't tropical hurricanes but there were ..... 170kph winds. Lothar was the first; it crossed France, Switzerland, Germany and Denmark on Dec 26. But it wasn't finished: on Dec 28, there was ..... a second storm, Martin, that started in Brittany and progressed towards Spain. The damage was great and there were ..... 92 victims in all.

## Vocabulary

### Nouns

- a **belief** une croyance  
 a **billion** un milliard  
 a **business** une entreprise  
 a **century** un siècle  
 a **cheer** une acclamation  
 a **cheerleader** une pom-pom girl  
 a **crowd** une foule  
 a **date** un rendez-vous  
 a **diary** un agenda  
**fear** la peur  
 a **field** un domaine, un champ  
 a **hurricane** un ouragan

- a **millennium** un millénaire  
 an **occupation** un métier  
 a **performance** un spectacle  
**sorrow** le chagrin  
 a **vocational high school** un lycée professionnel  
 a **windstorm** une tempête  
 a **yell** un hurlement

### Verbs

- add** ajouter  
**attack** attaquer  
**cheer** encourager  
**draw\*** attirer  
**follow** suivre  
**launch** lancer (un produit)  
**operate** faire marcher  
**originate** provenir  
**perform** se produire  
**provide** fournir  
**take\* office** prendre ses fonctions  
**yell** crier, hurler

**5 Associez les énoncés avec leur traduction.**

- a. Two years ago to the day, I was in Italy. → F
- b. There are a hundred years in a century. → E
- c. Your sister called five minutes ago. → H
- d. There is a good film on TV tonight. → G
- E. *Il y a cent années dans un siècle.*
- F. *Il y a 2 ans jour pour jour, j'étais en Italie.*
- G. *Il y a un bon film à la télé ce soir.*
- H. *Ta sœur a téléphoné il y a 5 minutes.*

**6 Complétez avec les verbes au prétérit.**

On November 4 2008, Barack Obama (win) won ..... **the US presidential election** . He (become) **became** ..... the first African-American president in the history of the nation. He (take) **took** ..... **office on January 20** 2009. He (bring) **brought** ..... changes in health care and in education. On April 4 2011, **from the White House** he (announce) **announced** his candidacy for the 2012 election.

**7 Rédigez les questions portant sur les informations encadrées de l'exercice 6.**

- a. **What did B. Obama win on November 4 2008?** .....
- b. **When did he take office?** .....
- c. **Where did he announce his candidacy from?** .....

**8 Complétez avec there is, there are ou ago.**

- a. **There are** ..... often quizzes in women's magazines.
- b. The series CSI started more than ten years **ago** .....
- c. Every four years, **There are** ..... summer Olympics.
- d. On paying channels, **There is** ..... at least one film every evening.
- e. No one had a mobile 50 years **ago** .....

**9 Rédigez ces énoncés à la forme négative.**

- a. Cars have airbags and seatbelts. 50 years ago, **cars didn't have airbags or seatbelts.** .....
- b. Men cook, clean and change diapers. 50 years ago, **men didn't cook, didn't clean and didn't change diapers.** .....
- c. The words website, video and Blu-ray exist. 50 years ago, **the words website, video and Blu-ray didn't exist.** .....

**Language tips**

**Ecrire et dire une date**

*en anglais américain*

January 31, 2014; January 31st, 2014; 01/31/2014

January the thirty-first, two thousand fourteen  
*en anglais britannique*

1 January 2014; 1st January 2014; 01/01/2014  
31 January 2014; 31st January 2014; 31/01/2014

the thirty-first of January, two thousand and fourteen

**S'exprimer au passé**

**When did CSI start? It started in 2000.** *Quand la série 'Les Experts' a-t-elle commencé? Elle a commencé en 2000.*

**No, I didn't go to England in 2011, I went there in 2012!**  
*Non, je ne suis pas allé en Angleterre en 2011, j'y suis allé en 2012!*

**Before the 20th century, secretaries were mostly men.**

*Avant le 20<sup>e</sup> siècle, les secrétaires étaient surtout des hommes.*

**Il y avait - il y a eu**

**In the 1960s, there were jobs everywhere and there was no unemployment.**

*Dans les années 60, il y avait des emplois partout et il n'y avait pas de chômage.*

**In 2010, there was a hurricane in Haiti and there were lots of victims.**

*En 2010, il y a eu un ouragan à Haiti et il y a eu beaucoup de victimes.*

**Il y a + durée**

**MP3 and MP4 didn't exist 15 years ago.**

*Le MP3 et le MP4 n'existaient pas il y a 15 ans.*

# PROJECT 3

## Create and present a timeline

**V**ous devez présenter en anglais, sous la forme d'une frise, un fait de civilisation ou une période riche en événements.

### TÂCHE 1

Trouver les informations pertinentes dans un document. **CE - B1**

- Choisissez un événement qui a marqué un pays, une région, une ville ou bien une période riche de plusieurs événements mineurs.
- Identifiez les informations importantes.
- Ordonnez-les chronologiquement en leur donnant un titre bref (*birth, beginning of...*).
- Donnez un titre général à votre frise. Sélectionnez des illustrations.

### TÂCHE 2

Créer la frise. **EE - B1**

- Développez sur un mémo les informations sur chaque événement retenu afin de pouvoir commenter la frise.
- A l'aide d'un logiciel téléchargeable, créez votre frise sur un support vidéo-projetable.

<http://thetimelineproj.sourceforge.net/getting>  
<http://myToolspace.net>

The timeline template consists of a central horizontal arrow pointing right. Five vertical lines extend upwards from the arrow to serve as markers for events. Each marker has a rounded rectangular box above it for a title and a larger rectangular box below it for a description. Below the arrow, there are five larger rectangular boxes for detailed notes or descriptions, each connected to a marker by a vertical line. The boxes contain horizontal dotted lines for writing.



## Présenter une frise chronologique

1952	2nd Jun 1953	1980	1992	31st Aug 1997	2011	3rd-6th Jun 2012	27th Jun 2012
beginning of reign	coronation	South Africa	Annus horribilis	Diana	Dublin	jubilee celebration	Belfast



### 1 Ecoutez le document 'About Queen Elizabeth II' et soulignez les éléments que vous entendez.

- a few important facts / some major events; the United Kingdom / the UK; the presidency / the reign; independent states / independent countries
- this is / here is; a few landmarks / a few dates
- squares / boxes; private events / personal actions; show / represent; policy / public life
- first / to start; I will present / I will comment; then / next; go on / continue



### 2 Ecoutez à nouveau, complétez et répétez.

- I am glad to present a few important facts ..... about the reign ..... of Elizabeth II, Queen of the United Kingdom ..... and of 15 other independent countries ..... in the world.
- Here is ..... a timeline with a few dates ..... which marked the life of the queen.
- The green boxes ..... represent private events ..... and the pink boxes represent ..... a few facts about her public life .....
- First, I will comment ..... on her private life; then, I will continue ..... with her public life.

### 3 Présentez Henry VIII Tudor, roi d'Angleterre, en vous aidant de la frise ci-dessous.

1491 06-28th	1509 04-21st 06-11th 06-24th	1533 01-25th	1534 Nov	1536 05-30th	1540 01-06th 07-28th	1543 07-12th	1547 01-28th
birth	• death of Henry VII • 1st marriage • accession to the throne	• 2nd marriage	• Act of Supremacy • Church of England	• 3rd marriage	• 4th marriage • 5th marriage	• 6th marriage	• Death of Henry VIII
							



## Eyjafjallajokull

Eyjafjallajokull, one of Iceland's largest volcanoes, had been dormant for 2 centuries before returning to life on 20 March 2010.

There were 100-metre-high fire fountains and 20-metre-thick lava flows that attracted many tourists. A few days later, the volcano seemed to return to somnolence.

Then, on 14 April, a second explosion sent clouds of ash as high as 11,000m and a million Icelanders were evacuated. On 15 April, the plume thickness kept constant at 6km, but then it increased on 16 April to 8.25m.

Volcanic ash causes significant problems for aircraft due to reduced visibility and engine failure. Consequently, about 20 countries in Northern Europe closed their airspace, affecting hundreds of thousands of travellers who cancelled their trip or stayed blocked somewhere.

Europe began reopening its air space on 20 April. The cost for the airline industry amounted to €1.5 billion in lost revenue but the most important thing to be remembered is that there were no victims of this huge eruption.

### Répondez aux questions en français.

a. Quel est le sujet du document ?

Le volcan islandais Eyjafjallajokull, endormi depuis 200 ans, est entré en éruption.

b. Quelle conséquence le phénomène de 2010 a-t-il eu sur la population locale ?

Un million de personnes ont été évacuées.

c. Quelle mesure a été prise par les pays de l'Europe du Nord ?

20 pays européens, jugeant le nuage de cendres épais de 8m trop dangereux pour les avions, ont fermé leur espace aérien pendant plusieurs jours.

d. Quelles conséquences cette mesure a-t-elle eues ?

Des centaines de milliers de voyageurs ont annulé leurs vols ou sont restés bloqués quelque part.

Pour les compagnies aériennes, le manque à gagner s'est élevé à 1,5 milliard d'euros.

e. La conclusion de l'article est-elle optimiste ou pessimiste ? Pourquoi ?

La conclusion est optimiste : cette gigantesque éruption n'a fait aucune victime.

### TIPS

Aidez-vous de la photo. Repérez les chiffres et leur signification.

## MON BILAN de l'unité 3

	J'ai pu... / J'ai réussi à...	-	+/-	+	++
<b>CO</b>	Comprendre les dates et les relier à des événements.				
<b>EO</b>	Dire des dates.				
<b>EE</b>	Ecrire des dates de manière chiffrée.				
<b>EOI</b>	Demander et donner des informations sur des actions ou faits appartenant au passé.				
<b>CE</b>	Comprendre des informations sur des événements passés.				
<b>EOC</b>	Présenter de manière organisée et construite une série d'événements passés.				

## Team Sports

### PROJET

Présenter une équipe sportive.

EOC - B1

a. An American football field.....

b. Goals posts.....

c. A helmet.....

j. a cup.....

i. A referee.....

d. Shoulder pads.....

h. A cheerleader.....

g. End zone.....

e. The team's uniform.....

f. Football shoes.....



1 Listen and repeat.

2 Write the words on the right stickers.

*the team's uniform - football shoes - a helmet - end zones - goal posts - a referee - shoulder pads - an American football field - a cheerleader - a cup*



3 Listen and circle the correct information.

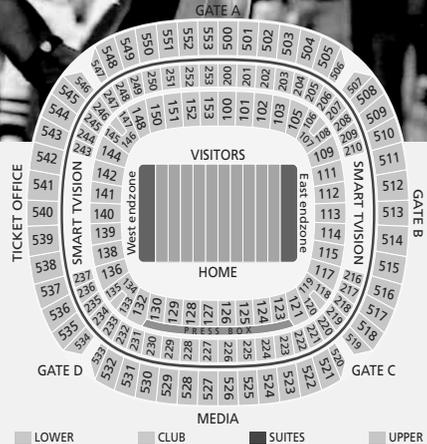
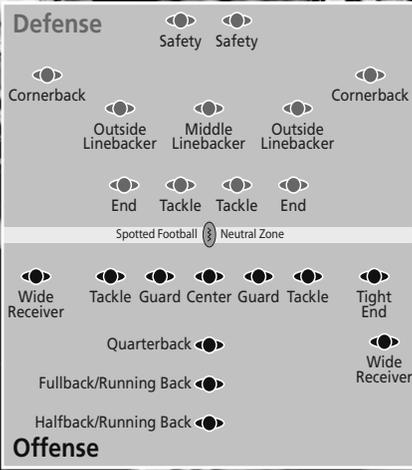
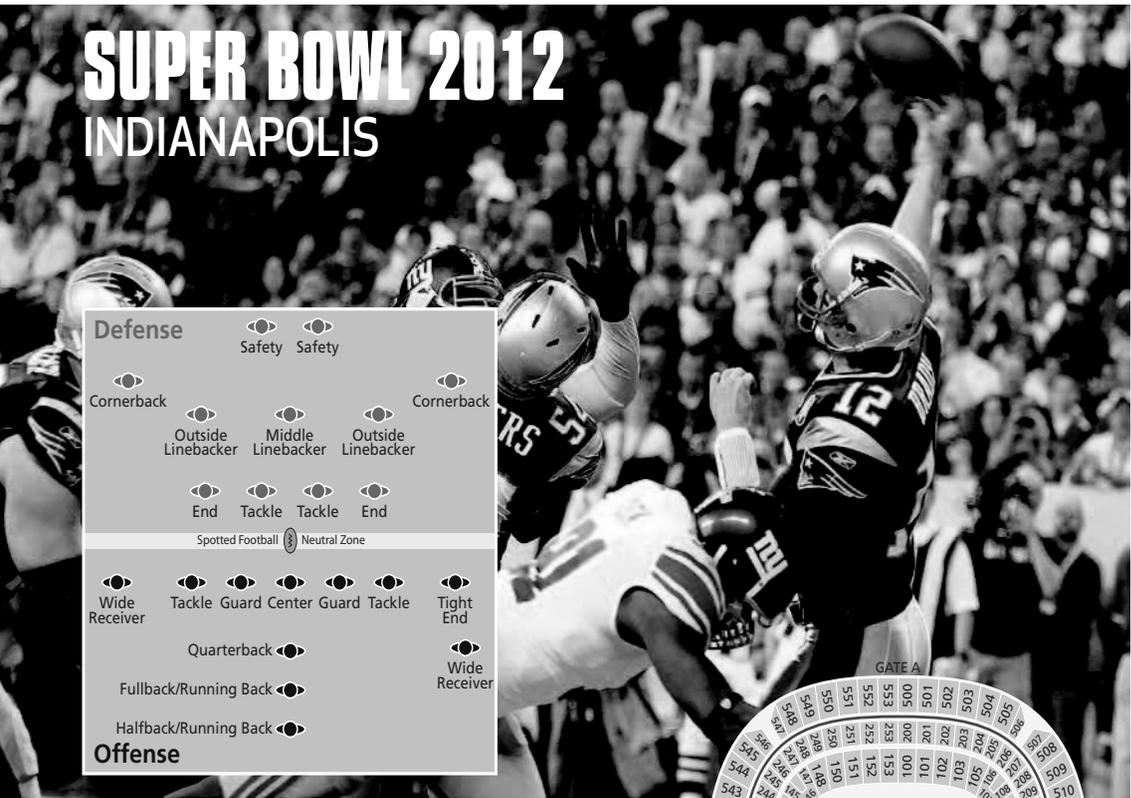
- American football has been played since 1869 / 1968.
- The teams are made up of 11 / 15 players.
- Players can / mustn't kick the ball.
- The duration of a game is one hour / 90 minutes.
- American football is a gentle / rough sport.

# American Football

**TÂCHE**

Demander ou donner des informations sur des joueurs. **EOI-B1**

## SUPER BOWL 2012 INDIANAPOLIS



**Date:**  
February 5th

**Name of the stadium:**  
Lucas Oil Stadium

**Teams:**  
New York Giants versus  
New England Patriots

**Cost of the tickets:**  
\$7,300 for club level seats,  
\$9,300 for suite seats,  
\$1,200 for lower seats,  
\$1,000 for upper seats.

**Special gift for the millionth visitor:**  
a sumptuous buffet before the match with  
Madonna and after the match, meeting with the winning team's coach.

1 Tony is buying his ticket for Super Bowl 2012. Listen and:  
a. complete the poster.  
b. circle Tony's seat in the stadium.

2 Tony is now meeting Tom Coughlin, the New York Giants' coach after the match. Listen and answer the questions.  
a. What is the score?  17 to 21  21 to 17  7 to 12  
b. Is the coach satisfied with the match?  Yes, he is.  No, he isn't.



**3** Listen again and complete the grid. Use the document on page 37 for help.

	Eli Manning	Chase Blackburn	Steve Weatherford
Date when he was signed by New York Giants' team	2005	2005	2011
Playing position	quarterback	linebacker	cornerback
Number of Super Bowls played in his career	2	2	1

## Focus

- Have you ever attended a Super Bowl game?
- His experience and his leadership have made a huge difference to the defensive play.
- How long has he been playing with the New York Giants? For one season only.

Ces énoncés expriment des événements  passés, datés et terminés,  
 non terminés ayant un rapport avec le moment où l'on parle.  
 Le temps employé est  le prétérit,  le present perfect.

Relevez les équivalents de « Depuis combien de temps... ? » How long .....

« Depuis une saison » ? For one season ..... et « Avez-vous déjà... ? » Have you ever...? .....

Traduisez oralement les énoncés. Ils peuvent se traduire par :

- un passé composé : phrases a, b ..... - un présent : phrase c .....

► Training ex. 1 à 5

**4** Choose one of the players from exercise 3 and present him, as in the example.

Example: Eli Manning was signed in (...). He has been playing with the New York Giants for (...) years/seasons. He has already/never played (...) Super Bowl(s) before.

Steve Weatherford was signed in 2011. He has been playing with the New York Giants for one season. ....

He has never played a Super Bowl before. ....

.....



**5** On the Internet, watch the beginning of the last Super Bowl. Choose one of the players, then find information about him to complete this card.

Surname: ..... Team: .....  
 First name: ..... Present club: .....  
 Age: ..... Date of signature: .....  
 Place of birth: ..... Playing position: .....  
 Number of Super Bowls played: .....

## NOW ACT

**6** Ask questions about your partner's favorite player (in exercise 5) to fill in your card, then swap roles.

Surname: ..... Team: .....  
 First name: ..... Present club: .....  
 Age: ..... Date of signature: .....  
 Place of birth: ..... Playing position: .....  
 Number of Super Bowls played: .....

# Reigning Women's Champions

**TÂCHE**

Comprendre un article et en rendre compte en français.

**CE - B1**

## Norwegian Warriors

**Paragraph 1**

Presentation of .....  
 the team's .....  
 honours .....

Norway has been among the world elite in women's handball since the breakthrough at the 1986 World Championship where the team won a bronze medal. Since then, the Norwegian national team has won five European Championships, and two World Championships. Norway has also participated in four Summer Olympics final matches; it won gold in Beijing 2008 and retained its Olympic title by beating Montenegro 26-23 at the London Olympics in 2012. The only time Norway finished outside of the top three was at the 2000 European Championship.

**Paragraph 2**

Presentation of .....  
 the coach .....

In 2009 Thorir Hergeirsson took over as coach. This Icelandic man has proved an efficient coach for 3 years now. He is a master of tactics and analysis but may also rely on a highly experienced and confident team. He doesn't hesitate to say: "In team sports, it's the biggest team in Norway; we had a lot of ups and downs but today we get paid".



**Paragraph 3**

Presentation of .....  
 the best players .....

Among the best players are Kari Mette Johansen who plays for the Norwegian club Larvik HK. She made her debut on the national team in 2004, and she has played 150 matches and scored 355 goals for them. Linn-Kristin Riegelhut is also a great competitor from Larvik HK. She has competed with the Norwegian national team for 9 years and has played 128 matches and scored 485 goals. She was also awarded a place in the all-star team as Best Right Wing.

**1** Look at the photos and the title and tick the correct answers:

- a. This document is about a  football  handball  volleyball team.  
 b. It is about  a junior  a women's  a men's team.

**2** Read the document again and match the titles with the paragraphs.

Presentation of the best players / Presentation of the team's honours\* / Presentation of the coach

\* récompenses

**3** Read the document to find the English equivalents:

**Paragraph 1**

- a. une percée : a breakthrough .....  
 b. un championnat : a championship .....  
 c. a conservé : retained .....  
 d. en battant : by beating .....

**Paragraph 2**

- e. compter sur : rely on .....  
 f. efficace : efficient .....  
 g. expérimentée : experienced .....  
 h. des hauts et des bas : ups and downs .....

**4** Read the document again and complete the card.

<p><b>Name of the team:</b> the Norwegian national team .....</p> <p>.....</p> <p><b>Coach:</b> Thorir Hergeirsson .....</p> <p>.....</p> <p><b>Best players:</b> Kari Mette Johansen .....</p> <p>Linn-Kristin Riegelhut .....</p> <p>.....</p>	<p><b>Honours:</b> a bronze medal at the 1986 World Championship, .....</p> <p>five European Championships, .....</p> <p>two World Championships, .....</p> <p>two gold medals: at the 2008 Beijing Olympics and the 2012 London Olympics, .....</p> <p>.....</p>
--	---

**Focus**

*He has proved an efficient coach for 3 years now.  
Norway has been among the world elite since the breakthrough at the 1986 World Championship.*

DEPUIS se traduit par *for* ..... + durée ou *since* ..... + point de départ dans le passé.

▶ Training ex. 6 et 7

**5** Read the document and answer the questions in French.

a. Depuis quand l'équipe féminine norvégienne de handball est-elle mondialement reconnue ?

Depuis le championnat du monde de 1986 où elle a gagné une médaille de bronze.  
.....

b. Cette équipe est-elle invaincue ?

Non. Elle a été vaincue lors du championnat européen de 2000.  
.....

c. Thorir Hergeirsson donne-t-il satisfaction ?

Oui, c'est un entraîneur très efficace, expert en tactique et en analyse de jeu.  
.....

**NOW ACT**

**6** Say in French what you understand.

<p>The Norwegian team's last big competition was at the London Summer Olympics. Norway entered as a heavy favourite because it had not been defeated for a long time.</p>	<p>Norwegian female players had difficulties at the beginning and were heavily criticised by the press. However, they managed to win many matches and played the final. Norway took the lead in the</p>	<p>15th minute and won the match. At the final whistle right-winger Linn-Kristin Koren led the team in a skipping run around the court. After the match the coach said: "I think we did a great job!"</p>
---	---	---

La dernière compétition de l'équipe de Norvège s'est tenue aux Jeux Olympiques de Londres. La Norvège était favorite mais les Norvégiennes ont rencontré quelques difficultés en début de compétition et ont été beaucoup critiquées par la presse. Néanmoins, elles sont arrivées en finale et ont remporté le match. Les joueuses ont montré leur joie à la fin du match et l'entraîneur s'est dit satisfait.

# Training

## In tune

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

- a. as /has      b. eat / heat      c. at / hat  
 d. is / his      e. it / hit      f. I'd / hide  
 g. eight / hate      h. and / hand      i. add / had

**B. Entraînez-vous à répéter ces mots.**

**1** Lisez les énoncés suivants, soulignez les verbes au present perfect et encadrez les verbes au prétérit. Puis traduisez à l'oral.

- a. Yesterday it was snowy; consequently, the football match has been put off.  
 b. This basketball team was brilliant last season. They have been given a distinction.  
 c. Very disappointed by his players, the coach left the stadium very quickly.

**2** Utilisez les éléments pour former des questions au present perfect.

- a. you / be / in this stadium before?  
 Have you been in this stadium before? .....
- b. you / ever / eat / snake?  
 Have you ever eaten snake? .....
- c. you two / be introduced?  
 Have you two been introduced? .....
- d. how long / he / live / there?  
 How long has he lived there? .....

e. Tom / call / you about the party?

Has Tom called you about the party? .....

**3** Associez les réponses aux questions de l'exercice 1.

- a. I don't know but my phone is off.      e. ....  
 b. For about eight years.      d. ....  
 c. Yes, I have. I came here a few months ago.      a. ....  
 d. No, I haven't!! Ugh...!      b. ....  
 e. Yes. We've met before actually.      c. ....

**4** Conjuguez les verbes au prétérit ou au present perfect.

- a. I lost ..... (lose) my mobile two days ago, so I'm in a mess! It had all my contacts on it.  
 b. Have ..... you already visited ..... (visit) the Olympic stadium in London?  
 c. Have ..... you ever seen ..... (see) this film? It's on tonight.  
 d. Did ..... you see ..... (see) the news last night? I was on it!

**5** Utilisez les verbes pour former des questions avec "how long" et le present perfect en -ing.

- a. She speaks English well. (learn)  
 How long has she been learning English? .....
- b. They're running in a marathon next week. (train)  
 How long have they been training? .....
- c. I'm a guitarist in a band. (play)  
 How long have you been playing the guitar? .....

## Vocabulary

### Nouns

- a **chairman** un président (de club)  
 a **championship** un championnat  
 a **fisherman** un pêcheur  
 a **guest** un(e) invité(e)  
 a **ground** un terrain (de sport)  
 an **honour** une récompense (sportive)  
 a **race** une course  
 a **team** une équipe  
 a **weakness** une faiblesse

a **winger** un ailier  
 the **whistle** le coup de sifflet

### Verbs

- attend** assister à  
**be defeated** être vaincu  
**compete** concourir, être en compétition  
**respond** réagir, répondre  
**retain** conserver  
**skip** gambader, sautiller

**take\* the lead** prendre l'avantage, mener  
**throw\*** lancer

### Adjectives

- cloudless** sans nuage, dégagé  
**disappointed** déçu  
**lucky** chanceux  
**proud** fier  
**unbelievable** incroyable  
**upset** contrarié

## 6 Complétez par "for" ou "since".

- a. for ..... two years.
- b. since ..... last championship.
- c. since ..... last October.
- d. for ..... two hours.
- e. since ..... two p.m.
- f. for ..... a long time.
- g. for ..... a few minutes.

## 7 Répondez aux questions de façon personnelle.

- a. How long have you been living in your town / village?  
Réponse libre. ....
- b. How long have you been learning English?  
Réponse libre. ....
- c. When was the last time you missed the bus?  
Réponse libre. ....
- d. Have you ever written a blog?  
Réponse libre. ....

## 8 Ecrivez ce qu'ils ont fait.



a. Break



b. Bake



c. Wash



d. Have a shower

- a. They have broken a window. ....
- b. He has baked a cake. ....
- c. She has washed her car. ....
- d. She has had a shower. ....

## Language tips

### Le prétérit simple

*Exprimer des événements passés, datés et terminés.*

**Ellie Simmonds won a gold medal at the 2008 Paralympics in Beijing.** *Ellie Simmonds a gagné une médaille d'or aux Jeux Paralympiques à Pékin en 2008.*

### Le present perfect

*Exprimer des événements commencés dans le passé ayant un rapport avec le moment où l'on parle.*

**He has already won two Super Bowls.** *Il a déjà remporté deux Super Bowls.*

**Have you ever attended a Super Bowl game?**

**Yes, I have / No, I haven't.** *Avez-vous déjà assisté à un match de Super Bowl ? Oui / Non.*

### Le present perfect en -ing

*Insister sur le fait que l'action dure encore, n'est pas terminée.*

**He has been playing for this club for 8 years now.** *Cela fait maintenant 8 ans qu'il joue pour ce club.*

### For, since et how long

**FOR + durée = depuis**

**Tony Parker has been playing professional basketball for many years.** *Tony Parker est joueur professionnel de basket depuis de nombreuses années.*

**SINCE + point de départ de l'action = depuis**

**Tony Parker has been playing in this club since 1999.** *Tony Parker joue dans ce club depuis 1999.*

**HOW LONG? permet de demander depuis combien de temps l'action se déroule.**

**How long has she been a professional swimmer?**

*Depuis combien de temps est-elle nageuse professionnelle ?*

# PROJECT 4

## Present a sports team

**V**ous devez présenter une équipe sportive à partir d'un diaporama.

### TÂCHE 1

Trouver les informations pertinentes.

CE - A2+

- Choisissez une équipe sportive (toutes disciplines confondues) et cherchez des informations sur cette équipe (sites Internet, magazines sportifs...).
- Complétez la fiche ci-contre.

### TÂCHE 2

Réaliser un diaporama.

EE - A2+

- Réalisez un diaporama comme support de votre présentation orale ; en plus des photos du club, de l'équipe, de matchs et de votre joueur préféré, vous pouvez insérer quelques informations contenues dans les fiches de la tâche 1.
- Décidez si vous utiliserez le mode de minutage automatique ou non.

### TÂCHE 3

Présenter l'équipe à partir d'un diaporama.

EOC - B1

- Vous disposez de 5 minutes maximum pour présenter votre diaporama.
- Avant de présenter votre équipe à la classe, entraînez-vous. Vous devez être capable d'adapter votre discours au déroulement chronologique des diapositives.
- Apprenez à gérer votre temps (n'hésitez pas à chronométrer vos entraînements).

Name of the club: .....

.....

Coach:.....

Nickname of the team: .....

Founded in: .....

Home colours: .....

Away colours:.....

Ground: .....

Honours:.....

.....

Chairman:.....

Mascot: .....

.....

Name of your favourite player:.....

.....

.....

Nationality:.....

Age: .....

Playing position:.....

Honours:.....

Your opinion: .....

.....

.....



## Résumer après avoir repéré les informations essentielles



**J**udo is a modern martial art, combat and Olympic sport created in Japan in 1882 by Jigoro Kano. Its most prominent feature is its competitive element, where the object is to either throw or take down an opponent to the ground, immobilize or otherwise subdue\* an opponent with a grappling manoeuvre, or force an opponent to submit by joint locking or by executing a stranglehold or choke. Judo practitioners are called judokas. Judo offers the opportunity for competition at all skill levels, from club to national tournaments, to the Olympic Games. There are separate weight divisions for men and women, and boys and girls. Judo created the system of ranks that recognize a person's degree of knowledge and ability. Judo ranks are identified by coloured belts.

www.wikipedia.org

\*soumettre

**1** Surlignez les éléments permettant de compléter la fiche suivante puis complétez la fiche.

**2** Ecrivez un paragraphe simple et concis à partir des informations de la fiche.

Jigoro Kano created judo in Japan in 1882. The rules are to throw or take down to the ground, immobilize or subdue an opponent, force an opponent to submit. You can recognize the degree of knowledge and ability of judokas thanks to their colored belts.

**3** Documentez-vous sur un sport de votre choix (cricket, baseball, polo...). Surlignez dans vos documents les informations qui vous paraissent importantes. Puis complétez la fiche.

What: judo  
 When (creation): in 1882  
 Where (creation): in Japan  
 Who (creation): Jigoro Kano  
 How (rules/objectives): throw or take down to the ground, immobilize (subdue an opponent, force an opponent to submit)  
 Name of the players: judokas  
 Usefulness of the colored belts: recognise the degree of knowledge and ability.

When? .....  
 .....  
 Where? .....  
 .....  
 What? .....  
 .....



## Diary of a Mascot

My name is Pierre Deschesnes and I was born in Shawinigan-Sud, Québec, on November 9, 1949. In 1985 while I was a referee during a hockey tournament, the mascot was injured– the tournament had to go on and they needed a new mascot. They asked me if I was interested and, without realizing that I'd do that in front of 4,000 people, I accepted. The result was very impressive, and I was actually better than the previous mascot.

Since then, I've been in the fascinating world of mascots. I have worked for major companies such as Coke, les Caisses Populaires, Pepsi, Bell Canada, etc. For the past 4 years, I've been in the USA as the mascot Jumping Jack where I perform for approximately 200 hockey and baseball games per year.

This profession gave me the opportunity to travel in many countries throughout the world and meet many people including celebrities (Céline Dion, Garth Brooks), political figures (Bill Clinton, Stephen Harper) and athletes.

The most important part is that for the past 15 years, I've been in love with my job. I'm totally dedicated to it. There's nothing nicer than to be able to get smiles from kids and make people happy around you.

<http://hockeyzoneplus.com>

### Répondez aux questions en français.

a. Quel est le thème du document ?

Les expériences de mascottes.

b. A quelle occasion Pierre Deschenes a-t'il débuté sa carrière de mascotte ?

Lors d'un match de hockey où il était arbitre, la mascotte s'est blessée et il l'a remplacée.

c. Qu'a-t-il pensé de sa première prestation en tant que mascotte ?

Il s'est trouvé meilleur que la mascotte d'origine.

d. Quels sont les avantages de son métier ?

Il voyage beaucoup et rencontre beaucoup de célébrités.

e. Expliquez son dévouement pour son métier.

Il adore faire sourire les enfants et rendre les gens heureux.

## MON BILAN de l'unité 4

	J'ai pu... / J'ai réussi à...	-	+/-	+	++
<b>CO</b>	Comprendre des informations sur des matchs et des joueurs				
<b>EOI</b>	Demander et donner des informations sur des matchs et des joueurs				
<b>CE</b>	Comprendre un article sportif				
<b>EOC</b>	Présenter une équipe sportive à partir d'un diaporama				

## Freedom & liberty

The Statue of Liberty, on  
Liberty Island



Independence Hall, in  
Philadelphia

City: New York City .....  
Height: 1,776 feet .....  
Number of floors:  
104 .....

The Freedom Tower ..... started in 2006 .....  
and is due to be completed soon. On the former site  
of the World Trade Center ..... In memory of the  
2,986 ..... victims of September 11th.

**1** Search the Internet. Find where these monuments are. Complete the stickers (A-C).



**2** Listen and add the information about picture D.

*"In giving freedom to the slave,  
we assure freedom to the free..."*

Abraham Lincoln  
Memorial, in  
Washington DC.



# QUIZ

- 1 **The Statue of Liberty is a symbol of:**
  - a. modern art.
  - b. the French culture.
  - c. freedom and democracy.
- 2 **The Declaration of Independence was adopted on:**
  - a. 22nd November 1963.
  - b. 4th July 1776.
  - c. 15th April 1865.
- 3 **The Declaration of Independence is part of:**
  - a. the Charters of Freedom.
  - b. the Constitution of the USA.
  - c. the Human rights.
- 4 **The Liberty Bell can be seen:**
  - a. inside Independence Hall.
  - b. inside the Statue of Liberty.
  - c. inside the Liberty Bell Center.
- 5 **In 1846, the Liberty Bell:**
  - a. cracked.
  - b. was stolen.
  - c. fell and was broken.
- 6 **"Freedom! '90" is the title of a song by:**
  - a. Michael Jackson.
  - b. George Michael.
  - c. Paul McCartney.
- 7 **'Freedom' is the name of:**
  - a. An American reality show.
  - b. an American sitcom.
  - c. an American science fiction television show.
- 8 **In 1886, 'Freedom' was the name of:**
  - a. an anarchist newspaper.
  - b. a British gentlemen's club.
  - c. a London manufacture.
- 9 **Braveheart is a film with:**
  - a. Kevin Costner.
  - b. Mel Gibson.
  - c. Brad Pitt.
- 10 **One hero of the Scottish wars of independence was:**
  - a. William Wallace.
  - b. Guy Fawkes.
  - c. Robin Hood.

 Listen and check.

Your score:

## The Four Freedoms

1943, by American artist Norman Rockwell.

Reproductions of the oil paintings displayed in public buildings (post offices, schools, clubs, railroad stations, etc.).

### Four essential human rights to protect:

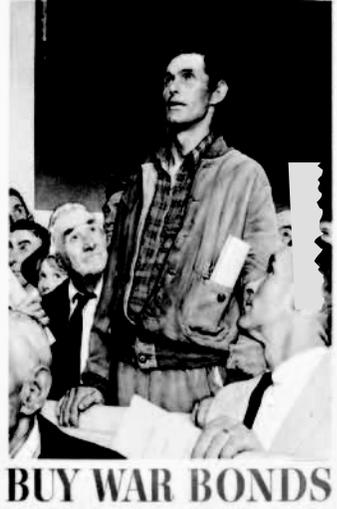
1. Freedom of Speech
2. Freedom of Worship
3. Freedom from Want
4. Freedom from Fear.

### Freedom of Speech

by Norman Rockwell

Inspired by President Franklin D. Roosevelt's speech to Congress in 1941. Motivation for fighting in World War II.

## SAVE FREEDOM OF SPEECH



3 The *Four Freedoms* series is made up of four paintings. Read the notes. Choose the right title of the painting from the list of human rights below and write it with the name of the painter.



4 Listen and circle the right information about the plot (one solution or more).

a. Erin Gruwell's (a student / a teacher).

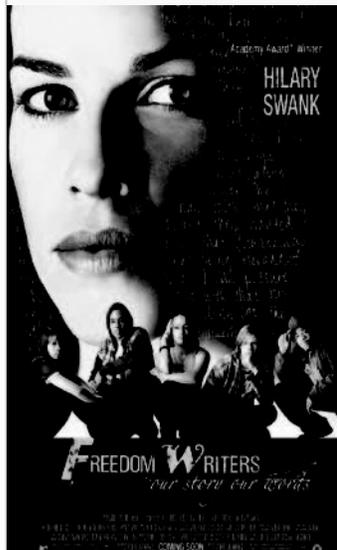
b. She works at Woodrow Wilson High School (in Las Vegas / in Long Beach).

c. The students are at-risk / excellent / unteachable.

d. In the classroom, the students (form racial groups / respect each other / fight).

e. In their diaries, they talk about being abused / watching films / seeing their friends die / having fun / being evicted.

f. At the end, they (trust their teacher / leave school).



# The Business World

## PROJET

Réaliser un dépliant à usage professionnel.

EE - B1

### BALFOUR BEATTY PLC\*

A global construction company

**Type:** private

**Head Office:**

130 Wilton Rd - London SW1V 1LP

**Telephone:** +44 (0)207 822 3720

**Web site:** <http://www.balfourbeatty.com>

**Year of creation:** 1909

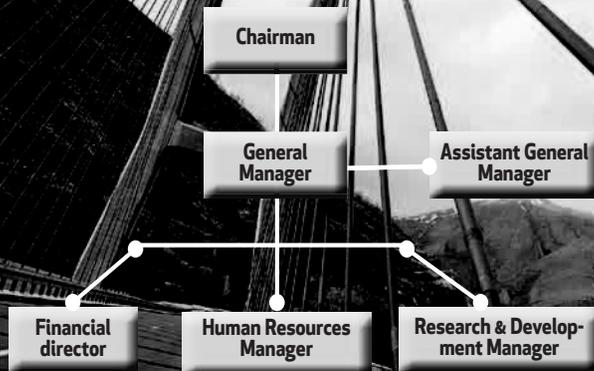
**Founders:** George Balfour & Andrew Beatty

**Biggest European achievement:**

The Channel Tunnel in 1994

**Employees:** 50,000

**Last year's net profit:** £182M



\*S.A. (société anonyme)

1 Read the document and find the English words for:

- une entreprise mondiale de construction : a global construction company
- le siège social : head office
- les bénéfices de l'an dernier : last year's net profit
- la plus grosse réalisation en Europe : biggest European achievement



2 Listen, check your answers and repeat the vocabulary.



3 Listen to 'Our company profile' and complete the missing information on the document.

4 Find in the organisation chart above the English words for:

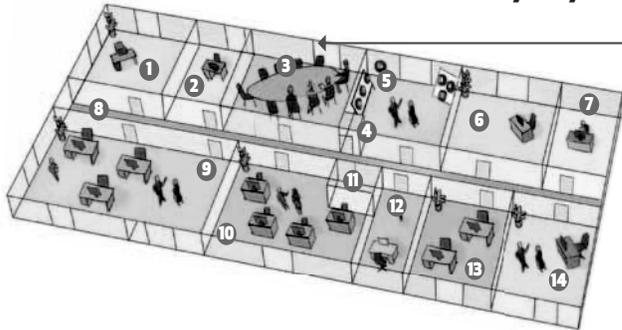
- directeur général : General manager
- directeur adjoint : Assistant general manager
- président : Chairman

# Departments and Premises

TÂCHE

Comprendre la localisation d'un service. **CO-B1**

## McConechy's Tyres plc.

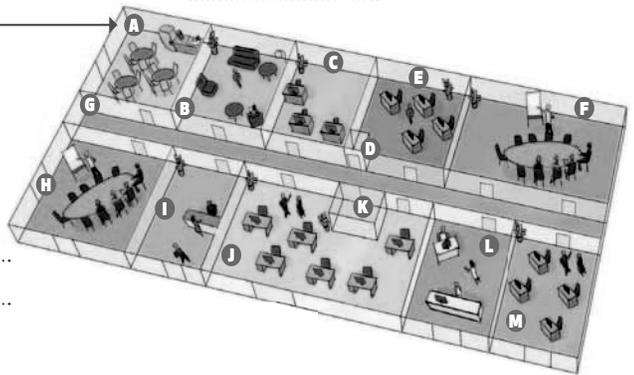


### FIRST FLOOR

- 1. Purchasing and Stock Control
- 2. Human Ressources
- 3. Meeting room 3
- 4. WC
- 5. Showroom
- 6. Production Manager
- 7. Chairman
- 8. Corridor
- 9. Marketing and Sales ...
- 10. Advertising
- 11. Lift
- 12. General Manager
- 13. PA
- 14. Accounts

### GROUND FLOOR

- A. Cafeteria
- B. Staff room
- C. Communications
- D. WC
- E. Secretarial space
- F. Meeting room 2
- G. Corridor
- H. Meeting room 1
- I. Reception
- J. IT Maintenance
- K. Lift
- L. Quality Control lab.
- M. Research & Development



**1** Look, listen and repeat these prepositions of place.

in front of	behind	next to	near	between	-under -below	opposite	above

**2** Look at the plan and complete the sentences with the correct preposition.

- a. The first floor is above the ground floor.
- b. The PA's office is opposite the production manager's office.
- c. The reception area is between meeting room 1 and the IT maintenance department.
- d. The communications department is next to the staff room.



**3** Listen to the 1st part of 'Finding the right place' and tick the words you hear from the list below.

- a. Places:  Meeting room  Reception  Showroom  Staff room  Cafeteria
- b. Positions:  Chairman  General Manager  Personal Assistant  Production Manager
- c. Departments:  Accounts  Advertising  Communications  Human Resources  
 IT Maintenance  Quality Control lab  Marketing and Sales  
 Secretarial space  Purchasing and Stock Control  Research & Development



**4** Listen to the 2nd part of 'Finding the right place' and locate the departments and offices of ex. 3 on the plan.

**The production manager. The human resources department. A quality control lab.**

Un nom composé anglais :

- a. ne peut comporter que 2 noms.       b. peut comporter plus que 2 noms.

Pour traduire un nom composé, on commence par :

- a. le premier nom       b. le dernier nom.

► Training ex. 5 et 6

**5 Complete the sentences with the correct department.**

Wordbank: Accounts dept. – Purchasing dept. – Marketing and Sales dept. – Advertising dept. – Human Resources dept.

- a. The Human Resources department ..... recruits staff and deals with career development.
- b. The Marketing and Sales department ..... promotes and sells the finished products.
- c. The Advertising department ..... buys media space.
- d. The Purchasing department ..... buys raw materials\*.
- e. The Accounts department ..... makes out invoices and pay slips\*\*.

\* matières premières \*\* fiches de paie

**6 Look at the plan again (page 50) and complete the sentences to locate the places.**

- a. The advertising dept. is on the first ..... floor, on the left ..... of the lift, next to ..... the marketing and sales dept.
- b. The reception is on the ground ..... floor, between ..... a meeting room and the ..... IT maintenance department.
- c. The General Manager works on the ..... 1st floor ..... ; his office is on the right of ..... the lift, just opposite ..... the showroom.

**NOW ACT**

**7 Listen to 'Delivering tray meals' and fill in the chart in French.**

Allianz Group Dublin	M. Johnson	Mme Corns	Mme Elliott	M. Ward
Étage	1 <sup>er</sup> étage	2 <sup>e</sup> étage	2 <sup>e</sup> étage	3 <sup>e</sup> (dernier) étage
Service	Comptabilité	Ressources humaines	Marketing	Bureau du PDG
Localisation précise	3 <sup>e</sup> bureau à droite de l'ascenseur	Juste en face de l'ascenseur	À gauche de l'ascenseur, dernière porte au fond	2 <sup>e</sup> porte à droite de l'ascenseur, à côté du secrétariat

# Business activities

**TÂCHE**

Réaliser la carte signalétique d'une entreprise.

EE - A2+

**A**

## Big Wheelers

5, Earslwood Road  
Llanishen Business Park  
CF14 5GH Cardiff

### COMPANY PROFILE

Big Wheelers is a driving school first established in Cardiff (South Wales) in 1999. Thanks to continued expansion and success, the company registered as a private limited company in November 2003 (N°04964Z70).

It provides training for HGV and PCV drivers\*, as well as for crane operators\*.

The company is managed by Derrick Hackworthy. His wife Carol and daughter Val are secretaries; Sandra Jones is an accountant. There are 9 qualified driving instructors who work from Monday to Friday (8:00a.m.-6:00p.m.)

**bigwheelerssouthwales.co.uk**  
Tel. 0845 370773

Head office: Cardiff UK (Wales) .....

Type: private .....

Activity: driving school .....

Year of creation: 1999 .....

Registration N° and date: N°04964Z70 in Nov 2003 .....

.....

Manager: Derrick Hackworthy .....

Number of employees: 12 .....

Contacts: 0845 370773 .....

.....

bigwheelerssouthwales.co.uk .....

\*HGV heavy goods vehicle; PCV passenger carrying vehicles; a crane operator un grutier

**1** Complete Big Wheelers profile card.

**B**

*Doctors Without Borders* is an NGO\* which works in nearly 70 countries, providing emergency medical aid to people affected by armed conflicts, epidemics or natural disasters. The organisation (MSF) was created in France by doctors and journalists on 20th December 1971 but has its headquarters in Geneva, Switzerland. It has sections in 19 countries and assists people regardless of\* their race, religion or political opinion. More than 27,000 volunteer doctors, nurses, logisticians, water and

sanitation\* experts provide medical care around the world. 96% of the organisation's funding\* comes from private donors. Governments provide the rest. The annual budget is approximately \$400M and annual reports can be read on [www.msf.org](http://www.msf.org) and on [www.doctorswithoutborders.org](http://www.doctorswithoutborders.org). The organisation received the Nobel Peace Prize in 1999. Its current president is Dr Unni Karunakara (India).



**MEDECINS SANS FRONTIERES  
DOCTORS WITHOUT BORDERS**

\*NGO Non-Governmental Organisation (ONG), regardless of que(le)(s) que soi(en)t, sanitation l'hygiène, the funding le financement

**2** Tick the correct element and answer the questions.

- a. Doctors Without Borders is:  a school  a company  an association
- b. Its name in French is:  Médecins du Monde  SOS Médecins  Médecins sans Frontières

c. What do the volunteers do and where?

They provide medical care around the world. ....

d. Where does the organisation get money from?

96% of the money comes from private donors and 4% comes from the governments. ....

# HASBRO INC.

**Type:** multinational incorporated company\*

**Headquarters:** 1027, Newport Ave.,

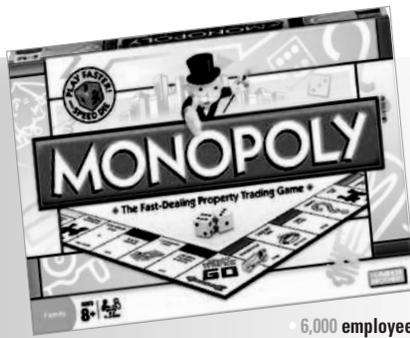
Pawtucket (US)  
(+1) 401-431-8697  
www.hasbro.com

**Activity:** manufacturer (toys, board games, video games, films)

**Branded products @:** Cluedo, Monopoly, Scrabble, Trivial Pursuit, Risk... Dungeons & Dragons, Jurassic Park, Pokemon, Transformers...

**Founders:** the Hassenfeld brothers

**Year of creation:** 1923



## KEY FIGURES

- 1,500 brand names
- 500,000 retail stores worldwide
- 2,000 new products per year

- 6,000 employees around the world (48.7% in the US, 9.3% in Europe, 42% in China)
  - last year turnover: \$4B
  - last year net profits: \$428M
- Offices in 40 countries

## Focus

500,000 stores =  500 magasins

500 000 magasins

\$428M ; \$4B = la lettre M correspond à :  'million'

'milliard' ;

la lettre B (billion) correspond à :  'million'

'milliard'

48.7 ; 9.3 sont des nombres décimaux :  vrai

faux

► Training ex. 7

### 3 Match the words to their translation.

- |                                 |                          |
|---------------------------------|--------------------------|
| a. An incorporated company (US) | → un détaillant          |
| b. The headquarters (US)        | → des articles de marque |
| c. Branded products             | → le chiffre d'affaires  |
| d. A board game                 | → une S.A.               |
| e. A retail store               | → un jeu de société      |
| f. The turnover                 | → le siège               |

### 4 Complete the paragraph describing Hasbro Inc. and its activity.

Hasbro Inc. is a multinational incorporated company ..... located in Pawtucket in the United States ..... It manufactures toys, board games, videos and films ..... The branded products are sold in 500,000 retail stores ..... worldwide. The company was created ..... in 1923 by the Hassenfeld brothers ..... It employs 6,000 ..... people and it has offices in 40 ..... countries.

## NOW ACT

- 5 Make a company profile card. You can choose a company where you have already worked (placement, summer job).

Head office: .....

Type: .....

Activity: .....

Year of creation: .....

Registration N° and date: .....

Manager: .....

Number of employees: .....

Contacts: .....

# Training

## In tune

**A. Ecoutez et numérotez ces mots dans l'ordre où vous les entendez, puis répétez.**

site (10 ...) – profile (7 ...) – human (4 ...) –  
private (6 ...) – qualified (8 ...) annual (1 ...) –  
research (9 ...) – manufacture – (5 ...) –  
career (3 ...) – budget (2 ...)

**1** Reliez les termes qui ont le même sens.

### British

- a. company
- b. global
- c. founded
- d. head office
- e. net profits
- f. accounts dept.

### American

- g. benefits
- h. headquarters
- i. finance dept.
- j. worldwide
- k. firm
- l. created

**2** Retrouvez les abréviations des termes suivants:

- a. department: dept.
- b. Research and Development: R&D

- c. laboratory: lab
- d. non-governmental organisation: NGO
- e. personal assistant: PA

**3** Answer the questions.

a. In your English classroom, who is sitting just in front of the teacher's desk?

Expression personnelle. ....

b. Who is sitting behind you?

Expression personnelle. ....

c. Who is sitting opposite you?

Expression personnelle. ....

**4** Pratiquez des mini-dialogues selon le modèle.

Example: *General manager's office? / 4th floor*

A: *Where's the manager's office, please?*

B: *Oh, you are on the wrong floor!*

*The manager's office is on the fourth floor.*

A: *Thank you.*

B: *You're welcome.*

- a. PA's office? / 2nd floor.
- b. R&D dept.? Ground floor.
- c. Purchasing dept.? / ↑
- d. Small meeting room? / ↓

## Vocabulary

### Nouns

a **board game** un jeu de société  
**the accounts dept.** le service comptabilité  
**advertising** la publicité  
a **crane** une grue  
a **department** un service  
a **disaster** une catastrophe  
a **driving instructor** un moniteur d'auto-école  
**emergency** l'urgence  
**the finished products / goods** les produits finis  
a **floor** un étage  
a **founder** un fondateur  
**the general manager (GB)** le directeur général

**the ground floor** le rez-de-chaussée  
**an incorporated company (Inc.) (US)** une SA / SARL  
**an invoice** une facture  
**IT maintenance** la maintenance informatique  
**a limited liability company (Ltd.) (GB)** une SARL  
**a manufacturer** un fabricant  
**medical care** les soins médicaux  
**a meeting room** une salle de réunion  
**the net profit** les bénéfices  
**the prospects** les perspectives  
**a public limited company (Plc.) (GB)** une SA  
**an organisation chart** un organigramme  
**a pay slip** une fiche de paie

a **personal assistant** une assistante de direction  
a **production manager** un directeur de fabrication  
**the purchasing dept.** le service achats  
**raw materials** les matières premières  
**the sales** les ventes  
a **showroom** une salle d'exposition  
**the staff** le personnel  
**training** la formation  
**the turnover** le chiffre d'affaires

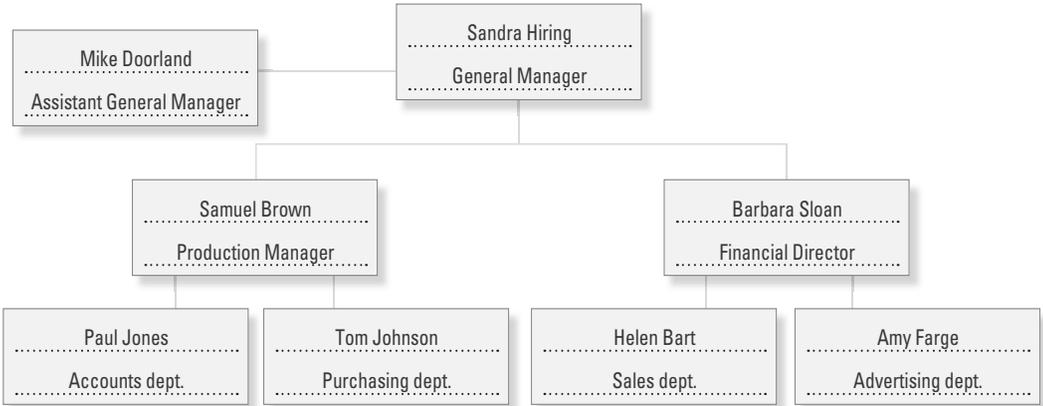
### Verbs

**assist** aider  
**deal with** s'occuper de  
**provide** fournir  
**recruit** recruter

**5** Complétez en anglais l'organigramme de l'entreprise Hamway Ltd.

Directeur général : Sandra Hiring  
 Directeur adjoint : Mike Doorland  
 Directeur de fabrication : Samuel Brown

Directeur financier : Barbara Sloan  
 Service comptable : Paul Jones  
 Service des ventes : Helen Bart  
 Service achats : Tom Johnson  
 Service publicité : Amy Farge



**6** Associez les mots des 2 couleurs pour former les mots composés suivants.

adult	employment	agency	dates
advertising	insurance	study	education
delivery	market	company	campaign

- a. une agence pour l'emploi  
 an employment agency .....
- b. la formation continue  
 adult education .....
- c. une campagne publicitaire  
 an advertising campaign .....

- d. une compagnie d'assurances  
 an insurance company .....
- e. une étude de marché  
 a market study .....
- f. les dates de livraison  
 delivery dates .....

 **7** Ajoutez des virgules ou des points dans ces nombres puis prononcez-les en anglais. Écoutez, vérifiez et répétez.

- a. \$2, 345      d. 975, 310 inhabitants  
 b. £67, 891      e. 1, 624, 000, 000 Chinese people  
 c. €32, 579      f. 6, 2+3, 8=10

## Language tips

### Localiser dans l'espace

**above** au-dessus (de)

**behind** derrière

**between** entre

**in** dans

**in front of** devant

**near** près de

**next to / beside** à côté de

**on** sur

**opposite** en face de

**under/below** sous / dessous / en-dessous (de)

**on the left/on the right** à gauche / à droite

**on the left side/on the right side** du côté gauche / du côté droit

**on the first floor/on the top floor** au premier étage / au dernier étage

**on the floor above/on the floor below** à l'étage au-dessus / à l'étage en-dessous

**at the end of the corridor** au bout du couloir

# PROJECT 5

## Create a leaflet for professional use

**V**ous devez créer un dépliant présentant une entreprise de votre choix. Ce document sera destiné aux visiteurs étrangers.

### TÂCHE 1

Établir la fiche signalétique  
de l'entreprise

EE - A2

- Créez les rubriques : type, coordonnées, activité, création, direction...

### TÂCHE 2

Décrire l'activité de l'entreprise.

EE - B1

- Rédigez un court historique et la présentation de l'activité de l'entreprise (produits, rayonnement, chiffres clés, réalisations, ambitions...).

### TÂCHE 3

Annoter le plan des locaux.

EE - A2+

- Insérez le plan des locaux. Inscrivez le nom des services et de leurs responsables.

### TÂCHE 4

Créer la brochure de présentation.

EE - B1

- Choisissez le format du dépliant en fonction des informations réunies. Ordonnez les informations, ajoutez des visuels.

● Name of the firm:

.....

● Type: .....

● Head office: .....

● Activity: .....

.....

● Products / services

- manufactured: .....

.....

- transformed: .....

.....

- sold:

.....

.....

- location (local, regional, national, European,  
worldwide?)

.....

.....

● Net profits:

.....

● Turnover:

.....

● Future prospects:

.....

.....



## Présenter une entreprise

1 Classez ces énoncés en reportant leur lettre dans le tableau ci-dessous puis écoutez et vérifiez.

- Let me introduce myself, my name is... and I am here to present you the company where I went on a work placement / the company where I worked last summer.
- I have prepared a few slides showing the plan of the company.
- Thank you for your attention. Now I'll do my best to answer your questions.
- Here is the plan of my presentation.
- Finally, I will conclude with the description of the activity and with the company's projects.
- This is a photo / a plan / a map of...
- To begin with, I'll speak about the location of the company.
- Then, I'll continue with a quick presentation of the premises.
- Let's move on to the next slide. As you can see, it represents...

Starting the presentation	Announcing the plan	Presenting pictures	Ending the presentation
a.....	d, g, h, e.....	b, f, i.....	c.....

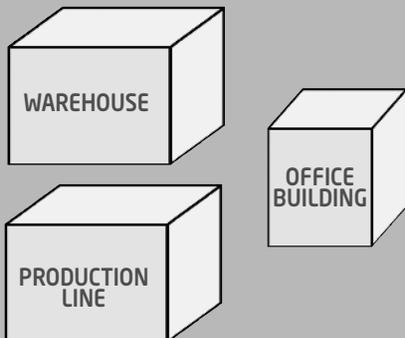
2 Utilisez les énoncés ci-dessus et les informations suivantes pour présenter l'entreprise Carpet Ltd.

Slide 1

BOLTON, LANCASHIRE,  
N-W of England  
Manchester, Liverpool.

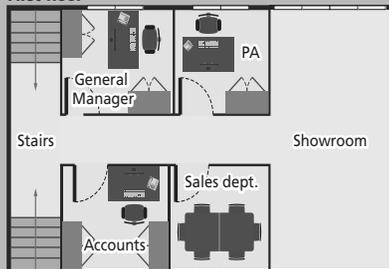
- Private.
- Quality products → hotels, conference rooms, cinemas, theatres and casinos. 42 people.
- Turnover: £5.6M
- Last year's profit: £50,000

Slide 2

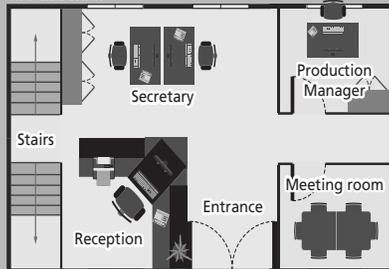


Slide 3

First floor



Ground floor





## An Innovative Business

Carnet de Mode is a small business founded in 2010 by Arbia Smitti, who was awarded the Entrepreneur Prize the same year. It is the Parisian temple of fashion on the Internet. Carnet de Mode has two parts. Firstly, it is an E-shop selling luxury clothes and accessories. Secondly, it is a talent hunter\*:

this business is the first online 'crowd funding'\* platform in the fashion industry.

How does crowd funding work? Every month, Carnet de Mode selects from one to five talented young designers who don't have enough money to launch their collections. The prototype items are then proposed on Carnet de Mode's website in a limited series.

Each E-shopper pre-orders and pays for the new model with 40% off the future price. When enough money has been collected, Carnet de Mode sends 80% of it to the creators, who can start their collections. If the pre-orders are not sufficient, the projects are abandoned. If the quota is reached, the clients receive their orders between 3 and 4 weeks later. Then the luxury articles are on sale at a far higher price in Carnet de Mode's E-shop.

The company, located 14, rue Soleillet, 75020 Paris, also offers internships for 6 months to students interested in prospecting for young designers.

<http://carnetdemode.com>

\* crowd funding financement participatif ; talent hunter découvreur de talent

### Répondez aux questions en français.

- Quel est le thème du document ? C'est un article présentant l'entreprise *Carnet de Mode*.
- Où se trouve l'entreprise ? Sur Internet / 14 rue du Soleillet, 75020 Paris
- Que vend-elle ? Des vêtements et accessoires de luxe.
- Quelle est son autre activité ? Découvrir des nouveaux créateurs et les aider
- Quel est le principe du financement participatif ?

Un article de luxe créé par un jeune designer est proposé en série limitée sur le site Internet de Carnet de Mode.

Pour aider le créateur qui ne peut pas financer la fabrication de nombreux articles, des clients commandent cet article (qui n'existe qu'en prototype) en bénéficiant d'une réduction de 40 %. Carnet de Mode donne alors au jeune créateur 80 % de l'argent collecté. Le client reçoit sa commande environ un mois plus tard.

- Quand un nouveau créateur peut-il lancer la fabrication de sa collection ?  
Lorsque le nombre de précommandes est suffisant pour couvrir les frais, la fabrication de la collection est lancée, sinon le projet est abandonné.

## MON BILAN de l'unité 5

	J'ai pu... / J'ai réussi à...	-	+/-	+	++
CO	Comprendre la localisation d'un service, d'un bureau.				
CO	Comprendre les informations essentielles pour établir la fiche signalétique d'une entreprise.				
CE	Repérer les informations essentielles pour décrire l'activité d'une entreprise.				
EE	Présenter une entreprise				

# Biographies

## PROJET

Créer un jeu en ligne.

EE - B1

### The 60s



- 1960: Election of John Fitzgerald Kennedy as the President of the United States
- 1965: recording of 'Satisfaction' by the Rolling Stones

### The 80s



- 1986: birth of Lady Gaga
- 1984: success of Madonna as a pop artist

### The 70s



- 1979: first solo album of Michael Jackson
- 1975: break-up of the Raspberries band

### The 90s



- 1997: death of Princess Diana
- 1992: birth of Yannick Agnel

#### 1 Put these events in the appropriate period.

- > birth of Lady Gaga
- > first solo album of Michael Jackson
- > death of Princess Diana
- > break-up of the Raspberries band
- > birth of Yannick Agnel
- > beginning of Prince William dating Kate Middleton
- > wedding of Tom Cruise and Katie Holmes
- > success of Madonna as a pop artist
- > recording of 'Satisfaction' by the Rolling Stones
- > Election of John Fitzgerald Kennedy (JFK) as President of the United States



#### 2 Listen and check your answers. Then add the dates.

#### 3 Use the document and explain orally what happened in the different decades.

### The 2000s



- 2003: beginning of Prince William dating Kate Middleton
- 2005: wedding of Tom Cruise and Katie Holmes

# Nostalgia

TÂCHE

Rédiger un message électronique.

EE - B1

The screenshot shows a web interface for 'Friends Reunited'. At the top, there is a search bar and navigation links for 'Contacts', 'School Finder', and 'Sign in'. Below the search bar are tabs for 'Invitations & recommendations', 'Reactions to my memories', and 'New messages'. The main content area is titled 'Write message' and shows an email composition form. The 'From' field contains 's.knight@gmail.com' and the 'Date' is '11.08.2012, 9.35 p.m.'. The 'Subject' is 'Getting news from school friends'. The body of the email reads: 'Hi everybody! Remember me? Sam Knight from Guildford, Hampshire. I went to Guildford High School twenty years ago in the 90s. To my mind, the 90s were great years!! Lots of wonderful memories!! Now I work as an accountant in an international company. After school I spent a year abroad in Norway. Girls are pretty over there. I married one of them. Two years later, we had twins. Are you a student from Guildford High School or do you know any? Let's get in touch. Contact me by email on FriendsReunited website or by phone: 0356 569 789. You can also leave a podcast on the website.'

## 1 Answer the questions.

a. Who is the sender of the mail?

The sender of the mail is Sam Knight.

b. Who are the potential readers of the mail?

The potential readers are Sam's former friends.

c. Does Sam want to get in touch with working friends or school friends?

He wants to get in touch with school friends.

d. How can you get in touch with Sam?

You can email him, phone him or leave a podcast on FriendsReunited website.



## 2 Listen to the phone conversation and tick the correct information.

a.  Jenny lives in Alresford.

Jenny lives near Edinburgh.

b.  She got married in 1997.

She got married in 2002.

c.  She is qualified.

She failed her B-Tech National.

d.  Her son was born in 2006.

Her son was born in 2008.



## 3 Listen again and explain in French what you have understood about Jenny and Sam's relationship and about Jenny's life.

Sam et Jenny habitaient tous deux à Alresford et prenaient le bus ensemble pour aller à l'école. Jenny habite désormais

en Ecosse, près d'Edimbourg ; elle est secrétaire médicale. Elle a été mariée à une de leurs connaissances communes,

John Ernest. Elle a divorcé 3 ans après. Elle vit maintenant avec un Ecossais avec lequel elle a eu un fils.



4 Listen to Arthur's message and put the sentences in the right order.

- a. One of my best memories is when your parents bought a computer.
- b. One of my worst recollections is when we played truant on a Friday.
- c. What comes first to my mind is the beginning of the Internet!
- d. I remember that our parties were terrific.
- e. I'll never forget the detentions on Wednesday afternoons.

- |   |
|---|
| 2 |
| 4 |
| 1 |
| 5 |
| 3 |



5 Imagine you are Alex, a friend of Sam and Arthur. Write sentences using at least two underlined elements in exercise 4 and the following information.

Box: Sam's neighbour and best friend - a lot of activities in common: fishing, running - both of them arrived in the top three in a marathon - quarrel about a girl named Jennie.

I remember that you were my neighbour and my best friend at the time. What comes first to my mind is that we had  
 a lot of activities in common: we fished, we ran. One of my best memories is that we arrived in the top three in a marathon.  
 I'll never forget that we quarrelled about a girl named Jennie...

Focus

Two years later; at first; then; finally; after two years; eventually; afterwards

Ces mots servent à :

indiquer une chronologie des événements       introduire des exemples

Soulignez l'expression permettant de commencer un récit.

Entourez les expressions permettant de terminer un récit.

6 Complete with later, at first, then, afterwards and eventually.

Victoria was Sam's friend at kindergarten. At first ..... they went to the same primary school.  
 Then ..... Victoria's father got a new job and Victoria's family moved in Liverpool in 1986.  
 Three years later ..... in 1989, Victoria went to secondary school; afterwards ..... she started  
 work. Eventually ..... Victoria came back with her boyfriend and decided to live in Alresford.

NOW ACT

7 Write an email to Sam.

Expéditeur : Elizabeth Heather, mariée en 1999, 2 enfants, serveuse.

Lien avec Sam : meilleure amie ; a assisté à son mariage puis a déménagé aux Etats-Unis. Ils ne se sont pas vus depuis 7 ans.

Meilleurs souvenirs : passer les mercredis après-midi à jouer aux cartes avec les copains au lycée et jouer au basketball après les cours.

Write message

Inbox Sent Deleted Draft

From: e.heather@gmail.com

Date: 23.08.2012

Subject: Re: getting news from school friends

Hi, Sam!

I'm so glad to hear from you! Do you remember me? I hope so! We were  
 best friends at secondary school. The last time we met was seven years  
 ago at your wedding. Then I moved to the United States. Playing cards on  
 Wednesday afternoons and playing basketball after lessons are some of my  
 best memories!

# A Master of Innovation

TÂCHE

Comprendre la structure et l'essentiel d'une biographie.

CE - B1



## STEVE JOBS

Date of birth:

February 24th, 1955

Place of living:

California's Silicon Valley

Date of marriage:

March 18th, 1991

Name of his wife:

Laurene Powell

Number of children: 3

Death: October 5, 2011

Steven Paul Jobs was adopted by Clara and Paul Jobs. As a boy, Jobs and his father would work on electronics in the family garage and the young boy made a hobby of it.

Jobs has always been intelligent, innovative and perfectionist but he didn't like school. When he was in high school, he spent his free time at Hewlett-Packard and he befriended Steve Wozniak, a brilliant computer engineer. He graduated high school in 1972, but he dropped out of college\* after six months.

In 1974, Jobs took a position as a video game designer with Atari. Yet several months later he left Atari to travel in India. In 1976, when Jobs was just 21, he and Wozniak started Apple Computers in the Jobs family's garage. Jobs and Wozniak made the machines smaller, cheaper and accessible to everybody. Their first model, the Apple I, earned them \$774,000. In 1980, Apple Computer was worth \$1.2 billion.

However, the next several products from Apple disappointed the consumers. After disagreements with Wozniak and the management, Jobs was forced to resign as Apple's CEO\*\* in 1985 to begin a new software company called NeXT, Inc. The following year, Jobs purchased an animation company which later became Pixar Animation Studios. He invested \$50 million of his own money in the company and Pixar Studios produced popular animated films (*Toy Story*, *Finding Nemo* and *The Incredibles*).

Despite Pixar's success, NeXT encountered difficulties selling its products and Apple eventually bought the company in 1997 for \$429 million. Jobs returned to his position as Apple's CEO and revitalized the company.

Apple introduced such revolutionary products as the MacBook Air, iPod, iPhone and iPad. In 2008, iTunes became the second biggest music retailer in America. 200 million iPods have been sold and six billion songs have been downloaded. Therefore, for these reasons, Apple has been rated No. 1 in America's Most Admired Companies.

## Paragraph 1

His early life .....

## Paragraph 2

His school life .....

## Paragraph 3

His first work experience and  
the successful beginning  
of Apple .....

## Paragraph 4

Jobs's resignation and creation  
of a new company .....

## Paragraph 5

Jobs's comeback .....

## Paragraph 6

Examples of products and  
reasons for Apple's success .....

**1** Look at the photo and read the title. Then answer the questions.

- a. Who is this man? This is Steve Jobs, the man who created Apple company.....  
 b. Which logo is there in the background of the picture? This is the logo of Apple company.....

**2** Read the text and complete the stickers next to the paragraphs with the correct subtitles.

Examples of products and reasons for Apple's success • His school life •  
 Jobs's resignation and creation of a new company • Jobs's comeback.  
 • His early life • His first work experience and the successful beginning of Apple.

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

- a. s'est lié d'amitié avec (§2) : befriended.....  
 b. un ingénieur (§2) : an engineer.....  
 c. un concepteur (§3) : a designer.....  
 d. des désaccords / différends (§4) : disagreements.....

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

- a. dropped out of college (§2) : a arrêté l'université.....  
 b. resign (§4) : démissionner.....  
 c. revitalized (§5) : a redynamisé.....  
 d. have been downloaded (§6) : ont été téléchargées.....

**5** Match the figures and the facts.

- a. \$1.2 billion •  
 b. \$50 million •  
 c. \$429 million •  
 d. 200 million •  
 e. 6 billion •
- montant de l'investissement de Jobs dans les Studios Pixar  
 nombre de chansons téléchargées via iTunes  
 nombre de iPods vendus  
 prix de vente de NeXT  
 valeur de l'entreprise Apple Computer en 1980

**Focus**

- a. *but* (§2)    b. *yet* (§3)    c. *however* (§4)    d. *despite* (§5)    e. *therefore* (§6)

Surligne ces mots dans le texte.

Quel(s) mot(s) signifie(nt) : en dépit de : d.....  
 mais : a.....

par conséquent/pour cette raison : e.....  
 cependant / pourtant : b..... et c.....?

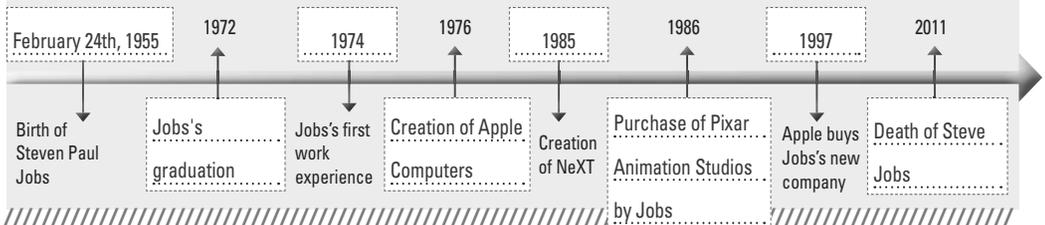
Ces mots servent :     à marquer la chronologie,     à lier les idées.

**6** Complete the sentences with linking words.

- a. Steve Jobs didn't like high school; therefore..... he spent a lot of time at Hewlett-Packard.  
 b. Despite..... the success of Apple I, Wozniak and Jobs had difficulties selling the next Apple products.  
 c. However....., a few years later and after much work, the United States considered Apple to be its Most Admired Company.

**NOW ACT**

**7** Find in the documents the correct dates or events and complete the timeline.



## In tune

### A. Ecoutez et répétez.

birth / the.

### B. Classez les mots suivants dans le tableau en fonction de la prononciation du « th- ». Ecoutez et vérifiez.

death, therefore, then, that, three, think, something, thanks, through, this

[θ] birth	[ð] the
death, three, something, .....	therefore, then, that, .....
thanks, through, think .....	this .....
.....	.....

### 1 Posez les questions sur les éléments soulignés.

a. Michael Jackson was born in 1958.

Who was born in 1958? .....

b. He was a pop singer.

What was his job / occupation? .....

c. He joined the Jackson Brothers in 1964.

When did he join the Jackson Brothers? .....

d. Then M.Jackson left the band because he wanted to pursue a solo career.

Why did he leave the band? .....

e. In 1988 he sold 200,000 copies of his autobiography Moonwalk.

How many copies of his autobiography did he sell? .....

f. He died on June 25th, 2009 in Los Angeles.

Where did he die? .....

### 2 Ecoutez et complétez le tableau avec les informations sur la vie d'Amy Winehouse.

Birth	September 14th, 1983 .....
Nationality	English .....
Job	singer and songwriter .....
Release of her debut album	October 20th, 2003 .....
Problem	alcohol .....
Death	July 23rd, 2011 .....

## Vocabulary

### Nouns

an **accountant** un comptable

an **animated film** un film d'animation

a **birth** une naissance

a **break-up** une rupture, une séparation

a **CEO** un directeur général, un PDG

a **consumer** un consommateur

a **death** une mort, un décès

a **detention** une retenue, une « colle »

a **memory** un souvenir

a **neighbour** un voisin

a **position** un emploi, un poste

a **recollection** un souvenir

a **retailer** un détaillant

a **software company** une entreprise d'informatique

**twins** des jumeaux

### Verbs

**disappoint** décevoir

**download** télécharger

**encounter** rencontrer

**forget\*** oublier

**introduce** introduire, présenter

**invest** investir

**move** déménager

**play truant** faire l'école buissonnière

**purchase** acheter

**quarrel** se disputer

**remember** se souvenir

**suffer from** souffrir de

### Adjectives

**innovative** innovateur

**private** secret, qui préserve sa vie privée

**revolutionary** révolutionnaire

**3** Utilisez les informations de l'exercice 2 pour rédiger un paragraphe sur Amy Winehouse.

Amy Winehouse was born on September 14th, 1983.  
She was an English singer and songwriter. Her debut  
album was released on October 20th, 2003. She had  
a problem with alcohol and she died on July 23rd, 2011.

**4** Liez ces énoncés à l'aide d'un mot de liaison.

a. Andy hates watching TV. He likes listening to pop music.  
Andy hates watching TV but he likes listening to pop music.

b. I like to keep fit. I do a lot of sports.  
I like to keep fit; therefore I do a lot of sports.

c. Yesterday there was a terrible storm. It damaged many  
houses. Nobody was injured.  
Yesterday there was a terrible storm. It damaged many houses;  
yet nobody was injured.

**5** Entourez le mot de liaison qui convient.

Last week, I went to the Soho Revue Bar in London with my girlfriend to see 'Mamma Mia'. We waited for nearly an hour **so** / **because** the queue was very long. **When** / **Then** we got to the ticket office, there weren't any tickets left. **First** / **Next**, we thought about buying tickets for another show **but** / **and** we didn't like any of them. **After** / **In the end** we decided to go to the cinema!

**6** Améliorez ce récit en ajoutant des mots de liaison au bon endroit.

Last Saturday I went out with my friends. It was sunny, therefore ..... we went to the park and we played football. Then ..... we rested. Afterwards ..... we went to the cinema to see an action film. Eventually ..... we had a pizza in an Italian restaurant. We ate and we laughed a lot. It was a really perfect day.

## Language tips

### Organiser chronologiquement un récit

first *d'abord*,  
then/ afterwards *puis, ensuite, alors*  
finally/eventually/in the end *finale*

### Ajouter une information

moreover *en outre*  
on top of everything/it all *en plus de tout cela*

### Opposer des idées

but *mais*  
however/yet *cependant*  
despite *malgré*  
whereas *alors que, tandis que*

### Introduire un exemple

for example *par exemple*  
such as *tel(le)(s) que*

### Exprimer une conséquence

so, therefore *par conséquent, donc*

### Exprimer une cause

because *parce que*

# PROJECT 6

## Create an online quiz

**V**ous allez créer un quiz en ligne sur une personnalité.

### TÂCHE 1

Trouver les informations pertinentes dans un document.

CE - B1

- Travaillez par groupe de deux. Chaque groupe doit choisir une personnalité différente et rechercher des informations sur sa vie.

### TÂCHE 2

Rédiger un quiz.

EE - B1

- Rédigez 8 (ou 10) questions en anglais et proposez, pour chaque question, un choix multiple de réponses (3).

### TÂCHE 3

Mettre le quiz en ligne.

B2i

- Entrez vos données sur un site de création de quiz en ligne (<http://fr.quizity.com>).

### Selected personality:

.....

1

- a. ....  
b. ....  
c. ....

2

- a. ....  
b. ....  
c. ....

3

- a. ....  
b. ....  
c. ....

4

- a. ....  
b. ....  
c. ....

5

- a. ....  
b. ....  
c. ....

6

- a. ....  
b. ....  
c. ....

7

- a. ....  
b. ....  
c. ....

8

- a. ....  
b. ....  
c. ....



## Organiser les informations pour présenter un personnage

### 1 Lisez cet extrait de biographie de Coco Chanel et classez les mots soulignés.

Gabrielle 'Coco' Chanel revolutionized women's fashion in the 1920s. She designed simple clothes that were often based on menswear, such as her famous Chanel suit.

Although the clothes she designed were very mannish, they soon became very popular because women found them very liberating.

Moreover, in 1922, Chanel introduced her perfume, Chanel No. 5, which is still highly profitable.

At first she had a miserable childhood: her mother died when she was 6. On top of it all her father abandoned her. Afterwards she had a happy adult life and she became very rich: the Ritz Hotel was her home for 30 years.

Her collections were very successful in the 1920s, whereas her 1954 collection did badly in France.

Mots de liaison permettant d'ajouter un élément	<u>moreover, on top of it all</u>
Mot de liaison permettant d'introduire un exemple	<u>such as</u>
Mots de liaison permettant d'opposer	<u>although, whereas</u>
Mots de liaison permettant d'indiquer la chronologie des événements	<u>at first, afterwards</u>



### 2 Ecoutez les mots de liaison puis reliez-les à leur traduction.

- |                         |   |                  |
|-------------------------|---|------------------|
| A. de plus, en outre    | → | whereas          |
| B. en plus de tout cela | → | such as          |
| C. comme                | → | moreover         |
| D. bien que             | → | on top of it all |
| E. alors que            | → | although         |



### 3 Entraînez-vous à faire une présentation complète d'Adèle à l'oral en utilisant des mots de liaison.

Date of birth	5 May 1988
Childhood	Abandoned by her father when she was 2, raised by a very young mother.
Studies	Graduated in 2006.
Career beginnings	Posted a song on MySpace, was contacted by a producer.
Occupations	Singer, songwriter, musician, composer, arranger
Debut album	19, released in 2008, a great success.
Second album	21, released in 2011, an even greater success, numerous awards: 2011 BRIT awards, 2011 American Music Awards, 2012 Grammy Award
Distinctive feature	First artist to sell more than 3 million copies of an album in a year in the UK.
Personal life	– Name of her partner: Simon Konecki – A son born on October 19th, 2012



## Amazing Grace

Grace Patricia Kelly (12 November 1929–14 September 1982) was born in Philadelphia, Pennsylvania. At a young age, Grace decided she wanted to become an actress. She studied acting in New York City and worked as a model before moving to Hollywood. When in New York, Grace promoted Old Gold cigarettes and appeared on the covers of magazines such as *Cosmopolitan* and *Redbook*.

Grace debuted in the film *14 Hours*, in a minor role, but then starred in *High Noon*. Grace then appeared in *Mogambo*. Her work piqued the interest of director Alfred Hitchcock. She gave Hitchcock wonderful performances in *Dial M for Murder*, *Rear Window*, *To Catch a Thief* and *The Country Girl*, which won her the Golden Globe and the Oscar for Best Actress in a Leading Role in 1954. In 1956, she was voted the Golden Globe's World Film Favorite Female Actor.

Later that year, she married Prince Rainier Grimaldi III of Monaco and became Her Serene Highness Princess Grace of Monaco. As a princess, she gave up her successful acting career, in which she had made eleven films. She had three children: Princess Caroline, Prince Albert, and Princess Stéphanie. Grace died on September 14 1982 after her car went off a road in Monaco.

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

### Répondez aux questions en français.

a. Quel est le sujet du document ?

Il s'agit de la biographie de Grace Kelly.

b. Qu'apprend-on sur l'enfance de cette personne ?

Elle est née aux Etats-Unis, à Philadelphie. Elle a très vite décidé qu'elle voulait devenir actrice et a étudié la comédie à New York.

c. Quel métier a-t-elle exercé en premier ?

Elle a été mannequin et est apparue dans des magazines célèbres comme *Cosmopolitan* et *Redbook*.

d. A-t-elle réussi sa carrière d'actrice ?

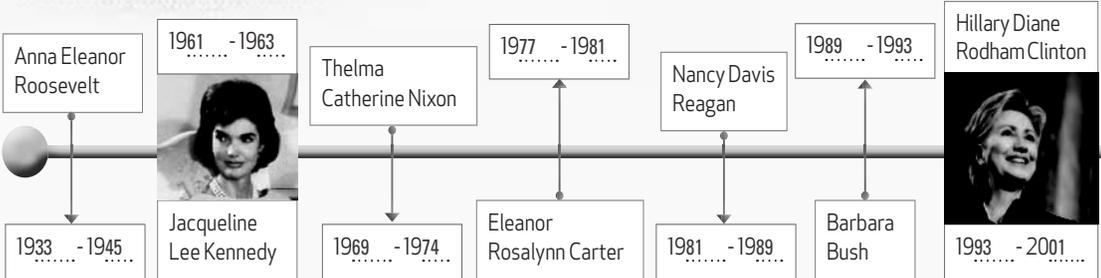
Oui, elle a reçu plusieurs récompenses.

e. Grace Kelly était-elle une princesse de sang ?

Non, elle est devenue princesse en épousant le Prince Rainier Grimaldi III de Monaco.

## MON BILAN de l'unité 6

	J'ai pu... / J'ai réussi à...	-	+/-	+	++
<b>CO</b>	Comprendre une conversation téléphonique et un podcast				
<b>CE</b>	Comprendre la structure et l'essentiel d'une biographie				
<b>EE</b>	Rédiger un courrier électronique et un quiz				
<b>EOC</b>	Présenter un personnage				



### QUICK FACTS

**Name:** Michelle LaVaughn Robinson Obama  
**Occupation:** Lawyer, U.S. 44th First Lady  
**Birth date:** January 17, 1964  
**Education:** Princeton University, Harvard Law School  
**Place of birth:** Chicago, Illinois

Her personal priority is her two daughters, Malia and Sasha. The Obama family has no nanny and when the presidential couple is away, their two daughters are left with their grandmother. Ever conscious of her family's diet and health, Michelle Obama has supported the organic food movement, instructing the White House kitchens to prepare organic food for guests and her family. Michelle has put efforts to fight childhood obesity in the United States on the top of her agenda.



**1** Search the Internet and complete with the dates of these First Ladies' tenures\*.

**2** Use the information in "Quick Facts" to present Michelle Obama orally.

**3** Read the article and answer the questions in French.

a. Quel était le métier de Michelle Obama avant de devenir Première Dame américaine ?

Elle était avocate. ....

b. Qu'apprend-on sur la vie de famille de Michelle Obama ?

Elle a eu deux filles (Malia et Sasha) avec le président Obama. Elles sont leur priorité. ....

c. Qu'a-t-elle demandé aux cuisiniers de la Maison Blanche ?

Elle leur a demandé de cuisiner des plats bio. ....

d. Quel est son cheval de bataille au niveau national ?

Elle a décidé de lutter contre l'obésité chez les enfants. ....

# QUIZ

- 1 The first First Lady of the U.S. was:
  - a. Martha Jefferson
  - b. Martha Washington
  - c. Abigail Adams
- 2 She was the first First Lady to live in the White House.
  - a. Martha Jefferson
  - b. Martha Washington
  - c. Abigail Adams
- 3 In 1889 she raised the first Christmas tree in the White House.
  - a. Nancy Reagan
  - b. Edith Wilson
  - c. Caroline Harrison
- 4 She was a professional dancer and model in her youth.
  - a. Nancy Reagan
  - b. Laura Bush
  - c. Betty Ford
- 5 She became a U.S. senator.
  - a. Betty Ford
  - b. Louisa Adams
  - c. Hillary Clinton
- 6 She was the second First Lady to be wife to one President and mother to another.
  - a. Martha Washington
  - b. Abigail Adams
  - c. Barbara Bush
- 7 She appeared in 11 movies before giving up her career and getting married.
  - a. Jacqueline Kennedy
  - b. Nancy Reagan
  - c. Patricia Nixon
- 8 Jackie Kennedy's first husband:
  - a. died of a heart attack
  - b. was assassinated
  - c. committed suicide
- 9 She was the first to hold weekly press conferences.
  - a. Hillary Clinton
  - b. Thelma Catherine Nixon
  - c. Anna Eleanor Roosevelt
- 10 Pat Nixon was
  - a. the 37th First Lady
  - b. the 2nd First Lady
  - c. the 43rd First Lady

 Listen and check.

Your score:

## 4 Read the document and complete the grid.



### A future female President?

Hillary Clinton was born on October 26th, 1947 in Chicago, Illinois. She married Bill Clinton in 1975 and their daughter Chelsea was born on February 27th, 1980. She was First Lady from 1993 to 2001 and a U.S. Senator from 2001 to 2009. In early 2007, Hillary Clinton announced her plans to run for President. After winning the national election, Obama appointed her as Secretary of State. But Mrs. Clinton still hopes to be the first female president!

Age	65
Origin	Chicago, Illinois
Name of her husband	Bill Clinton
Date of their wedding	1975
Dates of her tenure as First Lady	1993-2001
Number of children	one daughter
Her different political functions	- U.S. Senator - Secretary of State
Her dream	to become the first female President

## 5 Listen and match each First Lady with her main cause during her tenure.

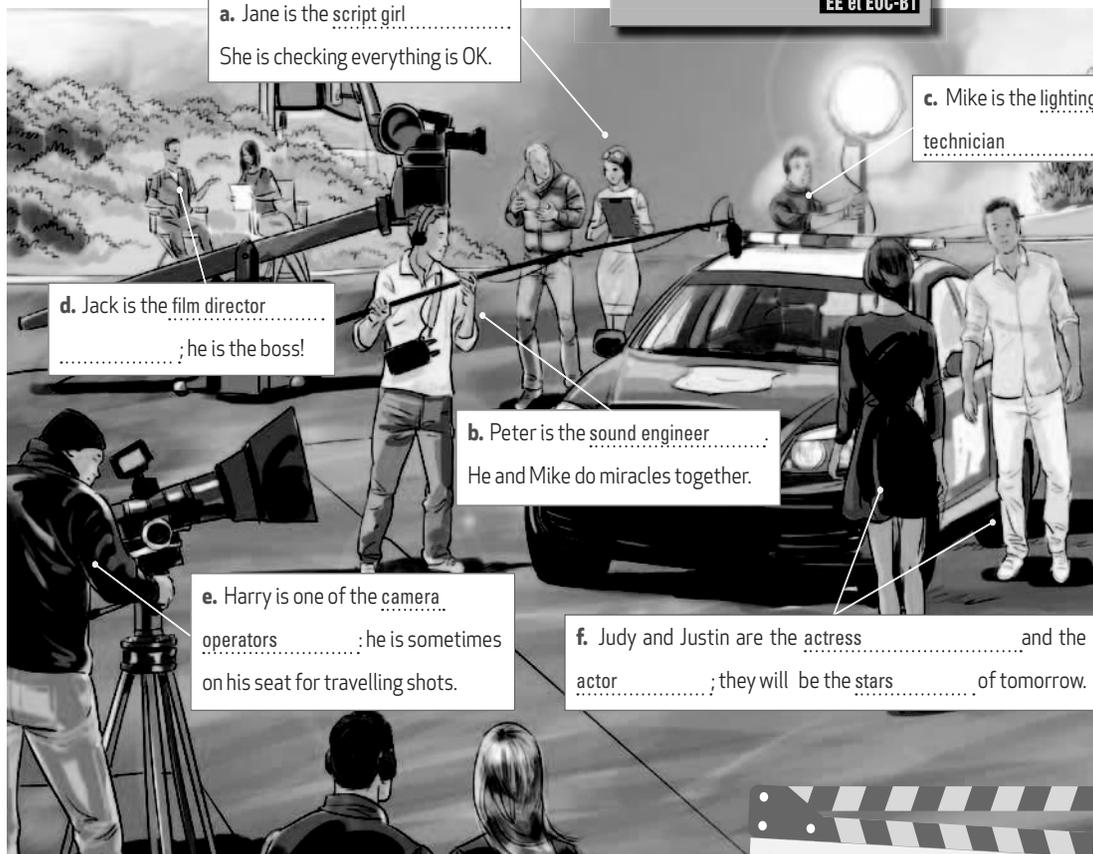
- |                   |   |                                       |
|-------------------|---|---------------------------------------|
| a. Jackie Kennedy | → | literacy                              |
| b. Eleanor Carter | → | 'Just Say No' drug campaign           |
| c. Nancy Reagan   | → | breast cancer awareness               |
| d. Laura Bush     | → | preservation of historic architecture |
| e. Betty Ford     | → | mental health research                |

## Box Office

### PROJET

Élire les trois films préférés de la classe.

EE et EOC-B1



a. Jane is the script girl .....  
She is checking everything is OK.

c. Mike is the lighting...  
technician .....

d. Jack is the film director .....  
.....; he is the boss!

b. Peter is the sound engineer .....  
He and Mike do miracles together.

e. Harry is one of the camera  
operators .....; he is sometimes  
on his seat for travelling shots.

f. Judy and Justin are the actress ..... and the  
actor .....; they will be the stars ..... of tomorrow.

### HARVEY'S FILM STUDIOS

actor – actress – camera operators  
– film director – lighting technician  
– script girl – sound engineer –  
stars



1 Listen to the presentation of the film studios and fill in the people's jobs.

2 Match the other jobs of the film crew and their roles.

#### Jobs

- a. The make-up artist
- b. The costume supervisor
- c. The set designer
- d. The producer
- e. The scriptwriter

#### Roles

- writes the screenplays, an important part in the success of a film.
- has got the money: he/she finances the film.
- creates special clothes and accessories according to the story.
- imagines the film sets to create various atmospheres.
- can transform people into monsters or angels if necessary.

# Talking about films

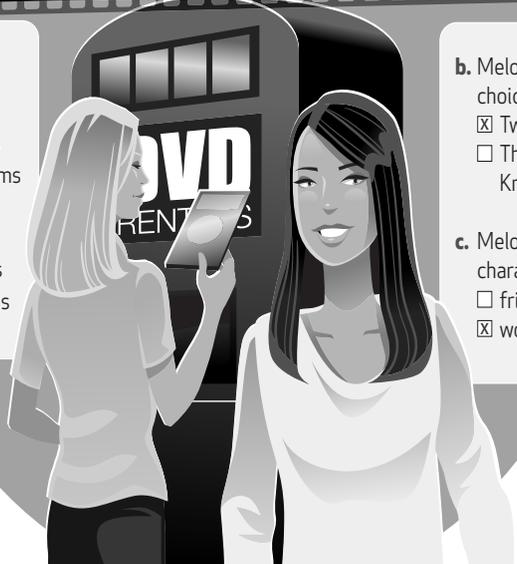
**TÂCHE**

Demander ou donner des informations sur des films ou des séries. **EOI-A2+**

- a. Melody and Juno are:  
 at the cinema     in a shop     in front of a film rental booth



- d. She likes:  
 musicals  
 westerns  
 horror films  
 dramas  
 thrillers  
 love films  
 sci-fi films



- b. Melody's choice is:  
 Twilight  
 The Dark Knight Rises.
- c. Melody says the characters are:  
 frightening  
 wonderful

- e. Juno thinks the film is:  
 old     brilliant     uninteresting

**1** Listen to the conversation between Juno and Melody and tick the right answer(s) on the pictures.

**2** Complete the sentences with the correct information. Listen and check.  
 Word bank: by Christopher Nolan – in 2008 – in 2012

- a. *Twilight* was released in 2008 .....  
 b. *The Dark Knight Rises* was released in 2012 .....  
 c. It is directed by Christopher Nolan .....  
 d. Its screenplay was also written by Christopher Nolan .....

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

- a. Who stars in *The Dark Knight Rises*?  
 Christian Bale, Marion Cotillard, Gary Oldman, Morgan Freeman.....
- b. What do the girls think of the cast?  
 The cast/It is brilliant.....
- c. What does Juno suggest Melody does?  
 She suggests Melody comes and watches the (Batman) film with her.....

\$1,000,000



Title: Titanic  
 Directed by: James Cameron  
 Written by: James Cameron  
 Release date(s): 1997 and 2012 (3D)  
 Country: US  
 Lead actors: Leonardo DiCaprio,  
Kate Winslet

4 Listen to Juno and the reporter and complete the missing information on the card.

5 Listen again and answer the questions.

- a. How many times was the film nominated for the Oscars? 14 (fourteen)
- b. How many Oscars was the film awarded? Give examples of the awards. 11 – Best picture, Best director
- c. What was its budget? \$200 million
- d. What other film are its profits compared with? Avatar

### Focus

*Twilight* was released in 2008. It was not directed by Christopher Nolan. How many Oscars was the film awarded?

Soulignez les formes verbales de ces énoncés.

Comment appelle-t-on cette forme verbale? La forme passive

Elle se construit avec: « be » conjugué + participe passé du verbe

Encadrez le mot placé devant celui qui fait l'action.

► TRAINING ex. 1, 2 et 3

6 Complete the sentences about « X-Men », using the given information.

**X-MEN**  
 Director: Bryan Singer  
 Producers: 4 societies  
 Release year: 2000  
 Screenplay: D. Hayter

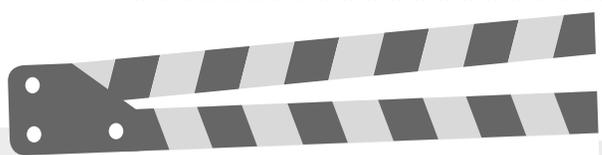
- a. The film was directed by Bryan Singer
- b. It was produced by four societies
- c. It was released in 2000
- d. The screenplay was written by D. Hayter

### NOW ACT

7 Ask questions about your partner's film to fill in your card. Answer his/her questions about your film.

*Student A's film is on page 181.*

*Student B's film is on page 182.*



Title: .....

Type: .....

Country: ..... Director: .....

Scriptwriter: ..... Release date: .....

Starring: .....

Producer(s): .....

Set designer: ..... Budget: .....

Other information: .....

Awards (if any): .....

Other information: .....

Awards (if any): .....

# A hit or a flop?

**TÂCHE**

Rédiger un bref article critique sur un film.

**EE - B1**


1. ★★★☆☆ The audience of this film is submerged by the Goth style, by the darkness of the prologue, by Johnny Depp's vampire makeup. (...) This really is a reasonably, moderately good film. But the Gothic darkness of Burton's style is now beginning to look too familiar. Burton has built his brand to perfec-

tion in the film marketplace; the film is smart and distinctive, but there are no surprises.

Adapted from an article by Peter Bradshaw, *The Guardian*, Thursday May 10 - 2012

2. ★★★☆☆ The problem with Burton is everything has to be sweet and sour at the same time. He tries to please everyone and ends up pleasing no-one.

Adapted from an article by David Jenkins, *Little White Lies*, May 2012

3. ★★★☆☆ Made in Britain, exquisitely shot by the French camera operator Bruno Delbonnel (*Amelie*, *Harry Potter and The Half-Blood Prince*) and beautifully designed by Rick Heinrichs, *Dark Shadows* is a visual delight. Johnny Depp is a proud, sad figure frightened by his own ability to cause harm. But ultimately, the film is rather ordinary.

Adapted from an article by Philip French - *The Observer*, Sunday May 13, 1012

4. ★★★★★☆ *Dark Shadows* is really great, because of Depp, a funny and impressive hero, who acts beautifully. The mixture of times — the 1760s and the 1970s - is well done and balanced.

Adapted from an article by Jen Reynolds - *Little Melton Gazette*, May 2012

5. ★★★★★ I am a Burton fan. As usual, there is action, humour and drama. I hope the audience will like the film. This film is a real masterpiece of Burton's art.

Adapted from an article by Ricky Singer - *Sanderstead Mag*, May 2012

6. ★★★☆☆ *Dark Shadows* is far from the worst of Tim Burton's films, but it is perhaps the one that finally breaks his fans' patience. (...) It's Burton's homage to himself.

Adapted from an article by Robbie Collin - *The Daily Telegraph*, May 10, 2012

## 1 Read the documents and tick the correct answer(s).

The documents come from:  magazines  newspapers  the Web  
They are about:  film budgets  film summaries  film critics

## 2 Find the English words or expressions for:

**Article 1**

- a. un public : an audience .....  
b. sa marque : his brand .....  
c. élégant : smart .....

**Article 3**

- d. délicieusement : exquisitely .....  
e. faire du mal : cause harm .....

## 3 Tick the correct translations of the following words or expressions.

- a. sweet and sour (article 2):  un bonbon acidulé  aigre et doux  
b. designed (article 3):  désigné  conçu  
c. a masterpiece (article 5):  un chef d'œuvre  un maître d'œuvre

**4** Say if the following expressions are positive (+) or negative (-).

- a. (...) look too familiar: -
- b. (...) has built his brand to perfection: +
- c. (...) smart and distinctive: +
- d. There are no surprises: -
- e. (...) tries to please everyone but finishes pleasing no-one: -
- f. The film that finally breaks his fans' patience: -
- g. (...) exquisitely shot: +
- h. (...) and beautifully designed: +
- i. It's a visual delight: +
- j. Ultimately, the film is rather ordinary: -
- k. It's really great: +
- l. (...) a funny and impressive hero, who acts beautifully: +
- m. (...) is well done and balanced: +
- n. This film is a real masterpiece of Burton's art: +

**5** Answer the questions in French.

- a. Que reproche David Jenkins à Tim Burton ?  
De ne faire plaisir à personne en voulant faire plaisir à tout le monde.
- b. Quelle est la conclusion de Philip French sur le film ?  
Le film est plutôt ordinaire.
- c. Que pense Jen Reynolds de l'interprétation de Johnny Depp ?  
Jen trouve que Johnny Depp joue remarquablement bien.
- d. Comment Ricky Singer considère-t-il ce film ?  
Il considère ce film comme un chef d'œuvre de Tim Burton.

**6** Colour the stars on each article to visualize each journalist's opinion.

- ★★★★★ an excellent or brilliant film
- ★★★★☆ a very good film
- ★★★☆☆ a film to avoid
- ★★★☆☆ an average film
- ★★☆☆☆ a bad, uninteresting film

**Focus**

**A reasonably, moderately good film. Exquisitely shot by Delbonnel. Beautifully designed. It's really great.**

Les mots soulignés sont :  des noms       des adverbes.  
 Ils se forment à partir :  d'un adjectif + « ly »       d'un nom + « ly »

► Training ex. 6

**7** Turn the following adjectives into adverbs; then complete these extracts of reviews with the right adverb.

Adjectives: *careful - real - awful - incredible - extreme*

This young lady has learned acting incredibly fast but she is also extremely talented. (*incroyablement / extrêmement*). The set designer has prepared the settings very carefully to match the film director's requirements; they are really superb. (*soigneusement / vraiment*)

**NOW ACT**

**8** Choose a film you have seen on TV or at the cinema recently. Write about the type of film, the director, the actors, the theme, its good points (and possible bad points). Give your opinion.

.....

.....

.....

.....

.....

.....

## In tune

Le « -s » final des mots se prononce [s], [z] ou [iz].

A. Lisez ces mots et cochez la colonne qui convient. Écoutez et vérifiez.

	films	actresses	scenes	risks	artists	extras	stunts	technicians	matches
[s]				x	x		x		
[z]	x		x			x		x	
[iz]		x							x

1 Cochez les phrases à la forme passive.

- The cinema was invented during the 1890s.
- It was considered a cheap and simple way to provide\* entertainment to the masses.
- At the beginning, inventors worked hard to improve the machines for making and showing films.
- Cinema is a complicated medium with many technological requirements.
- Nowadays, 3D films are regularly released by the major studios.

2 Complétez ces phrases avec le verbe à la forme passive, au temps qui convient.

- The first film was presented ..... by the Lumière brothers in December 1895. (present)
- In the 1940s and '50s, many westerns were shot ..... in Monument Valley. (shoot)
- Johnny Depp is often directed ..... by Tim Burton. (often direct)
- Sofia Coppola's next movie will be released ..... in a few months. (release)
- Emilie Duquenne is considered ..... to be one of the best young French actresses. (consider)

\*fournir

## Vocabulary

### Nouns

an **ability** une capacité  
 an **actor** un acteur  
 an **actress** une actrice  
 the **audience** le public  
 an **award** une récompense  
 a **brand** une marque  
 the **cast** la distribution, les acteurs  
 the **crew** l'équipe (de tournage)  
 a **character** un personnage  
 a **costume supervisor** un costumier  
 the **film director** le metteur en scène, le réalisateur  
**harm** du mal  
 a **homage** un hommage  
 a **lighting technician** un éclairagiste  
**make-up** le maquillage  
 the **make-up artist** la maquilleuse  
 a **masterpiece** un chef d'œuvre  
 a **movie** (US), a **film** (GB) un film  
 the **producer** le producteur

the **running time** la durée (d'un film)  
 a **screenplay** un scénario  
 a **scriptwriter** un scénariste  
 a **set designer** un décorateur  
 a **sound engineer** un ingénieur du son  
 a **spy film** un film d'espionnage  
 the **story** l'histoire, l'intrigue  
 the **story line** le scénario  
 a **summary** un résumé  
 a **thriller** un film à suspense

### Adjectives

**average** moyen  
**balanced** équilibré  
**distinctive** caractéristique  
**frightened** effrayé  
**funny** amusant, drôle  
**impressive** impressionnant  
**proud** fier  
**sad** triste  
**smart** élégant  
**sour** aigre

**sweet** sucré, doux  
**sympathetic** compatissant

### Verbs

**act** jouer (comédien)  
**award** récompenser  
**direct** réaliser, diriger  
**please** satisfaire, plaire (à)  
**release** sortir (un film)  
**shoot\*** filmer, tourner  
**star** tenir un rôle principal, jouer  
**submerge** submerger, envahir  
**write\*** écrire

### Adverbs

**beautifully** magnifiquement  
**exquisitely** délicieusement  
**finally** finalement  
**incredibly** incroyablement  
**intensively** intensément  
**moderately** modérément  
**really** précisément  
**ultimately** finalement, en fin de compte

**3** Réécrivez ces énoncés à la forme passive en commençant par le mot souligné.

Example: Georges Méliès invented and designed the first special effects, in the early 1900s.

→ *The first special effects were invented and designed by George Méliès.*

a. At that time, a pianist or other musicians provided sound for silent films.

At that time, sound was, mainly, provided by a pianist.

b. Today, some film directors make their films within a few months.

Films are made within a few months by some film directors.

c. Very soon, professionals will use lighter shooting equipment.

Lighter shooting equipment will be used very soon.

**4** Soulignez l'intrus de chaque série.

a. smart – distinctive – sad – exquisite – nice

b. brilliant – unpleasant – monotonous – boring

c. moderate – soft – balanced – average – excessive

**5** Associez les mots par paire pour retrouver six métiers du cinéma.

writer	lighting	supervisor	set
director	script	engineer	costume
designer	sound	technician	film

a. scriptwriter

d. set designer

b. lighting technician

e. sound engineer

c. costume supervisor

f. film director

**6** Dites que :

a. cet acteur joue remarquablement bien.

This actor acts remarkably well.

b. les scènes d'action sont vraiment impressionnantes.

The action scenes are really impressive.

c. cette nouvelle série est modérément intéressante.

This new series is moderately interesting.

**7** Écrivez une phrase de critique sur deux de ces propositions : un livre ou BD, un album musical, une émission de télévision. (Utilisez au moins un adverbe.)

Help: *I like / I don't like "TITLE" of the book / comic strip / music album / TV series" because it is extremely... / it is not...*

a. réponse ouverte

b. réponse ouverte

## Language tips

### La forme passive : Be + participe passé du verbe

Many films are shot in Hollywood studios.

*De nombreux films sont tournés dans les studios d'Hollywood.*

The film was directed in 1998.

*Le film a été tourné en 1998.*

You will be submerged by the Gothic style.

*Vous serez envahi par le style gothique.*

### La forme passive + by + ...

The film is written and directed by the same person.

*Le film est écrit et réalisé par la même personne.*

### Les adverbes : adjectif + -ly

moderate → moderately *modérément*

reasonable → reasonably *raisonnablement*

real → really *réellement, vraiment*

happy → happily *heureusement*

# PROJECT 7

## The Top Three Films of the Class

**V**ous devez présenter un film que vous aimez. Puis vous participerez au vote pour désigner les trois films préférés de la classe.

<b>TITLE:</b>	
Type of film	
Directed by	
Produced by	
Written by	
Starring	
Studio(s)	
Release date(s)	
Running time	
Country	
Story	

### TÂCHE 1

Créer une affiche.

EE-A2+

- Par deux, choisissez un film que vous aimez.
- Renseignez la fiche signalétique de ce film.
- Accompagnez la fiche par des documents visuels (photos, illustrations etc...) afin de faire un poster.

### TÂCHE 2

Justifier un choix.

EOC - B1

- Présentez oralement votre film.
- Justifiez (la pertinence de) votre choix par une critique positive pour convaincre vos camarades.
- Notez vos arguments ci-dessous.

.....

.....

.....

.....

.....

.....

### VOTEZ !

Other information	
-------------------	--



### Décrire une image

In the background  
.....  
.....

On the left  
.....  
.....



On the right  
.....  
.....

In the centre  
.....  
.....

In the foreground  
.....  
.....

**1** Observez la photo. Ecrivez les expressions en italique au bon endroit sur la photo.

- a. *In the foreground* I see a man with a coat but I can't see his face.
- b. *In the background*, we see the front door and the doorstep of a large house.
- c. *On the left*, the picture shows two women. One is wearing a beige pullover and the other one has got a coat on.
- d. *On the right* there is a bow window and some bushes.
- e. *In the centre* I can see a man: he is dressed in black.

**2** Soulignez le(s) mot(s) ou les expression(s) qui correspondent à l'image.

- a. All the people seem to be unhappy / happy / pleased / sad / cheerful.
- b. The man with the coat is greeted\* / threatened\*\* by the three other people.
- c. The man in black and the lady with the pullover may be brother and sister / a couple.
- d. I think the man with the raincoat is coming for the first time / is refusing to enter the house.
- e. The people may be good friends / neighbours / part of a family.
- f. The title of the photo could be: The White House / Welcome / Going for a Meal / Making a New Friend.

\* accueillir \*\* menacer

**3** Observez la photo ci-contre. Ecrivez sous forme de notes :



What I see:

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

What I feel:

.....  
.....

a wheel chair un fauteuil roulant

Puis, entraînez-vous à présenter la photo à l'oral, à l'aide de vos notes.



## Images and Violence

In July 2012, while *The Dark Knight Rises* was being shown in the cinema of Aurora (Colorado), a Joker burst into the cinema and opened fire ... Twelve people died and many people in the audience were wounded by James Holmes, a young, red-haired student, armed to the teeth, who hid himself behind a terrifying gas mask.

On occasions, other cruelties have been inspired by movies (*Basic Instinct*, *The Silence Of The Lambs*...). There was also the suicide of Heath Ledger (*The Joker* in *The Dark Knight*). Was the actor simply fragile, or was he influenced by the blackness\* of his character in the film?

Of course the question of the influence of pictures on fragile people may be asked. But cinema doesn't create violence; violence is in real life. When you aren't well, violence can become a model. What some film directors show in their films are the consequences of this violence. Their films show superheroes killing in the name of humanity or democracy. The films have made the crimes become ordinary but are not the cause of crimes.

America is inhabited by the gun culture and doesn't need people from Hollywood to produce mad killers. There are 283 million firearms in the US; everyday 24 people are killed by one of them. The US constitution allows citizens to own and carry a weapon...

\*la noirceur

### Répondez aux questions en français.

- a. Quel est le sujet du document ? Le cinéma et la violence.
- b. Qu'a fait James Holmes lors de la projection du film ?  
Il a tué 12 personnes et en a blessé plusieurs autres. (Il était déguisé en Joker et armé jusqu'aux dents).
- c. Quelles questions se sont posées sur le suicide du jeune acteur Heath Ledger ?  
Heath Ledger était-il fragile ou bien a-t-il été influencé par la noirceur de son personnage ?
- d. Si quelqu'un ne va pas bien, que peut provoquer la violence des images chez lui ?  
Les images de la violence peuvent devenir des modèles.
- e. Pourquoi les Etats-Unis n'ont pas besoin d'Hollywood pour produire des tueurs ?  
Le port d'armes est permis aux Etats-Unis : Il y en a 283 millions en circulation libre dans le pays.  
 (24 personnes meurent par jour, tuées par des armes à feu).

### MON BILAN de l'unité 7

J'ai pu... / J'ai réussi à...		-	+ / -	+	++
CO	Comprendre des informations sur les métiers du cinéma				
CO	Comprendre des informations sur des films				
EOI	Donner et demander des informations sur des films ou des séries				
CE	Comprendre des articles critiques sur un film				
EE	Rédiger un court article critique sur un film				
EOC	Présenter un film et donner un avis				

# Art and communication

## PROJET

Créer une affiche en détournant une œuvre d'art ou une publicité.

EE et EOC-B1



1. Manhattan From the Empire State Building, NY
2. New York Casino, Las Vegas
3. Manhattan Skyline From Brooklyn

4. The Rockefeller Centre
5. On a hike
6. Vernal Falls, Mist Trail, Yosemite National Park
7. Rock climber

**1** Write the number corresponding to each photographic view.

- |                               |                              |                              |
|-------------------------------|------------------------------|------------------------------|
| a. a high-angle view (4.....) | d. a low-angle view (7.....) | g. a panoramic view (3.....) |
| b. a night view (2.....)      | e. an aerial view (1.....)   |                              |
| c. a scenic view (6.....)     | f. a front view (5.....)     |                              |



**2** Listen about Kate and Lucy talking about Riley's photos. Number their impressions in the order you hear them.

- a. This picture brings out an idea of happiness and love.
- b. It's so impressive how he managed to catch the spirit of Manhattan.
- c. The scenery of the National Park creates a feeling of freedom.

3

1

2

# Trompe-l'oeil Painting

TÂCHE

Décrire une œuvre d'art.

EOC – B1



- > **Name of the event:** Festival of World Cultures  
 > **Place:** Dun Laoghaire in Ireland  
 > **Type of event:** International arts festival  
 > **Author:** Edgar Mueller  
 > **Name of the artwork:** the Crevasse
- > **Date of the artwork:** from August 21st  
 to 24th 2008  
 > **Number of people in the team:** 5  
 > **Time taken:** 5 days from sunrise to sunset  
 > **Size of the artwork:** 250 square metres



1 Listen and write the information about Edgar Mueller's work of art.

2 Look at the trompe l'oeil. Circle right (R) or wrong (W). Justify your choice.

- a. Dun Laoghaire is a port town.  R  W

I can see the sea. ....

- b. It was freezing cold when the artist painted his work of art.  R  W

He is wearing a T-shirt. ....

- c. The deep ice crevasse gives people an impression of dizziness\*.  R  W

It is very deep / I can't see the bottom. ....

\*vertige



**3** Listen to the interview about Edgar Mueller's inspiration and underline the right information.

- a. Urban Street Art is the name of (the radio programme / the work of art / an association).
- b. Edgar Mueller's canvas\* is (the walls / the street and pavement\* / the buses).
- c. Edgar Mueller uses washable (ink\* / paint and chalk\* / paper).
- d. If it rains, he (protects the picture / destroys the picture / leaves).

\*canvas toile; pavement trottoir; ink encre; chalk craie

**4** During the interview, the prompter went wrong. Underline the possible mistakes.

**PROMPTER**

a. The way you transform the street in order to confuse our human eye is absolutely stupid.

b. Your horrible paintings are made so that people can interact inside the image.

c. We must look at your hideous painting from the right spot so that the illusion can be absolutely awful.

a. amazing .....

b. breathtaking .....

c. terrific/ mind-blowing .....



**5** Listen to the intention of Edgar Mueller's work. Correct the mistakes on the prompter with the adjectives from the list.

Wordlist: terrific - breathtaking - mind-blowing - amazing

### Focus

*He worked all day long in order to complete this huge picture.*

*We must look from the right spot so that the illusion can be absolutely mind-blowing.*

- |                                   |  |  |                                       |  |
|-----------------------------------|--|--|---------------------------------------|--|
| Les mots soulignés signifient     | <input type="checkbox"/> parce que         | <input checked="" type="checkbox"/> afin de  | <input type="checkbox"/> si bien que  | <input checked="" type="checkbox"/> pour que |
| Ils expriment :                   | <input checked="" type="checkbox"/> le but | <input type="checkbox"/> la cause            | <input type="checkbox"/> la condition |  |
| Le mot qui suit "in order to" est | <input type="checkbox"/> un nom            | <input checked="" type="checkbox"/> un verbe | <input type="checkbox"/> un adjectif  |  |

► TRAINING ex. 1, 2 et 4

**6** Complete the sentences with 'in order to' or 'so that'.

- a. The artist made the trompe l'oeil in order to ..... upset the passers-by\*.
- b. The painter respects the right proportions of the character so that ..... they will look real.
- c. The artwork has to be covered so that ..... the rain won't erase it.
- d. The painters had to work late in the night in order to ..... take part in the competition.
- e. You can't parody an artist in order to ..... criticise him.

\* passants

## NOW ACT

**7** Work in group. Look at the trompe l'oeil page 183. Write a few details to describe the scene orally and explain your impressions.

Type of artwork, title, dates and authors:	Real place, real person / Fictional place, fictional
Trompe l'oeil / 3D Street Art; Covent Garden; November 20, 2011; Joe and Max	characters: Singapore and Shanghai; a woman; Covent Garden, the shops, the market; the passers-by
.....	Impressions: dizziness, reality

# Advertising strategies

**TÂCHE**

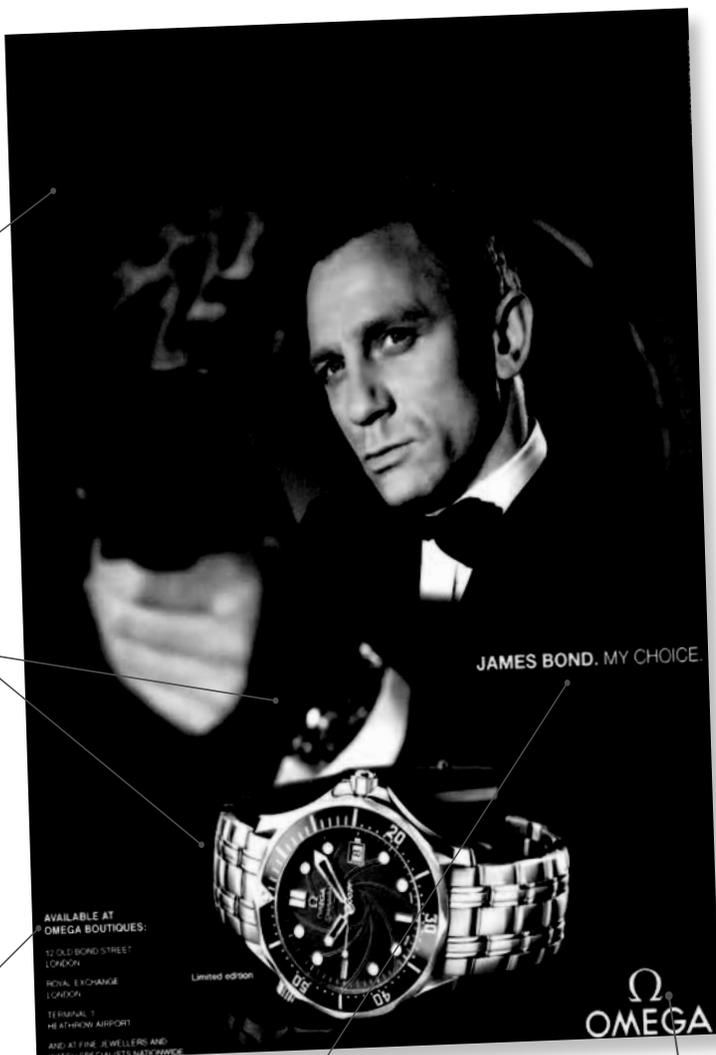
Saisir l'essentiel d'un message publicitaire et rédiger une explication.

CE et EE - B1

The brand name  
.....  
.....

The product  
.....  
.....

The brand name  
.....  
.....



The catchphrase  
.....

The logo  
.....

**1** This picture is:

- a. a wall poster
- b. an advertisement from a magazine
- c. a TV commercial

**2** Write the words from the list in the right stickers.

Wordlist: *the product - the catchphrase - the product - the logo*

**3** Which elements are repeated?

The brand name and the product.  
.....

## OMEGA IS CHOOSING JAMES BOND

Advertising is a multi-billion dollar industry which has spent an enormous amount of time and effort to figure out the best strategies for persuading people to buy their products.

Over the years, Bond has become a style icon, with his preference for fine suits and his exceptional taste in watches. Since a product is desirable when it is being used by lots of desirable people, the audience will buy this product. This is the main strategy for selling luxury goods to adults.

As people remember celebrities, they will buy a product just because a famous person claims to like it. That's why a limited-edition version of the James Bond watch used in the movie often commemorates each Bond movie.

Some adverts show images that represent various values and desirable qualities: attractiveness, wealth, success or security. Sometimes they use humour. As a result, they play on the emotions of the target. Since 1995, Bond has been choosing to wear Omega and Omega has built up a life-saving relationship with secret agent 007. For example, Golden Eye's first Omega watch was equipped with a laser beam to become an escape invention in Casino Royale. In fact Omega, is choosing James Bond.

### 4 This document is about:

- a. the latest James Bond film     b. Omega's most famous watches     c. various advertising techniques

### 5 Answer the questions in French.

a. Quel est le but des industriels de la publicité ?

Persuader les gens d'acheter leurs produits.

b. Pour quelles raisons les consommateurs achètent-ils un produit vanté par une célébrité ?

Puisque qu'une célébrité utilise ce produit, il devient désirable.

c. Dans quel but les publicistes mettent-ils en avant certaines valeurs ?

Pour jouer sur les émotions.

## Focus

a. since (\$2)    b. as (\$3)    c. that's why (\$3)    d. as a result (\$4).

Soulignez ces mots de liaison dans le texte. Quel mot signifie

« comme, étant donné que » (b.....); « puisque » (a.....); « par conséquent » (d.....); « c'est pourquoi » (c.....)

Encadrez les mots qui expriment la cause. Les autres expriment  le but     la conséquence    ▶ Training ex. 5

### 6 Match the sentences to their end.

- a. Bond likes fine suits → e. as a result Omega means success too.  
 b. People want an Omega watch → f. that's why he is so stylish.  
 c. James Bond represents success, → g. everybody remembers it.  
 d. As Bond uses his watch to escape, → h. since James Bond wears one.

## NOW ACT

7 Write a few lines to describe the advertisement page 183 and explain the desirable values and qualities used by the advertiser.

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

# Training

## In tune

Écoutez les phrases suivantes et cochez la case qui correspond.

	a	b	c	d	e	f	g	h
as	X			X		X		X
has		X	X		X		X	

1 Continuez les phrases à l'aide des illustrations.



a. I am saving money in order to buy a new car .....

b. I set the alarm for six o'clock in order to catch the bus .....

c. I'm studying in order to pass my driving licence .....

d. I'm waiting here in order to take a picture .....

2 Mettre les phrases dans l'ordre.

a. better / rewarded them / She / so that / would work / they.

She rewarded them so that they would work better. ....

b. wouldn't miss / to the airport / He / so that we / our plane / drove us.

He drove us to the airport so that we wouldn't miss our plane. ....

## Vocabulary

### Nouns

an artwork/a work of art une œuvre d'art  
 a brand une marque  
 a canvas une toile  
 a catchphrase un slogan  
 chalk de la craie  
 a crevasse une crevasse  
 depth la profondeur  
 dizziness le vertige  
 an illusion une illusion  
 a logo un logo  
 a painter un peintre  
 a pavement un trottoir  
 a photo(graph) une photo  
 photography la photographie  
 a product un produit

a trompe-l'oeil un trompe l'œil  
 a night view une vue de nuit  
 a work of art une œuvre d'art

### Verbs

bring out faire ressortir  
 catch saisir  
 convey donner une impression de  
 take a picture prendre une photo

### Adjectives

aerial aérien  
 amazing surprenant  
 breathtaking stupéfiant  
 dramatic spectaculaire  
 front de face  
 high-angle en plongée

huge énorme  
 impressive impressionnant  
 low-angle en contre-plongée  
 mind-blowing époustouflant  
 panoramic panoramique  
 precisely précisément  
 really vraiment, réellement  
 reasonably raisonnablement  
 scenic de paysage  
 stunning renversant  
 terrific génial, super  
 ultimately finalement, en fin de compte  
 three-dimensional en 3D  
 thrilling palpitant  
 washable lavable

**3** Retrouvez les mots suivants dans la grille ci-dessous.

Wordlist: *amazing – breathtaking – dramatic – huge – impressive – mind-blowing – stunning – thrilling*

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

**4** Complétez les phrases avec 'in order to' ou 'so that'.

- a. Graphic artists use various tools so that ..... they can animate a character.
- b. They deform the bodies in order to ..... obtain realistic characters.
- c. They give realistic postures so that ..... the characters will look authentic.

- d. They often intervene manually so that ..... they can process images.
- e. They download software in order to ..... store and share photos.

**5** Transformez les phrases suivantes en utilisant les mots entre parenthèses.

- a. Andy Warhol was famous because his art was interesting. (that's why)

His art was interesting, that's why Andy Warhol was famous. ....

- b. As he loved soup, he started to paint soup cans. (as a result)

He loved soup, and as a result he started to paint soup cans. ....

- c. He painted popular items and celebrities that's why he became a Pop Artist. (since)

Since he painted popular items and celebrities, he became a Pop Artist. ....

## Language tips

### L'expression du but

⇒ **in order to + verbe = pour, afin de**

He worked hard **in order to** complete his picture.

Il a travaillé dur **pour** finir sa peinture.

⇒ **so that = pour que, pour, afin de**

You must look from the right spot **so that** the illusion can be perfect.

On doit regarder depuis le bon endroit **afin que** l'illusion soit parfaite.

### L'expression de la cause

**They sell the product because** people like celebrities.

Ils vendent le produit **parce que** les gens aiment les célébrités.

(As / since) people like celebrities, advertisers sell the product.

(Comme / puisque) les gens aiment les célébrités, les publicistes vendent le produit.

### L'expression de la conséquence

**The product is presented by a celebrity, and (that's why / as a result) it is desirable.**

Le produit est présenté par une célébrité (c'est pourquoi / par conséquent) il est désirable.

# PROJECT 8

## Using a work of art to create a poster

**V**ous participez à un concours d'affiches publicitaires. Vous devez détourner une œuvre d'art (tableau, trompe l'œil, photo, publicité existante, etc.) afin de la transformer en publicité pour une activité, une manifestation ou un produit.

### TÂCHE 1

Trouver des informations sur une œuvre d'art.

CE - A2+

- Consultez les sites suivants pour découvrir des œuvres détournées.

<http://www.topito.com/top-detournements-joconde-publicite>

<http://www.advertisingtimes.fr/2011/04/publicite-chefs-doeuvre.html>

- Cherchez une œuvre d'art et collez sa photo. Cherchez des explications sur son auteur, le contexte de création et des renseignements sur sa signification.

### TÂCHE 2

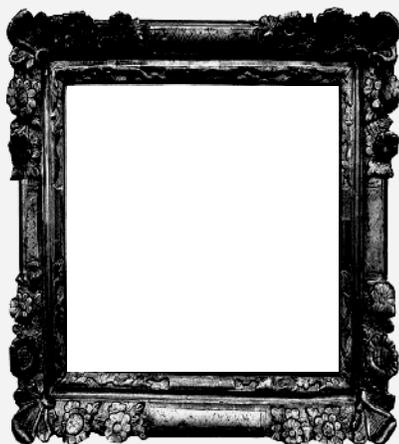
Réaliser une affiche publicitaire. **EE - B1**

- Détournez l'œuvre choisie (en insérant d'autres objets, en faisant parler le personnage avec des bulles, etc.) en utilisant les codes nécessaires (logo, slogan, image du produit, etc.) pour créer une véritable affiche publicitaire pour l'événement de votre choix.

### TÂCHE 3

Présenter et justifier ses choix. **EOC - B1**

- Présentez oralement votre affiche et expliquez vos choix et votre travail.



Titre

.....

Auteur

.....

.....

Date

.....

Genre

.....

Intentions

.....

.....



### Présenter une publicité



### 1 Ecoutez et complétez ou soulignez les éléments que vous entendez.

- First of all ..... this artwork is a magazine advertisement / wall poster for men's shaving products.
- Let us begin with ..... the background. The scene takes place in a bathroom. As you can see ..... there's some steam on the mirror. Notice that ..... we see Thierry Henry's reflection looking and smiling at us.
- Let me direct your attention ..... to the fact that the logo / the brand name is repeated several times.
- Let's move on ..... to the logo / catchphrase, which is 'Try the New Gillette Range'. The authors / the advertisers play on ..... our emotions as they invite us to use the different creams before, during and after shaving.
- Since Gillette chose a football player / a celebrity to sell their product, people will remember their campaign / their accessories.

### 2 Entraînez-vous à répéter les phrases de l'exercice 1.

### 3 De la même manière, choisissez une publicité et faites-en l'explication orale.



## Death Warmed Up: the Ultimate Art Collection

Richard Harris has made several collections. He began the first one in the 1970s, a collection of natural history books. This collection was closely aligned with his profession: he sold decorative and antique prints to interior designers.

His second collection was limited to prints\* by three artists, Picasso, Matisse and Rembrandt. Richard becomes nostalgic when he talks about this collection. He loved certain prints (especially a Rembrandt Crucifixion) very much. But he sold it all in order to feed the Death collection, which began when he started to collect images of skulls and skeletons around the turn of the millennium.

What prompted Richard to pivot from cheerful Matisse, Picasso and Rembrandt, to memento mori\*?

He is interested in bringing objects into relationship with other objects. He delights in creating new contexts for things and ideas. As much as he enjoys finding and including art in his collections, he is willing to let it go in order to pursue a different train of thought.

<http://www.telegraph.co.uk>, 6 November 2012

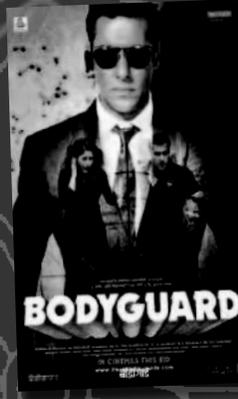
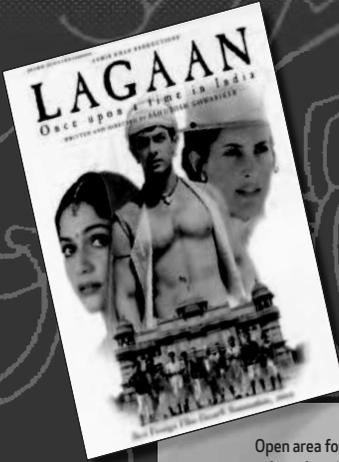
\*prints des gravures; memento mori souvenirs de la mort

### Répondez aux questions en français.

- Quel est le sujet du document ? Il s'agit des collections de Richard Harris. ....
- Combien de collections a-t-il constitué ? Il en a constitué trois. ....
- Quel est le thème de chacune de ses collections ?  
Les livres d'histoire naturelle, des gravures de Picasso, Matisse et Rembrandt, des œuvres d'art sur la mort. ....
- Laquelle préférerait-il ? Sa collection de gravures. ....
- Comment a-t-il commencé sa dernière collection ?  
Il a vendu sa collection préférée pour acheter des images de crânes et de squelettes. ....
- Pour quelles raisons entame-t-il ses différentes collections ?  
Il aime mettre les différents objets en relation les uns avec les autres et créer de nouveaux contextes pour les choses et les idées. ....

### MON BILAN de l'unité 8

	J'ai pu... / J'ai réussi à...	-	+/-	+	++
<b>CO</b>	Comprendre des informations sur des œuvres				
<b>EOC</b>	Décrire une œuvre d'art				
<b>CE</b>	Saisir l'essentiel d'un message publicitaire				
<b>EE</b>	Rédiger un paragraphe argumentatif				



**Name:** Bollywood

**Activity:** cinema studios

**Location:**

• **city (2 names):** Mumbai / Bombay

• **country:** India

**1** Look at the Bollywood posters and say what type(s) of films these posters refer to.  
*love story - detective film - comedy - thriller - Sci-Fi - horror film - melodrama - action film*



**2** Listen and complete the information sheet above.

**3** Look at the map and complete the sentence.

The name "Bollywood" is a combination of

Bombay

and

Hollywood

# QUIZ

Tick the correct answers.

1 Mumbai is the capital city of India.

- a. Yes
- b. No

2 In India, in 2011, there were:

- a. 1,920,193,422 inhabitants
- b. 2,120,192,422 inhabitants
- c. 1,210,193,422 inhabitants

3 Bollywood films must show a lot of dancing with music and lyrics.

- a. Yes
- b. No

4 Most music and songs from Bollywood become hits in the music charts in India.

- a. Yes
- b. No

5 The language in Bollywood films is:

- a. Swahili
- b. Hindi
- c. English

6 Bollywood actors have to overact all their characters.

- a. Yes
- b. No

7 Traditional Indian theatre is called Maharashtra.

- a. Yes
- b. No

8 The film *Slumdog Millionaire* won an Oscar for the best song and music.

- a. Yes
- b. No

9 Satyajit Ray is:

- a. a film director
- b. an actor
- c. a politician

10 Masala is:

- a. a region in South India
- b. a film title
- c. a style of Indian cinema in which there is a mix of various genres



Listen and check.

Your score:



4 Listen and circle the right information.

- a. Bollywood is the largest film producer in India / the largest film producer in the world.
- b. (226 / 280 / 126) films were released in the Hindi language in 2012.
- c. Bollywood films are influenced: (by Moghol theatre / traditional theatre / Maharajahs).
- d. The films present: (funny love stories / difficult love stories) with action-packed storylines\*.

\*scénario à rebondissements

5 Read the text about Aishwarya Rai, a famous Indian film star, and answer the questions in French.



## A Bollywood Star and Humanitarian Work

Born in November 1973 in India, Aishwarya started a career as a model in 1991 and later she became an actress. She acted in many successful films and started gaining international fame very quickly.

For the last few years, she has been involved in many philanthropic activities and charities:

she has been nominated the first Goodwill\* Ambassador of "Smile Train" to provide mouth surgery to children in need, and the new international Goodwill Ambassador for UNAIDS to protect children from HIV infection and increase access to antiretroviral treatment.

\*de bonne volonté

a. Quel était son premier métier ?

Elle était mannequin.

b. Que fait Aishwarya depuis quelques années ?

Elle s'est impliquée dans de nombreuses associations/organisations

caritatives. Elle est Ambassadrice de Bonne Volonté (UNICEF).

c. Quel est le rôle de ces associations ?

Une des associations s'occupe de la chirurgie (réparatrice) de la bouche

chez les enfants ; l'autre association s'occupe de la protection des enfants

contre le virus du SIDA et leur accès aux soins.

## Food News

### PROJET

Présenter un plat et son histoire.

EE et EOC – B1



1 Listen and write the name of the produce on the right location on the map.



2 Listen and write the name of the countries where these dishes come from. Then match the information and the dishes.

Curry

Hamburger

Pizza

Couscous



- 1 → a, e
- 2 → c
- 3 → b, f
- 4 → d

India ..... Germany ..... Italy ..... Morocco .....

- a. It's a hot and spicy dish, with a lot of flavour.
- b. The basic ingredients are tomatoes and cheese.
- c. It was only minced meat mixed with onions.

- d. A meat or vegetable stew is served on semolina.
- e. It's served with rice.
- f. Before, it was just bread with olive oil and herbs.

# Eating Out in Banff

TÂCHE

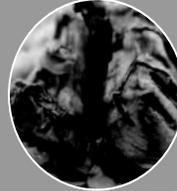
Prendre ou passer une commande.

E01 – A2+

## THE BISON RESTAURANT AND TERRACE

### APPETIZERS

Terrace salad (with local vegetables and cider vinaigrette).....	\$7
Tuna carpaccio (with green beans, tomatoes).....	\$9
Fish bisque (with mint, fresh cream).....	\$7.50



Post Office  
Box 3959  
213, 211 Bear Street  
BANFF, Alberta (Canada)

### ENTREES

All served with chef's daily accompaniments

New York steak (with bacon, BBQ sauce).....	\$18
Trout (with parsley*, lemon, butter with capers*).....	\$12
Duck breast (with Sherry jus).....	\$19
Bison short ribs* (with roasted pears*, baby turnips*, bacon).....	\$18



### DESSERTS

Lemonade soufflé (with blueberry* compote, pink macaroon).....	\$5.50
3-layer chocolate cake (with salted caramel sauce).....	\$5.50
« Taste of the Okanagan » (with thyme, honey yoghurt).....	\$5.50
Ice cream (home-made; ask your server for today's flavour).....	\$5.50



\*parsley du persil ; capers des câpres ; a rib une côte ; pears des poires ; turnips des navets ; blueberries des myrtilles



1 Listen to the conversation in the restaurant; look at the menu and add the missing information.



2 Listen again and number the waiter's questions in the order you hear them.

- |  |   |       |
|--|---|-------|
| a. Are you ready to order?               | 5 | ..... |
| b. What about you, sir?                  | 4 | ..... |
| c. Would you like anything to drink?     | 3 | ..... |
| d. Where would you like to sit?          | 1 | ..... |
| e. What would you like for your entrees? | 6 | ..... |
| f. Is that table OK for you?             | 2 | ..... |



3 Listen to the end of the conversation and say if it is right or wrong.

- |   |   |   |
|---|---|---|
| a. Matthew and Jane are choosing a dessert.           | <input checked="" type="checkbox"/> Right | <input type="checkbox"/> Wrong            |
| b. Matthew would like a "Lemonade soufflé".           | <input type="checkbox"/> Right            | <input checked="" type="checkbox"/> Wrong |
| c. A "Taste of Okanagan" is a traditional local cake. | <input checked="" type="checkbox"/> Right | <input type="checkbox"/> Wrong            |
| d. Jane will have a caramel cake.                     | <input type="checkbox"/> Right            | <input checked="" type="checkbox"/> Wrong |
| e. Matthew would like some coffee.                    | <input type="checkbox"/> Right            | <input checked="" type="checkbox"/> Wrong |

Customer Name:			
Date	Table	Guests	Server
			052205
<i>Appetizers</i>			
Jane	→	Terrace salad	
Matt	→	Terrace salad	
<i>Entrees</i>			
Jane	→	Trout	
Matt	→	Bison short rib	
<i>Drinks</i>			
Jane	→	Coke	
Matt	→	Lager	
		Tax	
		Total	

This number will be called when your order is ready.

Thank You!

052205



# Chip Story

TÂCHE

Comprendre un court article.

CE - A2+

## Paragraph 1

At the beginning, there were potatoes.....

## Paragraph 2

The first French fries.....

## Paragraph 3

The choice of the name.....

## Paragraph 4

Chips, not French fries.....

## Paragraph 5

Frozen fries preferred.....

## Paragraph 6

A successful worldwide dish.....

## Chips or Fries

The first culinary reference to French fries dates back to 1781. But potatoes were deep-fried... prior to that year! Potatoes first appeared in Belgium in 1735.

At that time, the inhabitants of Namur (Belgium) had the custom of fishing for small fish in the river Meuse and frying them in boiling fat. A very popular food for poor people. Once, the river was frozen and fishing became hazardous. Then, someone had the idea of cutting potatoes into the shape of small fish and putting them in a fryer: The French fry was born.

Some Belgians say that the term "French" was introduced when American soldiers arrived in Belgium during World War I; they tasted Belgian fries and supposedly called them "French", as that was the official language of the Belgian Army at that time.

French fries are called chips in the UK. The first chips were fried at Tommyfield Market in Oldham in 1860, where you can still see the blue plaque of the first British fish and chip shop. Fish and chips have been part of the glory of British gastronomy since then.

The first frozen French fries were commercialized during the 1940s and MacDonald's started replacing fresh-cut potatoes by frozen fries twenty years later.

Today, chips or French fries are part of many national dishes and have been popularized worldwide, partly by American fast-food chains. Many other varieties of fries are also available now.

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

- a. This article is:             argumentative             informative             descriptive
- b. It is about:                 a famous recipe             a famous dish             a famous restaurant

### 2 Write these titles in front of the matching paragraphs.

The choice of the name

A successful worldwide dish

Frozen fries preferred

Chips, not French fries

The first French fries

At the beginning, there were potatoes

**3 Find the English equivalents of:**

- a. remonte à (§1) : dates back to .....  
 b. dangereux (§2) : hazardous .....  
 c. de la graisse bouillante (§2) : boiling fat .....  
 d. ont goûté (§3) : tasted .....  
 e. congelées (§5) : frozen .....

**4 Complete the information with the right form of the verbs.**

- a. American soldiers discovered ..... fried potatoes during World War I. (discover)  
 b. Commercialization of frozen fries started ..... in the '40s. (start)  
 c. Fried potatoes first appeared ..... in UK in 1860. (appear)  
 d. MacDonald's chose ..... frozen potatoes instead of freshly-cut potatoes in the 60's. (choose)  
 e. The first reference to fried potatoes in a cookery book dates back ..... to 1781. (date back)  
 f. Potatoes were introduced ..... into Belgium in 1735. (be introduced)

**5 Answer the following questions in English.**

- a. What did the inhabitants of Namur do with small fish?  
 They fried them in boiling fat.  
 b. One day, what did they decide to do when the river was frozen?  
 They decided to cut potatoes in the form of a small fish; then, they decided to fry them.  
 c. Are "Fish and Chips" important in Great Britain?  
 Yes, it's part of the glory of British food.  
 d. Who has made French fries popular worldwide?  
 US (American) fast-food chains.

**NOW ACT**

**6 Complete the missing information in French.**

**PEACH MELBA**

The Peach Melba was invented in 1892 or 1893 by the French chef Escoffier at the Savoy Hotel, London to honour the Australian soprano Nellie Melba. She was performing a Wagner's concert, Lohengrin, in London. The Duke of Orleans gave a dinner party to celebrate her triumph. For the occasion, Escoffier created a new dessert, combining peaches with vanilla ice cream. He used an ice sculpture of a swan\*. The swan carried peaches on a bed of vanilla ice cream and topped with spun sugar\*\*.

According to rumour, Nellie Melba loved ice cream, but did not want to eat it too often; she thought it would affect her vocal cords. But in Peach Melba the ice cream is only one element in a whole and would not be as cold. Consequently, it could not harm\*\*\* her vocal cords!

Today, other versions use pears, apricots or strawberries instead of peaches.



- Nom du plat :  
 Pêche Melba .....  
 Date(s) de création :  
 1892, 1893 .....  
 Créateur : Le chef français Escoffier .....  
 Lieu de création : L'hôtel Le Savoy, à Londres .....  
 A quelle occasion ? En l'honneur de la soprano  
 australienne Nellie Melba, lors d'un concert. ....  
 Composition du plat : Des pêches, de la crème  
 glacée à la vanille et une décoration en barbe à  
 papa. ....  
 Variantes du plat : On utilise d'autres fruits que les  
 pêches (fraises, poires, abricots...) .....

\* un cygne \*\*barbe à papa \*\*\*faire du mal à

## In tune

**A. Ecoutez et répétez.**

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

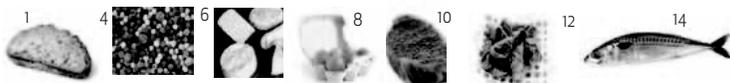
chips – cheese – dish – spice – fries – fish – meat – rice – eat – tea

[i]	[i:]	[ai]
fish – chips – dish	meat – eat – cheese – tea	rice – spice – fries

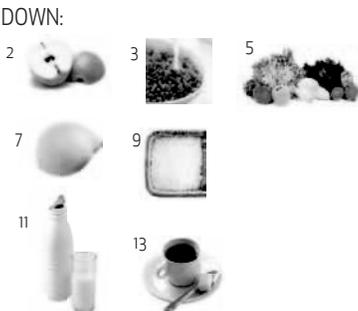
**C. Ecoutez pour vérifier, puis répétez les mots.**

**1** Ecrivez ce qu'il faut acheter pour le weekend prochain en complétant la grille suivante.

ACROSS:



DOWN:



2 ↓

1 → B R E A D

3 ↓

4 → P E P P E R

5 ↓

6 → C H E E S E

7 ↓

8 → E G G S

9 ↓

10 → M E A T

11 ↓

12 → C H I C K E N

13 ↓

14 → F I S H

↓

C

O

F

F

E

E

↓

M

L

K

↓

P

E

L

E

A

L

S

↓

C

R

E

A

D

## Vocabulary

### Nouns

**an appetizer (US)** une entrée  
**the bill** l'addition  
**chips (GB)** des frites  
**a customer** un client  
**a dish** un plat  
**an entrée (US)** un plat principal  
**flavour** du goût  
**food** la nourriture, les aliments  
**a main (GB)** un plat principal  
**noodles** des nouilles  
**an order** une commande

**a recipe** une recette  
**a server (US)** un serveur/une serveuse  
**a starter (GB)** une entrée  
**a waiter/waitress** un(e) serveur/serveuse

### Verbs

**date back** to remonter à  
**eat\* out** dîner à l'extérieur  
**fry** frire, faire frire  
**harm** faire du mal  
**have\*** prendre  
**order** commander

**popularize** populariser  
**taste** goûter

### Adjectives

**frozen** congelé  
**hazardous** dangereux, risqué  
**hot** relevé, épicé  
**included** inclus  
**spicy** épicé

### Other

**Enjoy!** Bon appétit !

**2** Entourez l'intrus de chaque série et donnez un titre à chacune d'elles.

Example: tea - gin - peach - whisky → British drinks

a. pizza - risotto - sauerkraut - spaghetti

→ Italian food (Italian dishes)

b. pears - cocoa - blueberries - apricots

→ fruit

c. potatoes - carrots - turnips - strawberries

→ vegetables

d. beef - veal - pork - egg

→ meat

e. zarzuela - paella - tiramisu - tapas

→ Spanish dishes (Spanish food)

**3** Remettez dans l'ordre les éléments des répliques des dialogues.

a. to / to / would / like / you / go / the / tonight / restaurant / new / ?

Would you like to go to the new restaurant tonight?

b. great / oh / it's / yes / !

Oh, yes. It's great!

c. like / have / you / first / what / to / would / ?

What would you like to have first?

d. salmon / mayonnaise / have / with / I'll / .

I'll have salmon with mayonnaise.

**4** Complétez les questions du serveur.

a. Where \_\_\_\_\_ would you like \_\_\_\_\_ to sit?  
Next to the window?

- Yes, please. This table will be perfect.

b. Would you like \_\_\_\_\_ anything to drink \_\_\_\_\_ ?  
- Yes, I'll have an orange juice.

c. Are you ready to order \_\_\_\_\_ ?  
- Yes, I'll have fish soup to start with.

d. What would you like for \_\_\_\_\_ your entree?  
- I'd like a New York steak, please.

e. Would you like / Will you have \_\_\_\_\_ a dessert too?  
- Yes, I'll have ice cream. Strawberry and chocolate, please.

**5** Dites:

a. que vous voudriez prendre un verre de jus de fruit et manger une tarte aux pommes.

I'd like to have a glass of fruit juice and eat an apple tart.

b. que votre ami(e) voudrait une pizza et un verre d'eau.

My friend would like a pizza and a glass of water.

c. "Bon appétit!" Enjoy!

**6** Répondez aux questions.

a. What's your favourite food?

Réponse ouverte

b. What's your favourite type of restaurants?

Réponse ouverte

c. What did you have for breakfast this morning?

Réponse ouverte

d. What would you like to have for dinner tonight?

Réponse ouverte

e. Write the menu you will choose at the Bison restaurant. (menu card, page 94)

Réponse ouverte

## Language tips

### Prendre une commande

What would you like?

Que désirez-vous ?

Would you like anything to drink?

Désirez-vous une boisson ?

### Passer une commande

I'd like a lager.

Je voudrais une bière blonde.

I'll have a lager.

Je prendrai une bière blonde.

# PROJECT 9

## Present a dish and its story

**V**ous devez présenter un plat étranger et son histoire.

### TÂCHE 1

Trouver les informations pertinentes sur Internet.

CE – A2+

- Choisissez une recette originale (*Christmas cake, Chile con carne, Haggis, Thanksgiving turkey...*) et recherchez des informations sur celle-ci (réalisation, origine, lieu, date, créateur...).

### TÂCHE 2

Compléter une carte heuristique. EE – A2+

- Renseignez une fiche pour présenter l'environnement de la recette (pays, ville, date, anecdote(s) etc.).

### TÂCHE 3

Présenter une recette. EOC – B1

- Présentez votre plat et son historique à l'oral.

Country / City

.....

.....

NAME OF THE DISH

.....

Date of creation

.....

First chef / Inventor

.....

Cooking time / Ustensils

.....

.....

.....

.....

.....

Special information (ingredients) or anecdotes

.....

.....

.....

.....

.....



### Présenter un restaurant



**MELISSA'S**

**Banff's Original Steakhouse & Family Restaurant**  
 Locally Owned & Operated Since 1930  
 Treat yourself to hearty, Canadian home-style cooking in a heritage log dining room.  
 We serve AAA Alberta beef.

Breakfast (to 4 pm) • Lunch • Dinner  
 Dinner reservations 403-762-5511  
 melssteak.com  
 Downtown, 218 Lynx St,  
 two blocks from Banff Ave



**PEKING GINGER**

Authentic Chinese Cuisine  
 Menu Online  
 Pekingginger.com  
 403.678.3365  
 Vegetarian Menu Avail.  
 Free Delivery\*  
 Open 'til 10pm Daily  
 1702 Bow Valley Tr. Canmore  
 \*\$35 + order within 3 Km

**ZARA INDIAN CUISINE**

Stylish  
 Restaurant & Takeaway  
 Specialist Outside Catering  
**Opening hours**  
 Lunch: Sun 12 pm-3pm  
 Mont-Sat: 12pm-2pm  
 Evening: Sun-Thurs 5pm-10:30pm  
**Sunday Buffet 12-3**



Includes extensive range  
 of authentic dishes  
**Business lunch Midday-2pm**  
 Starting £6.95 Mon-Fri  
 1 Hinton Way, Great Shelford,  
 Cambridgeshire, CB22 5AX  
 Tel: 01223 846668 / 844244  
 www.zara-cuisine.com



1 Lisez la publicité du restaurant *Melissa's* puis complétez les phrases de présentation. Écoutez et vérifiez.

- Melissa's is a family ..... restaurant. It opened in 1930 .....
- It's located ..... in the city center of Banff ..... at 218 Lynx Street.
- Breakfast is served until 4pm ..... You can also have ..... lunch and dinner.
- Reservations for dinner ..... are recommended. The phone number ..... is 403 762 5511.
- There is also a website ..... *melssteak.com*, people can visit to get more information.
- The restaurant serves Canadian ..... traditional cooking with prime quality beef .....

2 Observez la publicité pour le restaurant *Peking Ginger* et complétez la fiche avec vos notes. Présentez le restaurant à l'oral.

**Genre:**

Réponse personnelle. ....

**Location:**

Réponse personnelle. ....

**Phone +web:**

Réponse personnelle. ....

**Type of meals:**

Réponse personnelle. ....

**Photo:**

Réponse personnelle. ....

**Hours:**

Réponse .....

3 Présentez le restaurant *Zara Indian Cuisine* à l'oral de la même façon.



## Chef Jamie Oliver's New Project

In 2005, Chef Jamie Oliver began a campaign to ban junk food in British schools and to get pupils eating healthy food instead. He showed schools they could serve good and nice food. It was a very controversial shake-up for students and parents but the Ministry of Education invested £280M in school meals in 3 years. Oliver also initiated other projects.

The number of obese children and bad food habits is alarming. So two English primary schools are experiencing his new project: The Kitchen Garden Project. Cooking and gardening are two courses integrated in the curriculum\*. The schools grow and cook their own food. Cooking classes are 90 minutes long and growing 45 minutes long. Each pupil attends a cooking and a growing class at least once every three weeks. Teachers have been specially trained for these courses.

The ambition of this project is to educate schoolchildren about food: what it is, where it comes from and its impact on their health and wellbeing\*\*. It will also help the pupils to prepare meals and make better food choices for themselves and their future families.

Oliver is expecting new schools to join his project.

*\*programme scolaire; \*\* bien-être*

### Répondez aux questions en français.

a. Quel est le sujet du texte ?

Le dernier projet du chef cuisinier britannique Jamie Oliver.

b. Quel était le sujet de la campagne lancée par Jamie Oliver en 2005 ?

Une campagne pour une meilleure alimentation dans les cantines (restaurants) scolaires des écoles de Grande Bretagne.

c. Pour quelles raisons a-t-il lancé son nouveau projet ?

Parce que le nombre d'enfants obèses ainsi que les habitudes alimentaires sont inquiétants.

d. Quels sont les cours proposés dans le nouveau projet de Jamie Oliver ?

Des cours de cuisine et de jardinage.

e. Quels sont les trois objectifs de ce projet ?

Éduquer les élèves sur ce qu'est la nourriture, (son impact); les aider à préparer des repas et à faire de meilleurs choix alimentaires pour leurs futures familles.

## MON BILAN de l'unité 9

	J'ai pu... / J'ai réussi à...	-	+ / -	+	++
<b>CO</b>	Comprendre des informations sur des plats de différents pays.				
<b>CO</b>	Comprendre des informations sur un menu.				
<b>EOI</b>	Prendre une commande ou passer une commande				
<b>CE</b>	Comprendre un court article.				
<b>EE</b>	Résumer des informations au sujet d'un plat				
<b>EOC</b>	Présenter un plat.				

## City Tours

### PROJET

Créer une page pour un guide touristique.

EE - B1

#### Travel essentials

- passport .....
- ID card .....
- travel ticket .....
- reservations .....
- cash (in pounds) .....
- cash (in euros) .....
- credit card .....

#### Travel Info

- guidebook .....
- maps .....
- dictionary .....
- language guide .....

#### Other important documents

- European Health Insurance Card .....
- emergency numbers .....
- itinerary .....

#### Technology

- mobile phone and charger .....
- ear phones .....
- camera and battery charger .....
- plug adapter .....

1 Here is a travel checklist. Complete the stickers with the elements below.

Checklist: credit card, maps, plug adapter, passport, emergency numbers, language guide, mobile phone and charger, itinerary



2 Listen and tick what Danna takes in her bag and her backpack.

# Booking a hotel room

**TÂCHE**

Réserver une chambre d'hôtel.

**E01 - A2+**

**1** Tick the correct verbs.

- a. I'd like to       book       buy a room.
- b. We'll             arrive       leave on Friday night.
- c. We'll             arrive       leave on Monday morning.
- d. We'll be         staying       sleeping for three nights.
- e. The receptionist  considers       checks if they have any available rooms.



**2** You work at the reception desk. Listen and complete Bradley's reservation.

**MILLENNIUM HOTEL** □

---

**Arrival date:**

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**Name:** PATERSON

**Nights:** 1 2 3 4

**Arrival time:** 4 5 6 7 8 9 10

**Rooms (with en-suite bathrooms)**

<p><b>Adults</b></p> <p>1 <span style="border: 1px solid black; padding: 0 2px;">2</span> 3 4</p>	<p><b>Children</b></p> <p><span style="border: 1px solid black; padding: 0 2px;">0</span> 1 2 3</p>	<p><b>Type of room</b></p> <p><input type="checkbox"/> Single   <input checked="" type="checkbox"/> Twin   <input type="checkbox"/> Double   <input type="checkbox"/> Family</p>
---	---	--

**Rate (Price):** £58 per night

**Breakfast**    extra charge: £7.70

included

Continental breakfast

Full English breakfast

**Method of payment:**    Master    Visa    Barclays    American Express

**Credit card number:** 7862 539 314 935

**Expiry date:** 03 / 2018



**3** Listen again and number the questions in the order you hear them.

- |                                  |         |   |         |
|----------------------------------|---------|---|---------|
| a. How long will you be staying? | 3 ..... | d. Can I have your credit card details? | 6 ..... |
| b. When for?                     | 2 ..... | e. Can I help you?                      | 1 ..... |
| c. Who is the booking for?       | 5 ..... | f. What type of room would you like?    | 4 ..... |

## Focus

What time will you arrive? How long will you be staying?

There will be two people. We will leave on Monday morning.

Soulignez les 4 verbes au futur et entourez l'auxiliaire du futur ou sa forme contractée.

Comment traduire "how long?" : combien de temps ? .....

► TRAINING ex.3, 4 et 5

### 4 Work in pairs. Ask and answer questions about Bradley's stay at Millennium Hotel.

a. The dates. When will Bradley arrive/leave?

He'll arrive/leave on June 26/29. ....

b. The type of room. What type of room would he like?

He would like a twin room. ....

c. The number of people / the number of nights. How many people are there?

There are two adults. How long will they be staying? Three nights. ....

d. The price he will pay for the hotel. How much will he pay for the 3 nights?

He will pay £164 (£58 per night). ....

e. Bradley's name and credit card details. What is Bradley's name? His name is Paterson. ....

What type of card has he got? What is the card number? What is the expiry date? ...

## NOW ACT

### 5 Ask and answer questions to fill in this room reservation form.



#### Situation 1 Prince George Hotel

Student A: You are the receptionist at Prince George Hotel (see page 186).

Student B: You would like to book a room at Prince George Hotel (see page 188).

#### Situation 2 Falmouth Beach Hotel

Student B: You are the receptionist at Falmouth Beach hotel (see page 188).

Student A: You would like to book a room at Falmouth Beach hotel (see page 186).

Hotel name: Prince George Hotel .....

### ROOM RESERVATION FORM

Guest name: Student B's name .....

Arrival date: 21 August .....

Time: 5 pm .....

Departure date: 25 August .....

Time: 9 am .....

#### Accommodation

Number of people: 4 .....

Number of rooms: 2 .....

Type of room(s): 2 twin rooms .....

Room rate per room / per night: £45 .....

Breakfast: Continental breakfast .....

Charge: £7 per person per day .....

#### Method of payment:

Mastercard

Visa

American Express

Credit card number: 9265 4138 2654 7800 .....

Expiry date: 11 / 2018 .....

# Travel Tips

**TÂCHE**

Comprendre un article dans un guide touristique. **CE - B1**



**1 EATING OUT**

If you enjoy the friendly atmosphere of pubs, you could have lunch in one. Most pubs serve food at lunchtime and into the early evening. This is an inexpensive way to eat out, and the quality of the food is often quite good.

When pressed for time, you may well be tempted to enter a fast-food restaurant. No problem. There are many well-known brand names like McDonald's, Burger King, KFC etc. But you should also try fast food with an Irish twist: you will love the local sandwiches, salads, soups, fish and chips...

**2 BEST TIMES TO VISIT DUBLIN**

The best time to visit Dublin is in the summertime when temperatures are warm (for Ireland) and festivals fill the streets. This is also the most expensive time to visit, with high hotel rates and airfare prices. It's also the most crowded time of year. If you're looking for a better price and fewer tourists, come in winter with your heaviest coat. Spring and autumn are the happy medium: moderate temperatures (again, for Ireland), crowds and prices.

**3 HOW TO SAVE MONEY IN DUBLIN**

Visit the free attractions: a number of attractions— the National Gallery, the Museum of Modern Art, the Prison of Kilmainham (Kilmainham Gaol) — are absolutely free. [...]

Just say no: taxis are expensive. Instead of handing out your euros, rely on your own two feet or take the bus.

**4 BEST THINGS TO DO IN DUBLIN**

Dublin is one of the most walkable cities in Europe. Start in the north at Phoenix Park and head south to the River Liffey. Stroll along the river and cross the famous Ha'Penny Bridge. Then, find your way to the medieval streets of Temple Bar. Pause for a drink before heading to the Trinity College campus. Shop along Grafton Street before relaxing on the peaceful St Stephen's Green. From there, visitors who enjoy a drop of beer or whiskey can tour the Guinness Storehouse or the Old Jameson Distillery.

http://travel.usnews.com/Dublin\_Ireland/Travel\_Tips/

**1 Look at the four articles. Match the contents of the article and its number.**

- a. Où aller / que visiter à Dublin : 4 .....
- b. Où manger : 1 .....
- c. Les meilleurs moments pour visiter Dublin : 2 .....
- d. Comment économiser de l'argent à Dublin : 3 .....

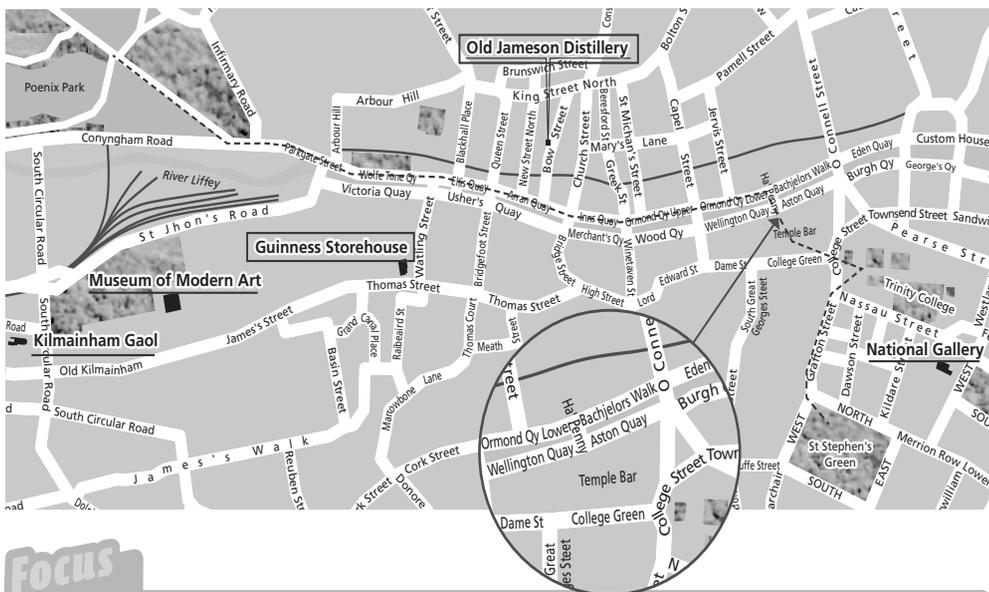
**2 Find in the four articles, the English words or expressions for:**

- a. être tenté de (1) : be tempted to .....
- b. marques célèbres (1) : well-known brand names .....
- c. bondé, noir de monde (2) : crowded .....
- d. touristes moins nombreux (2) : fewer tourists .....
- e. distribuer (3) : hand out .....
- f. lieux touristiques gratuits (3) : free attractions .....
- g. dirigez-vous vers (4) : head to .....
- h. promenez-vous le long de (4) : stroll along .....

**3 Locate the 3 places that you could visit without paying. Underline their names on the map.**

**4 Read article n°4 and trace the recommended itinerary on the map.**

**5 Locate the 2 places where you can learn about the making of beer and whiskey. Circle their names on the map.**



## FOCUS

**You could have lunch there. You should also try fast food with an Irish twist.**

**Come in winter with your heaviest coat.**

Ces 3 phrases expriment-elles  des ordres     des conseils     des impressions ?

Comment traduire : vous devriez : you should +V ..... vous pourriez : you could +V .....

Soulignez le seul verbe qui est à l'impératif.

▶ Training ex. 6 et 7

### 7 Use the elements below to write a list of 4 tips for people who would like to visit Dublin.

Wordbank: visit Dublin in winter/summer? – have a good lunch in a pub/restaurant? – take a taxi/bus? – walk? – visit a museum? – shop?

- You should come in winter because there are fewer tourists. ....
- You could have lunch in a local pub where the quality of food is quite good. ....
- Don't take taxis because they are too expensive. ....
- Visit the museums: they are free! ....

## NOW ACT

### 8 Your friend Jeremy is going to Dublin. Look for the required information in the articles about Dublin and complete the document below in French to give him the best advice.

Jérémy a un petit budget. Il n'aime pas trop marcher. Il est intéressé par l'art moderne, mais aime aussi les maisons anciennes. Il voudrait en savoir plus sur la bière irlandaise et goûter des spécialités locales.

- Meilleur moment de l'année pour lui : en hiver ..... Moyen de transport adapté : le bus .....
- Lieux touristiques qu'il aimera : The Museum of Modern Art / Guinness Storehouse .....
- Bon endroit pour se promener à pied : rues médiévales de Temple Bar .....
- Lieu de restauration adapté : lieux de restauration rapide locaux (à la façon irlandaise) .....

See page 187 to help other friends!

# Training

## In tune

**A. Ecoutez et repérez pour chaque mot la consonne muette : d, k, l, n, t or w.**

Wednesday / listen / should / autumn / write / know

**A. Entraînez-vous à dire les énoncés suivants (attention la lettre « l » est parfois muette). Puis écoutez et vérifiez.**

- You could walk to the hotel.
- He would like half a pizza.
- Don't talk to the bus driver.
- You shouldn't be late.
- It was too late: the children couldn't be calm.

**1** Entourez le mot général et rayez l'intrus.

- backpack - luggage - bag - ~~umbrella~~ - handbag - suitcase.
- a twin room - a single room - a hotel room - ~~a bathroom~~ - a double room.

c. a receptionist - ~~a waiter~~ - a barman - a hotel job - a cleaning person.

d. expiry date - ~~date of birth~~ - credit card details - card number - type of card - holder's name

**2** Ecoutez et complétez par le(s) marqueur(s) de temps que vous entendez.

- Next week \_\_\_\_\_, my colleague and I will go to Liverpool.
- We'll arrive on Monday evening at seven o'clock \_\_\_\_\_.
- I will be staying for 2 nights \_\_\_\_\_.
- My colleague will leave on Thursday the fourth, in the morning \_\_\_\_\_.
- Our Liverpool partners will visit us next March \_\_\_\_\_.

**3** Dites ce que Carrie et Bob (les collaborateurs de Liverpool) feront en mars prochain.

Wordbank: arrive - go - have dinner - leave - meet - sign - stay - take the train - visit

MARCH 15 >>> 18	Sunday >>> 15	Monday >>> 16	Tuesday >>> 17	Wednesday >>> 18
			9.30 Visit of the company	9.00 Depart hotel
		6.30 Arrival at the hotel in Manchester	3.00 Meeting with the manager 4.15 Signature of the contracts	9.45 Train to Liverpool
			8.30 Dinner with the managing team	

## Vocabulary

### Nouns

an attraction un lieu touristique  
 a backpack un sac à dos  
 a booking/a reservation une réservation  
 cash de l'argent liquide  
 a checklist une liste de contrôle  
 credit card details informations figurant sur votre carte de crédit  
 a guidebook une guide touristique  
 an ID card/identity card une carte d'identité  
 an en-suite bathroom une salle de bains attenante

**luggage** les bagages

a map une carte  
 a plug adapter un adaptateur  
 a plug une prise électrique  
 a suitcase une valise  
 a tip un conseil  
 a travel un voyage  
 a trip un voyage  
 an emergency number un numéro d'urgence  
 an itinerary un itinéraire

### Adjectives

available disponible  
 crowded bondé

### Verbs

book/reserve réserver  
 check vérifier  
 head to se diriger vers  
 need avoir besoin de  
 pack faire ses bagages, emballer  
 recommend recommander  
 shop faire des courses  
 stay séjourner, rester  
 stroll se promener  
 tour/visit visiter  
 travel voyager  
 walk along longer

**4** Complétez les énoncés suivants en mettant le verbe entre parenthèses au futur.

- a. (tour / be) Next month, we'll/will tour ..... London.  
There'll/will be ..... four people of us.
- b. (visit / not see) I'll/will visit ..... Buckingham Palace, but I won't see ..... Windsor Castle.
- c. (stay) We'll/will stay ..... for a week.
- d. (not take / travel). We won't take ..... the plane.  
We'll/will travel ..... by Eurostar.

**5** Mettez les énoncés suivants à la forme négative.

- a. Have lunch in restaurants.  
Don't have lunch in restaurants. ....
- b. You should book a 3-star hotel room.  
You shouldn't book a 3-star hotel room. ....
- c. You should take a taxi.  
You shouldn't take a taxi. ....
- d. Come in summer when it's crowded.  
Don't come in summer when it's crowded. ....
- e. You should shop all day long.  
You shouldn't shop all day long. ....

**6** Donnez cinq conseils à cette voyageuse.

Example: *You should not leave your cash in your pocket / You should put your cash in a safety pocket.*



- a. You should wear good walking shoes /  
Wear trainers. ....
- b. Don't forget your sunglasses / You should wear  
sunglasses. ....
- c. You should take some pounds in cash. ....
- d. You could take a map or your itinerary. ....
- e. Use a guide to prepare your stay / Read more information  
in a guidebook. ....

## Language tips

### Le futur avec will

⇒ will + V / 'll + V

I will come tomorrow. I'll come tomorrow. Je viendrai demain.

What time will they arrive? A quelle heure arriveront-ils ?

⇒ will + be V-ing / 'll + be V-ing

He'll be staying (he will be staying) for two nights. Il restera deux nuits.

How long will you be staying? Combien de temps resterez-vous/resteras-tu ?

⇒ won't + V (will not + V)

She won't leave tomorrow. Elle ne partira pas demain.

### Donner un conseil

⇒ You should + V

You should visit London. Tu devrais/vous devriez visiter Londres.

You shouldn't come in summer. Tu ne devrais/vous ne devriez pas venir en été.

⇒ You could + V

You could tour the town centre. Tu pourrais/vous pourriez visiter le centre-ville.

### L'impératif

Be careful! Save your money. Fais/faites attention ! Economise/économisez votre argent.

Don't take a taxi. Ne prends/prenez pas de taxi.

# PROJECT 10

## Create a guidebook page

**V**ous devez rédiger des conseils pour de jeunes étrangers qui souhaitent visiter une des villes ou un secteur de votre région. Les meilleures pages figureront sur le site de votre lycée.

### TÂCHE 1

Rechercher l'information utile.

CE-A2+

- En groupes de 2 ou 3, décidez de l'endroit que vous souhaitez mettre en valeur sur votre page de guide touristique.
- Choisissez les informations que vous voulez donner aux jeunes visiteurs étrangers.
- Complétez tout ou partie de la fiche ci-dessous en y ajoutant toutes les informations utiles en anglais.
- Surfez sur Internet pour trouver des idées.
- Ajoutez d'autres rubriques si nécessaire comme par exemple : *Best things to do when it's hot / cold / raining...*

### TÂCHE 2

Créer la page du guide touristique.

EE-B1

- Organisez votre présentation à partir des éléments listés sur votre fiche.
- Sélectionnez des illustrations (belles photos, plans, dessins ou illustrations humoristiques).
- Rédigez des paragraphes courts et attrayants.
- Soignez la présentation de la page.

Place to visit: .....

.....

Location: .....

.....

What you need (travel essentials, documents, other): .....

.....

Best times to visit the place: .....

.....

Best accommodation: .....

.....

Eating out: .....

.....

.....

Having a drink: .....

.....

Recommended itinerary: .....

.....

Best things to do: .....

.....

Best things to do when .....

.....

How to save money: .....

.....

.....

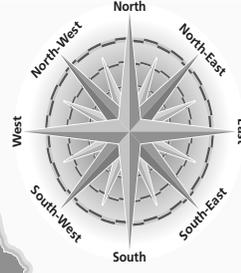


## Présenter une ville

- 1** **Ecoutez et soulignez les éléments que vous entendez.**
- Edinburgh is the capital of Scotland / the largest town in the United Kingdom.
  - It is located in the north-east / south-east of Scotland.
  - It was founded in the 17th century / before the 7th century.
  - There are 15,000,000 / 5,000,000 inhabitants.
  - The city hosts the famous Edinburgh Festival which takes place in early August / in autumn.
  - Edinburgh attracts more than a million overseas tourists every year, making it the second / the third most-visited town in the United Kingdom.

- 2** **Entrenez-vous par deux à présenter oralement Cardiff en utilisant les éléments fournis sur la fiche.**





**Cardiff**

- capital of Wales
- the 10th largest city in the UK
- located S-W of UK
- 242km from London
- population: 900,000
- a commercial centre
- seat of the National Assembly for Wales.

**Places to visit:**  
Cardiff Castle, Millennium stadium (rugby/1999).




- 3** **Utilisez la carte postale ci-contre pour présenter la ville de Bruxelles. Enregistrez votre présentation sur MP3.**



## Visiting London for the First Time

If you're visiting London for the first time, we've got these top tips to make your first trip safe, easy, and most of all, fun!

### Travel in London

London has excellent public transport.

Buy an Oyster card before you get to London, or as soon as you arrive.

These smart tickets allow you to hop on and off London's public transport network. It's really easy to travel round London by tube, London bus or train.

London is a big city but walking in London is still a great way to explore.

### Your Budget in London

London is great value for money. If you're looking to have as much fun as possible without breaking the bank, check out the special offers and free attractions on our website: Visit London. You should also buy the London Pass.

The London Pass is a unique visitor pass for London. The London Pass gives you free entry to more than 55 of London's best attractions and exhibitions, as well as discounts in theatres, shops and restaurants. Choose from one-, two-, three- or six-day passes and discover all that London has to offer.

<http://www.visitlondon.com/attractions/visiting-london-for-the-first-time>

### Répondez aux questions en français.

- a. De quel type de document s'agit-il ? .....  
 C'est un document extrait d'un site Internet destiné aux touristes souhaitant visiter Londres (pour la première fois). .....
- b. Citez 3 choses qu'il est conseillé de faire avant de partir pour Londres.  
 Acheter une carte de transport.                      Regarder les offres spéciales du site Visit London. ....  
 Acheter le London Pass. ....
- c. Que pouvez-vous faire grâce à votre carte Oyster ?  
 Vous pouvez vous déplacer en métro, bus ou train dans Londres. ....  
 Vous êtes autorisés à monter et descendre des véhicules de transport public comme vous le souhaitez. ....
- d. Quels sont les avantages de la carte London Pass ? Vous pouvez bénéficier d'entrées gratuites dans plus  
 de 55 des meilleurs sites touristiques ou expositions à Londres ainsi que des réductions dans des théâtres, magasins  
 et restaurants. Vous pouvez choisir une carte London Pass pour un, deux, trois, ou six jours. ....

## MON BILAN de l'unité 10

	J'ai pu... / J'ai réussi à...	-	+/-	+	++
<b>CO</b>	Comprendre des informations sur une chambre d'hôtel				
<b>EOI</b>	Réserver une chambre d'hôtel				
<b>CE</b>	Comprendre un article dans un guide touristique				
<b>EE</b>	Rédiger une page de guide touristique				
<b>EOC</b>	Présenter une ville				

### A trip in a wagon

Canvas top

Double floor +  
hidden storage

A wagon could host: a family .....	Minimum length of journey: 6 months .....
Weight of a wagon: 1 ton .....	Pioneers used to travel: <input type="checkbox"/> alone <input checked="" type="checkbox"/> in a wagon train.
Height: 14 ft .....	There were also: <input type="checkbox"/> scouts* and Indians
Width: 4 ft .....	<input type="checkbox"/> Indians and cowboys <input checked="" type="checkbox"/> cowboys and scouts.

\*des éclaireurs

#### 1 Listen and tick the right information in each sentence about the first years of the Wild West.

- a. In 1775, Daniel Boone, a pioneer and an explorer, opened a new route:  
 from Pennsylvania to Illinois       from Virginia to Indiana       from Virginia to Kentucky.
- b. Later, Lewis and Clarke found the way:  
 from Kentucky to Oregon       from Illinois to Oregon       from Illinois to California.
- c. Adventurers, trappers, pioneers and explorers went westwards:  
 to get fame       to get new lands       to get money
- d. As a consequence, Indians were losing their territories and:  
 hunted buffalos       fought the white settlers       fought the American army
- e. In the West, life was:  
 attractive       unpleasant and monotonous       very hard

#### 2 Listen and complete the information sheet about the wagons or tick the correct answer.

#### 3 Describe a wagon orally.

# QUIZ

Tick the correct answers.

1 One of the first heroes of the American Frontier was:

- a. Dany Boon
- b. Daniel Craig
- c. Daniel Boone

2 People rushed for gold in:

- a. California and Arizona
- b. California and Alaska
- c. California and Montana

3 Laura Ingalls's book *The Little House on the Prairie* is based on her childhood in a pioneer family.

- a. Yes
- b. No

4 The Indian tribes were against the pioneers' settlements because:

- a. they were jealous
- b. they couldn't hunt buffalos
- c. they wanted to go to the East

5 Buffalo Bill was:

- a. a scout
- b. a buffalo hunter
- c. a circus performer

6 Buffalo Bill's real name was:

- a. William Hurt
- b. William Cody
- c. William Defoe

7 The Indian Removal Act (1830):

- a. gave land to the Indians
- b. opened new territories to pioneers' settlements
- c. stopped Indian wars

8 A bounty hunter makes money bringing outlaws – dead or alive – to the sheriff.

- a. Yes
- b. No

9 The Dalton Brothers were a family of both lawmen and outlaws.

- a. Yes
- b. No

10 The first Pony Express run, from St Joseph (Missouri) to Sacramento (California) took place on April 3, 1860.

- a. Yes
- b. No

 Listen and check.

Your score:

## Two Famous Sheriffs of the Wild West

**Wyatt Earp** (1848-1929) was an assistant city marshal in Kansas. He also served as a deputy\* sheriff and deputy U.S. marshal in Tombstone (Arizona). He was at different times a farmer, a buffalo hunter, a bouncer\*, a salon-keeper, a gambler\* and a miner... but he was never a cowboy. He lived a very stormy life. He is best known for his part in the gunfight at the OK Corral when three outlaw cowboys were killed. Earp is considered as "the toughest and deadliest gunman of his day" but he was never wounded by gunfire and died at his home. This is different from **Pat Garret**, another sheriff, who was shot in his back by an angry ranch owner. Garrett (1850-1908) was a cowboy, a buffalo hunter and a bartender before he became a sheriff. He is mainly known for shooting the outlaw Billy the Kid, who had been his friend many years before. Then he became a Customs\* agent but his temper was so discourteous and unfair that he had to quit his job.

\* deputy *adjoint*; a bouncer *un videur*; a gambler *un joueur*; Customs *les Douanes*

4 Read the document and answer the questions in French.

a. Quels ont été les autres métiers du shérif Wyatt Earp ?

(Il a été) fermier, chasseur de bisons, videur (de saloon), tenancier  
de saloon, joueur (de poker), mineur.

b. Quel genre de vie a-t-il eu ?

Sa vie a été tumultueuse / mouvementée / agitée.

c. Quel événement l'a rendu célèbre ?

La fusillade d'OK Corral, où trois bandits ont été abattus.

d. Comment le shérif Pat Garret est-il, lui, devenu célèbre ?

Il a tué le hors-la-loi Billy the Kid (un de ses anciens amis).

e. Quel a été son dernier métier ? Il a été agent des Douanes.

5 Complete the stickers with the right pieces of clothing.

an eagle feather headdress – a hat – boots – war stick – moccasins – a lasso – paintings

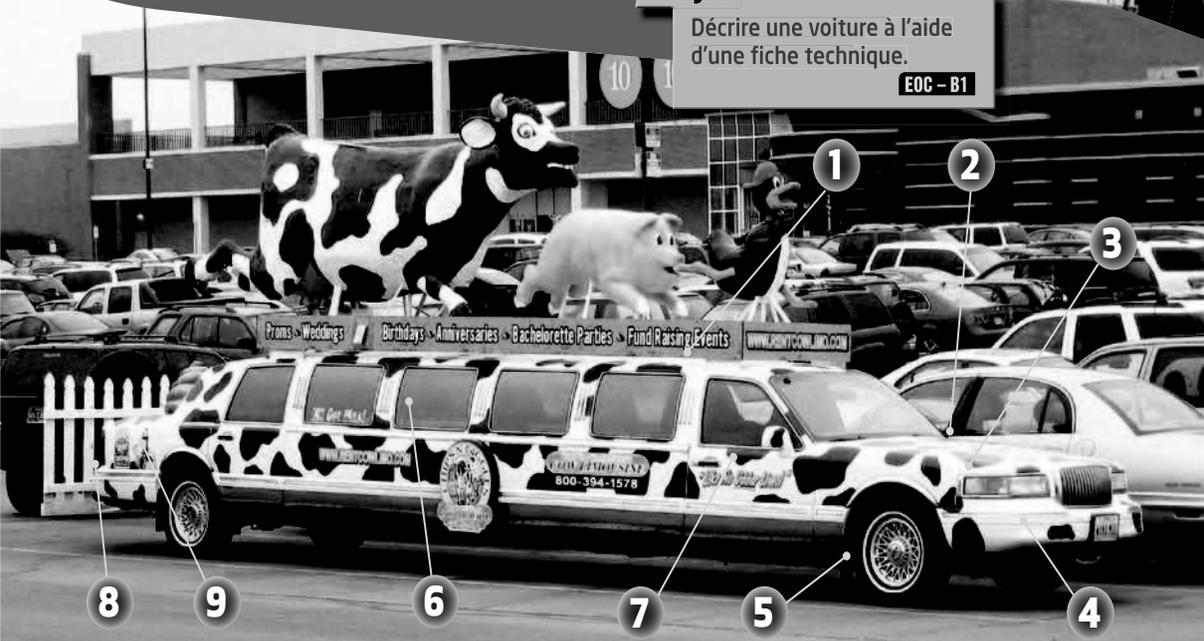


## Motor Show

### PROJET

Décrire une voiture à l'aide d'une fiche technique.

EOC - B1



The cow Limo.



1 Look, listen and repeat.

2 Match the numbers and the words.

- |                       |                       |                             |
|-----------------------|-----------------------|-----------------------------|
| a. the fender (4 ...) | d. the window (6 ...) | g. the hood (2 ...)         |
| b. the trunk (9 ...)  | e. the wheel (5 ...)  | h. the lights (8 ...)       |
| c. the roof (1 ...)   | f. the door (7 ...)   | i. the turn signals (3 ...) |



3 Listen to the ad for the Cow Limo and tick the Yes or No column.

			
a. The main body of the limo is covered with white and black spots*. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	b. Helga is the name of the horn. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	c. The exhaust pipe of the limo moos** like a cow. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	d. The driver has high visibility through the windshield. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

# Cars for sale!

**TÂCHE**

Demander ou donner des informations sur les caractéristiques d'une voiture. **E01 - A2+**



**1** Listen and repeat. Then place the words in the corresponding labels.

Wordbank: *the throttle – the steering wheel – the rear-view mirror – the gearshift – the brakes – the front seats – the clutch pedal*



**2** Listen to the first part of the conversation between Matthew and his father. Complete the specifications of the Mini Coupé.

Mini Coupé Cooper SD	Performance	
 <p>Manufacturer: Mini Model: Coupé SD Body style: 3-door hatch</p>	Fuel	diesel-powered engine
	Engine type	1995cc* twin-scroll* turbo
	Power	143 horse power
	Torque*	225 pound-feet at 1700 rpm*
	Acceleration	7.9 seconds to 100 kph
	Maximum speed	216 kph
	Combined economy	4.3 litres
	Full price	32,000 euros

\* Cc = cubic capacity; twin-scroll = double corps; rpm = revolutions per minute; torque = le couple



**3** Listen to the end of the conversation about the pros and cons of the Mini Coupé. Tick the arguments Matthew and his father read in the article.

- a. The car has powerful Xenon headlights, a big boot and a very good audio system.
- b. The suspension is taut, it is not comfortable and the diesel engine is too vocal.
- c. The diesel engine keeps a balance between economy and performance.
- d. The brakes are reliable.
- e. The visibility is too limited and the finishing touches are not very good.
- f. It is alert and responsive.

**4** Use the information to answer a potential buyer's questions.

a. What model have you got?

I've got a Ford Fiesta TDI.

b. What style is it?

It's a five-door saloon.

c. How many kilometres has it done?

It has got 50,000 kms.

d. What is the engine size and power?

It's a 1400cc. The power is 71hp.

e. Has it got much torque?

It has 160 lb-ft.

f. How many seconds does it take to reach 100 kph?

It takes 14.8s.

g. How fast does the vehicle go?

It goes at 185 kph.



<b>Ford Fiesta TDI</b>	
5-door saloon	50,000kms
185 kph	1400cc
4.2l	71hp
160 lb-ft	14.8s
€8,000	

h. How fuel-efficient is the vehicle?

The economy is 4.2l.

i. How much does it cost?

It costs €8,000.

## Focus

**1995cc** (cubic capacity ..... ) **twin-scroll turbo - 143hp** (horse power ..... )

**225lb-ft** (pound-feet ..... ) **at 1700rpm** (revolutions per minute ..... )

**7.9s** (seconds ..... ) **to 100kph** (kilometres per hour ..... )

Ecrivez les abréviations soulignées en toutes lettres.

Lesquelles d'entre elles signifient « chevaux » ? **hp** ..... , cylindrée ? **cc** ..... , tours minute ? **rpm** ..... ».

► TRAINING ex.2

## NOW ACT

**5** Ask and answer questions about a car for sale and find its technical specifications.

**Student A:** Ask your partner questions about the car s/he is selling (the model, body style, performance, economy, mileage, comfort and price) and complete the technical specifications (tech specs) page 189.

**Student B:** Choose a vehicle and use the information on page 190 to answer your partner's questions.

OVERVIEW

PHOTOS&amp;VIDEOS

REVIEWS

SPECS

PRICING

Expert reviews Consumer reviews



Comfort: ★★★★★  
4 out of 5

Performance: ★★★★★  
4 out of 5

Exterior Styling: ★★★★★  
5 out of 5

Interior Design: ★★★★★  
4 out of 5

Value for Money: ★★★★★  
4 out of 5

Reliability: ★★★★★  
5 out of 5

Rating from first-time  
hybrid owner

★★★★★ Excellent

### Love My Lincoln MKZ Hybrid

by Old Coot from Boulder, CO | July 22, 2012

"I am SO happy with my Hybrid Lincoln! I have only had it less than a month and I am NOT disappointed. This car gives me the luxury, comfort, style, handling, and the fuel economy that I was seeking, all in one great vehicle.

It costs the same as a standard MKZ, but the Hybrid gets better fuel economy than its gasoline-only equivalent.

I use cruise control set. The SmartGauge\* is very significant because when you drive efficiently, you consume less fuel and then the Hybrid shows white flowers on the instrument panel.

The navigation system could be friendlier to use and the trunk could be larger but it's more quiet and comfortable than I thought and for the price, there isn't a more stylish, comfortable hybrid out there.

The newer model will be about \$10,000 more expensive similarly equipped; and it will also be a sexier design, but I like my luxury car very much."

I would recommend this car to a friend: Yes

<http://www.cars.com/lincoln/mkz-hybrid/2012/consumer-reviews/>

\* jauge intelligente

### 1 Read the text and circle the right answer.

- a. This comment was left by:  a car dealer  a consumer  a garage owner
- b. It's about:  a hybrid car  a standard car  President Lincoln's car
- c. The owner:  is used to this type of car  is a new user  has already bought this type of car

**2 Use sentences from the text to answer the questions.**

a. How long has the person had the car?

I have only had it less than a month

b. Why is the hybrid more interesting than the standard MKZ?

The Hybrid gets better fuel economy than its gasoline-only equivalent.

c. What are the driver's two critical remarks?

The navigation system could be friendlier to use and the boot could be larger.

d. What will the new model be like?

The newer 2013 model will be about \$10,000 more expensive similarly equipped; it will be a sexier design

**3 Find the sentence corresponding to the SmartGauge.**

When you consume less petrol, the Hybrid shows white flowers on the instrument panel.

**Focus**

*It's more comfortable than I thought. The navigation system could be friendlier. The trunk could be larger. The Hybrid gets better fuel economy than its equivalent. She has only had it less than a month.*

Soulignez de couleurs différentes les expressions qui signifient « meilleure...que, moins de, plus que... ». Pourquoi dit-on "more comfortable" mais "larger" ou "friendlier"?

Adjectifs longs = more ..... + adj + than

Adjectifs courts = adj. + -er ..... + than

Adjectifs en -y = adj. + -ier ..... + than

► Training ex. 3 et 4

**4 Use the adjectives to make comparatives of superiority (a) and inferiority (b).**

a. Driving a Hybrid is more economical than ..... commuting with a standard car (economical). The tyres of the DS5 are broader than ..... those of the DS3 (broad). They hold better ..... on the asphalt (good) but they are more expensive ..... (expensive). You should buy a safer ..... car (safe). Yours is really becoming dangerous.

b. Driving without the speed limitation device is less efficient ..... when you go past a radar. (efficient). I must admit that my car is less alert than yours (alert) but its brakes are not at all less reliable ..... than yours (reliable). Car reviews help you to decide which car is less environmentally friendly ..... (environmentally friendly).

**NOW ACT**

**5 Write a commentary to compare the Yike Bike with the Monsterbike.**



\$4,500,  
electric,  
25km/h, 10 kg

The Yike Bike is more expensive than the Monsterbike. It is more modern. It is faster and lighter. It is smaller and easier to carry.



\$1,500, man-powered,  
5km/h, 30 kg, big

## In tune

Écoutez les mots, soulignez la syllabe accentuée puis répétez-les.

performance - responsive - environmentally - efficient - economical - powerful - reliable - vocal - alert - dangerous - significant - equipped - instrument - navigation - limitation.

**1** Retrouvez les mots mêlés dans la grille puis inscrivez la phrase mystère.

*accelerator / body / brakes / bumper / clutch pedal / engine / exhaust pipe / gearshift / hood / horn / lights / suspension / trunk / wheel / windscreen*

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

Show your indicator when you turn right or left.

## Vocabulary

### Nouns

**the brakes** les freins  
**car reviews** les critiques automobiles  
**a clutch pedal** une pédale d'embrayage  
**the cruise control (set)** le régulateur de vitesse  
**a door** une portière  
**an engine** un moteur  
**an exhaust pipe** un pot d'échappement  
**a fender (US), bumper (GB)** un pare-chocs  
**the finishings** les finitions  
**fuel** carburant  
**gas(oline) (US), petrol (GB)** essence  
**a gearshift (US), gear lever (GB)** un levier de vitesse  
**a hatch** un coupé  
**a hood (US), a bonnet (GB)** un capot

**a horn** un klaxon  
**the instrument panel, dashboard** le tableau de bord  
**the (head/rear)lights** les feux (avant/arrière)  
**a limo** une limousine  
**the main body** la carrosserie  
**a rear-view mirror** un rétroviseur  
**the roof** le toit  
**the specifications** les caractéristiques  
**sport front seats** des sièges sport à l'avant  
**a steering wheel** un volant  
**the suspension** la suspension  
**the throttle, the accelerator (GB)** l'accélérateur  
**the torque** le couple  
**a trunk (US), boot (GB)** un coffre  
**a turn signal (US), indicator (GB)** un clignotant

**a tire (US), tyre (GB)** un pneu  
**a vehicle** un véhicule  
**visibility** la visibilité  
**a wheel** une roue  
**a windshield (US), windscreen (GB)** un pare-brise  
**a wing mirror (GB)** un rétroviseur latéral

### Verbs

**hold\*** tenir (la route)

### Adjectives

**alert** réactif  
**environmentally-friendly** écologique  
**fuel-efficient, economical** économique  
**powerful** puissant  
**reliable** fiable  
**responsive** nerveux(se)  
**taut** dure, raide (suspensions)  
**vocal** bruyant (moteur)

**2** Pour chaque expression, écrivez les abréviations correspondantes.

& - ~ - MPH - # - 24/7 - AC - DIY - NAV - e.g. - SUV - i.e. - 4WD or 4X4 - MOT

- 4-wheel drive: 4WD/4x4 .....  
 and: & .....  
 approximately: ~ .....  
 number: # .....  
 air conditioning: AC .....  
 do it yourself: DIY .....  
 for example: e.g. ....  
 that is, that means: i.e. ....  
 miles per hour: mph .....  
 anti-blocking system: ABS .....  
 navigation system: NAV .....  
 engine test: MOT .....  
 sport utility vehicle: SUV .....  
 24 hours a day, 7 days a week: 24/7 .....

**3** Utilisez le comparatif de supériorité ou d'infériorité dans les phrases ci-dessous.

- a. Driving without a driving license is forbidden. The law is stricter in France than in Eastern Europe. (+ / strict)
- b. It is better to buy a hybrid for the environment. (+ / good)

- c. An old Cadillac is less economical than a new car (- / economical)
- d. Obviously my Toyota is less well-equipped than your Mercedes but I love it. (- / well-equipped)
- e. A mini coupé is more alert than a Picasso because it is lighter. (+ / alert) (+ / light)
- f. This car is less responsive than a sports car but it is easier to drive. (- / responsive) (+ / easy)

**4** Comparez la Citroën DS3 à la Renault Clio.

DS3	Renault Clio
€29,900	€23,200
1600cc	2000cc
1200 kg	1240 kg
230 kph	223 kph
6.4 l	8.4 l

- a. The DS3 is more expensive than the Clio.
- b. The Clio is more powerful than the DS3.
- c. The Clio is heavier than the DS3.
- d. The DS3 is lighter than the Clio.
- e. The DS3 is faster than the Clio.
- f. The DS3 is more economical than the Clio.

## Language tips

### Le comparatif de supériorité

⇒ Adjectif long (deux syllabes et plus) :  
more + adj (+ than)

The DS3 is more expensive than the Clio.

La DS3 est plus chère que la Clio.

⇒ Adjectif court (une syllabe) : adj + -er (+ than)

The tyres of the Clio are larger.

Les pneus de la Clio sont plus larges.

⇒ Doublement de la dernière consonne pour les adjectifs courts en « consonne + voyelle + consonne ».

The boot is bigger. Le coffre est plus grand.

⇒ Adjectif en -y : adj. + -ier (+ than)

The navigation system is easier to use than the cruise control set. Le GPS est plus facile à utiliser que le régulateur.

⇒ Comparatifs irréguliers

good → better bon, meilleur

bad → worse mauvais, pire

far → farther/further loin, plus loin

### Le comparatif d'infériorité

⇒ Less + adj. + than

The car is less powerful than the motorbike.

La voiture est moins puissante que la moto.

# PROJECT 11

## Presenting a car

**V**ous faites un stage chez un concessionnaire qui organise une soirée portes ouvertes pour ses clients étrangers. Le patron vous demande de présenter l'un des véhicules du parc automobile.

### TÂCHE 1

Trouver les informations pertinentes sur un site internet. **CE – A2+**

- Choisissez le véhicule que vous allez présenter. Cherchez-en les caractéristiques techniques sur internet ainsi qu'une photo que vous collerez ci-dessous.
- Utilisez les renseignements trouvés pour compléter la fiche technique ci-dessous.

### TÂCHE 2

Produire un bref argumentaire en comparant deux voitures. **EE – B1**

- Écrivez quelques lignes en comparant brièvement votre voiture à une autre de gamme équivalente pour justifier votre choix.

.....

.....

.....

.....

.....

.....

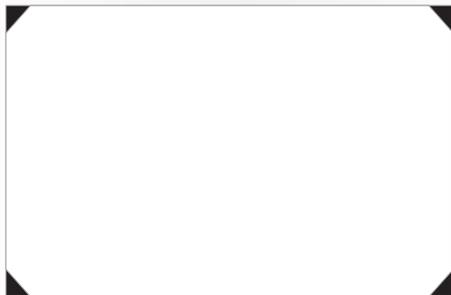
.....

.....

### TÂCHE 3

Présenter un véhicule. **EOC – B1**

- Présentez le véhicule oralement en utilisant sa photo, ses caractéristiques ainsi que votre bref comparatif.



Body style and design

Combined economy

Fuel

Comfort Options

Engine type / Power Torque

Reliability

Acceleration

Consumer rating

Maximum speed

Full Price



*Autolib:*  
An environmentally-  
friendly service.  
22,000 gas-powered  
vehicles removed  
from Paris.

## Décrire un produit



### 1 Ecoutez, soulignez les éléments que vous entendez puis répétez.

- There are **pros and cons / arguments / ideas** for every system.
- One of the **weak points / criticisms / advantages** is that you don't worry about parking.
- I'm for / I'm against / I don't mind** these electric cars which emit no odours, carbon emissions, or noise.
- The main **weakness / strength / innovative part** of the system is the assistance pack.
- Some people are **against / in favour of / for** this system because a French or international driver's licence is compulsory to be able to subscribe.
- No control to prevent drunk or intoxicated drivers from renting a car is the **main criticism / disadvantage / negative point**.
- And the performance of the Bluecars' lithium battery is another **positive / significant / negative** point.

### 2 Utilisez les informations ci-dessous pour présenter deux avantages et deux inconvénients du Segway.

**Pros:** New, fun, innovative, very cool, easy to ride, amazing speed, nonpolluting, no gasoline, energy-conserving, economical to operate, attention-grabbing, conversation starter, useful, technologically amazing, stores in your office at work (free parking!), clean, well-engineered, quiet

**Cons:** heavy, not intended for long distances, expensive, needs more range, hard to carry, battery and tire life, people assume you're lazy.

There are pros and cons with the Segway. One of the advantages is that it is innovative. ....

The main strength is the nonpolluting effect. Some people are against this system .....

because it is expensive. The battery and tire life is another negative point. ....

.....

.....



### 3 Présentez d'autres avantages et inconvénients du Segway à l'oral selon le même modèle.

### 4 Utilisez l'image de la Renault Twizy pour présenter cette voiture électrique.



## Australian Trucking & Road Trains

The transport industry plays an important role in the strategic and economic development of our huge country, so road trains and large trucks are necessary on our highways. A double road train is around 35 metres long and weighs nearly 80 tonnes while a triple road train weighs up to 115 tonnes and is about 53 metres in length, so they do deserve our respect.

There are several things to consider when overtaking or being overtaken by a large rig\*.

A heavy truck takes longer to pull up than lighter and smaller vehicles. The driver of a heavy vehicle may not be able to see you in his mirrors if you are travelling too close behind. If you can't see his mirrors, he certainly can't see you. Overtaking or being overtaken can take considerable time so you need to be able to see at least three kilometres ahead before attempting to pass. If it's dusty and visibility is impaired, don't even think about passing.

While most drivers of these big rigs are professional, there are still a few cowboys around so you must make judgements based on common sense and, most importantly, safety. If you are at all nervous about the situation, pull over, make a cup of tea and proceed when the road is clear.

<http://outbacktowing.tripod.com/>

### Répondez aux questions en français.

\* train routier

a. Quel est le sujet de ce document ?

L'Australie, les trains routiers et les gros poids lourds.

b. Pourquoi ces véhicules sont-ils indispensables en Australie ?

Parce qu'ils jouent un rôle important dans le développement stratégique et économique du pays.

c. Quelles sont les dimensions de ces véhicules ?

Un double poids lourd mesure 35 m de long et pèse 80 t ; un triple mesure 53 m de long et pèse 115t.

d. Quels conseils sont donnés aux conducteurs de voitures légères lors d'un dépassement ?

Attention aux distance de freinage, à être vu par le chauffeur, attention à la distance, au temps et à la visibilité nécessaire pour dépasser un convoi.

e. A quel type de chauffeurs peut-on avoir affaire ?

A des professionnels la plupart du temps mais aussi à des cowboys de la route.

f. Quelle est la condition essentielle pour un dépassement réussi ? La sécurité.

## MON BILAN de l'unité 11

	J'ai pu... / J'ai réussi à...	-	+ / -	+	++
<b>CO</b>	Comprendre des informations sur un véhicule				
<b>EOI</b>	Demander et donner des informations sur un véhicule				
<b>CE</b>	Comprendre un commentaire sur un blog				
<b>EE</b>	Rédiger un paragraphe pour comparer des véhicules				
<b>EOC</b>	Présenter un véhicule				

# Work experience

## PROJET

Rédiger un rapport  
de stage.

EE - B1

### Personal information

**First name / Surname** Emma Leroux  
**Address** 17 Boulevard des Ardennes  
55000 BAR-LE-DUC - FRANCE  
**Telephone** 03.29.45.85.34

**Mobile:** 07.87.56.73.07  
**Email** emma.leroux@gmail.com  
**Nationality** French  
**Date of birth** 23.08.1997  
**Gender** Female

### Desired employment / Occupational field Receptionist



#### Work experience

**Dates** June 2013  
**Occupation or position held** Receptionist  
**Main activities and responsibilities** Telephone, reception, letters and emails  
**Name and address of employer** Les Coquillottes 55000 BAR-LE-DUC  
**Type of business or sector** Old people's home

**Dates** June 2012  
**Occupation or position held** Secretary to the Headmaster  
**Main activities and responsibilities** Telephone, reception, letters and emails  
**Name and address of employer** Lycée Raymond Poincaré 55000 BAR-LE-DUC  
**Type of business or sector** High school

### Education and training

**Dates** 2006-2010  
**Qualifications** Brevet des Collèges and B2i (computer qualification)  
**Dates** 2011-2013  
**Qualifications** Emile Zola vocational school - BAR-LE-DUC  
B.E.P. Métiers du Service Administratif (B-Tech First in Administrative and Secretarial Work)

### Languages

**Mother tongue** French

#### Other languages

	Understanding		Speaking		Writing
	Listening	Reading	Spoken interaction	Spoken production	
English	B1	B1	B1	B1	B1
German	A2	A2	A2	A2	A2

European level, Common European Framework of Reference for Languages

**Computer skills** Word, Powerpoint, Excel

**Other skills** Cooking and taking care of children.



1 Listen to Emma's presentation and tick the correct information.

- a. Emma wants to do her next work placement  in Dublin  in London.  
b. She is preparing her  B-Tech National  B-Tech H.N.D.



2 Listen to Emma's interview and complete her resume.

# On the phone

**TÂCHE**

Comprendre une conversation téléphonique et prendre un message.

CO et EE - B1

**1** Listen to the phone conversation and tick the right answers.

- a. The receptionist works at  Harpo Productions  Pixar Studios.  
 b. The caller works for  Harpo Productions  Pixar Studios.

**2** Listen again and correct the 3 mistakes on the document.

Message for: Mister Johnson <u>Mister Thorn</u>	
Date: 25.04.2013	Time: 11:00 p.m.
<b>WHILE YOU WERE OUT</b>	
Name of caller: Sam Thorn <u>Sam Johnson</u>	
Phone number: 00 39 456 710 00 39 456 7110	
Please <input checked="" type="checkbox"/> call back <input type="checkbox"/> Urgent	
<b>Message:</b> <i>He'd like you to look at the website.</i>	
<b>The address is:</b> www.s-johnson.com/htm_TEST66	

**3** Listen again and tick what you hear.

- a.  What is it about?  How can I help you?  
 b.  I want to speak to Mister Thorn.  I would like to speak to Mister Thorn.  
 c.  Could you hold the line, please?  One moment, please.  
 d.  Is there a message for him?  May I take a message?  
 e.  Would you mind spelling your surname?  Can you spell your surname?

**4** Put the sentences of exercise 3 in the grid.

Au téléphone...	Demande polie	Demande informelle
Comment demander s'il y a un message ?	May I take a message? ..... .....	Is there a message for him? ..... .....
Comment demander à l'interlocuteur de patienter ?	Could you hold the line, please? ..... .....	One moment, please. ..... .....
Comment demander à l'interlocuteur d'épeler un mot ?	Would you mind spelling your surname? ..... .....	Can you spell your surname? ..... .....
Que dire pour déterminer le but de l'appel ?	How can I help you? ..... .....	What is it about? ..... .....
Comment demander à parler à quelqu'un ?	I would like to speak to Mister Thorn. ..... .....	I want to speak to Mister Thorn. ..... .....

# FOCUS

- a. *Would you mind spelling your name?*
- b. *May I take a message?*
- c. *I would like to speak to Mr Thorn.*
- d. *Could you hold the line?*

Trouvez les équivalents de :

- « Puis-je prendre un message ? » : b ..... - « Auriez-vous l'obligeance d'épeler votre nom ? » : a .....

- « Je voudrais parler à M. Thorn. » : c ..... - « Pourriez-vous patienter ? » : d .....

Quelle expression est suivie d'un verbe en -ing ? a .....

## 5 Turn these orders into polite requests.

a. Call back this afternoon.

Could you call back this afternoon, please?

b. Repeat that slowly.

Would you mind repeating that slowly?

c. Tell Mr. Smith that I need the information.

Could you tell Mr. Smith that I need the information?



## 6 Listen to the website address. Complete the grid with the appropriate sign or word.

Website address: [www.s-johnson.com/htm\\_TEST66](http://www.s-johnson.com/htm_TEST66).

dot	.....	slash	/ .....
test all upper case	TEST .....	underscore	_ .....
dash	- .....	johnson all lower case	johnson .....



## 7 Read these email and website addresses. Listen and check.

Help: @ → at /: → colon

a. [j.andac@desk-work.tu](mailto:j.andac@desk-work.tu)

b. [r\\_SAVIN@gmail.com](mailto:r_SAVIN@gmail.com)

c. <https://cherry-prim.fr/05502U/>

# NOW ACT



## 8 Listen to the phone call and write the message.

Message for: Jennifer

Date: 15.05.2013      Time: 9:50 a.m.

**WHILE YOU WERE OUT**

Name of caller: Teixeira

Phone number: 00 351 567 110

Will call back       Please call back

Urgent       Ask for an appointment

**Message:**

Email her the report

## MY WORK PLACEMENT REPORT

### INTRODUCTION

For my last work placement before taking my B-Tech National, I decided to go abroad. I wanted to discover another culture and to improve my linguistic and professional skills. I had the opportunity of doing work experience at Century 21 in Dublin, Ireland from May 17th to June 16th, 2013.

I'll start by presenting the company, then I'll explain my professional tasks and finally I will give my opinion of  
this experience.

### DEVELOPMENT

**Presentation of the company (history, location, premises, staff...)**

Century 21 is an estate agent which employs fifteen people in Dublin. The company is present on the international market: the UK, France, the US, Jamaica, Italy... The website address of the company is www.century21.com. The offices are located in Harcourt Street in the town centre of Dublin.

Every morning it took me 45 minutes by bus to get to the centre of Dublin, in Parliament Street. Then, I walked  
from Parliament Street to Harcourt Street.

My tutor was Victoria Wall, she works in the marketing department.

I was expected to fulfill an 8-hour working day and I was entitled a 10-minute rest break mid-morning and another mid-afternoon. [...]

I had to wear smart casual clothes. Jeans were authorised on Fridays only. [...]

**Presentation of my tasks / job**

During my work placement, I carried out various tasks: I entered invoices in the accounting software and I made payments (cheques and transfers). I calculated and typed online the May VAT declaration.

I was also in charge of looking for customers' e-mail addresses, then classifying them in an Excel document that  
I created.

I updated files and I answered the phone.

I also helped with customer service and that was the most difficult for me: I remember that one day I was scanning documents when a customer came in: he was angry because he hadn't received the documents concerning the house he had just bought. He needed the documents for the insurance company. I managed to keep him waiting till my tutor arrived. [...]

**My opinion about this work placement (what I preferred / disliked / the benefits)**

This work placement in Dublin taught me teamwork and I improved my self-confidence. The staff were helpful and understanding. I appreciated the contact with clients.

I also met with difficulties; for example, the staff of the company were mainly Irish and it was at first difficult because  
of their accent. I also had difficulties reading invoices in English. [...]

### CONCLUSION

However, this work placement gave me confidence. It developed my knowledge of the working world and it encouraged me to take responsibility.

It was an enriching experience from both a professional and personal point of view.  
I really want to work abroad later and to go on improving my English.

**1** In the document, find the English for:

- a. *une agence immobilière* (§2): an estate agent .....
- b. *on m'autorisait* (§2): I was entitled .....
- c. *le travail d'équipe* (§4): teamwork .....

**2** What's the French for ...?

- a. the VAT declaration: la déclaration de TVA .....
- b. files: des dossiers .....
- c. my self-confidence: ma confiance en moi .....

**Focus**

**I was scanning documents when a customer came in.**

Analysez la structure du verbe souligné: BE au prétérit ..... + verbe en -ing .....

Ce temps exprime:      un événement sur le point de se produire.  
                               une activité en cours dans le passé (lorsqu'un événement s'est produit).

**3** Put the verbs into brackets in the correct tense.

- a. I (file) documents when the phone (ring).  
I was filing documents when the phone rang. ....
- b. The trainee (clean) his tools when there (be) an emergency call.  
The trainee was cleaning his tools when there was an emergency call. ....
- c. The manager (arrive) when the staff (have lunch).  
The manager arrived when the staff was/were having lunch. ....

**4** Write these sentences in the corresponding parts of the work placement report (page 128).

- a. She works in the marketing department.
- b. I was in charge of looking for customers' e-mail addresses then classifying them in an Excel document that I created.
- c. Every morning it took me 45 minutes by bus to get to the centre of Dublin, in Parliament Street. Then, I walked from Parliament Street to Harcourt Street.
- d. I also met with difficulties; for example, the staff of the company were mainly Irish and it was at first difficult because of their accent. I also had difficulties reading invoices in English.
- e. It was an enriching experience from both a professional and personal point of view.
- f. I'll start by presenting the company, then I'll explain my professional tasks and finally I will give my opinion about this experience.
- g. I also helped with customer service.

**NOW ACT**

**5** Explain in French what you have understood in the work placement report.

Synthèse en français du document de la page précédente. ....

.....

.....

.....

.....

.....

# Training

## In tune

### A. Ecoutez et répétez.

[d] filled [t] walked [id] calculated

### B. Prononcez. Puis, écoutez et vérifiez.

observed - smoked - cleaned - sorted out  
- prepared - appreciated - seized - wanted -  
improved - entered - created

## 1 Ecoutez les trois conversations téléphoniques. Associez-les aux messages correspondants.

For Deborah  
A friend wants to know  
if you're OK for 6pm  
tomorrow night!!

Conversation n°2.....

For Philip  
Fernando called again  
- it's urgent.

Conversation n°3.....

For Philip  
Call Fernando

Conversation n°1.....

## 2 Transformez ces énoncés en formules polies.

a. What's your name?

Could I have your name? .....

b. Who do you want to speak to?

Who would you like to speak to? .....

c. Wait a moment.

Please hold the line. ....

d. Call me back.

Would you mind calling me back? .....

e. I want to leave a message.

May I leave a message? .....

## Vocabulary

### Nouns

**an appointment** un rendez-vous

**B-Tech First** (équivalent du) B.E.P

**B-Tech National** (équivalent du) Baccalauréat Professionnel

**the caller** la personne qui appelle (tél.)

**a cheque (GB)/check (US)** un chèque

**a deputy** un adjoint

**an earthquake** un tremblement de terre

**an emergency call** un appel d'urgence

**a grocery** une épicerie

**an internship** un stage en entreprise

**a mother tongue** une langue maternelle

**an old people's home** une maison de retraite

**a position** un poste

**a qualification** un diplôme

**a skill** une compétence

**a task** une tâche

**a (bank) transfer** un virement (bancaire)

**a trolley** un chariot

**a vocational school** un lycée professionnel

**a work placement** un stage

**a work placement report** un rapport de stage

### Verbs

**ask for** demander

**be\* in charge of** être responsable de

**call back** rappeler

**clean** nettoyer

**file** classer

**hold\* the line** attendre (au téléphone)

**need** avoir besoin de

**put\* on display** mettre en étalage/rayon

**sort out** trier

**spell** épeler

### Adjectives

**lower-case** en minuscule

**understanding** compréhensif

**upper-case** en majuscule

### 3 Conjuguez les verbes au prétérit en -ing.

- They were sleeping ..... at a youth hostel. (sleep)
- He was working ..... at the post office. (work)
- You were speaking ..... French. (speak)
- We were going ..... to the cinema. (go)
- I wasn't drinking ..... alcohol. (not drink)

### 4 Conjuguez les verbes au prétérit simple ou au prétérit en -ing.

- Last week, I started ..... my internship in Edinburgh. (start)
- Sarah was putting ..... the products on display on the shelves when I arrived ..... (put on display / arrive)
- Which tasks did ..... you do ..... yesterday? (do)
- What was ..... he doing ..... when the phone rang? (do / ring)
- They were listening ..... to music while writing their mail. (listen)

### 5 Soulignez l'intrus.

- hold the line / hand out / hold on
- training centre / work experience / internship
- call back / phone again later / respond

d. write / found / create

e. an honour / a qualification / a diploma

### 6 Complétez les grilles en traduisant les mots en anglais et trouvez le nom de deux villes.

1	S	K	I	L	L				
2	G	R	O	C	E	R	Y		
			3	N	E	E	D		
4	H	O	O	D					
			5	H	O	R	N		
6	I	T	I	N	E	R	A	R	Y

- competence
- épicerie
- avoir besoin de
- capot
- klaxon
- itinéraire

		1	B	A	C	K	P	A	C	K
	2	T	R	I	P					
	3	F	I	L	E					
4	L	U	G	G	A	G	E			
		5	C	H	I	P	S			
6	W	A	I	T	E	R				
	7	N	O	O	D	L	E	S		
8	B	R	A	N	D					

- sac à dos
- voyage
- classer
- bagages
- frites
- serveur
- nouilles
- marque

## Language tips

#### Faire une demande polie

Can you tell him Sam called?

Pouvez-vous lui dire que Sam a appelé ?

Could you hold the line, please?

Pourriez-vous patienter, s'il vous plaît ?

May I take a message?

Puis-je prendre un message ?

I would like to speak to Mister Thorn.

Je voudrais parler à M. Thorn.

Would you mind spelling your surname?

Auriez-vous l'obligeance d'épeler votre nom de famille ?

#### Exprimer des événements en cours à un moment précis du passé

The trainee was having a break when the boss arrived.

Le stagiaire était en pause quand le patron est arrivé.

They weren't smoking when he arrived.

Elles/Il ne fumaient pas quand il est arrivé.

What were you doing?

Qu'étais-tu en train de faire ?

# PROJECT 12

## Writing a work placement report

**V**ous allez choisir le stage que vous avez préféré pendant votre formation et vous allez rédiger un rapport de stage en anglais.

### TÂCHE 1

Compléter une fiche.

EE - A2+

- Écrivez les renseignements concernant votre stage.

### TÂCHE 2

Rédiger un rapport de stage.

EE - B1

- Utilisez les éléments de la fiche pour rédiger un rapport de stage d'une page environ.
- Organisez vos idées (au moins 3 parties) et n'oubliez pas l'introduction et la conclusion.

▲ Dates of the work placement period:

.....

▲ Name of the company:

.....

▲ Company address:

.....

▲ Company website:

.....

▲ Company activity:

.....

▲ Description of the premises:

.....

▲ Staff:

.....

▲ Your working days:

.....

▲ Your working hours:

.....

▲ Name of your tutor:

.....

▲ Your tutor's position:

.....

▲ Your daily tasks:

.....

.....

▲ What you preferred:

.....

.....

▲ What you disliked:

.....

.....

▲ Did you have contact with English speakers?

.....

.....

.....



## Présenter son stage en entreprise



### 1 Ecoutez et cochez ce que vous entendez.

- a. I did my training period in  a supermarket  a town hall  a hospital  a factory.
- b. The company was located  in the city centre  in the suburbs  outside the town.
- c. I mainly worked  at the reception  in an office  in the warehouse
- in the workshop  in the storeroom
- d. The staff was made up of  five  fifteen  fifty employees.
- e. My tutor, named Mr. Neerah, was  the deputy manager  the manager
- a salesman  a secretary  the foreman.
- f. I often worked  on my own  in a team.
- g. My relationship with the staff was  friendly  cold  distant
- and I felt  secure  confident  at ease.
- h.  I worked from nine to five.  I had flexible working hours.
- i. The premises were  clean  dirty  cold  warm
- quiet  noisy  pleasant  unpleasant.
- j. My job was to  greet customers  clean  restock the departments
- manufacture wooden products.
- k. I used  a computer  a printer  a fax machine
- a trolley  specific tools.
- l. The difficulty was  working in a team  using the equipment  dealing with customers
- m. This work experience was  positive  negative
- because I  managed to overcome my shyness.  gained self-confidence
- n.  I was paid £100.  I wasn't paid at all.  I got a voucher for clothes.

### 2 Utilisez les informations ci-dessous pour présenter le stage de Rachel.



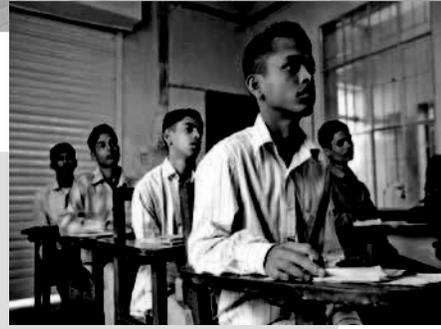
My tutor: Paola, receptionist, at first distant but in fact very friendly.



Difficulty: direct the patients to the right service

Benefit: pay more attention to my physical appearance now.





## Students Faced With Employment Challenges

There was a problem. The students would graduate from Sarada Vidyalayam and some would go on to get higher education. But then, three years later they'd get out of college and not be able to find work.

"What happens is that if they don't have a job, these rural youth all migrate to the bigger cities hoping to find a better job. But then once they go there, there are no better jobs there either. But they don't come back to the village; they end up in the city slums and do odd jobs," said Chandrasekhar Sankurathri.

So, to give them a chance, two years ago the Manjari Sankurathri Memorial Foundation started a vocational school. It offers training in computers and sewing\* and has a hospital assistant programme.

"After their graduation, we give girls and boys two years extensive training to become hospital assistants. We also give them a stipend\*\*, so that they don't have to depend on their parents. This course is completely free of charge to the students," explained Sankurathri.

The sewing courses are mostly geared to the mothers of these students. Learning to sew means the women can make both clothes for their families and extra to sell, meaning their sons and daughters can stay in school instead of having to drop out to find work.

www.thesudburystar.com

### Répondez aux questions en français.

\* la couture \*\* une rémunération

a. Quel est le sujet du document?

Les problèmes d'emploi des étudiants de l'école Sarada Vidyalayam.

b. Quel est le problème de ces étudiants ?

Ils ne trouvent pas de travail à la fin de leurs études supérieures ; ils se dirigent alors vers les grandes villes, mais ils n'y trouvent pas plus de travail et finissent dans les bidonvilles.

c. Quelle solution a été trouvée ? Un lycée professionnel a été créé.

d. Quels cours propose ce lycée professionnel ?

Des cours d'informatique, de couture ainsi que des cours pour devenir personnel hospitalier.

e. Pourquoi cette école propose-t-elle des cours de couture aux mères d'étudiants ?

Pour leur permettre de fabriquer des vêtements pour leurs familles mais aussi pour les vendre. Cet argent permet aux étudiants de continuer leurs études.

## MON BILAN de l'unité 12

	J'ai pu... / J'ai réussi à...	-	+/-	+	++
<b>CO</b>	Comprendre une conversation téléphonique.				
<b>CE</b>	Comprendre un extrait de rapport de stage.				
<b>EOC</b>	Présenter un stage.				
<b>EE</b>	Rédiger un rapport de stage.				



### ELECTRO DANCE

Street dancing originally developed in streets, parks, school yards, blocks, and later in nightclubs, parties and raves. It includes a lot of styles which are all a subculture of hip-hop.

In the '60s and '70s break dance, locking and popping appeared in the African-American and Latino communities of the Bronx and Brooklyn. At the same time, the funk style developed in California where dancers used to wear caps, suspenders\* and black and white striped\*\* socks.

In the early 21st century, several new styles of electro dance were born in Los Angeles; the most popular is Jerkin', in which dancers move their legs a lot and perform acrobatics. They wear wool hats **1**, baseball caps **2** or headbands **3**; wristlets **4** and gloves **5**; sleeveless tee-shirts **6** or hooded sweaters **7** and white sneakers **8**.

\*bretelles, \*\*à rayures

- 1** Look at the photo and read the document.  
Then complete the chart with the elements numbered in the text.

What do street dancers wear on their...?			
feet	head	arms & hands	body
white sneakers	wool hats	wristlets	sleeveless tee-shirts
.....	baseball caps	gloves	hooded sweaters
.....	headbands	.....	.....

- 2** Answer the questions in French.

a. La Street dance est-elle une danse en particulier ? Justifiez.

Non, il y a plusieurs genres qui sont tous dérivés du Hip-Hop. ....

b. Où et quand les principaux styles sont-ils apparus ?

Dans les années 60 et 70, les styles break dance, locking et popping sont nés dans le Bronx et à Brooklyn à New York, ....

dans les communautés noires et sud-américaines tandis que le style funk se développait en Californie. ....

Au début des années 2000, plusieurs nouveaux genres de danse electro, dont le jerkin', sont apparus à Los Angeles. ....

.....

# QUIZ

Tick the correct answers.

- 1 The abbreviation RAP music stands for:
  - a. Rhythm and Poetry
  - b. Rhythm and Power
  - c. Rebel Action Plan
- 2 In the 70s, American rap music expressed:
  - a. peace and love
  - b. frustrations about social problems
  - c. religious convictions
- 3 R&B music means:
  - a. Rock and Break dance
  - b. Rhythm and Blues
  - c. Reggae and Belly dance
- 4 The hip-hop group who wrote the song **Fight For Your Right** in 1986 is:
  - a. Rage Against The Machine
  - b. Eminem
  - c. The Beastie Boys
- 5 The group who sang **I Just Can't Get Enough** in 2011 is:
  - a. LMFAO
  - b. The Black Eyed Peas
  - c. Magic System
- 6 Eminem's clothes line is called:
  - a. Shady Ltd
  - b. ShadyWear
  - c. RapWear
- 7 The French hip-hop festival, created in 2003, is:
  - a. L'Armée des 12
  - b. Sexion d'Assaut
  - c. Juste Debout
- 8 House Dance International is a world famous:
  - a. street dance school in L.A.
  - b. Wii game
  - c. annual festival in NYC
- 9 Some schools use street dancing as a form of:
  - a. legal education
  - b. physical education
  - c. bilingual education
- 10 Street Dance Centers propose classes at:
  - a. €4/hr.
  - b. €7/hr.
  - c. over €10/hr.

 Listen and check.

Your score:



3 Listen and complete the document about the Juste Debout Festival. Then present it orally.

- a. Place: Paris-Bercy stadium
- b. Frequency: annual
- c. Number of dance styles: 6
- d. Number of dancers: 160
- e. Number of countries represented: 15
- f. Length of the show: 10 hours
- g. Number of spectators: 16000
- h. Ticket price: €30

4 Present the poster in French.

## Juste Debout Dance School

Paris - 20th district



**PRO TRAINING:** over 3 years for professional dancers.



**OPEN COURSES:** evening classes for adults, teenagers and children, beginners or confirmed.

**900m<sup>2</sup> dedicated to Hip-Hop, Afro, Latino and jazz-rock**



Watch and enjoy the Juste Debout videos on their website! [juste-debout.com](http://juste-debout.com)

## Careers Fairs

### PROJET

Organiser un forum des métiers.

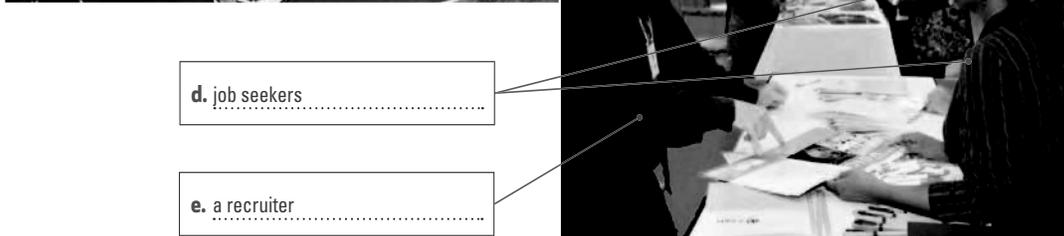
E0C – B1



a. a careers fair .....

b. a booth .....

c. a conference space .....



d. job seekers .....

e. a recruiter .....

\* des demandeurs d'emploi



1 Look, listen and complete the stickers. Then repeat.

Help: booth – careers – conference – fair – job – recruiter – seekers – space



2 Complete the sentences with words from the list below. Then listen and check.

List: representatives – jobs fair – job interviews – career expo – companies – job seekers\* – sizes.

- A careers fair is also referred as a jobs fair ..... or a career expo .....
- A careers fair is an exhibition where students and job seekers ..... can get information about different schools and companies .....
- Careers fairs are good places to meet many representatives ..... from companies and industries of all sizes ..... within a short period of time.
- A careers fair is a unique opportunity to meet many recruiters and have job interviews .....

# Making an announcement

TÂCHE

Enregistrer un message pour annoncer un forum des métiers.

EOC - B1

**1** Look at the poster and answer the questions.

a. What will take place in Durham?

The Northumberland Jobs & Apprenticeships Fair will take place at the Palatine Centre in Durham.

b. Who can be interested in this event?

Young or older people who are looking for a job or an apprenticeship can be interested in this event.

c. Who can visitors meet?

They can meet representatives from local businesses and schools.

d. How much is the entrance ticket? It is free.



**2** Listen to the announcement and complete the poster with the missing information.



**3** Listen again and tick the verbs you can hear.

- |  |                               |   |  |   |  |   |
|--|-------------------------------|---|--|---|--|---|
| <input checked="" type="checkbox"/> choose | <input type="checkbox"/> go   | <input checked="" type="checkbox"/> join  | <input checked="" type="checkbox"/> take place | <input type="checkbox"/> see                | <input checked="" type="checkbox"/> meet | <input type="checkbox"/> read             |
| <input checked="" type="checkbox"/> attend | <input type="checkbox"/> hear | <input checked="" type="checkbox"/> learn | <input checked="" type="checkbox"/> come       | <input checked="" type="checkbox"/> provide | <input type="checkbox"/> fill in         | <input checked="" type="checkbox"/> visit |

**4** Choose among the verbs in exercise 3 to complete the sentences of the announcement.

- a. Would you like to look for ..... an apprenticeship?
- b. Join ..... us at the Northumberland Jobs and Apprenticeships Fair!
- c. It will take place ..... at the Palatine Centre.
- d. You can attend ..... seminars and workshops on interview technique.
- e. If you intend to learn on the job, come ..... to the seminars organised by our local recruiters.
- f. They will provide ..... you with the detailed information you need.

**Focus**

*The fair will take place at the Palatine Centre. There you can meet local recruiters. Seminars will be organised by our local recruiters. Visit our website.*

Relevez les verbes :

- au futur (forme active) : will take (place) ..... / au futur (forme passive) : will be organised .....

- à l'impératif : Visit ..... / qui expriment la possibilité : can meet .....

► TRAINING ex. 3 et 5

**5** Here is the script of an announcement for the Nottingham careers fair. Complete this script with possible expressions. Then practise reading the announcement out loud.

Join us at the Nottingham Career fair. This event will take place ..... at the Youth Centre on Gregory Boulevard. You can come ..... any time between 11am and 4pm. Entry is free.

Meet ..... representatives from different schools, apprenticeship recruiters and employers who will provide ..... students with all the information on the opportunities available.

For more information, visit ..... our website: [www.notts.jobsforstudents.uk/CareersFair](http://www.notts.jobsforstudents.uk/CareersFair)

**NOW ACT**

- 6** You have to make the announcement for the Jobs Fair in Leeds. Look at this poster and prepare your announcement. Then record it.

**STUDENT EMPLOYMENT PART-TIME JOBS FAIR**

Date: 31 August  
Location: Leeds University Library  
Time: 11am -2pm

**ADMISSION FREE**



Organised by Leeds Student Union and Career Services Association  
Bring multiple copies of your CV and dress professionally.  
For more information <http://www.careerweb.leeds.ac.uk>

# Organising a jobs fair

**TÂCHE**

Rédiger un mail d'information pour préparer un forum des métiers. **EE - B1+**

**A**

addressee ..... → To: NPSA members

sender ..... → From: paula.npsa89@orange.uk

subject ..... → Subject: Our next volunteering fair

attachment ..... → Fair agenda

closing formula ..... → Best regards,

sender's position ..... → Paula Richardson  
President of NPSA (Newport Students' Association)

Dear students and friends,  
We invite all NPSA members to help organise our next Volunteering Fair. As you know, volunteering is an enjoyable way for students to develop key skills for future careers. On top of that, it is a great way to make new friends and get a different perspective on life. Our Volunteering Fair is also an exciting opportunity for non-profit organisations to meet and recruit committed students who intend to be involved in the local community (in sports clubs, charities, non-profit societies and groups...).

Please find attached more information about the organisation of the fair. We hope to recruit about 30 students to help us before and during the fair.

We are going to meet next month in order to form a committee in charge of the Volunteering Fair. The meeting will take place on 11 January in NPSA Hall at 6:00 PM.

I personally look forward to seeing you there!

**B**

## FAIR AGENDA

Date: 24 May

Place: Newport School Meeting Room + 2 classrooms (Rooms 103 and 104).

	List of tasks	Number of students needed
<b>FEBRUARY</b>	■ Invite non-profit organisations to participate in the Volunteering Fair.	4 students
<b>APRIL</b>	■ Distribute marketing flyers. ■ Design a leaflet that each job seeker will receive upon entering the fair.	8 students 2 students
<b>MAY 22 &amp; 23</b>	■ Set up booths, interview rooms and conference spaces. ■ Prepare name tags and signs for the event.	15 students 4 students
<b>MAY 24</b>	■ Welcome people and stay at strategic points to help them. ■ Take video and pictures at the event.	6 students 2 students

If you are interested in helping the NPSA organise this event, e-mail [paula.npsa89@orange.uk](mailto:paula.npsa89@orange.uk)

**1** Complete the stickers on the email with the following words.

Wordbank: sender – sender's position – closing formula – subject – attachment – addressee

**2** Tick the correct information.

- a. Ce forum offre des emplois en tant que :  bénévoles  salariés à temps partiel  
 b. Les emplois proposés sont :  à l'étranger  dans les environs  
 c. L'association a besoin de volontaires :  pour organiser le forum  pour créer des entreprises à but non lucratif  
 d. Le 11 janvier est :  la date du forum  la date de la prochaine réunion  
 e. L'association a besoin d'aide :  avant le forum  pendant le forum.

**FOCUS**

- a. *We invite all members to help organise our fair.*      c. *We are going to meet next month.*  
 b. *We hope to recruit about 30 students.*                      d. *I intend to join the committee.*

Indiquez les verbes qui signifient espérer (b.....), avoir l'intention de (d.....), aller faire quelque chose (c.....), aider (a.....). Lequel de ces verbes n'est pas suivi de « to » ? help.....

► TRAINING ex. 6, 7 et 8

**3** Match the students' intentions with Paula's answers.

- a. Susan: "I intend to join the committee in charge of the fair". → F. "Look at the fair agenda and e-mail me to tell what you and your friend intend to do".  
 b. Tom: "We are not available on the 11th but Jo and I are going to help". → G. "Good! Come to the meeting on the 11th".  
 c. Jack and Jo: "We are going to help prepare the rooms, set up booths, etc.". → H. "Yes. Thanks. That is urgent. Those e-mails have to be sent in February".  
 d. Mary: "I would like to take photos". → I. "Great! Then, we'll need your help on the 22nd and the 23rd of May".  
 e. Will: "I intend to send emails to invite organisations to come to the forum". → J. "Thank you. Are you free to be with us all day long on the 24th of May?"

**NOW ACT**

- 4** You would like to organise a Summer Jobs Fair in your school. Complete this e-mail to inform other students and ask students and teachers for help.

Send Save Now Discard Labels ▾

To school students and teachers

Subject

Attach a file

B I U T A T ☺ ☹ ☰ ☱ ☲ ☳ ☴ ☵ ☶ ☷ Plain Text

Dear XXX.....!

We invite all the school students and teachers to .....

.....

.....

.....

.....

# Training

## In tune

### A. Ecoutez et répétez.

@	gmail.com	mary-87	leeds_buzz	A	uk	http:	/
at .....	dot .....	dash .....	underscore .....	capital A .....	uk in lower .....	colon .....	forward .....
					case .....		slash .....

### B. Ecoutez à nouveau et complétez le tableau ci-dessus avec le mot qui correspond à ce que vous entendez.

dot - at - capital (...) - dash - colon - underscore - forward slash - (...) in lowercase

### C. Entraînez-vous à lire ces adresses. Puis écoutez et vérifiez.

- a. <http://www.bbc.co.uk/news>  
 b. [leo-26@aol.mail](mailto:leo-26@aol.mail)  
 c. [http://W/un\\_of\\_london](http://W/un_of_london)

### 1 Reliez chaque nom à son synonyme.

- a. a fair → a business  
 b. an admission → an exhibition  
 c. a seminar → a location  
 d. a company → an entry  
 e. a place → a conference

### 2 Traduisez le verbe 'look' en fonction du petit mot qui y est associé. Sens possibles : chercher, ressembler à, s'occuper de, faire attention, regarder.

- a. look at: regarder ..... d. look after: s'occuper de .....  
 b. look out: faire attention ..... e. look like: ressembler à .....  
 c. look for: chercher .....

### 3 Complétez par le verbe "look" (à la forme qui convient) et par le petit mot qui convient.



a. Next weekend, he will look after ..... his baby.



b. She must look for ..... a work placement.



c. When she was a teenager, she looked like ..... her friend.



d. Look out .....! There are people crossing the road!

## Vocabulary

### Nouns

- admission (ici) l'entrée  
 an agenda un programme  
 an apprenticeship un apprentissage  
 an attachment une pièce jointe  
 a booth un stand  
 a career(s)/job(s) fair un forum des métiers  
 a charity une association caritative  
 an exhibition une exposition  
 a flyer/a leaflet un prospectus, un dépliant  
 a job seeker un chercheur d'emploi  
 a recruiter un recruteur

- a representative un représentant  
 a seminar un séminaire, un colloque  
 a skill une compétence  
 a workshop un atelier

### Verbs

- attend assister à  
 be\* in charge of être responsable de  
 be\* involved in être impliqué dans  
 intend to avoir l'intention de  
 join se joindre à  
 make\* friends se faire des amis  
 provide fournir

- recruit recruter  
 take\* place avoir lieu  
 volunteer être bénévole

### Adjectives

- committed engagé  
 non-profit à but non lucratif  
 prospective futur, potentiel

### Phrases

- Best regards Cordialement  
 (à la fin d'un email)  
 Please find attached Veuillez trouver ci-joint

**4 Mettez les verbes au futur avec will à la forme active ou la forme passive en fonction du sens.**

- a. (take place) The job fair will take place .....  
at the local university.
- b. (open) The doors will open ..... at 10:00 am.
- c. (start) The conference will start ..... at 10:30 am.
- d. (provide) A barbecue meal will be provided .....  
by our students.

**5 Ajoutez 'to' si nécessaire pour que l'énoncé soit correct.**

- a. She is going to ..... work in London.
- b. She hopes to ..... make new friends there.
- c. She must  $\emptyset$  ..... look after children.
- d. She will also help  $\emptyset$  ..... organise a meeting with  
other French students.
- e. She intends to ..... visit the town centre.

**6 Complétez ces débuts de phrase pour dire ce que vous ferez, ce que vous espérez faire.**

- a. Next weekend, I will .....  
réponse libre
- b. Next summer, I hope .....  
réponse libre
- c. When I have finished my studies, I am going to .....  
réponse libre

d. When I am 40, I am not going to .....  
réponse libre

**7 Complétez cet email d'invitation.**

FROM: Your first name and surname .....

TO: Year 11 class lists

SUBJECT: School party .....

 address and location of  
the Youth Centre

Dear ..... teachers and pupils,

We are very glad to invite you at our school party  
at the Youth Centre in Moss Side. The party will  
take place ..... on Saturday, 25th June.  
The doors will open ..... at 8:00 PM.  
Music will be provided ..... by Dave, our  
famous DJ, and we'll dance all night long!

Please find attached ..... more information about  
the location of the Youth Centre. We hope to .....  
recruit five pupils to help us organise this party.  
Please email me if you are interested in helping us .....

We are looking forward to dancing and celebrating  
with you!

Best regards .....

Your name / signature .....

**Language tips**

**Le futur avec will**

→ will + V (forme active)

I will come tomorrow. Je viendrai demain.  
(le sujet fait l'action)

→ will + be + participe passé (forme passive)

Name tags will be provided. Les badges seront fournis.  
(le sujet subit l'action)

**Le futur avec be going to**

→ be going to + V

I'm going to visit my grandparents tonight.  
Je vais rendre visite à mes grands-parents ce soir.

She is going to organise a meeting next week.  
Elle va organiser une réunion la semaine prochaine  
(événement à venir évident).

**Intend to / hope to**

They intend to work in a sports club.  
Ils ont l'intention de travailler dans un club sportif.

He hopes to find a job next summer.  
Il espère trouver un emploi l'été prochain.

**Help**

Can you help distribute the leaflets?  
Pourriez-vous aider à distribuer les dépliants ?

They helped me set up the booths.  
Ils m'ont aidé à installer les stands.

# PROJECT 13

## Organise a careers fair in your school

**V**otre classe doit participer à l'organisation d'un forum des métiers. Vous êtes chargés de créer une affiche ainsi qu'un communiqué de presse destinés aux visiteurs étrangers.

### TÂCHE 1

Compléter une fiche préparatoire

EE - A2

- En groupes de 2 ou 3, décidez de la date, des horaires et du lieu où ce forum va se tenir (dans votre lycée ou dans votre ville).
- Complétez la fiche ci-contre en y ajoutant toutes les informations utiles.

### TÂCHE 2

Créer l'affiche.

EE - A2+

- Sélectionnez les informations à mettre sur l'affiche. Choisissez une ou plusieurs illustrations et mettez votre affiche en page.

### TÂCHE 3

Rédiger un communiqué de presse.

EE - B1+

- Choisissez un titre pour votre article. Rédigez un article court (2 ou 3 petits paragraphes).
- Expliquez ce qui est organisé et son intérêt. Puis donnez tous les détails pratiques (lieu, date...).

NAME OF THE EVENT:

.....

Date: .....

Location: .....

Time: .....

PARTICIPANTS

Company representatives: .....

.....

.....

.....

Apprenticeship recruiters: .....

.....

Seminars and workshops on: .....

.....

.....

.....

.....

Entry:  free admission  register at .....

MORE INFORMATION

Telephone number: .....

Website: .....

Organised by: .....

Other information: .....

.....

.....



## Présenter un événement à venir



### 1 Ecoutez et complétez cette présentation d'une journée Portes Ouvertes.

- a. I am glad to present ..... a very special event which will take place ..... in our school next June.
- b. Our high school will hold its Open House ..... on Saturday, the 17th of June.  
The school doors will open ..... from 1:00 to 6:00 PM.
- c. All the students and their families are invited ..... We will also welcome prospective students ..... and their families as well as our British partners from the School of Liverpool.
- d. Many fun activities will be organized ..... by the students and their teachers. There will be a special exhibition with pictures ..... and videos from our visit to Liverpool. I will participate ..... in setting up and presenting this exhibition.
- e. A music show will be performed ..... by our school band.
- f. A school lottery will be organized and a lot of prizes will be offered to the lucky winners. I hope to win!
- g. Sandwiches, cakes and drinks will be provided ..... by the school students.

### 2 Entraînez-vous (par deux) à présenter oralement la Journée des Talents de Liverpool. Utilisez les éléments ci-dessous pour faire le plus de phrases possibles.

- a. Teenager Talent Day / Liverpool Social Centre / Sunday, 2 July / 10:00 AM - 5:00 PM.
- b. Teenagers and families
- c. Exhibitions / young local artists and talented teenagers
- d. 3 Shows: 2 singers (11:30 AM) / drama club (3:00 PM) / hard rock band (4:00 PM)
- e. Many workshops: scrapbooking, woodwork, cooking, photo and video, singing, tagging, zumba, martial arts, football / I would like to...
- f. A lot of prizes / the + talented teenagers
- g. A barbecue meal / young local cooks

### 3 Utilisez les éléments de l'affiche ci-contre pour présenter l'événement qui aura lieu à Warwick. Enregistrez votre présentation sur MP3.

*The Rotary Club of Coventry Jubilee presents*

Meet Coventry's stars of the future!

- Singers • Bands • Musicians
- Comedians • Dancers • Magicians

**INTER-SCHOOL TALENT COMPETITION**

*Win numerous prizes offered by local businesses!*

*Drinks and snacks served between acts.*

Tickets available from Warwick Arts Centre Box Office.  
Tel. 02476 524524  
or visit [ticketing@warwick.ac.uk](mailto:ticketing@warwick.ac.uk)



## Tips on Jobs Fairs

Jobs fairs provide the opportunity to introduce yourself to potential employer representatives, but they can also be confusing. It helps to have a plan of action.

### PREPARATION

Come prepared to the jobs fair. Research the organisations who will be at the fair so that you can ask potential employers direct questions about their organisations. Prepare answers for typical questions, such as "Why are you here?" and "What are your strengths?". Make sure you have plenty of copies of your CV. Bring a notebook to take notes. Dress professionally.

### UPON ARRIVAL

Take a few minutes upon arrival to look over the directory of employers at the fair and make a plan. Start with the employers you're least interested in to gain confidence, but leave plenty of time to visit the employers you are most interested in.

### AT THE JOBS FAIR

When speaking with company representatives, take notes. It is recommended to make eye contact, to offer a firm handshake and to show enthusiasm. Write down if you should contact potential managers after the fair or if you will need to complete and send in an application online.

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

### Répondez aux questions en français.

a. Quel est le sujet du document ?

Il s'agit de conseils destinés aux visiteurs d'un forum des métiers.

b. Comment mieux connaître les employeurs présents au forum ?

Il est conseillé de faire des recherches sur les employeurs présents avant de se rendre au forum.

c. Quels employeurs faut-il rencontrer en premier ?

Il vaut mieux rencontrer d'abord les employeurs qui vous intéressent le moins afin de prendre confiance en vous.

d. Que devez-vous apporter pour ces rencontres ?

Vous devez apporter plusieurs exemplaires de votre CV et un carnet pour prendre des notes.

e. Quelle doit être votre tenue et votre attitude au cours de ces rencontres ?

Vous devez vous vêtir d'une tenue professionnelle. Il est recommandé de regarder votre interlocuteur dans les yeux,

de le saluer en serrant sa main fermement et de vous montrer enthousiaste.

## MON BILAN de l'unité 13

	J'ai pu... / J'ai réussi à...	-	+/-	+	++
<b>CO</b>	Comprendre une annonce				
<b>CE</b>	Comprendre un email d'information et un programme de travail				
<b>EE</b>	Ecrire un email d'information Créer une affiche Rédiger un communiqué de presse				
<b>EOC</b>	Annoncer un forum des métiers				

# Dreams

## PROJET

Créer un scrapbooking pour présenter une destination de rêve.

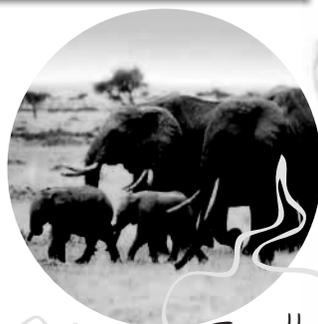
EE et EOC - B1+



I dream of  
seeing ancient .....  
history sites .....



a. Georgie



b. Eva

I am attracted  
by large spaces and .....  
wild animals .....



I don't fear  
cold and harsh .....  
weather .....



c. Elliot

I love  
the underwater  
world .....



d. Saiko



1 Look at the photos and complete the stickers with the following elements.

Wordbank: large spaces and wild animals - cold and harsh weather - the underwater world - ancient history sites



2 Listen and complete. Use elements from the box.

Wordbank: the North Pole - Hawaii - Kilimanjaro - Egypt

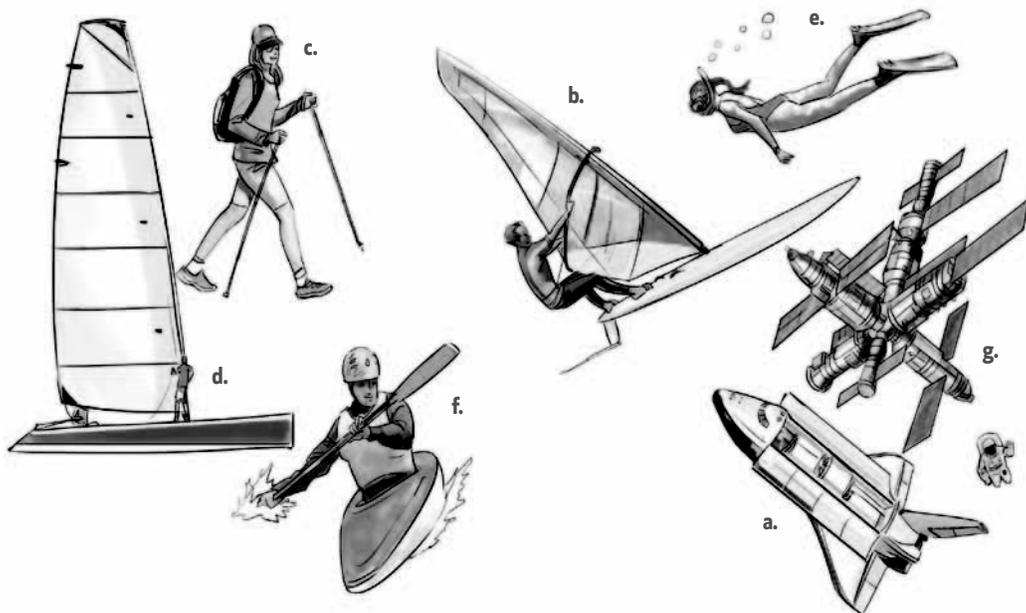
- What I really would like is to visit Egypt ..... for all its monuments.
- I really would love to go on photo safari at the foot of the Kilimanjaro .....
- I wish I could travel to the North Pole ..... and live with an Inuit family.
- Oh! If only I could go scuba-diving in Hawaii .....

# It Would Be So Great!

**TÂCHE**

Demander ou donner des informations sur un voyage qu'on aimerait faire et justifier son choix.

E01 - B1



**1** Match the pictures and the words below. Then listen, check and repeat.

- (d.....) sailing      (a.....) a shuttle      (b.....) windsurfing      (c.....) trekking  
 (g.....) a space station      (f.....) canoeing      (e.....) snorkelling

**2** Listen to 'The Trip of My Dreams' and cross out the wrong destinations.

- a. I really would love to go trekking in (Bengal / Nepal / Senegal).  
 b. I dream of camping at the foot of (Mount Ganesh / Mount Annapurna / Mount Everest) because it's the highest peak in the world.  
 c. I would visit (Kathmandu / Ouagadougou / Timbuktu) for its temples and monasteries.

**3** Listen to Dylan, Jasmine and Brett. Then write their dreams and their reasons in the chart.

- spend 2 weeks in the Maldives.
- travel back in time.
- see dinosaurs.
- watch our planet going round
- live on a space station.
- live like a princess in a luxury hotel.

	Their dreams	Their reasons
Dylan	travel back in time	see dinosaurs
Jasmine	spend 2 weeks in the Maldives	live like a princess in a luxury hotel
Brett	live on a space station	watch our planet going round

**4** Make spoken sentences with the information from exercise 3.

- a. Dylan would love to (...) because he would (...).
- b. What Jasmine would really like is to (...) because she would (...).
- c. Brett dreams of (...) because he would (...).

**Focus**

- a. *I wish I could...*
- b. *What I really would like to do...*
- c. *If only I could...*
- d. *I dream of going...*

Reportez le chiffre qui convient devant la bonne traduction :

(d ...) Je rêve d'aller... (b ...) Ce que je voudrais vraiment faire... (a/c ...) Si seulement je pouvais...

***What would you do? I would float in the air. I'd eat at a teahouse. I wouldn't be scared.***

Les formes verbales soulignées expriment :

- a. une réalité qui va se produire
- b. un fait imaginaire qui se réalisera peut-être

Ce temps s'appelle :  a. le conditionnel  b. le « present perfect »  c. le futur

► TRAINING ex. 2, 3 et 4



**5** Listen again to Dylan, Jasmine and Brett and answer the questions.

- a. What ancient civilizations would Dylan watch on his trip back in time?

He would watch Greeks, Romans and Gauls.

- b. What watersports would Jasmine do on the Maldives islands?

She would do windsurfing, canoeing, snorkelling, scuba diving and sailing.

- c. How long would Brett travel in a shuttle before reaching the space station?

He would travel two days at a speed of 17,000 miles per hour.

**6** Make questions corresponding to the underlined words.

- a. I would go to the Caribbean Sea. Where would you go?

- b. My best friend would travel with me. Who would you travel with?

- c. We'd stay 3 weeks. How long would you stay?

**NOW ACT**

- 7** Ask your partner about her/his dream destination and take notes on the card below. Then swap roles.

**My Friend's Dream Destination:**

Destination: .....

Reason(s) for choice: .....

Length of stay: .....

Accommodation: .....

Travelling Partner: .....

Visits: .....

Activities: .....

# Imagination

TÂCHE

Écrire une strophe.

EE - B1+

**A. Elsewhere\***

A verse

As Humans do not understand it's worth,  
I wish I could go far away from Earth,  
Look for a new planet, aboard a spaceship,  
If only I could have such a nice trip!

A line

→ People over there would all be friendly  
Because everyone would live peacefully  
None would understand the word 'pollution'  
And each problem would have a solution

A rhyme  
Sad / bad

No one would be left heartbroken and sad  
Because no one would know how to be bad  
I'd really love such a land to be found  
Its splendour would leave everyone spellbound\*\*

**B. Paradise on Earth**

If I ruled the world  
There would be no tears  
No one would have fears  
It would be good work

If this world were mine  
There would be no harm  
In this land of charm  
Where the sun would shine

If I ran nature  
Flowers would not die  
You would always smile  
For my great pleasure

\*aïlleurs, \*\*envoûté

1 Look at the two poems and fill in the chart.

	Elsewhere	Paradise on earth
Number of verses	3	3
Number of lines per verse	4	4
Number of feet / syllables per line	10	5
Type of rhymes*	rhyming couplets	abba rhyme scheme

Rhyming couplets : aa-bb ; alternate rhymes : a-b-a-b ; abba rhyme scheme : a-b-b-a

2 Read the two poems and tick the right statement.

The two poems are about:

- a. past events
- b. reality
- c. the future world
- d. an imaginary world

In the poem 'Elsewhere',  
the poet would love to:

- a. make a long trip
- b. move to a better place
- c. declare his/her love

In the poem 'Paradise on Earth',  
the poet would like to:

- a. fight pollution
- b. describe his/her way of life
- c. make and control an ideal world



## In tune

### A. Ecoutez puis répétez.

[i:]	[iə]	[e]	[ɛə]	[ə:]	[a:]
dream	fear	weather	pear	pearl	heart
reason	tears	pleasure	wear	earth	heartbroken
speak	dear	ready	bear	search	heartsick
sea	theatre	deadline	sportswear	heard	heartless
easy	hear	head	swear	learn	goodhearted
peace	clear	breakfast			

### B. Ajoutez ces mots dans la colonne qui convient. Ecoutez, vérifiez et répétez.

heartless - easy - sportswear - hear - heard - learn - head - breakfast - goodhearted - swear - clear - peace

### 1 Reportez la lettre du sport représenté.



cycling (f .....)  
 trekking (d .....)  
 canoeing (b .....)  
 running (a .....)  
 sailing (c .....)  
 snorkelling (e .....)

### 2 A partir des activités ci-dessous, rédigez deux énoncés exprimant (1) ce que vous aimeriez faire et (2) que vous ne voudriez surtout pas faire.

- a. go on a photo safari    b. travel aboard a spaceship  
 c. run a business.        d. go on a treasure hunt  
 e. live in Alaska          f. be president.

Expression personnelle

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

## Vocabulary

### Nouns

the Earth la Terre  
 fear la peur  
 harm le mal  
 a journey un voyage  
 a land un pays, une terre  
 a landscape un paysage  
 length la longueur  
 scuba diving la plongée sous-marine  
 a spaceship un vaisseau spatial  
 tears les larmes

a treasure un trésor  
 watersports les sports nautiques/  
 aquatiques

### Verbs

be\* heartbroken avoir le cœur brisé  
 come\* true (se) réaliser  
 dream\* of/about rêver de  
 fear craindre  
 go\* away s'en aller  
 look for chercher

reach atteindre  
 rule gouverner  
 run\* gérer  
 step marcher  
 travel voyager

### Adjectives

amazing étonnant  
 harsh rude/dur  
 miserable malheureux  
 sad triste  
 wild sauvage

**3** Répondez oralement à ces questions. Commencez par: *If it was possible / If I could, I would...*

- a. What country would you visit?
- b. Which celebrity would you dine with?
- c. What luxury object would you buy?
- d. Which talent or gift would you have?

**4** Utilisez « would » ou « wouldn't » pour répondre à la question ci-dessous.

– What would you do if you found some treasure?

– I would / wouldn't ..... show it; I would / wouldn't ..... sell it; I would / wouldn't ..... hide it; I would/wouldn't ..... share it; I would / wouldn't ..... keep it.

**5** Transformez ces énoncés-projets en énoncés-rêves.

a. If I have enough money, I will tour the world.

If I had enough money, I would tour the world.

b. If we travel to London, we won't visit museums.

If we travelled to London, we wouldn't visit museums.

c. If he sends her a letter, it will be a love poem.

If he sent her a letter, it would be a love poem.

d. If she becomes president, things will change.

If she became president, things would change.

**6** Imaginez 3 réponses à la question posée.

Help: *be – buy – change – control – destroy – fight – help – make – save – suppress*

If you had magical powers, how would you use them?

a. Expression personnelle

b. Expression personnelle

c. Expression personnelle

**7** Ecrivez ces énoncés en anglais.

a. Si tu venais, je serais heureux/heureuse.

If you came, I would be happy.

b. Si tu me regardais, mon cœur battrait plus fort. (*beat faster*)

If you looked (gazed) at me, my heart would beat faster.

c. Si tu me parlais, je boirais tes paroles. (*drink in / words*)

If you talked to me, I would drink in your words.

d. Si tu m'aimais, je deviendrais invincible. (*invincible*)

If you loved me, I would become invincible.

## Language tips

### Exprimer un souhait, un rêve

What I would really like is to live aboard a space station.  
*Ce que je voudrais vraiment faire, c'est vivre à bord d'une station orbitale.*

I wish I could / If only I could travel back in time.

*Si seulement je pouvais remonter le temps.*

### Parler d'une situation possible (soumise à une condition)

If it rains tomorrow, I won't ride my scooter to your house, I will take the bus.

*S'il pleut demain, je ne viendrai pas chez toi en scooter, je prendrai le bus.*

### Parler d'une situation irréaliste ou imaginaire (soumise à une condition)

If I ran nature, flowers would not die.

*Si je gouvernais la nature, les fleurs ne faneraient pas.*

If I ruled the world, there would be no tears.

*Si je dirigeais le monde, il n'y aurait pas de larmes.*

# PROJECT 14

## Create a scrapbooking page to present a dream destination

**E**n collaboration avec le professeur d'arts appliqués, vous devez réaliser un scrapbooking que vous exposerez et présenterez lors de la journée portes ouvertes de votre établissement.

### TITLE OF THE PAGE

Date: .....

Total number of photos: .....

Number of colour photos: .....

Number of black and white photos: .....

Colour of the background: .....

Main photo: .....

### Journalling (about the photos)

What do they show?

Who is on the photos?

Where and when were they taken?

Type of comments (description, poetry, feelings, narration, article...)

Place of comments (under, above, on the side of the photos...)

### Decoration

Ribbons / Braids / Flowers / Pearls / Knots

### TÂCHE 1

Rechercher les informations et les documents utiles

CE-A2+

- Consultez des articles concernant votre destination de rêve et sélectionnez les informations qui vous aideront à commenter les photos du lieu.
- Réunissez le matériel dont vous aurez besoin.

### TÂCHE 2

Réaliser le scrapbooking.

EE - B1

- Préparez un bref 'journaling'\* pour chaque photo. Vous pouvez décrire, donner des informations et/ou exprimer vos sentiments.
- Disposez tous les éléments de manière esthétique.

\* Le 'journaling' (journaling) est un commentaire donnant les informations principales concernant les photos : qui ? quand ? où ? pourquoi ? comment ?

### TÂCHE 3

Présenter la destination à partir du scrapbooking.

EOC - B1+

- À l'aide des visuels de votre page. Justifiez le choix de la destination choisie.
- Dites ce que vous y feriez si vous pouviez réaliser ce rêve.





## Présenter une destination de rêve

**1** **Écoutez et soulignez les éléments que vous entendez parmi les expressions utiles pour votre exposé oral.**

- a.  My dream place is the Hawaii islands; they are located in the northern Pacific Ocean.  
 Here is a photo of Hawaii, it's my dream place.  
 Welcome to the place of my dreams: Hawaii!
- b.  I would really love to go there because the landscapes are beautiful and varied.  
 This place attracts me because of its diversity.  
 In fact, I have always dreamt of going there because it's the most beautiful American State.  
 Since I was a child, I have wanted to see that place.  
 For me, it's the most attractive (interesting, exciting, restful, relaxing) place on Earth.  
 I think it's the best destination for a holiday and I wish I could go there someday.
- c.  I'm sure I would have such a different life and meet such different people. It would bring me so much peace (relaxation, entertainment, pleasure).  
 I'm convinced (sure, certain) that it would be a wonderful (marvellous, fantastic, enriching) experience and I hope that my dream will come true.

**2** **Entraînez-vous par deux pour présenter Bali.**

**3** **Utilisez les informations suivantes pour présenter votre exposé : 'Sydney in Summer'. Enregistrez votre présentation sur MP3.**

**Sydney** / south of Australia / modern city / many places to visit.

**Easy accommodation** (backpackers, youth hostels) / numerous small jobs (part time, evening, weekend jobs).

**Outdoor activities** (national parks, wildlife, camping, mountain biking...) / Beach lifestyle (surfing, boating...).



**Events:** Christmas and New Year's Eve (Christmas beachwear, fireworks...); Sydney Festival: 2nd, 3rd 4th weeks of January (music, theatre, dance, circus, visual arts...).

**Bali** / Indonesia / dream island / beautiful panorama / volcanoes / tropical jungle / long sandy beaches / warm blue water / rice terraces.  
 Smiling, friendly and hospitable population.  
 Friendship and help between people and generations / community life.

**Land of culture and history** (Hindu temples / mixed religions / Balinese music and dance).

**Water activities** / horse-riding / mountain cycling / jungle trekking.





## Book Your Spaceflight!

Sir Richard Branson, who created the Virgin group, is also the boss of Virgin Galactic. The British company is developing a space flight programme together with Scales Composites Inc., from California.

The billionaire entrepreneur declared in September 2012 that he and his two adult children would be the first passengers aboard SpaceShipTwo. This space plane is designed for tourism; commercial flights should start in 2016. All the flights would be launched from a station in New Mexico. Branson's dream is to make space flight as common as taking a plane.

He would also love to help start a population on Mars.

The SS2 has already completed successful test flights. It is capable of reaching an altitude of 110 km at a speed of 4,000 km/hr and offering its six passengers five minutes of weightlessness\*.

According to the latest news, 530 tickets costing £128,000 each have already been sold and it is said that A. Jolie, B. Pitt and Ashton Kutcher would be ready to go on this 150-minute trip. Bookings can still be made on the Virgin Galactic website!

\*apesanteur

### Répondez aux questions en français.

a. Quel est le thème du document ?

Voyages dans l'espace organisés par le milliardaire anglais Richard Branson.

b. Qui est Sir Richard Branson ?

Sir Richard Branson est le créateur du groupe Virgin et le patron de l'entreprise Virgin Galactic.

c. Que rêve-t-il de faire ?

Son rêve est de rendre les voyages dans l'espace aussi ordinaires que les voyages en avion. Il aimerait aussi coloniser la planète Mars en y transportant des Terriens.

d. Quelles sont les caractéristiques de l'avion spatial ?

Le SS2 est un avion spatial destiné au tourisme. Il peut atteindre une altitude de 110km à la vitesse de 400 km /heure.

Il peut offrir 5 minutes d'apesanteur à ses 6 passagers.

e. Qu'apprend-on sur les vols ?

Plusieurs vols d'essai ont déjà été réalisés avec succès. Les vols commerciaux devraient commencer en 2016 depuis une base au Nouveau Mexique. Le vol dure 150 minutes et coûte 128 000 livres sterling par personne.

## MON BILAN de l'unité 14

	J'ai pu... / J'ai réussi à...	-	+/-	+	++
<b>EOI</b>	Demander et donner des informations sur un voyage que j'aimerais faire et justifier mon choix				
<b>EOC</b>	Présenter une destination de rêve				
<b>CE</b>	Comprendre la forme d'un poème				
<b>EE</b>	Enrichir un poème en écrivant une nouvelle strophe				

## Music Box

### PROJET

Créer un jeu sur les genres de musique.

CE et EE – B1

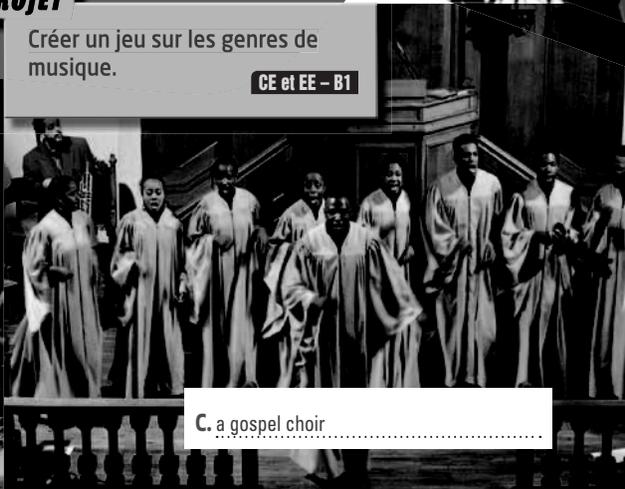
A. a classical orchestra



B. a marching band



C. a gospel choir



1 Copy the words below under the corresponding pictures.

a gospel choir – a marching band – a rap (group) – a reggae singer – a classical orchestra



2 Listen and number the music instruments in the order you hear them. Then repeat their names.



2



6



1



3



5



4

3 Do you play a musical instrument? If yes which one?

E. a reggae singer

D. a rap (group)



# Music charts

**TÂCHE**

Rapporter des informations sur un chanteur ou une chanteuse.

**EOC - B1**

Nationality: American .....  
 City: Los Angeles .....  
 Year of creation: 1997 .....  
 Genre(s) of music: pop rock, funk rock  
 and alternative rock .....



Samples of their music on:

<http://www.youtube.com/watch?v=fwK7ggA3-bU&list=AL94UKMTqg9AT4wGq9fwdSEnlbnJtpbM&index=5&feature=plcp>



**1** Listen and fill in the card about the music band Maroon 5.

**2** Listen again and match the corresponding information.

**Members' names**

**Instruments**

- |                  |  |
|------------------|--|
| Jesse Carmichael | lead vocals, lead and rhythm guitar, piano             |
| Matt Flynn       | keyboards, rhythm guitar (occasional), backing vocals* |
| Adam Levine      | bass guitar  |
| Mickey Madden    | lead and rhythm guitar, backing vocals*, percussion    |
| James Valentine  | drums, percussion                                      |

\* les chœurs

**3** Tick the right ending for each sentence. Listen and check.

- a. Joe thinks that reggae music is:  good music too  the nicest music of all time.  
 b. He also thinks that Rihanna is:  a good singer  really great.  
 c. Mike says Maroon 5 is:  the most brilliant band  the best music band of the moment.  
 d. They will see if Maroon 5's musicians are really:  as brilliant as Mike says  as good as Mike says.

**4** Listen to the conversation and circle the right information.

- a. Peter said that Rihanna (was in the news / was an important person / was releasing an album).  
 b. Peter told Joe that Rihanna (was number ten / was number one / was number twenty) on Time Magazine's list of influential people.  
 c. Forbes declared that Rihanna was (the fifth / the fourth / the third) celebrity in the US.  
 d. Joe said that Rihanna (had won a cinema award / had got married twice / had broken Guinness World Records).



**5** Listen again and complete the form.

Year of birth: 1988 Country: Barbados

Genres of music: Rn'B, reggae, hip hop, pop and dance

Instruments: we don't know

Talents: singer, songwriter and actress

Other information: famous person, broke Guinness World Records

Personality: hardworking, not interested in herself, gives a lot

Rihanna's music sample:  
<http://www.youtube.com/watch?v=IWA2pjMjpBs&list=LPcKFGe8NCO2M&index=1&feature=plc>



**FOCUS**

- a. "She is known worldwide" b. "What did Peter say?" c. He said that she was known worldwide.

Quel énoncé affirmatif est du discours direct ? a ..... du discours rapporté? c .....

Quel verbe introduit le discours rapporté ? said ..... Ce verbe est :  au passé  au présent

A quel temps est le verbe de l'énoncé "a" ? au présent .....

A quel temps est ce même verbe dans l'énoncé "c" ? au prétérit (simple past) .....

► TRAINING ex. 5 et 6

**6** Report Joe's words, starting with: Joe (he) said that...

- a. "Rihanna is a good actress." Joe said that Rihanna was a good actress. ....
- b. "She is always in the charts." He said (that) she was always in the charts. ....
- c. "She comes from Saint Miguel in Barbados." He said (that) she came from Saint Miguel in Barbados. ....
- d. "She has won many rewards." He said (that) she (had) won many rewards. ....

**NOW ACT**

**Student A (student B sur site Foucher)**

Name: Kanye West

Nationality: American

Date/Year of birth: 1977

Genre(s) of music: Hip hop and rap Instruments: percussion, keyboards, synthesizer

Talents (occupations): musician, songwriter, film director, fashion designer

Years active: since 1996

Personal life: involved for the victims of Hurricane Sandy

Other information: has a mascot



**7** Listen to the radio programme and complete your card. Then report the information to your partner.

Student A: Listen to the radio programme A and complete your card. Then report your information to Student B.

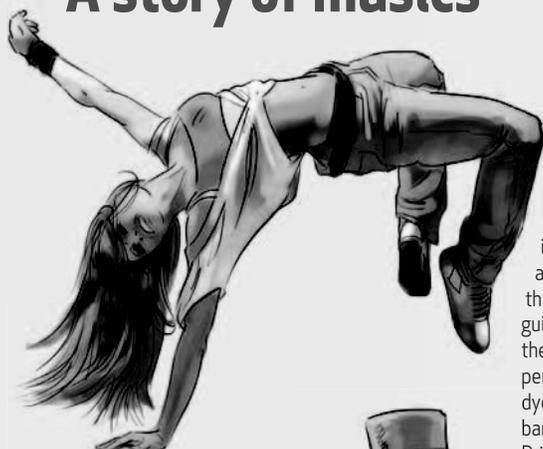
Student B: Listen to the radio programme B and complete your card. Then report your information to Student A.

# A story of musics

TÂCHE

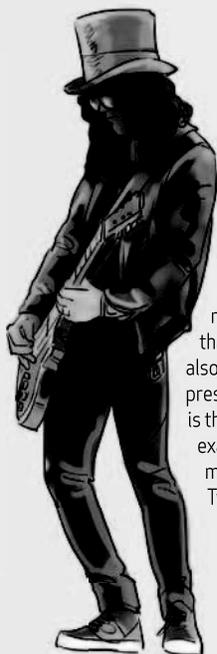
Comprendre des articles pour répondre à un quiz.

CE – B1



## 3. All that Jazz

Jazz was born in New Orleans in the early 1900's. Marching band music, mixed with other forms of European music, African music, classical and dance music, was at the origin of jazz. Great jazz musicians of the early years are still known today. One example is Louis Armstrong: he was the most remarkable and creative trumpet player of his time. He played joyful melodies with nice rhythms. Armstrong said: "What we play is life." With him, jazz became an art form with enormous possibilities for individual expression. Jazz is celebrated all over the US and Europe. It is played by highly talented performers and has inspired many music genres.



## 1. Heavy Metal

Heavy metal or metal is a genre of rock music that developed in the late 1960s and early 1970s, largely in the UK and in the US. It originated from blues rock and psychedelic rock. The music is characterised by a thick and massive sound, highly-amplified distortion, long guitar solos and a loud and constant beat. Unfortunately, the lyrics are often associated with misogyny. Fashion and personal style are also important for metal bands: long, dyed hair, make-up, flashy clothing, accessories... Some bands from the early days – Metallica, Aerosmith, Judas Priest – are still famous in Europe. There are famous new bands too: Children Of Bodom, In Flame...

## 2. Rap or rapping

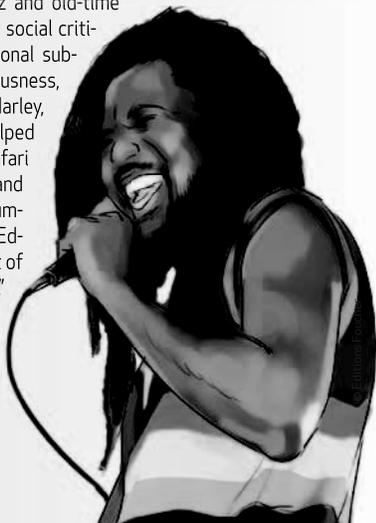
Rap belongs to hip hop culture and appeared in American black ghettos in the 1970's. It was influenced by other musical genres such as reggae, blues, jazz... and became more and more popular in the middle of the 1980's. It is said that the word Rap means "Rhythm And Poetry." But "to rap" also means "to chat," "to speak." Rappers must develop vocal presence, enunciation\* and breath control. Vocal presence is the distinctive feature of a rapper's voice. Some rappers exaggerate enunciation for comic or artistic effect. Rappers' messages are about materialism, violence and urban life. Two famous American rappers are P-Diddy and Jay-Z.

\*articulation

## 4. Reggae and Marley

Reggae developed in Jamaica in the late 1960's. It was strongly influenced by traditional American jazz and old-time rhythm and blues. Reggae lyrics are about social criticism (the effects of poverty), more personal subjects (love and socialising...), black consciousness, anti-colonialism and anti-capitalism. Bob Marley, the revered performer of reggae music, helped spread both Jamaican music and the Rastafari movement\* to a worldwide audience. He and group, The Wailers, performed a great number of hits. At Bob Marley's funeral, Ed-Seager said, "(...) Bob Marley is part of lective consciousness of the nation!"

\*The Rastafari movement is a spiritual movement born in the 1930's in Jamaica; its members are known as Rastafarians or Rastas.



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

- a. The texts are about:  musicians' biographies  music genres  music's influences  
b. Jazz was born in:  UK  the US  Africa  
c. Reggae was born in:  the US  Jamaica  Africa

**2** In the four documents, find the English equivalents for :

- a. (Doc. 3) des artistes : performers .....  
b. (Doc. 1) un rythme fort : a loud beat .....  
c. (Doc. 1) les cheveux teints : dyed hair .....  
d. (Doc. 2) la vie dans les villes : urban life .....  
e. (Doc. 4) diffuser : spread .....  
f. (Doc. 4) la critique : criticism .....

**NOW ACT**

**3** Tick the right answer to each question.

**1. Which genre of music was influenced by blues rock?**

- a. Jazz   
b. Heavy Metal   
c. Rap

**2. Who said that what they played was life?**

- a. Bob Marley   
b. Edward Seager   
c. Louis Armstrong

**3. Which lyrics deal with urban life or violence?**

- a. Rap lyrics   
b. Heavy Metal lyrics   
c. Reggae lyrics

**4. What skills must a rapper develop?**

- a. Vocal presence and dance   
b. Enunciation and vocal presence   
c. Enunciation and gentleness

**5. What movement is reggae music associated with?**

- a. The hip hop movement   
b. The hippy movement   
c. The Rastafari movement

**6. Who places great importance on their appearance and style?**

- a. Heavy Metal musicians   
b. Jazz musicians   
c. Reggae musicians

**7. Why is Bob Marley famous in the music world?**

- a. Because he made reggae known worldwide   
b. Because he was revered by Jamaican people   
c. Because he was a member of the Wailers

**8. What was Armstrong's favourite instrument?**

- a. The saxophone   
b. The piano   
c. The trumpet

**9. What genre of music do the Children of Bodom play?**

- a. Reggae   
b. Jazz   
c. Heavy Metal

**10. Which music is based on a constant and loud beat?**

- a. Rap   
b. Heavy Metal   
c. Reggae

**11. Which genre of music helps musicians' individual expression the most?**

- a. Jazz   
b. Reggae   
c. Rap

**12. Which lyrics often contain social criticism?**

- a. Jazz lyrics   
b. Heavy Metal lyrics   
c. Reggae lyrics

# Training

## In tune

**A. Ecoutez la prononciation de : "director" et "designer".**

Les syllabes terminales "-er" et "-or" se prononcent-elles de la même façon ? Oui .....

**B. Prononcez ces mots. Ecoutez et vérifiez.**

actor - songwriter - rapper - producer - singer - performer

**1** Retrouvez les mots suivants dans la grille. Quelle phrase pouvez-vous écrire avec les lettres restantes ?

Words: *electro - jazz - pop - classical - techno - rap - rock - blues - funky - reggae - gospel*

T	F	U	N	K	→	I	←	A	R		
E	←	L	A	C	I	S	S	A	L	C	
C	B	L	U	E	S	L	I	K	E		
H	↓	←	O	R	T	C	E	L	E	↑	K
N	O	←	G	O	S	P	E	L	→	C	
↓	↓	R	E	G	G	A	E	→	O		
C	I	S	U	M	←	Z	Z	A	J	R	

Phrase: I like music.....

**2** Associez ces pays à leurs musiques.

Words: *Algeria - Brazil - Portugal - The United States - Cuba - Spain*

- a. Blues: The United States .....
- b. Bossa Nova: Brazil .....
- c. Fado: Portugal .....
- d. Flamenco: Spain .....
- e. Rai: Algeria .....
- f. Salsa: Cuba .....

**3** Complétez les titres de ces chansons d'Adele avec les éléments donnés.

Elements: *To The Rain - Feel My Love - Glory - In The Deep - fall*

- a. Hometown Glory .....
- b. Rolling In The Deep .....
- c. Set Fire To The Rain .....
- d. Skyfall .....
- e. Make You Feel My Love .....

## Vocabulary

### Nouns

- a **band** un groupe
- the beat** le rythme
- breath** la respiration
- the charts** le top 50
- a **choir** une chorale
- consciousness** la conscience
- criticism** la critique
- (the) drums** la batterie
- enunciation** l'articulation (voix)
- a **guitar** une guitare
- a **hit** un succès
- the lyrics** les paroles

- a **marching band** une fanfare
- an orchestra** un orchestre
- a **performer** un(e) artiste
- (the) rhythm** le/un rythme
- a **singer** un chanteur
- a **song** une chanson
- a **songwriter** un parolier
- the sound** le son
- a **trumpet** une trompette
- a **violin** un violon
- vocals** la voix, le chant
- backing vocals** des chœurs
- a **voice** une voix

### Verbs

- refer to** se référer à
- report** rapporter
- say\*** dire
- sing\*** chanter

### Adjectives

- creative** créatif
- dyed** teint
- flashy** tape-à-l'œil
- joyful** joyeux, gai
- loud** fort
- talented** doué, talentueux

**4** Associez les noms de ces groupes à un de leurs succès.

- |                    |   |                               |
|--------------------|---|-------------------------------|
| a. The Beatles     | → | Hotel California              |
| b. Rolling Stones  | → | Money                         |
| c. Eagles          | → | Stop crying your heart out    |
| d. Pink Floyd      | → | Satisfaction                  |
| e. Oasis           | → | 2 Become 1                    |
| f. The Spice Girls | → | Lucy in the Sky with Diamonds |

**5** Ecrivez au discours direct les paroles d'Andrew dans la bulle.

Andrew said he was late. He said that he had been delayed by a traffic jam. He added that he would wait for Jill at the end of the concert.



- a. I am late.
- b. I have been delayed / I was delayed by a traffic jam.
- c. I will wait for Jill at the end of the concert.

**6** Zach et Ben se revoient après plusieurs années. Rappez ce qu'a dit Ben.



"I live in downtown Toronto."  
 "I work part time in a cafeteria."  
 "I play the drums in an amateur pop group on weekends."  
 "We are planning to record a CD."  
 "We'll record it in a new small studio."

- a. Ben said he lived in (downtown) Toronto.
- b. He said (that) he worked part time in a cafeteria.
- c. He said (that) he played the drums in an amateur group on weekends.
- d. He said (that) they were planning to record a CD.
- e. He said (that) they would record it in a new small studio.

## Language tips

Le discours rapporté ou discours indirect

→ du présent au prétérit

Bob: "I work in a disco."

Bob said (that) he worked in a disco.

Bob: "Je travaille dans une discothèque."

Bob a dit qu'il travaillait dans une discothèque.

→ du futur au conditionnel

Bob: "I will live in the city centre."

Bob said (that) he would live in the city centre.

Bob: "J'habiterai dans le centre-ville."

Bob a dit qu'il habiterait dans le centre-ville.

→ du prétérit au prétérit ou past perfect

Bob: "I started last year."

He said (that) he (had) started last year.

Bob: "J'ai commencé l'année dernière."

Il a dit qu'il avait commencé l'année dernière.

→ du present perfect au past perfect

Bob: "I have just started."

Bob said (that) he had just started.

Bob: "Je viens de commencer."

Bob a dit qu'il venait de commencer.

# PROJECT 15

## Create game cards

**V**ous devez créer des cartes pour un jeu sur les genres de musique, afin de faire jouer les autres classes en anglais.

### TÂCHE 1

Trouver les informations pertinentes dans des documents et/ou sur Internet.

CE-B1

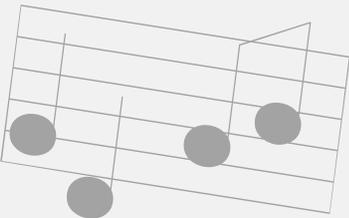
- Par groupe de deux élèves, choisissez un style de musique et recherchez des informations sur ce genre de musique.

### TÂCHE 2

Rédiger un questionnaire.

EE - B1

- Rédigez 8 questions en anglais sur le genre de musique choisi et proposez un choix de 3 réponses pour chacune de ces questions.

GENRE ..... <b>1</b> ..... ..... a. .... b. .... c. ....	GENRE ..... <b>2</b> ..... ..... a. .... b. .... c. ....	GENRE ..... <b>3</b> ..... ..... a. .... b. .... c. ....
GENRE ..... <b>4</b> ..... ..... a. .... b. .... c. ....	GENRE ..... <b>5</b> ..... ..... a. .... b. .... c. ....	GENRE ..... <b>6</b> ..... ..... a. .... b. .... c. ....
GENRE ..... <b>7</b> ..... ..... a. .... b. .... c. ....	GENRE ..... <b>8</b> ..... ..... a. .... b. .... c. ....	

### TÂCHE 3

Comprendre des instructions et jouer.

E01-A2+

- Photocopiez vos cartes en plusieurs exemplaires.

- Donnez une série de vos cartes à chaque autre équipe et récupérez les autres séries de questions faites par vos camarades. Mélangez bien les différentes cartes.

- Pour jouer (par groupe de deux, trois ou quatre élèves) : lisez la règle du jeu et utilisez la grille de jeu page 191 (ou bien reproduisez-la).



## Présenter un genre de musique



### 1 Écoutez et complétez cette présentation du Blues.

- Blues was born ..... from the mixture of African rhythms ..... with European folk music, in the Missouri Delta, in Louisiana. The name refers ..... to black workers' blue clothes.
- Blues has a very special ..... and distinctive sound ..... The main instruments ..... are the piano, the harmonica and the acoustic guitar.
- The lyrics ..... are often about the harshness and difficulty ..... of life. The same lines ..... are repeated at least twice.
- Blues has had influence ..... on US pop music; for example, you can feel ..... the blues in jazz and rock and roll. Today, even hard rock is influenced ..... by blues.
- One of the best way to discover ..... blues music is to listen to ..... various songs on YouTube.

### 2 Par deux, entraînez-vous à présenter oralement la musique Techno.



- Techno / form of Electronic Dance Music / Detroit / mid- to late-1980s / electronic music + African American styles.
- drum machines, synthesizers, digital audio workstations / 120 beats per minute.
- no lyrics / repetitive instrumental music / Detroit sound / Chicago sound.
- Europe (Germany, Belgium) / rave parties / technological improvements.

- R'n'B = Rhythm and Blues, Pop, Soul, Funk and Hip Hop
- At the end of Disco / in the 80's / Northern America (NYC, - Chicago, Toronto)
- Synthesizer, keyboards, drum machine, vocals
- Various subjects (love) / Great performers: Whitney Houston, Beyoncé, Alicia Keyes, Chris Brown...
- Vocal arrangements / today slow jam, Pop R'n'B

*Melisma: the singing of a single syllable of text in different notes in succession*

### 3 A l'aide des informations suivantes, préparez l'exposé oral sur le R'n'B, que vous enregistrerez sur MP3.



## A worldwide success from Korea

*Gangnam Style* is a hit single by the South Korean musician Psy released in July 2012. The *Gangnam Style* video is a parody of the lifestyle in the wealthy Gangnam District of Seoul (flashy clothing, horse riding...). In December 2012 it became the first video in the history of the Internet to be viewed more than a billion times and was recognised by the Guinness World records as the most "liked" video on YouTube.

*Gangnam Style* received numerous positive reviews, because of its catchy beat and PSY's amusing dance moves, which have also become a phenomenon. These dance moves have even been attempted by many political leaders: among others, the British Prime Minister, President Obama and UN Secretary General Ban Ki-moon!

*Gangnam Style* has become a source of parodies and reaction videos by many individuals, groups and organisations, also inspiring dance mobs in Paris, Rome and Milan with tens of thousands of participants each. Artists from China and Britain are using it as a manifesto to advocate freedom of expression with the support of various human rights associations.

### Répondez aux questions en français.

a. Quel est le sujet du document ?

Le succès mondial du tube chanté par le chanteur coréen Psy, ainsi que le clip vidéo.

b. Que représente la vidéo ?

Une parodie du style de vie des riches habitants du quartier de Gangnam à Séoul (Corée).

c. Qu'ont essayé de faire certains hommes politiques ?

Ils ont essayé de faire les mêmes mouvements (de danse) que le chanteur Psy.

d. Quelles réactions ce phénomène a-t-il entraînées auprès du grand public ?

Des vidéos parodiques, ou bien des mobilisations de milliers de gens pour danser tous ensemble (à Paris, Milan ou Rome).

e. Quelle utilisation en ont fait certains artistes ?

Ils ont utilisé *Gangnam Style* comme un manifeste pour la liberté d'expression.

## MON BILAN de l'unité 15

	J'ai pu... / J'ai réussi à...	-	+/-	+	++
<b>CO</b>	Comprendre des informations sur des musiciens/artistes				
<b>EOC</b>	Rapporter des informations sur des artistes				
<b>CE</b>	Comprendre un questionnaire				
<b>CE</b>	Comprendre des instructions				
<b>EE</b>	Rédiger des questions sur un style de musique				
<b>EOC</b>	Présenter un genre de musique				



**1** Label the various devices of a DJ booth. Listen and check.

Wordbank: CD case – CD player – CD turntable – headphone – laptop – mixer – speaker – vinyl turntable



**2** Listen and fill the ID card with the information you hear.

Birth name: David Guetta

Born: Nov 7th 1967

Married to: Cathy Lobé

Children: 2

First DJ-ing: when he was 18.



Discovery of House music: in 1987 on a French radio

Success of 3rd album – Pop Life – in: 2007

The UNIGHTED event was created by: Cathy Guetta in 2008

Elected best world DJ in: 2011

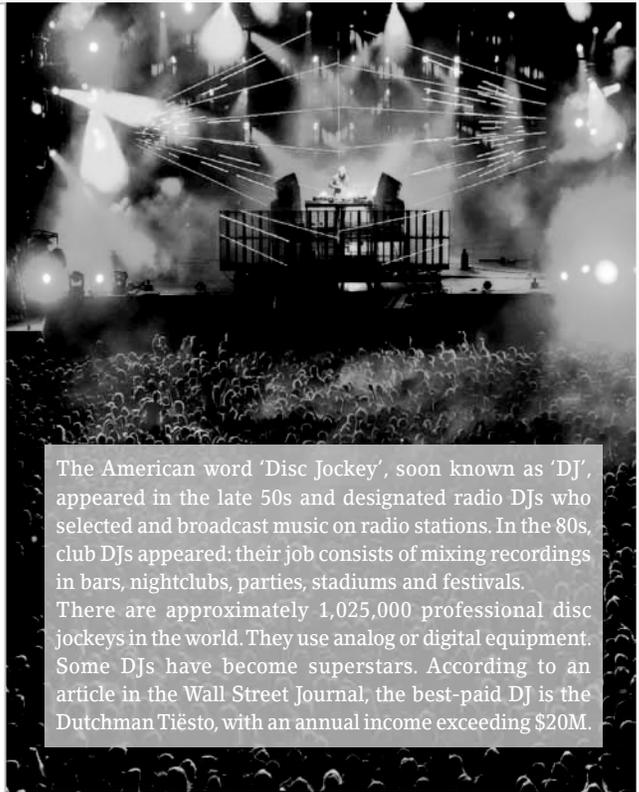
# QUIZ

Tick the correct answers.

- 1 Which music genre developed in Chicago in the early '80s?
  - a. Trance
  - b. House
  - c. Breakbeat
- 2 The word 'Electronica' appeared in:
  - a. the late '80s
  - b. the '90s
  - c. the year 2000
- 3 Who won the first Victory of electro music?
  - a. Bob Sinclar
  - b. Agoria
  - c. Laurent Garnier
- 4 EDM stands for:
  - a. Electronic Dance Machine
  - b. Exceptional Dream Music
  - c. Electronic Dance Music
- 5 EDM includes:
  - a. R&B - House - Rock 'n Roll
  - b. Techno - Jazz - disco
  - c. Trance - House - Techno
- 6 The beat of a piece of music is:
  - a. the length
  - b. the tempo
  - c. the sound level
- 7 'Scratching' is a technique that:
  - a. creates percussive sounds by touching discs
  - b. adjusts the speed of two discs
  - c. accelerates the beat
- 8 DJ Armin van Buuren is:
  - a. German
  - b. Danish
  - c. Dutch
- 9 Which of these international festivals are electro music festivals?
  - a. Tomorrowland (Belgium)
  - b. the Eurockéennes (France)
  - c. Boom Festival (Portugal)
- 10 Who was consecrated best international DJ in 2011?
  - a. Avicii
  - b. David Guetta
  - c. Deadmau 5

 Listen and check.

Your score:



The American word 'Disc Jockey', soon known as 'DJ', appeared in the late 50s and designated radio DJs who selected and broadcast music on radio stations. In the 80s, club DJs appeared: their job consists of mixing recordings in bars, nightclubs, parties, stadiums and festivals. There are approximately 1,025,000 professional disc jockeys in the world. They use analog or digital equipment. Some DJs have become superstars. According to an article in the Wall Street Journal, the best-paid DJ is the Dutchman Tiësto, with an annual income exceeding \$20M.

### 3 Read the document and answer the questions in French.

a. Où et quand le terme 'DJ' est-il apparu ?

Aux USA, à la fin des années 50.

b. En quoi consiste l'activité d'un 'radio DJ' et où travaille-t-il ?

Il choisit et diffuse la musique des stations radios.

c. Que fait un 'club DJ' et où se produit-il ?

Il mixe des enregistrements pour le public des bars, discothèques, fêtes, stades et festivals.

d. Qui est Tiësto ?

C'est le DJ le mieux payé du monde.

### 4 Write the English words for:

a. choisir : select

b. diffuser : broadcast

c. un enregistrement : a recording

d. matériel analogique : analog equipment

e. matériel numérique : digital equipment

f. un ordinateur portable : a laptop



**A** ability une capacité  
 accelerator (GB) l'accélérateur  
 accountant un comptable  
 accounts dept le service comptabilité  
 act (v) jouer (dans un film)  
 actor un acteur  
 actress une actrice  
 add ajouter  
 admission une entrée  
 advertising la publicité  
 aerial aérienne  
 agenda un programme  
 alert (adj) réactif  
 amazing extraordinaire, stupéfiant, surprenant  
 animation film un film d'animation  
 appetizer (US) une entrée  
 appointment un rendez-vous  
 apprenticeship un apprentissage  
 artwork une œuvre d'art  
 ask (for) demander  
 assist aider  
 attachment une pièce jointe  
 attack (v) attaquer  
 attend assister à  
 attraction un lieu touristique  
 attractive attirant(e)  
 audience le public  
 available disponible  
 average moyen  
 award (n) une récompense  
 award (v) récompenser

**B** B-Tech First (équiv.) B.E.P  
 B-Tech National (équiv.) Bac Professionnel  
 backing vocals des chœurs  
 backpack un sac à dos  
 bad guy le méchant  
 balanced équilibré  
 balloon une bulle (BD)  
 band un groupe  
 bank transfer un virement bancaire  
 be\* defeated être vaincu  
 be\* heartbroken avoir le cœur brisé  
 be\* in charge of être responsable de  
 be\* involved in être impliqué dans  
 beat (n) le rythme  
 beautiful belle, beau  
 beautifully magnifiquement  
 beauty la belle  
 bedroom une chambre  
 belief une croyance  
 Best regards Cordialement

bill l'addition  
 billion un milliard  
 birth une naissance  
 board game un jeu de société  
 bonnet (GB) un capot  
 book (v) réserver  
 booking une réservation  
 boot (GB) un coffre  
 booth un stand (expo)  
 brake (v) freiner  
 brakes les freins  
 brand une marque  
 brave brave  
 break-up une rupture, une séparation  
 breath la respiration  
 breathtaking stupéfiant  
 bring\* out an idea faire ressortir une idée  
 broadcast (v) diffuser  
 bumper (GB) un pare-choc  
 business une entreprise

**C** call back rappeler  
 caller la personne qui appelle (tél.)  
 canvas une toile  
 car reviews les critiques automobiles  
 career faire un forum des métiers  
 cash de l'argent liquide  
 cast la distribution, les acteurs  
 catchphrase l'accroche  
 catch\* (v) saisir, attraper  
 century un siècle  
 CEO un PDG  
 chairman un président (de club)  
 chalk (de) la craie  
 championship un championnat  
 character un personnage  
 charity une association caritative  
 charts le top 50  
 check (n) un chèque (US)  
 check (v) vérifier  
 checklist une liste de contrôle  
 cheer (n) une acclamation  
 cheer (v) encourager  
 cheerleader une pom-pom girl  
 chips (GB) des frites  
 choir une chorale  
 clean (v) nettoyer  
 cloudless sans nuage, dégagé  
 clutch pedal une pédale d'embrayage  
 come\* true (se) réaliser  
 comics des BD



committed engagé  
 compete concourir, être en compétition  
 consciousness la conscience  
 consumer un consommateur  
 convey donner (une impression)  
 costume supervisor un(e) costumier(e)  
 coward (n) le lâche  
 crane une grue  
 creative créatif  
 credit card details informations sur une carte de crédit  
 crevasse une crevasse  
 crew l'équipe (de tournage)  
 crowd une foule  
 crowded bondé  
 cruise control set le régulateur de vitesse  
 customer un client

**D** dashboard le tableau de bord  
 date (n) un rendez-vous, une date  
 date back remonter à  
 deal\* with s'occuper de  
 death la mort, un décès  
 department un service  
 depth la profondeur  
 deputy manager gérant, directeur adjoint  
 diary un agenda  
 direct réaliser, diriger  
 disappoint décevoir  
 disappointed déçu  
 disaster une catastrophe  
 dish un plat  
 distinctive (adj) caractéristique  
 distinctiveness la distinction, la caractéristique  
 dizziness le vertige  
 door une portière, une porte  
 download télécharger  
 dramatic spectaculaire  
 draw\* attirer, tirer  
 dream\* (of / about) rêver (de)  
 driving instructor un moniteur d'auto-école  
 drums la batterie  
 duration la durée  
 dyed teint

**E** earth la terre  
 earthquake un tremblement de terre  
 eat\* out dîner à l'extérieur  
 economical économique  
 emergency call un appel d'urgence  
 emergency l'urgence  
 emergency number un numéro d'urgence  
 en-suite bathroom une salle de bains attenante

encounter rencontrer  
 enemy un ennemi  
 engine un moteur  
 enjoy (your meal)! bon appétit!  
 entrée (US) un plat principal  
 enunciation l'articulation (voix)  
 environmentally-friendly écologique  
 exhaust pipe un pot d'échappement  
 exhibition une exposition  
 expensive cher  
 exquisitely délicieusement

**F** fantastic fantastique, fabuleux  
 fat gros(se)  
 fear (n) la peur  
 fear (v) craindre  
 fearful craintif, craintive  
 feature (v) être équipé de  
 fender (US) un pare-chocs  
 field un domaine, un champ  
 file (v) classer  
 film director le metteur en scène, le réalisateur  
 finally finalement  
 find\* enclosed trouver ci-joint  
 finished products / goods les produits finis  
 finishing les finitions  
 fisherman un pêcheur  
 flashy tape-à-l'oeil  
 flavour du goût  
 floor un étage  
 flyer un prospectus, un dépliant  
 follow suivre  
 food la nourriture, les aliments  
 forget\* oublier  
 founder un fondateur  
 free (adj) libre, gratuit  
 freedom la liberté  
 frightened effrayé  
 frock coat une redingote  
 front de face  
 frozen congelé  
 fry frire, faire frire  
 fuel carburant  
 fuel-efficient économique  
 funny amusant, drôle

**G** gas(oline) (US) essence  
 gear lever (GB) un levier de vitesse  
 gearshift (US) un levier de vitesse  
 general manager (GB) le directeur général  
 go\* away s'en aller  
 good-looking beau, belle



great super, génial  
 grocery une épicerie  
 ground floor le rez de chaussée  
 ground un terrain (de sport)  
 guest un(e) invité(e)  
 guidebook une guide touristique  
 guitar une guitare

**H** handsome beau, bien fait  
 harm (n) du mal, le mal  
 harm (v) faire du mal  
 harsh rude, dur  
 hatch un coupé  
 hate détester  
 have\* prendre, avoir  
 hazardous dangereux, risqué  
 head to se diriger vers  
 headlights les feux avant, les phares  
 height la taille, la hauteur  
 hideous repoussant  
 high-angle en plongée  
 hit (n) un succès  
 hold\* tenir la route  
 hold\* the line attendre (au téléphone)  
 homage un hommage  
 honour (n) une récompense (sportive)  
 hood (US) un capot  
 horn un klaxon  
 hot relevé, épicé  
 how comment  
 huge énorme  
 hurricane un ouragan

**I** ID card une carte d'identité  
 identity card une carte d'identité  
 idiot l'idiot(e)  
 illusion l'illusion  
 impressive impressionnant, imposant  
 included inclus, compris  
 incorporated company (Inc.) (US) une S.A / S.A.R.L  
 incredible incroyable  
 incredibly incroyablement  
 indicator (GB) un clignotant  
 innovative innovateur  
 instrument panel le tableau de bord  
 intend to avoir l'intention de  
 intensively intensément  
 internship (US) un stage  
 introduce introduire, présenter  
 invest investir  
 invoice une facture  
 IT maintenance la maintenance informatique

itinerary un itinéraire

**J** jealous jaloux(se)  
 jobs fair un forum des métiers  
 job seeker un chercheur d'emploi  
 join se joindre à  
 journey un voyage  
 joyful joyeux, gai

**L** land un pays, une terre  
 landscape un paysage  
 launch lancer (un produit)  
 lawyer un avocat  
 leaflet un prospectus, un dépliant  
 lighting technician un éclairagiste  
 limited liability company (Ltd)(GB) une S.A.R.L  
 limo une limousine  
 located in... situé à ...  
 look (+ adj) sembler  
 look for chercher  
 look like ressembler à, avoir l'air de  
 loud fort  
 lover l'amoureux  
 low-angle en contre-plongée  
 lowercase en minuscule  
 lucky chanceux  
 luggage les bagages  
 luxurious luxueux, de luxe  
 lyrics les paroles

**M** main body la carrosserie  
 make-up artist la maquilleuse  
 make-up le maquillage  
 make\* friends se faire des amis  
 manufacturer un fabricant  
 map une carte  
 marching band une fanfare  
 marvellous merveilleux  
 masterpiece un chef d'oeuvre  
 medical care les soins  
 meeting room une salle de réunion  
 memory un souvenir  
 millennium un millénaire  
 mind-blowing époustouflant  
 miserable malheureux  
 moderately modérément  
 mother tongue la langue maternelle  
 move déménager  
 movie (US) un film  
 muscular musclé(e)

**N** need avoir besoin de  
 neighbour un voisin



night view vue de nuit  
 non-profit à but non lucratif  
 noodles des nouilles

- O** occupation un métier  
 old people's home une maison de retraite  
 operate faire marcher  
 orchestra un orchestre  
 order (n) une commande  
 order (v) commander  
 organization chart un organigramme  
 originate provenir  
 pack (v) faire ses bagages, emballer
- P** painter un peintre  
 panoramic panoramique  
 pavement le trottoir  
 pay slip une fiche de paie  
 perform se produire  
 performance un spectacle  
 performer un artiste  
 personal assistant une assistante de direction  
 petrol (GB) essence  
 photo(graph) une photo  
 photography la photographie  
 place un endroit, un lieu  
 plain ordinaire, pas beau  
 play truant faire l'école buissonnière  
 please (v) satisfaire  
 plug adapter un adaptateur (électrique)  
 plug une prise électrique  
 popularize populariser  
 position un emploi, un poste  
 powerful puissant (e)  
 precisely précisément  
 private secret, qui préserve sa vie privée  
 producer le producteur  
 production manager un directeur de fabrication  
 prop un accessoire  
 prospective le futur, le potentiel  
 proud fier  
 provide fournir  
 public limited company (Plc.) (GB) une S.A  
 purchase (v) acheter  
 purchasing dpt. le service achats  
 put\* on display mettre en étalage, en rayon

**Q** qualification un diplôme  
 quarrel (v) se disputer

**R** race (n) une course  
 rate un tarif, un prix  
 raw materials les matières premières

reach atteindre  
 really réellement, vraiment  
 rear lights les feux arrière  
 rear-view mirror un rétroviseur  
 reasonably raisonnablement  
 recipe une recette  
 recollection un souvenir  
 recommend recommander  
 recruit recruter  
 recruiter un recruteur  
 refer to se référer à  
 release sortir (un film)  
 reliable fiable  
 remember se souvenir  
 report rapporter  
 representative un représentant  
 reservation une réservation  
 reserve réserver  
 respond réagir  
 responsive nerveux (se)  
 retailer un détaillant  
 retain conserver  
 revolutionary révolutionnaire  
 rhythm le rythme  
 roof le toit  
 room une pièce, une chambre  
 rule (v) gouverner  
 run\* gérer  
 running time la durée (d'un film)

**S** sad triste  
 sales les ventes  
 say\* dire  
 scenic de paysage  
 screenplay un scénario  
 scriptwriter un scénariste  
 scuba-diving la plongée sous-marine  
 seat un siège  
 seminar un séminaire, un colloque  
 server (US) un serveur/une serveuse  
 set designer un décorateur  
 shoot\* filmer, tourner, tirer  
 shop (v) faire des courses  
 showroom une salle d'exposition  
 sing\* chanter  
 singer un chanteur  
 skill une compétence  
 skinny maigre  
 skip gambader, sautiller  
 slender mince  
 slide (n) un toboggan  
 slide\* (v) glisser, coulisser



slim mince  
 smart élégant  
 software company une entreprise d'informatique  
 song une chanson  
 songwriter un parolier  
 sorrow le chagrin  
 sort out trier  
 sound engineer un ingénieur du son  
 sound le son  
 sour acide, aigre  
 spaceship un vaisseau spatial  
 specifications les caractéristiques  
 spectacular spectaculaire  
 spell épeler  
 spicy épicé  
 spot (n) un endroit  
 spy film un film d'espionnage  
 staff le personnel  
 star (v) jouer (dans un film)  
 starter (GB) une entrée  
 stay séjourner, rester  
 steering wheel un volant  
 step (v) marcher  
 story l'histoire, l'intrigue  
 story line le scénario  
 stroll se promener  
 strong fort(e)  
 strongly-built costaud  
 stunning sensationnel, renversant  
 submerge submerger, envahir  
 suffer from souffrir de  
 suitcase une valise  
 summary un résumé  
 superhero le super-héros  
 suspension la suspension  
 sweet doux  
 sympathetic compatissant

**I** take\* a picture prendre une photo  
 take\* office prendre ses fonctions  
 take\* place avoir lieu  
 take\* the lead prendre l'avantage, mener  
 talented doué, talentueux  
 tall grand, haut  
 task une tâche  
 taste (v) goûter  
 taut dur, raide  
 team une équipe  
 tears les larmes  
 terrific génial, super  
 three-dimensional en 3D

thrill ride un manège à sensations  
 thriller un film à suspense  
 thrilling palpitant  
 throttle (US) l'accélérateur  
 throw\* lancer  
 tip un conseil, un pourboire  
 tire (US) un pneu  
 torque le couple  
 tour visiter  
 training une formation  
 traitor le traître  
 travel (n) un voyage  
 travel (v) voyager  
 treasure (n) un trésor  
 trip un voyage  
 trolley un chariot  
 trompe l'œil un trompe l'œil  
 trumpet une trompette  
 trunk (US) un coffre  
 turn signal (US) un clignotant  
 twins des jumeaux  
 tyre (GB) un pneu

**II** ugly laid, "moche"  
 ultimately finalement, en fin de compte  
 unbelievable incroyable  
 understanding compréhensif  
 unique unique, exceptionnel  
 uppercase en majuscules  
 upset contrarié

**I** vehicle un véhicule  
 view une vue  
 villain le méchant  
 violin un violon  
 visibility la visibilité  
 visit visiter  
 vocal bruyant (moteur)  
 vocals la voix, les chœurs  
 vocational (high) school un lycée professionnel  
 voice la voix  
 volunteer (v) être bénévole

**III** wagon un chariot  
 waiter un serveur  
 waitress une serveuse  
 walk along longer  
 washable lavable  
 water ride un parcours aquatique  
 watersports sports nautiques / aquatiques  
 weak faible, fragile  
 weakness une faiblesse  
 wear\* porter (vêtements)



weigh peser  
 weight le poids  
 weird bizarre  
 what que, qui, ce que  
 wheel une roue  
 when quand  
 where où  
 which lequel, laquelle, lequel(le)s, qui, ce qui  
 whistle le coup de sifflet, le sifflet  
 who qui  
 why pourquoi  
 wild sauvage  
 windscreen (GB) un pare-brise  
 windshield (US) un pare-brise  
 windstorm une tempête  
 winger un ailier  
 wonderful merveilleux, superbe  
 work of art une œuvre d'art  
 work placement un stage de formation  
 work placement report un rapport de stage  
 workshop un atelier  
 write\* écrire

**V** yell (n) un hurlement  
 yell (v) crier, hurler

**A** à but non lucratif non-profit  
 accélérateur the throttle, the accelerator (GB)  
 accessoire (n) a prop  
 acclamation a cheer  
 accroche the catch phrase  
 acheter purchase, buy\*  
 acide (adj) sour  
 acteur an actor  
 acteurs the cast  
 actrice an actress  
 adaptateur a plug adapter  
 addition the bill  
 aérienne aerial  
 agenda a diary  
 aider assist, help  
 ailier a winger  
 ajouter add  
 aliments food  
 amoureux (adj) in love, (n) the lover  
 amusant funny  
 appel d'urgence an emergency call  
 apprentissage an apprenticeship  
 articulation (voix) the enunciation  
 artiste a performer  
 assistant(e) de direction a personal assistant  
 assister à attend  
 association caritative a charity  
 atelier a workshop  
 attaquer attack  
 atteindre reach  
 attendre (tél.) hold\* the line  
 attirant(e) attractive  
 attirer draw\*, attract  
 avocat a lawyer  
 avoir besoin de need\*  
 avoir l'air de look like  
 avoir l'intention de intend to  
 avoir le cœur brisé be\* heartbroken

**B** Baccalauréat Prof. (équiv) B-Tech National  
 bagages luggage  
 batterie the drums  
 BD comics  
 beau good-looking, handsome,  
 beautiful  
 belle (adj) beautiful  
 belle (n) the beauty  
 bénéfices the net profit  
 BEP(équiv.) B-Tech First  
 bizarre weird  
 bon appétit enjoy!  
 bondé crowded



brave brave  
 bulle (BD) a balloon

**C** capacité an ability  
 capot the hood (US), the bonnet (GB)  
 caractéristique (adj) distinctive  
 caractéristique (n) the distinctiveness  
 caractéristiques (n) the specifications  
 carburant fuel  
 carrosserie the main body  
 carte a map  
 carte d'identité an ID card, an identity card  
 catastrophe a disaster  
 ce qui, ce que which  
 chagrin the sorrow  
 chambre a bedroom, a room  
 champ a field  
 championnat a championship  
 chanceux lucky  
 chanson a song  
 chanter sing\*  
 chanteur a singer  
 chariot (commerce) a trolley, (hist) a wagon  
 chef d'œuvre a masterpiece  
 chèque (US) a check  
 cher expensive  
 chercher look for  
 chercheur d'emploi a job seeker  
 chiffre d'affaires the turnover  
 chœurs (backing) vocals  
 chorale a choir  
 classer file  
 client a customer  
 clignotant a turn signal (US), an indicator (GB)  
 coffre the trunk (US), boot (GB)  
 colle (scol.) a detention  
 colloque a seminar  
 combien de how many  
 combien how much  
 commande an order  
 commander order  
 comment how  
 compatissant sympathetic  
 compétence a skill  
 compréhensif understanding  
 compris included  
 comptable an accountant  
 concourir compete  
 congelé frozen  
 conscience the consciousness  
 conseil a tip  
 conserver retain

consommateur a consumer  
 contrarié upset  
 cordialement (courrier) Best regards  
 correspondant (tél.) the caller  
 costaud strongly-built  
 costumier(e) a costume supervisor  
 coulisser slide\*  
 coup de sifflet the whistle  
 coupé (n) a hatch  
 couple (auto) the torque  
 course a race  
 craie chalk  
 craindre fear  
 craintif fearful  
 créatif creative  
 crevasse a crevasse  
 crier yell  
 critiques automobiles car reviews  
 croyance a belief

**D** dangereux hazardous  
 de face front  
 de l'argent liquide cash  
 de luxe luxurious  
 décès a death  
 décevoir disappoint  
 décorateur a set designer  
 déçu disappointed  
 dégagé (ciel) cloudless  
 délicieusement exquisitely  
 demander ask for  
 déménager move  
 dépliant (n) a flyer, a leaflet  
 détaillant a retailer  
 détester hate  
 diffuser broadcast  
 dîner à l'extérieur eat\* out  
 diplôme a qualification  
 dire say\*  
 directeur adjoint the deputy manager  
 directeur de fabrication a production manager  
 directeur général a CEO, a general manager  
 diriger manage, run\*  
 disponible available  
 distinction the distinctiveness  
 distribution (film) the cast  
 domaine a field  
 donner (une impression) convey  
 doué talented  
 doux sweet  
 drôle funny



**dur** harsh, taut  
**durée (d'un film)** the running time  
**éclairagiste** a lighting technician  
**écologique** environmentally friendly  
**économique** fuel-efficient, economical  
**écrire** write\*  
**effrayé** frightened  
**élégant** smart  
**emballer** pack  
**emploi** a job, a position  
**en 3D** three-dimensional  
**en contre-plongée** low-angle  
**en majuscules** uppercase  
**en minuscules** lowercase  
**en plongée** high-angle  
**encourager** cheer (up)  
**endroit** a place, a spot  
**engagé** committed  
**ennemi** an enemy  
**énorme** huge  
**entrée (alim)** an appetizer (US) a starter (GB)  
**entrée (spect)** an admission  
**entreprise** a business, a company  
**entreprise d'informatique** a software company  
**entretien d'embauche** a job interview  
**envahir** submerge  
**épeler** spell  
**épicé** hot, spicy  
**épicerie** a grocery  
**époustouffant** mind-blowing  
**équilibré** balanced  
**équipe (du film)** the crew  
**équipe** a team  
**essence gas(oline) (US), petrol (GB)**  
**étage** a floor  
**étonnant** amazing  
**être bénévole** volunteer  
**être en compétition** compete  
**être équipé de** feature  
**être impliqué dans** be\* involved in  
**être responsable de** be\* in charge of  
**être vaincu** be\* defeated  
**exceptionnel** unique  
**exposition** an exhibition  
**extraordinaire** amazing  
**fabricant** a manufacturer  
**fabuleux** fantastic  
**facture** an invoice  
**faible** weak  
**faiblesse** a weakness  
**faire des courses** shop

**faire du bénévolat** volunteer  
**faire du mal** harm  
**faire frire** fry  
**faire l'école buissonnière** play truant  
**faire marcher** operate  
**faire ressortir une idée** bring\* out an idea  
**faire ses bagages** pack  
**fanfare** a marching band  
**fantastique** fantastic  
**feux (avant/arrière)** the (head/rear)lights  
**fiable** reliable  
**fiche de paie** a pay slip  
**fier** proud  
**film** a movie (US), a film (GB)  
**film à suspense** a thriller  
**film d'animation** an animated film  
**film d'espionnage** a spy film  
**filmer** shoot\*  
**finale** finally, ultimately  
**finitions** the finishings  
**fondateur** a founder  
**formation** a training  
**fort(e)** strong, loud (audio)  
**forum des métiers** a careers fair, a jobs fair  
**foule** a crowd  
**fournir** provide  
**fragile** weak  
**freiner** brake  
**freins** the brakes  
**frire** fry  
**frites** chips (GB), French fries (US)  
**futur (n)** a prospective

**gai** joyful  
**gambader** skip  
**génial** terrific  
**gérant** the deputy manager  
**gérer** manage, run\*  
**glisser** slide\*  
**goût** flavour  
**goûter** taste  
**gouverner** run\*  
**grand** tall  
**gratuit** free  
**gros(se)** fat  
**groupe** a band  
**grue (chantier)** a crane  
**guide touristique** a guidebook  
**guitare** a guitar

**haut** tall  
**histoire** the story



**hommage** a homage  
**hors-la-loi** an outlaw

**hurlement** a yell  
**hurler, crier** yell

**I** **idiot(e)** the idiot  
**illusion** an illusion  
**imposant** impressive  
**impressionnant** impressive  
**inclus** included  
**incroyable** unbelievable, incredible  
**incroyablement** incredibly  
**ingénieur du son** a sound engineer  
**innovateur** innovative  
**intensément** intensively  
**intrigue** the story, the story-line  
**introduire** introduce  
**investir** invest  
**invité (n)** a guest  
**itinéraire** an itinerary

**J** **jaloux(se)** jealous  
**jeu de société** a board game  
**jouer (dans un film)** star, act  
**joyeux** joyful  
**jumeaux** twins

**K** **klaxon** the horn

**L** **lâche (n)** the coward  
**laid** ugly  
**lancer** throw\*, (**un produit**) launch  
**langue maternelle** the mother tongue  
**larmes** tears  
**lavable** washable  
**levier de vitesse** the gearshift (US), gear lever (GB)  
**liberté** freedom, liberty  
**libre** free  
**lieu** a place  
**lieu touristique** an attraction  
**limousine** a limo  
**liste de contrôle** a checklist  
**logo** a logo  
**longer** walk along  
**longueur** the length  
**luxueux** luxurious  
**lycée professionnel** a vocational (high) school

**M** **magnifiquement** beautifully  
**maigre** skinny  
**maintenance informatique** IT maintenance  
**maison de retraite** an old people's home  
**mal** harm  
**malheureux** miserable, unhappy

**manège à sensations** a thrill ride  
**maquillage** the make-up  
**maquilleuse** the make-up artist  
**marcher** step, walk  
**marque** a brand, a brand name  
**matières premières** raw materials  
**méchant (n)** the bad guy, the villain  
**mener** take\* the lead  
**merveilleux** marvellous, wonderful  
**métier** an occupation  
**metteur en scène** the film director  
**mettre en étalage** put\* on display  
**mettre en rayon** put\* on display  
**millénaire** a millenium  
**milliard** a billion  
**mince** slim, slender  
**moche** ugly  
**modérément** moderately  
**moniteur d'auto-école** a driving instructor  
**mort (n)** a death  
**moteur** an engine  
**moyen (adj)** average  
**musclé(e)** muscular

**N** **naissance** a birth  
**nerveux(se)** responsive (car), nervous (person)  
**nettoyer** clean  
**nouilles** noodles  
**nourriture** food  
**numéro d'urgence** an emergency number

**O** **œuvre d'art** artwork, work of art  
**orchestre** an orchestra  
**organigramme** an organisation chart  
**où** where  
**ou, ou bien** or  
**oublier** forget\*  
**ouragan** a hurricane

**P** **palpitant** thrilling  
**panoramique** panoramic  
**parcours aquatique** a water ride  
**pare-brise** the windshield (US), the windscreen (GB)  
**pare-chocs** the fender (US), the bumper (GB)  
**paroles (musique)** the lyrics  
**parolier** a songwriter  
**paysage** a landscape, scenic (view)  
**PDG** a CEO  
**pêcheur** a fisherman  
**pédale d'embrayage** the clutch pedal  
**peintre** a painter  
**personnage** a character  
**personnel** the staff



perspectives the prospects  
 peser weigh  
 peur the fear  
 photo a photo(graph)  
 photographie photography  
 pièce jointe an attachment  
 plat (n) a dish  
 plat principal an entrée (US), a main course (GB)  
 plongée sous-marine scuba diving  
 pneu a tire (US), tyre(GB)  
 poids the weight  
 pom-pom girl a cheerleader  
 populariser popularize  
 porter (vêtements) wear\*  
 portière a door  
 poste a position  
 pot d'échappement an exhaust pipe  
 potentiel a prospective  
 pourboire a tip  
 pourquoi why  
 précisément precisely  
 prendre have\*, take\*  
 prendre l'avantage take\* the lead  
 prendre ses fonctions take\* office  
 présenter introduce  
 président (de club) a chairman  
 prise électrique a plug  
 prix a rate  
 producteur the producer  
 produit a product  
 produits finis the finished products  
 profondeur the depth  
 prospectus a flyer, a leaflet  
 provenir originate, come from  
 public (n) the audience  
 publicité advertising  
 puissant powerful

**Q** quand when  
 que what  
 qui who, which

**R** raide (suspension) taut  
 raisonnablement reasonably  
 rappeler call back  
 rapport de stage a training report  
 rapporter report  
 réactif alert  
 réagir respond  
 réalisateur the film director  
 réaliser (se) come\* true  
 réaliser (un film) direct

recette a recipe  
 recommander recommend  
 récompense an award, (sportive) an honour  
 récompenser award  
 recruter recruit  
 recruteur a recruiter  
 redingote a frock coat  
 réellement really  
 régulateur de vitesse the cruise control (set)  
 rejoindre join  
 relevé hot, spicy  
 remonter à date back  
 rencontrer encounter, meet\*  
 rendez-vous an appointment, (galant) a date  
 renversant stunning  
 répondre answer  
 repoussant hideous  
 représentant (n) a representative  
 réservation a booking, a reservation  
 réserver book, reserve  
 respiration the breath  
 ressembler à look like  
 rester stay  
 résumé a summary  
 retenue (n) a detention (at school)  
 rétroviseur a rear-view mirror  
 rétroviseur latéral a wing mirror (GB)  
 rêver (de) dream\* of, dream\* about  
 révolutionnaire revolutionary  
 rez-de-chaussée the groundfloor  
 risqué hazardous  
 roue a wheel  
 rude harsh  
 rupture a break-up  
 rythme the beat, the rhythm

**S** S.A. a public limited company (Plc.) (GB)  
 s'en aller go\* away  
 s'occuper de deal\* with, be\* in charge of  
 sac à dos a backpack  
 saisir catch\*  
 salle d'exposition a showroom  
 salle de bains attenante an en-suite bathroom  
 salle de réunion a meeting room  
 sans nuage cloudless  
 SARL a limited liability company (Ltd.)(GB) /  
 an incorporated company (Inc.) (US)  
 satisfaire please  
 sautiller skip  
 sauvage wild  
 scénario a screenplay, a story line  
 scénariste a scriptwriter



se diriger vers head to  
 se disputer quarrel  
 se faire des amis make\* friends  
 se joindre à join  
 se produire (scène) perform  
 se promener stroll  
 se référer à refer to  
 se souvenir remember  
 secret (adj) private  
 séjourner stay  
 sembler (+ adj) look  
 séminaire a seminar  
 sensationnel stunning  
 séparation a break-up  
 serveur a waiter (GB), a server (US)  
 serveuse a waitress (GB), a server (US)  
 service (entreprise) a department (Dept.)  
 service achats the purchasing Dept.  
 service comptabilité the accounts Dept.  
 siècle a century  
 sièges seats  
 situé located  
 slogan a catchphrase  
 soins médicaux medical care  
 son (n) the sound  
 sortir (un film) release  
 souffrir de suffer from  
 souvenir a memory, a recollection  
 spectacle a performance  
 spectaculaire dramatic, spectacular  
 sports nautiques/aquatiques watersports  
 stage a work placement, an internship (US)  
 stand (expo) a booth  
 stupéfiant amazing, breathtaking  
 submerger submerge  
 suivre follow  
 super terrific, great  
 super-héros the superhero  
 superbe wonderful  
 surprenant amazing  
 suspension the suspension

**I** tableau de bord the instrument panel,  
 the dashboard  
 tâche (prof.) a task  
 taille the height  
 talentueux talented  
 tape à l'œil flashy  
 tarif a rate  
 teint (adj.) dyed  
 télécharger download  
 tempête a windstorm

tenir (la route) hold\*  
 terrain (de sport) a (sports) ground  
 Terre the Earth  
 tirer shoot\* (arme, sport), draw\*  
 toboggan a slide  
 toile (peinture) a canvas  
 toit the roof  
 top 50 the charts  
 tourner (un film) shoot\*  
 traître the traitor  
 tremblement de terre an earthquake  
 trésor a treasure  
 trier sort out  
 triste sad  
 trompe l'œil a trompe l'œil  
 trompette a trumpet  
 trottoir the pavement  
 trouver ci-joint find\* attached/enclosed

**I** unique unique  
 urgence an emergency  
**V** vaisseau spatial a spaceship  
 valise a suitcase  
 véhicule a vehicle  
 vente the sale  
 vérifier check  
 vertige dizziness  
 violon a violin  
 virement (bancaire) a (bank) transfer  
 visibilité visibility  
 visiter tour, visit  
 voisin a neighbour  
 voix the voice  
 volant the steering wheel  
 voyage a journey, a trip, a travel  
 voyager travel  
 vraiment really  
 vue a view  
 vue de nuit a night view



# Unit 1 Fictional characters

**NOW ACT**

 Page 7 exercise **7**

Ask your partner for information about the superhero s/he has chosen. Use the information below to answer your partner's questions.

**SELINA KYLE, CATWOMAN**
**Name:** Selina Kyle

**Date and place of birth:** 1980 / Gotham City

**Nationality:** American

**Height / Weight:** 1.75m / 50kg

**Eyes:** green

**Hair:** long, blond

**Job:** secretary

**Address:** Gotham City

**Interests:** cats

**Secret identity:** Catwoman

**Special feature:** a black leather suit with a cat tail, glasses.

**Weapon:** a whip, her nails

**Abilities:** an acrobat, can use her whip perfectly, swing between city roofs, jump from high roofs.

**DIEGO DE LA VEGA, ZORRO**
**Name:** Don Diego de la Vega

**Date and place of birth:** 1832 / Los Angeles

**Nationality:** American

**Height / Weight:** 1.91m / 80kg

**Eyes:** brown

**Hair:** short, black

**Others:** a moustache

**Job:** nobleman

**Address:** California

**Interests:** art, poetry, literature, science

**Secret identity:** Zorro

**Special feature:** his distinctive mark = a Z, a black cape, a mask and a hat.

**Weapon:** a sword, a whip, a pistol

**Abilities:** an acrobat, can use his whip and sword perfectly, jump from high roofs.

**PETER PARKER, SPIDERMAN**
**Name:** Peter Parker

**Date and place of birth:** 1962 / New York City

**Nationality:** American

**Height / Weight:** 1.73m / 65kg

**Eyes:** blue

**Hair:** short, dark

**Job:** reporter

**Address:** New York City

**Interests:** science

**Secret identity:** Spiderman

**Special feature:** a red, blue and black web-like bodysuit and a mask

**Weapon:** shoots extremely strong spider-web strings from wrists

**Abilities:** Superhuman strength, speed, agility, reflexes, clings to most surfaces

**DIANA PRINCE, WONDERWOMAN**
**Name:** Diana Prince

**Date and place of birth:** 1941 / Themyscira Island

**Nationality:** American

**Height / Weight:** 1.75m / 57kg

**Eyes:** blue

**Hair:** wavy, dark

**Job:** secretary

**Address:** New York City

**Interests:** science, spy stories

**Secret identity:** Wonderwoman

**Special feature:** a stars-and-stripes singlet

**Weapon:** belt, tiara, bracelets, lasso of truth

**Abilities:** superhuman strength, super breath, super-speed, flying, telepathy / can stop bullets



## Unit 2 Unique places

**NOW ACT**

 Page 17 exercise **7**

You would like to help your friends choose a special hotel. Ask and answer questions to student B about two amazing hotels.

**Student A:** Use this information about Bellagio Hotel to answer student B's questions. Then ask student B questions about Ice hotel and fill in your card page 17.

### BELLAGIO HOTEL

**Place:** Las Vegas (USA)

**Number of rooms:** 3,950

**Opened in:** 1998.

**It looks like:** an Italian town by a lake (it was inspired by Lake Como in Italy).

**Rate (price):** \$ 200 per night for 2 persons.

The hotel tower is 151 meters tall.

Open all year round.

**Other details:** It is a hotel and a casino / there are wonderful dancing fountains on the lake.

## Unit 7 Box office

**NOW ACT**

 Page 73 exercise **7**

**Student A:** Ask questions about your partner's film to fill in your card (page 73). Answer his/her questions about your film (SAW).

### SAW (HORROR FILM)

- **Director:** James Wan
- **Screenplay:** L. Whannell
- **Starring:** Danny Clover, Monica Potter, Cary Elwes + (...)
- **Studio:** E. E. Twisted Pictures
- **Set designer:** Nanet Harty
- **Release date:** 2004
- **Running time:** 103 minutes
- **Country:** United States
- **Budget:** \$1-1.2 million
- **Other information:** most profitable horror film after Scream



## Unit 2 Unique places

**NOW ACT**

Page 17 exercise 7

You would like to help your friends choose a special hotel. Ask and answer questions to student A about two amazing hotels.

### ICE HOTEL

**Place:** near Quebec City (Canada)

**Number of rooms:** 36

**It looks like:** an igloo

**Rate (price):** 350 Euros per night for 2 persons

The hotel is only 5 meters tall.

Only open in winter from January to March

**Other details:** the beds are made of ice. There are ice sculptures everywhere. Even the glasses in the bar are made of ice.

**Opened in:** 1990

**Student B:** Use this information about Ice Hotel to answer student A's questions. Then ask student A questions about Bellagio Hotel and fill in your card page 17.

## Unit 7 Box office

**NOW ACT**

Page 73 exercise 7

**Student B:** Ask questions about your partner's film to fill in your card (page 73).

Answer his/her questions about your film (*Skyfall*).

### SKYFALL (SPY FILM)

- **Director:** Sam Mendes
- **Screenplay:** N. Purvis, R. Wade, J. Logan
- **Starring:** Daniel Craig, Judy Dench, Javier Bardem + (...)
- **Studio:** M. Wilson and B. Broccoli
- **Set designer:** Dennis Gassner
- **Release date:** October 2012
- **Running time:** 143 minutes
- **Country:** United States – United Kingdom
- **Budget:** \$230 million (+/-)
- **Other information:** shot\* in the UK and Turkey – 23rd James Bond film



## Unit 8 Art and communication

**NOW ACT**

Page 83 exercise 7

Work in group. Look at the trompe l'oeil. Write a few details to describe the scene orally and explain your impressions.



Covent Garden, London  
re-created for Visit Britain  
'GREAT' campaign  
3D Street Art by Joe and Max  
November 20, 2011  
Displayed in Singapore and  
Shanghai.

Wordbox: a warehouse *un entrepôt*; stilts *des échasses*;  
market stands *des étals*

**NOW ACT**

Page 85 exercise 7

Write a few lines to describe the advertisement below and explain the desirable values and qualities used by the advertiser.



28 NEW BOND STREET LONDON TEL: 020 7493 5515 HAARLEM WWW.LONGCHAMP.COM



## Unit 9 Food News

**NOW ACT**

Page 95 exercise **6**

### MENU 1

# LAKE EFFECT DINER

**3165 Main Street, Buffalo, NY 14214**

Open 24 hours - 7 days a week



### BURGERS AND CHICKEN

Served with lettuce, tomato, onion, pickle and choice of mashed potatoes, French fries, home fries, soup or chili

Classic Burger	\$4.99
Grilled Chicken Sandwich	\$5.99
Cheddar Bacon BBQ Burger	\$5.99
Cheddar Bacon BBQ Chicken	\$6.99
Buffalo Burger	\$4.99
Garden Burger (Veg)	\$5.99

### CLASSIC SANDWICHES

With pickle and choice of mashed potatoes, French fries, home fries, soup or chili

Open - Faced Roast Beef	\$6.49
Hot Dog	\$3.29
Chili Cheese Dog	\$3.99
Italian Sausage with peppers, onions	\$4.99
Grilled Cheese	\$3.99

### HOMESTYLE DINNERS

Fried Chicken Breast	\$9.99
Southern Fried Chicken	\$9.99
Roast beef dinner	\$9.99
Grilled Haddock	\$8.99

### DESSERTS

Fresh Fruit Plate (Apples, oranges, pineapple, watermelon and choice of vanilla yogurt)	\$7.99
English Muffin	\$1.49
Pancakes (2)	\$2.99

### BEVERAGES

Coffee or Tea	\$1.69
Hot Cocoa	\$1.49
Juice Small	\$1.89
Large	\$2.79
Soda	\$1.79





## MENU 2

## HILLTHWAITE HOUSE



## SANDWICHES

Accompanied by a side salad

Roast Beef with crème

fraiche **£6.95**

Ham with mustard mayonnaise **£6.95**

Smoked Salmon with cucumber **£7.95**

Portion of Chips **£2.00**



## MAIN COURSES

Chargrilled Steak **£15.00**

With chips, tomatoes and mushrooms

Fish'n' Chips **£9.95**

With Tartar sauce, peas and chips



Roast Chicken supreme **£9.95**

With seasonal vegetables and creamy mashed potatoes Sausage and Black Pudding **£8.50**

With red onion sauce, seasonal vegetables

and creamy mashed potatoes Penne Pasta **£7.95**

With mediterranean vegetables, Parmesan and Pesto

## SWEET THINGS

Home made Scones **£2.00**

With jam and cream

Apple Pie **£2.50**

with Custard Cream

Thornbarrow Road, Windemere, Cumbria LA23 2DF

## MENU 3

THE CHURCH HOUSE INN

Church Street, Bollington, Macclesfield  
Cheshire. SK10 5PY

Homemade food – served from 6pm

## STARTERS

Soup of the day **£2.95**

Served with home-baked bread

Bay Shrimps **£4.50**

Served with toasts and watercress salad

## MAIN COURSES

Battered Haddock **£9.95**

Served with chips, peas, Tartar sauce and salad

Grilled Steak **£11.95**

Served with Caesar salad, chips, green beans and Béarnaise sauce

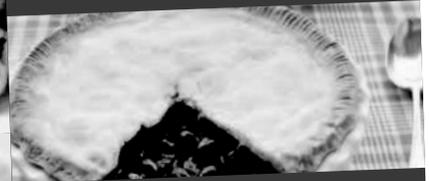
Grilled Sausage **£9.95**

Served with mashed potatoes, green beans, apple sauce and honey mustard.



Fish Pie **£10.95**

A mix of smoked Haddock, Salmon, Prawn in a cream sauce, covered with mashed potatoes and grilled cheese. Served with broccoli.



## DESSERTS

Dessert of the Day **£3.95**

Cheesecake **£4.95**

Homemade pies **£4.95**

(Apple - Cherry - Rhubarb).

Served with Custard cream or ice cream

Homemade ice cream **£3.95**

Flavour of the Day. Served with homemade biscuits



# Unit 10 City Tours

**NOW ACT**

 Page 105 exercice **5**

Ask and answer questions to fill in the room reservation form page 105.

## Prince George Hotel

Available rooms:	Rates per room per night:
2 Single rooms	£35
2 Twin rooms / 0 double room	£45
1 Family room (1 large bed and 2 single beds)	£65
Breakfast (extra charge)	
Continental breakfast:	£7 per person
Full English breakfast:	£11 per person

### SITUATION 1

#### PRINCE GEORGE HOTEL

**Student A:** You are the receptionist at Prince George Hotel.

Vous vous occupez de la réservation des chambres de l'hôtel Prince George. Demandez à l'élève B toutes les informations concernant la réservation souhaitée pour compléter la fiche de réservation page 105.

Vous trouverez ci-contre toutes les informations dont vous aurez besoin (tarifs, disponibilité des chambres...). Au cas où les chambres souhaitées ne seraient pas disponibles, vous pouvez proposer d'autres chambres.

### SITUATION 2

#### FALMOUTH BEACH HOTEL

**Student A:** You would like to book a room at Falmouth Beach hotel.

Vous souhaitez séjourner au Falmouth Beach Hotel. Téléphonez à l'hôtel pour réserver une chambre. Répondez aux questions du réceptionniste (l'élève B) et donnez toutes les informations demandées en vous aidant des notes ci-contre.

Au cas où la chambre souhaitée ne serait pas disponible à vos dates, vous allez devoir accepter de prendre d'autres chambres.

Phone to book at Falmouth Beach Hotel  
arrive on July, 2 at 7 pm / leave  
on July, 4 at 11am.

3 people  
1 Family room  
Full English breakfast

MASTERCARD.

5132 4653 2126 9500

Expiry date: 03/19



## NOW ACT

## Page 107 exercice 8

**Your friend Léa is going to Dublin. Look for the required information in the articles about Dublin and complete the document below in French to give her the best advice.**

Léa aime marcher, faire du shopping, se mêler à la foule. Elle aime visiter des lieux insolites. Elle n'aime pas déjeuner dans des restaurants impersonnels. Elle voudrait rencontrer des étudiants irlandais.

- a. Meilleur moment de l'année pour elle : l'été .....
- b. Moyen de transport adapté : la marche à pied .....
- c. Lieux touristiques qu'elle aimera : La prison de Kilmainham / Temple Bar .....
- d. Bon endroit pour se promener à pied :  
Rue Grafton (pour faire du shopping) ou Trinity College campus (pour y rencontrer des étudiants) .....
- e. Lieu de restauration adapté : Pubs locaux .....

**Your friends Lisa and Alex are going to Dublin. Look for the required information in the articles about Dublin and complete the document below in French to give them the best advice.**

Lisa et Alex ont peu de temps et veulent visiter les lieux typiques de Dublin. Ils ont un budget limité. Ils préfèrent des températures plus douces. Alex aime le whisky et Lisa s'intéresse à l'architecture des maisons médiévales et ponts anciens.

- a. Meilleur moment de l'année pour eux : au printemps ou en automne .....
- b. Moyen(s) de transport adapté : le bus et la marche à pied .....
- c. Lieux touristiques qu'ils aimeront : The Old Jameson Distillery / La prison de Kilmainham .....
- d. Bons endroits pour se promener à pied : rues médiévales de Temple Bar / le long de la rivière Liffey, près du pont Ha'Penny Bridge .....
- e. Lieu de restauration adapté : lieux de restauration rapide .....

**Your grandparents are going to Dublin. Look for the required information in the articles about Dublin and complete the document below in French to give them the best advice.**

Vos grands-parents n'aiment pas la foule. Tous deux apprécient les bons repas et aiment les musées. Votre grand-père aime bien la bière. Votre grand-mère aime le shopping, mais a des problèmes de dos.

- a. Meilleur moment de l'année pour eux : en hiver .....
- b. Moyen(s) de transport adapté : le bus ou le taxi .....
- c. Lieux touristiques qu'ils aimeront : the National Gallery / the Museum of Modern Art / The Guinness Storehouse .....
- d. Bons endroits pour se promener à pied : Rue Grafton .....
- e. Lieu de restauration adapté : Pubs ou restaurants locaux .....



## Unit 10 City Tours

**NOW ACT**

Page 105 exercice **5**

Ask and answer questions to fill in the room reservation form page 105.

Phone to book at Prince George Hotel  
 arrive on August, 21 at 5 pm /  
 leave on August, 25 at 9 am.  
 4 people  
 1 double room and 1 twin room  
 Continental breakfast

AMERICAN EXPRESS:  
 9265 4138 2654 7800  
 Expiry date: 11/18

### SITUATION 1

#### PRINCE GEORGE HOTEL

**Student B:** You would like to book a room at Prince George Hotel.

Vous souhaitez séjourner au Prince George Hotel. Téléphonez à l'hôtel pour réserver deux chambres. Répondez aux questions du réceptionniste (l'élève A) et donnez toutes les informations demandées en vous aidant des notes ci-contre.

Au cas où les chambres souhaitées ne seraient pas disponibles à vos dates, vous allez devoir accepter de prendre d'autres chambres.

### SITUATION 2

#### FALMOUTH BEACH HOTEL

**Student B:** You are the receptionist at Falmouth Beach hotel.

Vous vous occupez de la réservation des chambres de l'hôtel Falmouth Beach. Demandez à l'élève A toutes les informations concernant la réservation souhaitée pour compléter la fiche de réservation page 105.

Vous trouverez ci-contre toutes les informations dont vous aurez besoin (tarifs, disponibilité des chambres...). Au cas où la chambre souhaitée ne serait pas disponible, vous pouvez en proposer d'autres.

#### Falmouth Beach Hotel

Available rooms:	Rates per room per night:
1 Single room	£42
1 Twin room / 2 double rooms	£56
0 Family room	£83

#### Breakfast

Full English breakfast (included)



# Unit 11 Motor Show

**NOW ACT**

 Page 117 exercise **5**

Ask and answer questions about a car for sale and complete this form with its technical specifications.

**Student A:** Ask your partner questions about the car he sells and complete the technical specifications.

Manufacturer and model	.....	Engine size	.....
Type	.....	Power	.....
Fuel	.....	Torque	.....
Doors	.....	Acceleration	.....
Seats	.....	Top speed	.....
Economy	.....	Mileage	.....
Safety and comfort features	..... .....		
Price	.....		

**Student A:** Then swap roles and answer Student B's questions

Manufacturer and model	Vauxhall Agila	Range Rover
Type	Saloon	Four-wheel drive
Fuel	Unleaded petrol	Diesel
Doors	5	5
Seats	5	5
Engine size	1242	2200
Power	79BHP	150hp
Torque	87 lb-ft	324 lb-ft
Acceleration	12s	10.6s
Top speed	170	180
Economy	5.1	5.6
Mileage	50,958	26,000
Safety and comfort features	Driver and passenger airbags, Central locking, Electric windows, AM/FM stereo	Anti-lock brakes (ABS), Power-assisted steering (PAS), Electronic traction control (ETC)
Price	€9,695	€37,350



## NOW ACT

Page 117 exercise **5**

Ask and answer questions about a car for sale and complete this form with its technical specifications.

**Student B:** Ask your partner questions about the car he sells and complete the technical specifications.

Manufacturer and model	.....	Engine size	.....
Type	.....	Power	.....
Fuel	.....	Torque	.....
Doors	.....	Acceleration	.....
Seats	.....	Top speed	.....
Economy	.....	Mileage	.....
Safety and comfort features	..... ..... .....		
Price	.....		

**Student B:** Then swap roles and answer Student A's questions

Manufacturer and model	Ford Focus CC	Rover 75 Classic
Type	Convertible	Estate
Fuel	Unleaded petrol	Diesel
Doors	2	5
Seats	4	5
Engine size	1900	2000
Power	145 HP	177hp
Torque	110 lb-ft	177 lb-ft
Acceleration	10.3s	8.7s
Top speed	208	200 kph
Economy	7.5	4.9
Mileage	30,428	148,000
Safety and comfort features	Power-assisted steering (PAS), Alloy wheels Tilt steering wheel, AM/FM stereo	Anti-lock brakes (ABS), Power-assisted steering (PAS), Front fog lights Immobiliser
Price	€14,645	€19,640



# Unit 15 Music Box

Project 15 Create game cards (page 164)

**You need: A die / One coloured piece per player**

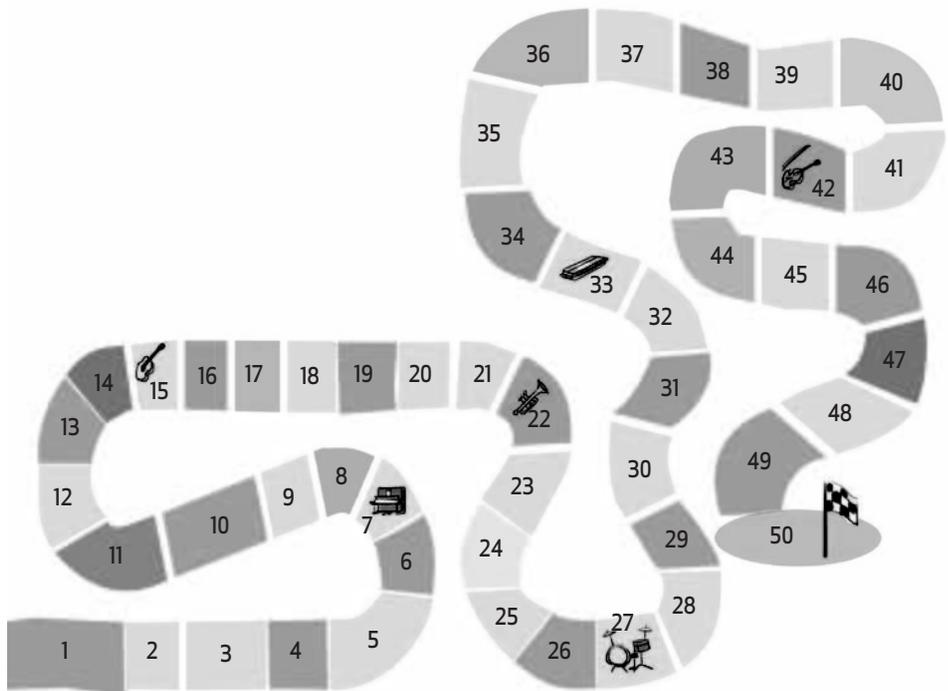
**Rules:** (The youngest player starts the game.) Take a card. Read the question. If your answer is right, roll the die and move your piece to the correct square. If your answer is wrong, stay where you are.

If you land on square 6, 26 or 41, you get a joker, i.e. the equivalent of a correct answer to any question.

If you land on square 14 or 21, move forward to square 16 or 23.

If you land on square 32, move backwards to square 29.

The first player to arrive exactly at square 49 is the winner.



Télécharger le plateau sur le site Foucher.



# Scripts des activités

## Unit 1 Fictional Characters

### Page 5 exercise 1

**Listen and tick or circle the information you hear.**

#### CAST AND CHARACTERS

Smallville is an American television series based on the DC Comics character Superman.

Tom Welling portrays Clark Kent during the years before he becomes the superhero Superman. He lives in the fictional town of Smallville, Kansas, with his adoptive parents Jonathan and Martha Kent. Clark Kent is the secret identity of Superman. His superhuman abilities come from his Kryptonian ancestors. Loyal, incorruptible and a real gentleman, he is invulnerable except to kryptonite.

Erica Durance plays the part of the beauty, Lois Lane, a reporter at the Daily Planet in Metropolis. She is in love with Superman but rejects Clark Kent before becoming his wife.

Among the cast is Michael Rosenbaum as the villain, Lex Luthor. He is a billionaire. At the beginning he is Clark's friend before becoming his enemy.

### Page 5 exercise 2

**Listen and number Superman's abilities in the order you hear them.**

#### SUPERMAN'S ABILITIES

Superman is the greatest hero in the world. He is almost invulnerable. He can run faster than a speeding bullet. He is more powerful than a locomotive and can survive a nuclear blast. He doesn't need a trampoline to leap tall buildings in a single bound. He can fly and hear people far away calling for help. With his eyes, he can see through objects or burn them. When he blows, he can freeze objects and he can regenerate himself.

### Page 6 exercise 1

**Listen to the conversation between Maureen and her mother and fill in Chris Hemsworth's ID card.**

#### WHAT DOES CHRIS HEMSWORTH LOOK LIKE?

**Maureen:** What about watching a DVD, Mum?

**Mother:** I've seen them all, Maureen.

**Maureen:** No, you haven't. I've just bought a new one. I'm sure you'll like it, Mum... Thor, with Chris Hemsworth and Natalie Portman. It seems good and I like the actor very much. He is a very good-looking man!

**Mother:** Is he? I know Natalie Portman, she is such a beautiful woman and a good actress too but I've never heard of Chris Hemsworth. What nationality is he?

**Maureen:** He was born in Melbourne in August 1983 and he starred in the horror film *The Cabin in the Woods*.

**Mother:** So he is Australian. How old is he?

**Maureen:** He's 28 years old.

**Mother:** What does he look like?

**Maureen:** He has blue eyes and a beard and he is a tall blond-haired guy.

**Mother:** How tall is he?

**Maureen:** He is a very tall man. He is 1 metre 91.

**Mother:** How heavy is he?

**Maureen:** He is quite heavy but well proportioned. He weighs 95 kilos.

**Mother:** He looks like an athlete. I can imagine what a very handsome man he must be.

**Maureen:** Yes, he is very attractive. He had to practise body-building for the role because he had to be large, muscular and strongly-built to star as Thor.

## Page 6 exercise 4

### Listen to the end of the conversation and complete Thor Odinson's family tree.

#### Who is Thor?

**Mother:** If I remember, Thor is the god of thunder, isn't he?

**Maureen:** Yes, that's right. His father is Odin, the chief god and his mother is Gaea, the earth goddess, that's why he was born in a small cave in Norway. Thor lives in the magical realm called Asgard with Loki, his adopted brother, who is the god of fire.

**Mother:** What is the story about?

**Maureen:** Thor Odinson performs heroic deeds and becomes powerful and popular. Loki hates him and is jealous of him. Odin gives him a weapon which is a hammer enchanted with powerful magic. Thor becomes so proud that one day he refuses to obey Odin. Odin decides to punish him and sends him to Earth in a mortal body.

**Mother:** Has he got any special abilities when he is on our planet?

**Maureen:** Yes, he is so strong that he is nearly invulnerable. Thor has superhuman speed, agility, and reflexes. And he meets Jane Foster, a scientist.

**Mother:** Obviously he falls in love with her.

**Maureen:** They don't say Mum, we'll have to watch the film.

## In Tune Page 10

Ugly – muscular – superhero – beautiful – survive – super-human – powerful.

## Exam Prep N°1 Page 13 exercise 1

### ANNIE WILKES, MISERY

I'm going to speak about Annie Wilkes, the villain in Misery. I've chosen this character because I'm fond of thrillers.

To start with, let me tell you about the story. Paul Sheldon writes a series of novels featuring the heroine, Misery Chastain. While taking his latest novel to his publisher he has a car accident and Annie Wilkes rescues him. At the beginning she is Paul's friend because she identifies with Misery but when she discovers that Misery dies in his last novel, she becomes his worst enemy.

Now I'd like to make a description of Annie Wilkes. First I will describe her physically then I will draw her moral portrait.

## Unit 2 Unique Places

### Page 15 exercise 1

#### Listen and circle the correct information.

**Young woman:** This underwater restaurant is called Ithaa. It is located in the Maldives. It is really unique. I think it is the most amazing restaurant in the world!

**Young man:** Yes, it is impressive. But for me, it's too weird to have dinner underwater.

### Page 16 exercise 1

#### Listen and number the adjectives in the order you hear them. Then repeat.

1. Look how fantastic it is!
2. It is really unique!
3. I love it! It's wonderful!
4. For me, it is really amazing!
5. I think it's a weird name.
6. I have never seen such a marvellous room!

## Page 16 exercise 3

Look at the document and listen to the conversation. Tick or complete the sticker with the information you hear.

### A FANTASTIC HOTEL

**Young woman:** Look at this hotel! Look how fantastic it is!

**Young man:** What does it look like? It looks like a tower, doesn't it?

**Young woman:** Yes, you are right, it looks like a tower. In fact, it is a tower, a hotel and a casino. I think it is a really unique place!

**Young man:** Yes, it looks stunning. Where is it located? Is it in Los Angeles?

**Young woman:** No, it's not. It's in Las Vegas.

**Young man:** Ah! Las Vegas! I'd love to go to Las Vegas! What's the name of the hotel?

**Young woman:** It's called the Stratosphere hotel.

**Young man:** Huh huh... Stratosphere! I think that's a weird name for a hotel.

**Young woman:** I suppose it's called Stratosphere because it's very tall.

**Young man:** How tall is it?

**Young woman:** It is 350 meters tall. That's very impressive!

**Young man:** Oh yes, it is. When was it opened?

**Young woman:** It was opened in 1996.

**Young man:** How many rooms are there?

**Young woman:** There are 2,427 rooms.

**Young man:** 2,427 rooms? Wow! It's a very big hotel! How much is a room?

**Young woman:** Err... Let me see... the Deluxe room for 2 adults is 99 dollars per night. I have never seen such a marvellous room!

**Young man:** Yes, it is luxurious.... And in my opinion, it is too expensive.

**Young woman:** But look how amazing the top of the tower is! There are two observation decks and a revolving restaurant.

**Young man:** A revolving restaurant? That's incredible! The view must be spectacular from up there!

**Young woman:** Yes, it's a wonderful panoramic view. And there are four thrill rides at the top of the tower! Look at this one! It's called the Big Shot. It's 329m high. It's the highest thrill ride in the world!

**Young man:** Oh yes! I love it! It's wonderful! How much is the ride on Big Shot?

**Young woman:** It's only fifteen dollars. It's not too expensive... I would love to go to the Stratosphere Hotel and have a ride on the Big Shot! What's your opinion? For me, this hotel is really amazing.

**Young man:** I think it's expensive but you are right, this hotel is amazing.

## In Tune Page 20 exercise A

Wonderful – fanTAStic – aMAzing – COMfortable – imPRESsive – luXUrious

## In Tune Page 20 exercise B

exPENsive – STUunning – inCREdible – uNIque – DIFficult – specTACular

## Training Page 20 exercise 3

Number 1. Look how spectacular this view is!

Number 2. This man is very tall.

Number 3. Look at the price! This bag is really too expensive!

Number 4. I have never seen such a luxurious watch!

## Exam Prep N°3 Page 23 exercise 1

I will present you a British monument which is the most famous symbol of London.

It is a clock tower which was completed in 1858.

It is nicknamed Big Ben. I've chosen this topic because I think it is really unique.

## Exam Prep N°3 Page 23 exercise 2

I'm glad to give a presentation of a structure which is very famous in the world.

It is a bridge which is located in San Francisco. It is called Golden Gate.

I've chosen this topic because, for me, it is the most beautiful bridge in the world.

## Culture Click Comics

### Page 26 exercise 3

#### Listen and circle the correct information.

- a. Manga comics developed in Japan in the late 19th century.
- b. Manga stories are typically printed in black and white, but some full-colour mangas exist.
- c. A manga cartoonist is called a mangaka.
- d. The manga characters have attractive childlike faces with very large eyes (with a top and a bottom and only suggested corners), a small nose (almost invisible) and a tiny mouth (only a line).
- e. Bigger eyes will usually symbolize beauty, innocence or purity, while smaller, narrower eyes typically represent coldness or evil.

### Page 26 Quiz

- 1. The first superhero comics, published in 1938, introduced Captain Marvel.
- 2. The most famous comic publishing companies are DC comics and Marvel comics.
- 3. The first popular Franco-Belgian comic magazine was *Pilote*.
- 4. Spiderman's real name is Peter Parker.
- 5. Dr Doom's enemy is Venom.
- 6. 'Anime' means Japanese animation.
- 7. *Astro Boy*, the hero of a famous manga comic, is a robot.
- 8. *Naruto* follows the adventures of a young ninja.
- 9. A pack of vampires attacks a town in Alaska. The title of this horror comic is *30 Days of Night*.
- 10. In the USA, the average price of a comic book is \$4.

## Unit 3 World Panorama

### Page 27 exercise 3

#### Complete each picture with a date and verbs from the box. Then, listen and check.

- A. On November 4th 2008, Barack H. Obama became the 44th president of the US. He took office on January 20th 2009.
- B. On April 3rd 2010, Apple launched their iPad. Its creator was Steve Jobs.
- C. On October 29<sup>th</sup> 2012, Hurricane Sandy hit Northeastern United States. It killed 200 people and caused \$50 billion of damage.
- D. On September 11th 2001, terrorists attacked the World Trade Center in New York. There were nearly 3,000 victims.

### Page 28 exercise 1

#### Listen and tick the dates you hear. Then repeat.

- a. in two thousand
- b. on October the sixth, two thousand

- c. from August the thirteenth to August the twenty-ninth, two thousand four
- d. on October the second, two thousand five

### Page 28 exercise 3

Listen to 'A short quiz' and number the topics in the order you hear them.

#### A SHORT QUIZ

**Nina:** Do you have a good memory, Tony?

**Tony:** Yes Nina, I think I do.

**Nina:** Can you answer a very short quiz, please?

**Tony:** A quiz from your stupid magazine? Oh no!

**Nina:** Oh come on, Tony, PLEASE!

**Tony:** OK. Go ahead.

**Nina:** One: The TV series CSI started in the United States and in Canada at the same time. When was it? Was it before the year 2000? In the year 2000 or after the year 2000?

**Tony:** err... I think it was in 2000.

**Nina:** You're right. CSI started on October 6th 2000.

Two: At the Olympics in Greece, from August 13th to August 29th 2004, the best country won 102 medals. Which country was it? China, the USA or Russia?

**Tony:** That's easy. The American athletes were the best! Err... How many medals did they win again?

**Nina:** 102, they won 102 medals. Well, let's go on to question 3.

On October 2nd 2005, HE divorced Jennifer Aniston and he went to live with Angelina Jolie. You've got to choose between George Clooney, Johnny Depp and Brad Pitt.

**Tony:** I knew this quiz would be stupid... Brad Pitt, of course!

**Nina:** Let's see - question 4 to finish. In 2010, this film made a billion dollars gross worldwide. Was it Toy Story 3, the Twilight saga or Avatar?

**Tony:** I think Twilight made the most profit.

**Nina:** NO, Twilight didn't make a billion dollars; the right answer was Toy Story 3.

### In Tune Page 32 exercise A

the first	the second	the third	the fourth	the fifth
the sixth	the seventh	the eighth	the ninth	the tenth
the eleventh	the twelfth	the thirteenth	the fifteenth	the twentieth
the twenty-second	the thirtieth	the thirty-first		

### In Tune Page 32 exercise B

- a. There are 4 children in my family; I am the second.
- b. There were 2,000 runners at the London Marathon last year. Dave arrived 23rd.
- c. This afternoon, the 50th customer will win a \$15 money-off coupon.
- d. Sandy's birthday is on the 31st of July; she'll be 47.

### Training Page 32 exercise 3

- a. The 1990s saw the advent of personal computers, the Internet and e-mail.
- b. The Freebox® came into popular use in France in 2002.
- c. Alexander Graham Bell invented the telephone on the 14th of February 1876.
- d. Apple launched their first iPod in 2001.
- e. The first telephone call from a mobile phone was made by Dr Martin Cooper on the 3rd of April 1973.

### Exam Prep N°5 Page 35 exercise 1

#### ABOUT QUEEN ELIZABETH II

- a. I am glad to present a few important facts about the reign of Elizabeth II, Queen of the United Kingdom and of 15 other independent countries in the world.
- b. Here is a timeline with a few dates which marked the life of the Queen.

c. The blue boxes on the timeline represent private events and the pink boxes represent a few facts about her public life.

d. First, I'll comment on her private life; then, I will continue with her public life.

## Unit 4 Team Sports

### Page 37 exercise 1

#### Listen and repeat.

a. an American football field

d. shoulder pads

g. end zone

j. a cup

b. goal posts

e. the team's uniform

h. a cheerleader

c. a helmet

f. football shoes

i. a referee

### Page 37 exercise 3

#### Listen and circle the correct information.

American football was first played in the United States on November 6th, 1869. It is a mixture of rugby and football played by two teams of eleven. The objective is to score points by advancing the ball into the opposing team's end zone or through the goalposts. Players can advance the ball by running with it, by throwing it to a teammate or by kicking it. A standard football game consists of four 15-minute quarters. American football is a collision sport; that's why players must wear special protective equipment such as a padded plastic helmet, shoulder pads and knee pads.

### Page 38 exercise 1

#### Tony is buying his ticket for Super Bowl 2012. Listen and complete the poster. Then circle Tony's seat in the stadium.

##### AT THE TICKET OFFICE

**Salesgirl:** Hello, lucky boy! Can I help you?

**Tony:** I'd like a ticket for the Super Bowl next Sunday, please.

**Salesgirl:** OK... New York Giants versus New England Patriots... February 5th... Have you ever attended a Super Bowl game?

**Tony:** No, never. It's the first time!

**Salesgirl:** OK, what kind of ticket would you like?

**Tony:** Well, it depends on the prices.

**Salesgirl:** A lower seat is \$1,200, an upper seat is \$1,000, a club level seat is \$7,300 and a suite seat is \$9,300.

**Tony:** Gosh! Even more expensive than I thought!! Well, I'll buy an upper seat...

**Salesgirl:** OK..., so..., seat n°503. \$1,000 please.

**Tony:** Here you are.

**Salesgirl:** As I told you before, you're a lucky guy!

**Tony:** Lucky!?? Why??

**Salesgirl:** You're the millionth visitor of Lucas Oil Stadium so you'll get a special gift!

**Tony:** Really!?!?

**Salesgirl:** Yes, you'll have access to a sumptuous buffet before the match and after the match, you'll meet the winning team's coach.

**Tony:** Really!?!? That's incredible! I can't believe it!!

**Salesgirl:** Moreover, you'll see Madonna at the buffet; she's our special guest today!

**Tony:** You're right. I'm the luckiest boy today!!!

## Page 38 exercise 2

**Tony is now meeting Tom Coughlin, the New York Giants' coach after the match. Listen and answer the questions.**

### AFTER THE MATCH

**Tony:** I'm really glad to meet you, Mister Coughlin!

**Tom:** Please call me Tom. Nice to meet you, too.

**Tony:** What a great game it was! It was fantastic, wasn't it?

**Tom:** Yes, it was!

**Tony:** Are you satisfied with your players' game?

**Tom:** Of course I am. They were unbelievable.

**Tony:** The score was very tight: 21 to 17! Were you sometimes disappointed by some players?

**Tom:** No, I wasn't. I never stopped believing in them. They always responded very well.

**Tony:** Eli Manning was excellent. I think he was a valuable player during the game. What do you think?

**Tom:** Absolutely! Really valuable! I think that his efficient actions contributed to the victory of the New York Giants tonight!

**Tony:** How long has he been playing with the New York Giants?

**Tom:** Well, for 8 years now... He is an excellent quarterback.

**Tony:** Was it his first Super Bowl game?

**Tom:** No, it wasn't. He was already exceptional at Super Bowl 42 in 2008.

**Tony:** And what did you think of Chase Blackburn during the game?

**Tom:** He was terrific as a linebacker; he was signed by the Giants in 2005 and his experience, his leadership and his ability to get downfield have made a huge difference to our defensive play. He was also a champion in 2008 with Eli.

**Tony:** I was a bit disappointed by Steve Weatherford.

**Tom:** Yes... he wasn't good... It's a pity... He hasn't been playing with us as a cornerback for a long time, only one season, and it was his first Super Bowl, so let's give him time...

## In Tune page 42 exercise A

has – eat – at – his – hit – hide – eight – hand – add

# Culture Click Freedom & Liberty

## Page 47 exercise 2

**Listen and add the information about picture D.**

### THE FREEDOM TOWER

The Manhattan skyline has got a new king. The Freedom Tower is the new tallest building in New York City, overtaking the Empire State Building. The Freedom Tower, built on the site of the former World Trade Center, will stand at 1,776 feet with 104 floors. This is 408 feet taller than the Twin Towers, which were destroyed in the September 11th, 2001 terrorist attacks on the USA.

The construction of the Freedom Tower began in early 2006 and by 2013 the building will be ready for occupancy – twelve years after the World Trade Center was destroyed by terrorist attacks.

The Reflecting Absence memorial will honor the 2,986 men and women who died in the terrorist attacks. And the 2,500 people who died after the World Trade Center came crashing down to earth will never be forgotten.

## Page 48 exercise 4

**Listen and circle the right information about the plot (one solution or more).**

### FREEDOM WRITERS

*Freedom Writers* is a 2007 American drama film starring Hilary Swank. It is based on the book *The Freedom Writers Diary*, written by teacher Erin Gruwell and her class.

The film starts with scenes from the 1992 Los Angeles riots. Erin Gruwell is a new, excited school teacher at Woodrow Wilson High School in Long Beach. She soon realizes that her class are all “at-risk” high school students, also known as “unteachables”. The students self-segregate into racial groups in the classroom, fights break out, and most of them stop attending class. However Erin Gruwell buys them composition books to record their diaries in which they talk about their experiences of being abused, seeing their friends die, and being evicted. Her students start to trust her, to behave with respect and discover a lot more.

In sophomore year, she asks them to write their diaries in book form. She compiles the entries and names it The Freedom Writers Diary. She teaches her kids’ junior and senior year and successfully prepares them to graduate high school and attend college.

## Page 48 Quiz

1. The Statue of Liberty is a symbol of freedom and democracy to the people who dream of a new life in America.
2. The Declaration of Independence was adopted on the 4th of July 1776 stating that the people have a right to Life, Liberty, and the Pursuit of Happiness.
3. The Declaration of Independence, the Constitution of the United States and the Bill of Rights are known as the Charters of Freedom.
4. The Liberty Bell can be seen inside the Liberty Bell Center, in Philadelphia.
5. The Liberty Bell was made in England but cracked when first rung after arrival in Philadelphia.
6. “Freedom! ’90” is the title of a song by the English singer, George Michael.
7. ‘Freedom’ is the name of an American science fiction television show.
8. In 1886, Charlotte Wilson and Pierre Kropotkin founded an English anarchist newspaper.
9. *Braveheart* is a film starring the Australian actor, Mel Gibson.
10. One hero of the Scottish wars of independence was William Wallace, portrayed by Mel Gibson in the film *Braveheart*.

## Unit 5 The Business World

### Page 49 exercise 2

**Listen, check your answers and repeat the vocabulary.**

- a. a global construction company
- b. the head office
- c. last year’s net profit
- d. the biggest European achievement

### Page 49 exercise 3

**Listen to ‘Our company profile’ and complete the missing information on the document.**

#### **OUR COMPANY PROFILE**

Balfour Beatty is a large PLC registered in England. The head office is located in London. It is the 15th largest construction company in the world.

Balfour Beatty was founded in 1909 by a mechanical engineer, George Balfour, and an accountant, Andrew Beatty. The company’s biggest achievement in Europe is the construction of the Channel Tunnel in 1994.

Balfour Beatty employs 50,000 full-time people around the world. Last year, the net profit of the company was 182 million pounds.

### Page 50 exercise 1

**Look, listen and repeat these prepositions of place.**

in front of – behind – next to – near – between – under / below – opposite – above

## Page 50 exercise 3

**Listen to the 1st part of 'Finding the right place' and tick the words you hear from the list below.**

### FINDING THE RIGHT PLACE (PART 1)

*Matt has a summer job at McCooheny's Tyres in Dundee, Scotland. It's his first day's work at the reception desk of the company.*

**Receptionist:** Matt?

**Matt:** Yes?

**Receptionist:** The mail has just arrived. Can you please sort it out by department?

**Matt:** Yes, of course, Julia.

*Ten minutes later.*

**Matt:** What do you want me to do now?

**Receptionist:** Please deliver the mail to the offices. You visited the administrative building yesterday; do you think you can find your way?

**Matt:** Err... do you think we can revise together? There's mail for the chairman, for the general manager, for the accounts department, the marketing and sales department and the research and development department.

## Page 50 exercise 4

**Listen to the 2nd part of 'Finding the right place' and locate some of the departments and offices of ex. 3 on the plan.**

### FINDING THE RIGHT PLACE (PART 2)

**Receptionist:** OK Matt, let me tell you where these places are. Let's begin with the research and development department: it's here on the ground floor. Walk out of the reception and turn right; walk past the quality control lab and it's just after.

**Matt:** OK, let me take notes: R&D, ground floor, next to quality control lab.

**Receptionist:** Now... the general manager's office. Take the lift to the first floor; it's the first office on the right, opposite the showroom. As for the marketing and sales department, it's on the first floor too but it's on the left of the lift, just after the advertising department.

**Matt:** So... on the first floor, there's the general manager's office on the right, and on the left, there's the marketing and sales department. Correct?

**Receptionist:** Yes, that's it.

**Matt:** Now, I just need to know where the chairman's office and the accounts department are. Are they on the ground floor?

**Receptionist:** No. They are on the floor above. When you get off the lift, turn right. The chairman's office is the last door on your left and the accounts department is just opposite.

**Matt:** All right. Chairman and accounts, first floor, on the right of the lift. I won't be long!

**Receptionist:** Good luck!

**Matt:** Oh... one more thing, please... Where's the cafeteria?

**Receptionist:** It's at the end of this corridor. You can't miss it: it's next to the staff room.

**Matt:** Thank you very much.

## Page 51 exercise 7

**Listen to 'Delivering tray meals' and fill in the chart in French.**

### DELIVERING TRAY MEALS

**Delivery man:** Good morning. I have 26 tray meals to deliver in this building.

**Receptionist:** Are they all for the same department?

**Delivery man:** No. There are 5 trays ordered by Mr. Johnson; 7 trays for Mrs. Corns; 10 for Mrs. Elliott and 4 for Mr. Ward.

**Receptionist:** All right. I'll help you find your way.

Mr Johnson is in charge of the Accounts department on the 1st floor. It's the third office on the right of the lift. Mrs Corns is the manager of the Human Resources department; her office is on the 2nd floor, just opposite the lift.

Mrs Elliott manages the marketing department. You'll find her on the 2nd floor too, on the left of the lift, it's the last door at the end of the corridor.

Finally, Mr Ward: he works on the top floor of the building, that's to say floor number 3. Mr Ward is the chairman of our company. His office is next to the secretarial space, second door on the right when you get out of the lift.

Will you remember everything?

**Delivery man:** I think so. I have written the information on the boxes. Now, where is the lift, please?

**Receptionist:** In the corridor behind you, now walk past the water fountain and the plant...

## In Tune Page 54 exercise A

- |            |            |              |             |                |
|------------|------------|--------------|-------------|----------------|
| 1. annual  | 2. budget  | 3. career    | 4. human    | 5. manufacture |
| 6. private | 7. profile | 8. qualified | 9. research | 10. site       |

## Training Page 55 exercise 7

- |                        |                                 |                     |
|------------------------|---------------------------------|---------------------|
| a. \$2,345             | b. £67,891                      | c. €3,257,911       |
| d. 975,310 inhabitants | e. 1,624,000,000 Chinese people | f. $6.2 + 3.8 = 10$ |

## Exam prep N°9 Page 57 exercise 1

### Starting the presentation

a. Let me introduce myself, my name is Simon and I am here to present the company where I went on a work placement OR and I am here to present the company where I worked last summer.

### Announcing the plan

d. Here is the plan of my presentation.

g. To begin with, I'll speak about the location of the company.

h. Then, I'll continue with a quick presentation of the premises.

e. Finally, I will conclude with the description of the activity and with the company's projects.

### Presenting pictures

b. I have prepared a few slides showing the plan of the company.

f. This is a photo / a plan / a map of....

i. Let's move on to the next slide. As you can see, it represents...

### Ending the presentation

c. Thank you for your attention. Now I'll do my best to answer your questions.

# Unit 6 Biographies

## Page 59 exercise 2

**Listen and check your answers. Then add the dates.**

### FACTS AND DATES

Lady Gaga was born in 1986.

Michael Jackson released his first solo album in 1979.

Princess Diana died in a car accident in 1997.

The Raspberries band broke up in 1975.

Yannick Agnel was born in 1992.

Prince William began dating Kate Middleton in 2003.

Tom Cruise married Katie Holmes in 2005.

Madonna was a successful pop artist from 1984.

The Rolling Stones recorded 'Satisfaction' in 1965.

JFK was elected President of the United States in 1960.

## Page 60 exercise 2

Listen to the phone conversation and tick the correct information.

### MEMORIES

**Sam:** Hello. Sam speaking.

**Jenny:** Hi, Sam! This is Jenny. Jenny Hathaway. I read your post on FriendsReunited... Do you remember me?

**Sam:** Jenny... Jenny Hathaway... Of course I remember you! We used to take the bus together. You lived in Alresford like me.

**Jenny:** Yes, that's it! At first, I didn't dare call you; it was such a long time ago...

**Sam:** Yes, twenty years ago! So, tell me everything about you!

**Jenny:** Well, now I live in Scotland, near Edinburgh.

**Sam:** OK, and do you work?

**Jenny:** Yes, I am a medical secretary.

**Sam:** I'm sure that's an interesting job. Are you married?

**Jenny:** As a matter of fact I got married five years after passing my B-Tech National, in 1997. I married John, John Ernest.

**Sam:** Really?! I can't believe it!!

**Jenny:** Yes, but it wasn't a happy marriage and we eventually divorced.

**Sam:** How long were you married?

**Jenny:** For 3 years. Then we divorced in 2000.

**Sam:** I'm sorry for you. I hope everything is better for you now...

**Jenny:** Yes, I've been living with a Scotsman since 2006; our son was born 2 years later and we live in a peaceful village.

**Sam:** All right. Are you still in touch with any of our fellow students?

**Jenny:** No, not at all; and in my opinion it's a pity because there were so many...

## Page 61 exercise 4

Listen to Arthur's message and put the sentences in the right order.

### ARTHUR'S RECOLLECTIONS

Hi, Sam! This is Arthur Glenfiddich. Like you, I was a student at Guildford High School. Do you remember me? I agree with you: in my view, the 90s were great years! What comes first to my mind is the beginning of the Internet at that time! One of my best memories is when your parents bought a computer. Afterwards we spent every Tuesday evening at your home trying to surf!

We also spent good moments playing on the PlayStation with John and Matt, didn't we?

We were not good students! We didn't work a lot!! I'll never forget the detentions we had on Wednesday afternoons!

One of my worst recollections is when we played truant on a Friday! Our parents were immediately called and they were waiting for us on the Friday evening with the Headmaster! My father was really angry and I was punished for the whole weekend!

Finally, I remember that our parties were terrific!! We usually listened to Nirvana. *Smells Like Teen Spirit* was our favourite song, wasn't it?

## In Tune Page 64 exercise A

birth / the

## In Tune Page 64 exercise B

death, therefore, then, that, three, think, something, thanks, through, this

## Training page 64 exercise 2

### AMY WINEHOUSE

Amy Jade Winehouse was born on September 14th, 1983. She was an English singer and songwriter. Her debut album, *Frank*, was released on October 20th, 2003. It was a success. However, she had a problem with alcohol and died of alcohol poisoning on July 23rd, 2011.

## Exam Prep N°11 Page 67 exercise 2

- A. moreover
- B. on top of it all
- C. such as
- D. although
- E. whereas

## Culture Click American First Ladies

### Page 70 exercise 5

**Listen and match each First Lady with her main cause during her tenure.**

#### U.S. FIRST LADIES' CAUSES

Jacqueline Lee Kennedy is remembered for her contributions to the arts and preservation of historic architecture.

Eleanor Rosalynn Carter was active in numerous causes, perhaps most prominently for mental health research.

Nancy Reagan founded the "Just Say No" drug awareness campaign.

Laura Bush took many initiatives concerning literacy.

Betty Ford was noted for raising awareness of breast cancer.

### Page 70 Quiz

1. The first First Lady of the U.S. was Martha Washington.
2. Martha Jefferson was the first First Lady to live in the White House.
3. In 1889 Caroline Harrison raised the first Christmas tree in the White House.
4. Betty Ford was a professional dancer and model in her youth.
5. Hillary Clinton became a U.S. senator.
6. Barbara Bush was the second First Lady to be wife to one President and mother to another.
7. Nancy Reagan appeared in 11 movies before giving up her career and getting married.
8. Jackie Kennedy's first husband was assassinated.
9. Anna Eleanor Roosevelt was the first to hold weekly press conferences.
10. Pat Nixon was the 37th First Lady.

## Unit 7 Box Office

### Page 71 exercise 1

**Listen to the presentation of the film studios and fill in the people's jobs.**

#### HARVEY'S FILM STUDIOS

Welcome to Harvey's Film Studios, one of the independent film studios in the US. Here you are, watching the making of the first episode of a new series for teenagers. No definite name for the moment, I am afraid. You'll know later. Don't worry.

Now, here's the film crew: first, the boss, yes, he is the boss and he's on duty. His name? Jack; Jack is our film director. Jane is the script girl and is checking everything is OK. You can also see Harry, one of the camera operators. Sometimes, you can see him on his seat for travelling shots... Mike is a lighting technician. He and Peter, our sound engineer, can do miracles together...

And now, the heart of the series: the actress and the actor acting a scene; you don't know them but they will be the stars of tomorrow. I am sure of it. They are really good. Their names? Judy Parr is the actress and Justin Fowler, the actor. But behind the scene, there are more people. They are also part of the film crew. But you can't see them in here...

## Page 72 exercise 1

**Listen to the conversation between Juno and Melody and tick the right answers on the picture.**

### AT THE FILM RENTAL BOOTH

**Melody:** Hi, Juno. Looking for a film to watch tonight, too?

**Juno:** Yes, Melody, This DVD rental is quite good– there are lots of titles available. All types of movies. Thrillers, war films, westerns, crime stories...

**Melody:** Love stories, musicals, comedies, historical films... My favourites!

**Juno:** Plus dramas, horror films, sci-fi... Hey! What's that? *Twilight*? No... You've rented *Twilight*? It's an old movie now...

**Melody:** Not that old, really!

**Juno:** Oh, come on! When was it released?

**Melody:** Well, in 2008...

**Juno:** Er... You are right. It's not that old!!!

**Melody:** Well, I like that type of movie; and I like the characters in *Twilight*. They're wonderful vampires!

**Juno:** Wonderful vampires...

**Melody:** Don't laugh! Yes, they are wonderful! Adorable! But you know, I like different types of movies too: dramas, love stories, musicals and sci-fi! But what about you? What film are you looking for?

**Juno:** *The Dark Knight Rises*.

**Melody:** *The Dark Knight Rises*... You mean the latest Batman?

**Juno:** Yes... I love that film. I've seen it twice already. Christian Bale stars...

**Melody:** Oh I love him... Yes... as much as Robert Pattinson...

**Juno:** And Marion Cotillard, Morgan Freeman and Gary Oldman star in it too. A brilliant cast.

**Melody:** Yes, a good cast, indeed! Err... It's quite a new film, isn't it? When was it released? Early 2012?

**Juno:** In the summer more precisely. Yes, summer 2012.

**Melody:** Who is the director?

**Juno:** It is directed by Christopher Nolan and Nolan is also the scriptwriter.

**Melody:** You know what? I have never seen any Batman films!

**Juno:** Well... Why don't you come with me and watch it?

**Melody:** Really? OK then, I'm coming...

## Page 73 exercise 4

**Listen to Juno and the reporter and complete the missing information on the card.**

### CINEMA QUIZ

**Reporter:** So now, it's Juno's go. So Juno comes from Denison High School and all her friends say she is a real cinema freak. Hi, Juno. Ready?

**Juno:** Yes, I am ready.

**Reporter:** This week's theme for Mister or Miss Cinema is American movies of the 90's. First question: What film by James Cameron has been released in a new 3D version recently?

**Juno:** Easy. It's *Titanic*!

**Reporter:** Correct. Who was the scriptwriter?

**Juno:** James Cameron.

**Reporter:** Who were the lead actors?

**Juno:** Leonardo DiCaprio and Kate Winslet.

**Reporter:** Yes... When was the original version released?

**Juno:** Er... In 1997. In December, just before Christmas!

**Reporter:** Excellent. Was the film awarded any Oscars?

**Juno:** Oh, yes. Nominated fourteen times... And the film won 11 Oscars... including Best Picture and Best Director.

**Reporter:** That's right. Exactly the same as *Ben Hur's* number of awards... More information about this movie: the budget of *Titanic* was \$200 million. It was the film with the highest profit until?

**Juno:** *Avatar* by James Cameron surpassed it in 2009.

**Reporter:** Perfectly correct. Now Juno, can you tell us about the story, the plot...

**Juno:** Yes.

**Reporter:** And secondly, could you give us more information about the film crew please?

**Juno:** Yes. I'll start with the plot, the story...

## In Tune Page 76

Films – actresses – scenes – risks – artists – extras – stunts – technicians – matches

# Unit 8 Art and Communication

## Page 81 exercise 2

**Listen to Kate and Lucy talking about Riley's photos. Number their impressions in the order you hear them.**

### PHOTOGRAPHIC VIEWS AND IMPRESSIONS

**Kate:** It's ever so cold outside. What about a nice cup of tea, Lucy?

**Lucy:** Oh, yes, please. I'd love one.

What wonderful photos you have here, Kate!

**Kate:** Yes, I like them a lot. Riley and I, we went to the USA last summer and my husband is a real magician when it comes to photography.

**Lucy:** That's right. It's so impressive how he managed to catch the spirit of a place such as Manhattan.

**Kate:** It gives a sense of peace and quietness inside this big city.

**Lucy:** Yes, indeed. And when you look at the scenery of the National Park, it creates a feeling of freedom. It's amazing!

**Kate:** However I think my favourite picture is the one where we are walking together. It brings out an idea of happiness and love.

## Page 82 exercise 1

**Listen and write the information about Edgar Mueller's work of art.**

### THE CREVASSE

The Festival of World Cultures took place in Dun Laoghaire, 12 kilometres south of Dublin, in Ireland. During this international arts festival, Edgar Mueller created a 3-D work of art called the Crevasse. From August 21<sup>st</sup> to 24<sup>th</sup> 2008, he transformed a huge part of the East Pier into a deep ice crevice in order to give an impression of dizziness. Together with up to five assistants, the street painter worked all day long for five days from sunrise to sunset in order to complete this huge picture which is about 250 square metres wide. But you have to look at the painting from exactly the right angle to have the illusion of depth.

## Page 83 exercise 3

**Listen to the interview about Edgar Mueller's inspiration and underline the right information.**

### EDGAR MUELLER'S INSPIRATION

**Reporter:** Good evening everybody. This is Urban Street Art and we're together for an hour. Tonight's guest is Edgar Mueller. Good evening!

**Edgar Mueller:** Good evening!

**Reporter:** Well then, how do you get the idea for a 3-D painting?

**Edgar Mueller:** Everything starts out with a blank pavement. I use the street as canvas so that the surrounding environment can help me find an idea. After that I just need washable paint or chalk to transform large areas of pavements and streets.

**Reporter:** Yes indeed, and you give them a stunning new appearance... And what happens if it rains? A few drops can destroy a picture in seconds.

**Edgar Mueller:** That is right. Only a few seconds to destroy a picture which often took days to paint. But we can't help it. I just leave and I will paint a new picture the next day.

**Reporter:** That is the best thing street painters can do.

## Page 83 exercise 5

**Listen to the intention of Edgar Mueller's work. Correct the mistakes on the prompter with the adjectives from the list.**

### THE INTENTION OF EDGAR MUELLER'S WORK

**Reporter:** The way you transform the street surface in order to confuse our human eye is absolutely amazing.

**Edgar Mueller:** Yes, I love playing with our perception of reality.

**Reporter:** Your breathtaking paintings are made so that the people can interact inside the image.

**Edgar Mueller:** When the observer runs into the picture and becomes a part of the new scenery, it gets thrilling, doesn't it?

**Reporter:** However we must look at your terrific painting from the right spot so that the illusion can be absolutely mind-blowing.

**Edgar Mueller:** Depending on where you stand, a work of art can look horrible or be absolutely wonderful.

**Reporter:** We'll be back after the commercials.

## In Tune Page 86

- a. As I said before, I'm fond of 3D street art.
- b. My daughter has bought a new car because she had to.
- c. The boy I know has deep blue eyes.
- d. As the price of this watch is high, I can't buy it.
- e. Has he received my message?
- f. This movie is too long as far as I'm concerned.
- g. The teacher has got my book.
- h. As for me, I prefer staying at home.

## Exam Prep N°15 Page 89 exercise 1

### GILLETTE'S ADVERTISING CAMPAIGN

First of all this artwork is a magazine advertisement for men's shaving products.

Let us begin with the background. The scene takes place in a bathroom. As you can see there's some steam on the mirror. Notice that we see Thierry Henry's reflection looking and smiling at us.

Let me direct your attention to the fact that the brand name is repeated several times

Let's move on to the catchphrase, which is 'Try the new Gillette range'. The advertisers play on our emotions as they invite us to use the different creams before, during and after shaving. Since Gillette chose a celebrity to sell their product, people will remember their campaign.

## Culture Click Bollywood

### Page 91 exercise 2

**Listen and complete the information sheet above.**

The Bollywood studios are based in the city of Mumbai— until 1996, the city was called Bombay—, the capital of the Indian state of Maharashtra and the largest city in India. Bollywood studios produce a very large number of films every year.

## Page 92 exercise 4

### Listen and circle the right information.

Bollywood is the largest film producer in India and one of the largest centres of film production in the world. For example, in 2012, Bollywood studios released 126 films in the Hindi language. Approximately 1,000 films were released for the whole of India and 280 for the whole of France.

In fact, the Indian film industry is made up of much more than just Bollywood.

Bollywood films are influenced by traditional theatre. They show very difficult love stories with action-packed storylines.

## Page 92 QUIZ

1. Mumbai is the largest Indian city but the capital city of India is New Delhi.
2. In 2011, there were 1,210,193,422 inhabitants in India, according to a provisional census.
3. All Bollywood films must show a lot of dancing with music and lyrics.
4. Most music and songs from Bollywood become hits in the music charts in India.
5. The language in Bollywood films is Hindi. Hindi is the official language of the Federal Government of India.
6. Bollywood actors have to overact all their characters in every film.
7. The most important type of traditional Indian theatre is called Kathakali.
8. The film *Slumdog Millionaire* won an Oscar for the best song and music, and was a worldwide success.
9. Satyajit Ray is a very famous film director.
10. Masala is a style of Indian cinema in which there is a mix of various genres. Originally, "masala" is a mixture of cooking spices.

## Unit 9 Food News

### Page 93 exercise 1

#### Listen and write the name of the produce on the right location on the map.

Have you heard of Marco Polo, the famous Italian merchant? He is the one who brought noodles from China to Italy! Yes, noodles are Chinese originally, not Italian.

As for tomatoes, they come from South America. The origin of potatoes is the same. That's right, potatoes came from Peru and they were grown in Italy first before they became a famous food in France, thanks to Antoine Parmentier.

Coffee originated in Ethiopia, in Eastern Africa. Now it is a worldwide drink.

Tea is also a famous drink, but it comes from China.

As for cocoa, it comes from Mexico where the Aztec people used cocoa beans for a cold drink. Today, all these foods and drinks are international.

### Page 93 exercise 2

#### Listen and write the names of the countries where these dishes come from. Then match the information and the dishes.

The ancient Greeks used to cover their bread with olive oil and herbs. But modern pizza originated in Italy, in Naples to be more precise. The basic ingredients are tomatoes and cheese.

You find couscous in Northern Africa: Morocco, Tunisia and Algeria. It's a dish of semolina traditionally served with a meat or vegetable stew spooned over it.

Sailors from Hamburg in Germany used to eat a special minced meat dish mixed with onions and cheese. Today, "hamburger" is the name of the meat and also the name of the sandwich.

India is famous for its numerous curries: meat curries, vegetable curries etc... A hot and spicy dish, with a lot of flavour, curry is usually served with rice.

## Page 94 exercise 1

**Listen to the conversation in the restaurant; look at the menu and add the missing information.**

### AT THE RESTAURANT (PART 1)

**Jane:** Look! The Bison Restaurant... They say it's a very good restaurant in the city brochure...

**Matthew:** Yes! "Remarkable Canadian food" with good service... Let's go in. We deserve some good food after a whole day hiking...

**Jane:** Yes, we do!

**Waiter:** Good evening.

**Matthew:** Good evening. Can we have a table for two, please?

**Waiter:** Yes. Where would you like to sit? Next to the fireplace? Is that table OK for you?

**Jane:** Perfect. Thank you.

**Waiter:** Here is our menu. Would you like anything to drink? Madam?

**Jane:** Well, I'll have a coke.

**Waiter:** What about you, Sir?

**Matthew:** Well, I'll have a lager, please. Local lager, if you have any.

**Waiter:** One coke and a Rockies lager.

**Waiter:** Here are your drinks. Are you ready to order, now?

**Jane:** Yes, we are. I'll have the Terrace salad to start with.

**Matthew:** The same for me, please.

**Waiter:** Two Terrace salads. What would you like for main, for your entrees?

**Jane:** I'd like bison short ribs.

**Matthew:** No bison for me, but fish. I'd like a trout, please. Is it local fish?

**Waiter:** Yes it is.

**Matthew:** OK. We'll see about the desserts later.

**Waiter:** Anything to drink? Any wine?

**Matthew:** Water is fine, thank you.

**Jane:** Look, the waiter is coming.

**Waiter:** Here is your salad, Madam.

**Jane:** Thank you.

**Waiter:** And for you, Sir.

**Matthew:** Thank you.

**Waiter:** Enjoy!

## Page 94 exercise 3

**Listen to the end of the conversation and say if it is right or wrong.**

### AT THE RESTAURANT (PART 2)

**Waiter:** Was everything alright?

**Jane:** Yes. It was excellent.

**Waiter:** What would you like for dessert? Did you have a look at the menu?

**Matthew:** Yes. But what is *Taste of the Okanagan*?

**Waiter:** Oh, it's a local cake; the recipe is native; it's delicious.

**Matthew:** I'll have one, please.

**Waiter:** Yes. What about you, Madam?

**Jane:** I'd like the chocolate cake. 3-layer...

**Waiter:** Yes, Madam. Dark chocolate, hazelnut milk chocolate and white chocolate.

**Jane:** Humm! I love chocolate.

**Waiter:** So. One *Taste of Okanagan* and one 3-layer chocolate cake. Any coffee or tea?

**Matthew:** Two teas, please. And the bill...

**Waiter:** Yes, Sir.

## Page 95 exercise 4

Complete with words from the list below. Then listen and check.

- a. What would you like for desserts?
- b. The recipe is local Native.
- c. What about you, Madam?
- d. I'd like the chocolate cake. 3-layer...
- e. Two coffees, please. And the bill.

## In Tune Page 98 exercise A

meal – nice – mix – beef

## In Tune Page 98 exercise C

[i] fish – chips – dish

[ɪ:] meat – eat – cheese – tea

[aɪ] rice – spice – fries

## Exam Prep N°17 Page 101 exercise 1

- a. *Melissa's* is a family restaurant. It opened in 1930.
- b. It's located in the city center of Banff at 218 Lynx street.
- c. Breakfast is served until 4pm. You can also have lunch and dinner.
- d. Reservations for dinner are recommended. The phone number is 403 762 5511.
- e. There is also a website, [www.melssteak.com](http://www.melssteak.com), people can visit to get more information.
- f. The restaurant serves traditional Canadian cooking with prime quality beef.

# Unit 10 City Tours

## Page 103 exercise 2

Listen and tick what Danna takes in her bag and her backpack.

### TRAVELLING PACKING CHECKLIST

**Danna:** Hey Gary. Can you help me check my luggage? I'm packing.

**Gary:** Of course I can. Have you got all the travel essentials, I mean your passport or your identity card, your travel tickets and reservations?

**Danna:** Well yes. I've got my ID card, my hotel reservation and my train tickets. And I have got my credit card and some pounds in cash.

**Gary:** Good. Have you got your European Health Insurance Card in case you need to see a doctor?

**Danna:** Yes, I've got it... I also have some emergency numbers and... my itinerary.

**Gary:** Good. Have you got a guidebook, some maps, a language guide or a dictionary?

**Danna:** Yes, I have got a guidebook. That's enough. I'll use my online dictionary.

**Gary:** Right. You'll also need a plug adapter to charge your batteries. The plugs are not the same. Have you got one?

**Danna:** Oh! You are right! I forgot the plug adapter! And I haven't got one!

**Gary:** Wait here! I've got one in my flat. I'll fetch it for you. I'll be back in a minute.

**Danna:** I'll go on checking my backpack. So... Here is my camera and the battery charger. My mobile phone, of course, and the charger...

**Gary:** Here you are Danna. Here is the plug adapter.

**Danna:** Thanks a lot, Gary. I think I'm ready now.

## Page 104 exercise 2

You work at the reception desk. Listen and complete Bradley's reservation.

### BOOKING A HOTEL ROOM

**Receptionist:** Millennium Hotel. Good afternoon. Can I help you?

**Bradley:** Yes. I'd like to book a room, please.

**Receptionist:** Certainly. When for, Sir?

**Bradley:** June, the 26th.

**Receptionist:** How long will you be staying?

**Bradley:** We'll leave on Monday, the... err... 29th. We'll be staying for 3 nights.

**Receptionist:** Good. What type of room would you like, Sir?

**Bradley:** There will be two of us. I'll be staying with my sister. We would like a twin room with an en-suite bathroom, please.

**Receptionist:** Certainly, sir. All our rooms have en-suite bathrooms. I'll just check if we have any available twin rooms... Yes, we have a room on the third floor with a view of the garden.

**Bradley:** How much is it per night, please?

**Receptionist:** It's 58 pounds per night.

**Bradley:** Is breakfast included or is it charged extra?

**Receptionist:** Full English breakfast is included, Sir.

**Bradley:** That's fine.

**Receptionist:** Who is the booking for, Sir?

**Bradley:** Mr. Paterson: P-A-T-E-R-S-O-N.

**Receptionist:** Alright, Mr. Paterson. Can I have your credit card details, please?

**Bradley:** Yes. Let's see... It's a Visa card. And the number is 7862 539 314 935.

**Receptionist:** OK. Thank you. What is the expiry date, please?

**Bradley:** It expires in March 2018.

**Receptionist:** OK. Your room is booked. What time will you arrive?

**Bradley:** Probably at about eight o'clock.

**Receptionist:** Thank you, Mr. Paterson. See you on June the 26th, then. Have a nice day.

**Bradley:** Thanks. Goodbye.

## In Tune page 108 exercise A

Wednesday / listen / should / autumn / write / know.

## In Tune page 108 exercise B

You could walk to the hotel.

He would like half a pizza.

Don't talk to the bus driver.

You shouldn't be late.

It was too late: the children couldn't be calm.

## Training page 108 exercise 2

- Next week, my colleague and I will go to Liverpool.
- We'll arrive on Monday evening at seven o'clock.
- I will be staying for 2 nights.
- My colleague will leave on Thursday, the fourth, in the morning.
- Our Liverpool partners will visit us next March.

## Exam Prep N°19 page 111 exercise 1

- Edinburgh is the capital of Scotland.
- It is located in the south-east of Scotland.
- It was founded before the 7th century.

- d. There are 5,000,000 inhabitants.
- e. The city hosts the famous Edinburgh Festival which takes place in early August.
- f. Edinburgh attracts more than a million overseas tourists every year, making it the second most-visited town in the United Kingdom.

## Culture Click Wild West

### Page 113 exercise 1

#### Listen and tick the right information in each sentence about the first years of the Wild West.

- a. In 1775, Daniel Boone, a pioneer and an explorer, opened a new route from Virginia to Kentucky.
- b. Later, Lewis and Clarke were asked by President Thomas Jefferson to open up a trail: it was called the Northwest Passage, from Illinois to the coast of Oregon.
- c. Adventurers, trappers, pioneers and explorers went westwards for freedom and to get new lands.
- d. Consequently, Indians were losing their territories and fought the white settlers.
- e. In the West, on the new settlements, life was very hard.

### Page 113 exercise 2

#### Listen and complete the information sheet about the wagons or tick the correct answer.

A wood wagon or a prairie schooner was not very large or comfortable to host a family, to store their food and luggage. The journey lasted at least 6 months.

A wagon weighed one ton and was 14 feet high and 4 feet wide.

It was safer to travel in a wagon train for pioneers; scouts and cowboys used to lead the convoy.

### Page 114 QUIZ

1. One of the first heroes of the American Frontier was Daniel Boone; he opened the way from Virginia to Kentucky.
2. People rushed for gold in California and Alaska at two different times.
3. Laura Ingalls was a novelist, a schoolteacher and a farmwife. Her book *The Little House on the Prairie* is based on her childhood in a pioneer family.
4. The Indian tribes were against the pioneers' settlements because they couldn't hunt buffalo; they had no land left to live on.
5. Buffalo Bill had a very busy life. First, he was a scout; later, he was a successful buffalo hunter and he ended up as a circus performer.
6. His real name was William Frederick Cody.
7. The Indian Removal Act (1830) opened new territories to pioneers' settlements.
8. A bounty hunter makes money bringing outlaws – dead or alive – to the sheriff. There was a large reward.
9. The Dalton Gang, also known as The Dalton Brothers, was a family of both lawmen and outlaws.
10. The Pony Express was the first "express" mail line across the United States. The first successful run, from St Joseph (Missouri) to Sacramento (California) took place on April 3, 1860.

# Unit 11 Motor Show

## Page 115 exercise 1

Look, listen and repeat.

- |               |               |                     |
|---------------|---------------|---------------------|
| 1. the roof   | 2. the hood   | 3. the turn signals |
| 4. the fender | 5. the wheel  | 6. the window       |
| 7. the door   | 8. the lights | 9. the trunk        |

## Page 115 exercise 3

Listen to the ad for the Cow Limo and tick the Yes or No column.

### THE COW LIMO

Getting married? Having a birthday party? Having a bachelor or bachelorette's night? Launching a sale promotion? Wanna have fun?

Don't think twice! Tour the town in a vehicle covered with white and black spots all over its wheels, bumpers and main body. Rent the World Famous Cow Limo, the top transportation choice for special events.

Standing on the roof of the limo, Helga the cow sprays water and shoots golf balls. Through the windows you will see people looking at you because the horn sounds like the mooing of a cow.

The hood is free from decoration in order to keep high visibility through the windshield and a nice cow chip on the trunk will protect your bags against thieves.

Experience courageous fun! Open the door and get in the number one limo attraction for the best tour of your life.

Rent at Fort Wayne Party Partners, 4731 Kaibab, Ft Wayne, Indiana or call us at (800) 394-1578 or email us at RentCowLimo@yahoo.com

## Page 116 exercise 1

Listen and repeat. Then place the words in the corresponding labels.

Number one is the rear view mirror.

Number two is the steering wheel.

Number three is the gear lever

Number four is the front seats

Number five is the throttle.

Number six is the brakes.

Number seven is the clutch pedal.

## Page 116 exercise 2

Listen to the first part of the conversation between Matthew and his father.  
Complete the specifications of the Mini Coupé.

### SPECIFICATIONS OF THE MINI COUPE COOPER SD (2012)

**Matthew:** Have you read the article about the new Mini Coupé Cooper SD in this month's Car Magazine, Dad?

**Father:** No, not yet Matthew. They've tested it, haven't they? What do they say then?

**Matthew:** They drove it for six months. They say that the diesel-powered engine is very fuel-efficient. Its combined economy was 4.3 litres.

**Father:** That's quite good. What is the engine power?

**Matthew:** The engine is a 1995cc twin-scroll turbo which produces 143 horse power and it gives 225 pound-feet of torque at 1700rpm. They say that the throttle, the steering wheel, the clutch and the gear lever are very alert and responsive.

**Father:** How fast does it go?

**Matthew:** It does a 7.9-second dash to 100kph and its top speed is 216 kph.

**Father:** You can overtake very easily. Of course it is the sportiest model in the Mini range. How much does it cost altogether?

**Matthew:** 32,000 euros with the option pack.

**Father:** That is too expensive for a 3-door hatch.

## Page 117 exercise 3

**Listen to the end of the conversation about the pros and cons of the Mini Coupé.**

**Tick the arguments Matthew and his father read in the article.**

### THE PROS AND CONS OF THE MINI COUPÉ COOPER SD

**Father:** What are the pros and cons?

**Matthew:** The car is easy to drive and has powerful Xenon headlights. The boot is pretty big and the audio system is very good but the suspension is taut and is not comfortable at all, especially for the passenger. The brakes are extremely reliable but the diesel engine is too vocal and the visibility is too limited.

**Father:** It's often the case with sporty cars. What do they say about the finishings?

**Matthew:** There are many cheap plastic parts and it's not well-equipped. Many options are not included, such as air-conditioning, sport front seats, alloy wheels, auto-dimming rear view mirror, etc.

## In Tune page 120

performance – responsive – environmentally – efficient – economical – powerful – reliable – vocal – alert – dangerous – significant – equipped – instrument – navigation – limitation.

## Exam Prep N°21 Page 123 exercise 1

### AUTOLIB' BLUECAR

Autolib' is an environmentally-friendly service made to remove around 22,000 petrol-powered vehicles from Paris. There are pros and cons for every system.

The Autolib' Bluecar is available to anyone aged 18 or older with a valid French driving licence and who has paid a subscription.

One of the advantages is that you don't worry about parking. Just take an eco-friendly car from point A to point B. A daily pass is available for 10 euros plus 5-7 euros per half hour of driving.

I'm all for these electric cars because they emit no odours, carbon emissions, or noise.

There are also plans to integrate payment for the bicycle and car hire schemes with the ticketing systems for traditional modes of public transport.

The main strength of the system is their assistance pack. They are user-friendly with automatic transmission, an internal telephone in case of mechanical problems, a video tutorial, and a GPS system that allows drivers to reserve parking spots at their destination.

Users can video conference with a service representative 24/7 in the booth where they purchase a subscription.

Some people are against this system because the Autolib' is unavailable to drivers without a French or international driver's licence.

No control to prevent drunk or intoxicated drivers from renting a car is the main criticism.

And the performance of the Bluecars' lithium battery is another negative point.

## Unit 12 Work Experience

### Page 125 exercise 1

**Listen to Emma's presentation and tick the correct information.**

#### EMMA'S PRESENTATION

Good morning. Here is my resume. I study in a vocational school in Bar-le-Duc. I will take my B-Tech National in Administrative and Secretarial Work next June. I would like to do my final work placement abroad because I think that it is important for my resume and my future job prospects. Currently, the Meuse region offers fewer and fewer jobs and it is very difficult for young people in that part of France so I want to try and work abroad. To begin with, Dublin would be a perfect place to improve my English and also my professional skills.

## Page 125 exercise 2

### Listen to Emma's interview and complete her resume.

#### EMMA'S INTERVIEW

**Interviewer:** Thank you Miss Leroux for your presentation. If you don't mind, I'm now going to ask you a few questions. So, you're a French student and you are willing to improve your English, aren't you?

**Emma:** Yes, definitely!

**Interviewer:** Do you speak any other languages?

**Emma:** Yes, I can speak German, but not very well.

**Interviewer:** All right! As you probably know, the C.E.I. has been organising international exchanges for young people since 1947. So we can give you the possibility of doing your work experience in London or Dublin. You would prefer Dublin, is that it?

**Emma:** Yes, please.

**Interviewer:** OK, so... for next June in Dublin..., there are several possibilities for you. Please talk about your last work placements in France.

**Emma:** Of course. I've had various types of work experience; for example, I worked in an old people's home in June 2013; I also worked in a high school as secretary to the Headmaster in June 2012.

**Interviewer:** OK. Have you got any qualifications?

**Emma:** Yes, I passed my B-Tech First in Administrative and Secretarial Work in 2012 and I got a computer qualification when I was in secondary school in 2010.

**Interviewer:** Very good! What are your computer skills?

**Emma:** I can use Word, Excel and PowerPoint.

**Interviewer:** What are your hobbies?

**Emma:** Well, I like cooking and taking care of children.

**Interviewer:** All right. Which job would you like to apply for?

**Emma:** I would like to work as a receptionist if possible.

**Interviewer:** OK, we'll see... You'll first have interviews with several companies and we'll contact you after that. I'll check your mobile phone number. Is it 07 87 56 73 07?

**Emma:** Yes, that's it. Thank you very much.

## Page 126 exercise 1

### Listen to the phone conversation and tick the right answers.

#### TAKING A MESSAGE

**Receptionist:** Good morning. Harpo Productions. How can I help you?

**Mr Johnson:** Good morning, this is Sam Johnson from Pixar Studios. I would like to speak to Mr Thorn.

**Receptionist:** One moment. Could you hold the line, please? I'll put you through...

**Mr Johnson:** Yes, OK.

**Receptionist:** I'm sorry Sir, he's with a client at the moment.

**Mr Johnson:** Do you know when he'll be free?

**Receptionist:** I'm afraid I don't. May I take a message?

**Mr Johnson:** Thanks. Can you tell him Sam called?

**Receptionist:** OK. And would you mind spelling your surname?

**Mr Johnson:** Yes, it's J.O.H.N.S.O.N.

**Receptionist:** Ok, and has Mr Thorn got your number?

**Mr Johnson:** Yes, but I'll leave it just in case. It's 00 39 456 7110.

**Receptionist:** And what's it in connection with?

**Mr Johnson:** It's about the website. Can you tell him to look at it? The website address is: www, dot, s, dash, johnson all lowercase, dot, com, slash, htm, underscore, test all uppercase, six, six.

**Receptionist:** OK, I'd better read that back to you. It was: www, dot, s, dash, johnson all lowercase, dot, com, slash, htm, underscore, test all uppercase, six, six.

**Mr Johnson:** That's right.

**Receptionist:** OK. Anything else?

**Mr Johnson:** Yes, please ask Mr Thorn to call me back.

**Receptionist:** OK.

**Mr Johnson:** Thank you very much, Miss.

## Page 127 exercise 6

**Listen to this website address. Complete the grid with the appropriate sign or word.**

[www.s-johnson.com/htm\\_TEST66](http://www.s-johnson.com/htm_TEST66)

## Page 127 exercise 7

**Read these email and website addresses. Listen and check.**

a. [jandac@desk-work.tu](mailto:jandac@desk-work.tu)

b. [r\\_SAVIN@gmail.com](mailto:r_SAVIN@gmail.com)

c. <https://cherry-prim.fr/05502U/>

## Page 127 exercise 8

**Listen to the phone call and write the message.**

**Receptionist:** Hello, Maplecroft company. Emma speaking.

**Teixera:** Hello, is Jennifer there?

**Receptionist:** I'm sorry, she's in a meeting. Can I take a message?

**Teixera:** Thanks. Can you tell her Teixeira called?

**Receptionist:** Can you spell your name, please?

**Teixera:** Yes, it's T.E.I.X.E.I.R.A.

**Receptionist:** Sorry, is that T.E.I. for Italy or T.E.A for Australia?

**Teixera:** I for Italy.

**Receptionist:** OK. And has she got your number?

**Teixera:** Yes, but I'll leave it just in case. It's 00 351 567110.

**Receptionist:** And what is it in connection with?

**Teixera:** I need the report urgently. I would like Jennifer to email it to me.

**Receptionist:** OK. Anything else?

**Teixera:** No, that's it. Thank you very much. Goodbye.

## In Tune Page 130 exercise A

[d] filled

[t] walked

[id] calculated

## In Tune Page 130 exercise B

observed – smoked – cleaned – sorted out – prepared – appreciated – seized – wanted – improved – entered – created

## Training Page 130 exercise 1

### PHONE CONVERSATION N°1

**Deborah:** Hello. Marketing.

**Fernando:** Hi, Deborah! It's Fernando. Is Philip there?

**Deborah:** No, sorry, he isn't. He isn't in his office. I think he's out.

**Fernando:** Do you know when he will be back?

**Deborah:** I'm not sure. I hope he'll be back at two because he has an important meeting.

**Fernando:** Can I leave a message?

**Deborah:** No problem.

**Fernando:** Could you ask him to call me back?

**Deborah:** Yes, I'll tell him.

**Fernando:** Bye.

### PHONE CONVERSATION N°2

**Tarik:** Hello. Tarik speaking.

**John:** Hello, can I speak to Deborah please?

**Tarik:** I'm afraid not. She is off today. Can I help you?

**John:** Err... Can you ask her if we're still OK for six o'clock tomorrow night?

**Tarik:** Yes. OK. Who's calling?

**John:** It's a friend. She'll know who it is.

**Tarik:** Bye.

### PHONE CONVERSATION N°3

**Deborah:** Hello. Marketing.

**Fernando:** Hello, may I speak to Philip, please?

**Deborah:** I'm sorry but he's on another call. Do you want to hold on?

**Fernando:** No, it's OK. Do you know how long he'll be?

**Deborah:** I'm afraid not. Is it urgent?

**Fernando:** Yes, it is. Can you tell him that Fernando called?

**Deborah:** Sure.

**Fernando:** Thanks. Bye.

## Exam Prep N°23 Page 133 exercise 1

- a. I did my work placement in a supermarket.
- b. The company was located in the suburbs.
- c. I mainly worked in the storeroom.
- d. The staff was made up of fifteen employees.
- e. My tutor, named Mr. Neerah, was the deputy manager.
- f. I often worked on my own.
- g. My relationship with the staff was friendly and I felt at ease.
- h. I had flexible working hours.
- i. The premises were clean, cold, quiet and pleasant.
- j. My job was to restock the departments.
- k. I used a trolley.
- l. The difficulty was dealing with customers.
- m. This work experience was positive because I gained self-confidence.
- n. I wasn't paid at all.

## Culture Click Street Dance

### Page 136 exercise 3

**Listen and complete the document about the Juste Debout Festival. Then present it orally.**

The Juste Debout Festival is the biggest hip-hop dance show in the world. It takes place in the Paris-Bercy stadium every year. Six styles of street dance are represented: locking, popping, hip-hop new style, house, experimental and top rock.

After 3-month world tour, 160 dancers from 15 countries are selected. Each couple of dancers tries to be more original than the others. The music is chosen by the Juste Debout DJs and the dancers are not told of the songs in advance, so they have to improvise.

The show lasts 10 hours in front of an audience of 16,000 people. The entrance price is 30 euros.

### Page 136 QUIZ

1. The abbreviation RAP music stands for Rhythm And Poetry.

2. In the 70s, American rap music expressed frustrations about social problems.
3. R&B music means Rhythm and Blues.
4. The hip-hop group who wrote the song *Fight For Your Right* in 1986 is The Beastie Boys.
5. The group who sang *I Just Can't Get Enough* in 2011 is The Black Eyed Peas.
6. Eminem's clothes line is called Shady Ltd.
7. The French hip-hop festival, created in 2003 is Juste Debout.
8. House Dance International is a world famous annual festival in NYC.
9. Some schools use street dancing as a form of physical education.
10. Street Dance Centers propose classes at €7/hr.

## Unit 13 Careers Fairs

### Page 137 exercise 1

**Look, listen and complete the stickers. Then repeat.**

- |                   |                |                       |
|-------------------|----------------|-----------------------|
| a. a careers fair | b. a booth     | c. a conference space |
| d. job seekers    | e. a recruiter |                       |

### Page 137 exercise 2

**Complete the sentences with words or expressions from the list below. Then listen and check.**

A careers fair is also referred to as a jobs fair or a career expo.

A careers fair is an exhibition where students and job seekers can get information about different schools and companies.

Careers fairs are good places to meet many representatives from companies and industries of all sizes within a short period of time.

A careers fair is a unique opportunity to meet recruiters and have job interviews.

### Page 138 exercise 2

**Listen to the announcement and complete the poster with the missing information.**

#### JOBS FAIR ANNOUNCEMENT

Are you looking for a job? Would you like to choose an apprenticeship?

Join us at the Northumberland Jobs and Apprenticeships Fair!

It will take place in Durham at the Palatine Centre, Stockton Road.

There you can meet a lot of local businesses and schools.

You can attend workshops on CV writing and on interview technique. If you intend to learn on the job, come to the apprenticeships seminars organised by our local recruiters. They will provide you with all the detailed information you need.

The Northumberland Jobs and Apprenticeships Fair is on Tuesday the 22nd of May!

The doors will open from 10am to 4pm.

Admission is free!

For more information, please visit our website at [Northumberland.jobsfair/dur.uk](http://Northumberland.jobsfair/dur.uk)

### In Tune Page 142 exercise A and B

- |           |                 |         |            |
|-----------|-----------------|---------|------------|
| @         | gmail.com       | mary-87 | leeds_buzz |
| capital A | uk in lowercase | http:   | /          |

## In Tune Page 142 exercise C

- a. <http://www.bbc.co.uk/news>
- b. [leo-26@aol.com](mailto:leo-26@aol.com)
- c. <http://www.wunoflondon.com>

## Exam Prep N°25 Page 145 exercise 1

- a. I am glad to present a very special event which will take place in our school next June.
- b. Our high school will hold its Open House on Saturday, June 17th. The school doors will open from 1:00 to 6:00 PM.
- c. All the students and their families are invited. We will also welcome prospective students and their families as well as our British partners from the School of Liverpool.
- d. Many fun activities will be organized by the students and their teachers. There will be a special exhibition with pictures and videos from our visit to Liverpool. I will participate in setting up and presenting this exhibition.
- e. A music show will be performed by our school band.
- f. A school lottery will be organized and a lot of prizes will be offered to the lucky winners. I hope to win!
- g. Sandwiches, cakes and drinks will be provided by the school students.

## Unit 14 Dreams

### Page 147 exercise 2

**Listen and complete. Use elements from the box.**

#### WISHES

- a. **Georgie:** My name's Georgie and I live in Sidney. What I really would like is to visit Egypt for all its monuments.
- b. **Eva:** Hello, I'm Eva, I'm from London. I really would love to go on a photo safari at the foot of Mount Kilimanjaro.
- c. **Elliot:** Hi! I'm Elliot, from Los Angeles. I wish I could travel to the North Pole and live with an Inuit family.
- d. **Saiko:** I was born in Tokyo and I live there. My name is Saiko. My dream? Oh! If only I could go scuba diving in Hawaii!

### Page 148 exercise 1

**Match the pictures with the words below. Then listen, check and repeat.**

- |               |                |                    |            |
|---------------|----------------|--------------------|------------|
| a. a shuttle  | b. windsurfing | c. trekking        | d. sailing |
| e. snorkeling | f. canoeing    | g. a space station |            |

### Page 148 exercise 2

**Listen to 'The Trip of My Dreams' and cross out the wrong destinations.**

#### THE TRIP OF MY DREAMS

*Four young people, Lucy, Dylan, Jasmine and Brett, are interviewed about trips they would like to do.*

**Interviewer:** So, Lucy... Do you dream of going to a special country?

**Lucy:** Oh yes! I really would love to go trekking in Nepal.

**Interviewer:** Nepal, wow! And where would you go exactly?

**Lucy:** I dream of camping at the foot of Mount Everest.

**Interviewer:** Why?

**Lucy:** Why?? Simply because it's the highest peak in the world! It's called the 'roof of the world', isn't it?

**Interviewer:** Yes, you are right. And... besides trekking, what else would you do?

**Lucy:** I would visit Kathmandu for its temples and its monasteries and discover splendid landscapes.

**Interviewer:** Would you camp every evening?

**Lucy:** No, I wouldn't. Sometimes, I'd eat and sleep at a local teahouse. It's the best way to meet local people.

**Interviewer:** Interesting, Lucy. I hope your dream comes true!

**Lucy:** Thanks. It would be so great!

### Page 148 exercise 3

**Listen to Dylan, Jasmine and Brett. Then write their dreams and their reasons in the chart.**

#### DIALOGUE A

**Interviewer:** Dylan?

**Dylan:** Yes?

**Interviewer:** Do you have a dream too?

**Dylan:** Me? Yes, I do! I wish I could travel back in time.

**Interviewer:** Travel back in time? Are you serious?

**Dylan:** Yes! I would see dinosaurs; I would watch how the Greeks, and the Romans and the Gauls lived in Antiquity...

**Interviewer:** So, it would be a sort of history trip, then?

**Dylan:** Not only... I hope I would see my parents doing stupid things when they were young!

**Interviewer:** I'm not sure your dream can come true, Dylan...

#### DIALOGUE B

**Interviewer:** It's your turn, Jasmine. What's the trip of your dreams?

**Jasmine:** If only I could spend two weeks in the Maldives islands, I would be the happiest girl on earth!

**Interviewer:** The Maldives? Why?

**Jasmine:** Because, for me, it's the best destination on the planet. It's simply a paradise!

**Interviewer:** What would you do there, Jasmine?

**Jasmine:** I would live like a princess in a luxury hotel and I would do all the possible water sports.

**Interviewer:** Like what?

**Jasmine:** Windsurfing, canoeing, snorkelling, scuba diving, sailing and so on... Oh! If only it could come true!

#### DIALOGUE C

**Interviewer:** You're the last one, Brett. What do you dream of?

**Brett:** What I really would like to do is to live on a space station for a week or so.

**Interviewer:** Live on a space station? That's an amazing dream!

**Brett:** I have always wanted to do that.

**Interviewer:** What for?

**Brett:** Because I dream of watching our planet going round.

**Interviewer:** It is such a long way to go!

**Brett:** It is! I would travel 2 days in a shuttle at a speed of 17,000 mph before reaching the space station.

**Interviewer:** What would you do when aboard?

**Brett:** I would float in the air. I would also like to step outside, like an astronaut. I wouldn't be scared, it's my dream!

**Interviewer:** Difficult to make it come true, but keep confident, Brett.

### In Tune page 152 exercise A

[i:]	[iə]	[e]	[eə]	[ə:]	[a:]
Dream	fear	Weather	pear	pearl	Heart
reason	tears	Pleasure	wear	earth	Heartbroken
speak	dear	Ready	bear	search	heartsick
sea	theatre	deadline			

### Exam prep N°27 page 155 exercise 1

a. My dream place is the Hawaii islands; they are located in the northern Pacific Ocean.

- b.** In fact, I have always dreamt of going there because it's the most beautiful American State. Since I was a child, I have wanted to see that place.
- c.** It would bring me so much peace. I'm convinced that it would be a wonderful experience and I hope that my dream will come true.

## Unit 15 Music Box

### Page 157 exercise 2

**Listen and number the music instruments in the order you hear them. Then repeat.**

a trumpet – the drums – a saxophone – a synthesizer – a rhythm guitar – a violin

### Page 158 exercise 1

**Listen and fill in the card about the music band Maroon 5.**

**Mike:** Hi Joe. Look! My latest buy: Maroon 5's latest CD...

**Joe:** Maroon 5? Oh, yes! They are in the top 5 in the charts, aren't they?

**Mike:** Yes, and it's the same in the States. You know, I think they are the best music band at the moment.

**Joe:** Really... I don't know. Reggae music is good music too, and I like rap and R'n'B too. And Rihanna. I think she is really great... OK. Tell me all about your favourites, Maroon 5.

**Mike:** Yes... They are American from Los Angeles; the band was created in 1997. It's a combination of pop rock, funk rock and alternative rock...

**Joe:** Maroon 5? Because there are 5 of them?

**Mike:** Probably. Yes, there are five main musicians. I can even tell you who they are.

Adam Levine, who is the lead singer of the group, plays lead and rhythm guitar and can also play the piano. He is a good songwriter too.

Jesse Carmichael plays keyboards. Sometimes, he plays rhythm guitar. He is also part of the backing vocals.

Mickey Madden plays bass guitar.

James Valentine also plays lead and rhythm guitar and is part of the backing vocals. He can also play percussion.

Matt Flynn plays drums and percussion.

**Joe:** OK. Let's listen to your jewel! And we'll see if they are as good as you say...

### Page 158 exercise 4

**Listen to the conversation and circle the right information.**

**Joe:** You are right. Maroon 5's album is quite good. Let's listen to Rihanna's album. Peter, my cousin, says it's an excellent album.

**Mike:** Maybe. I don't know...

**Joe:** Peter said she was also a very important person...

**Mike:** A pop singer, an important person? You are kidding.

**Joe:** No, not at all. Listen. Peter told me that Rihanna was placed at number twenty on Time magazine's list of the '100 Most Influential People in the World'.

**Mike:** Wow! Incredible!

**Joe:** He said she was also the fourth most powerful celebrity according to Forbes.

**Mike:** Really? OK... But let's make it simple! Who is Rihanna really?

**Joe:** Well, she was born in 1988, in Barbados.

**Mike:** When did she start being successful?

**Joe:** In 2005. Since then, she has broken multiple Guinness World Records with millions of sales...

**Mike:** Good for her! Her music is R'n'B...

**Joe:** Yes... and reggae and hip hop and pop and dance...

**Mike:** What else can she do?

**Joe:** She is a songwriter and an actress. But I don't know if she plays any instruments. I suppose so.

**Mike:** What else?

**Joe:** They say that Rihanna is a hardworking person. She gives a lot to people she believes in. Rihanna isn't only interested in herself.

**Mike:** In fact, Rihanna is perfect... Is she married?

**Joe:** Shush...

## Page 159 exercise 7 Student A

**Listen to the radio programme and complete your card. Then report your information to your partner.**

### PROGRAMME A

Hi folks. Here we are. The hero of today's programme is one of your favourites: Kanye West. Kanye is a complete artist: he is a musician, a songwriter, a film director and a fashion designer.

He is American; he was born in 1977 in Atlanta but he grew up in Chicago. He is a talented musician and became famous in 1996, at the age of 19. He is a singer and can play percussion and keyboards.

His musical genre? Well, you know that, don't you? Hip Hop and Rap. Something amusing: Kanye has got a mascot, a teddy bear. An important thing to know: In December 2012, Kanye was one of the artists of the concert for the victims of Hurricane Sandy...

## Page 159 exercise 7 Student B

**Listen to the radio programme and complete your card. Then report your information to your partner.**

### PROGRAMME B

Hi folks. Here we are again. With Lady Gaga, one of the most provocative artists in the world...

Well, Lady Gaga was born in 1986, in New York. She released her first album in 2006. She is a real activist: she is a singer, a songwriter, a dancer, a fashion designer, a businessman and a record producer... Lady Gaga also made her debut as an actress in 2013. She usually plays the piano and keyboards. We mustn't forget she gives a lot of money to charities too; and she helps teenagers with problems...

Oh! I forgot... Her music styles? Pop, dance, electronic and rock...

## In Tune Page 162 exercise A

director – designer

## In Tune Page 162 exercise B

actor – songwriter – rapper – producer – singer – performer

## Exam Prep N°29 Page 165 exercise 1

**a.** Blues was born from the mixture of African rhythms with European folk music, in the Missouri Delta. The name refers to black workers' blue clothes.

**b.** Blues has a very special and distinctive sound. The main instruments are the piano, the harmonica and the acoustic guitar.

**c.** The lyrics are often about the harshness and difficulty of life. The same lines are repeated at least twice.

**d.** Blues has had influence on US pop music; for example, you can feel the blues in jazz, and rock and roll. Today, even hard rock is influenced by blues.

**e.** One of the best way to discover blues music, is to listen to various songs on YouTube.

# Culture Click DJ-ing

## Page 167 exercise 1

**Label the various devices of a DJ booth. Listen and check.**

- |                   |                      |              |
|-------------------|----------------------|--------------|
| a. a speaker      | b. a laptop computer | c. a mixer   |
| d. a CD turntable | e. a CD player       | f. a CD case |
| g. headphones     | h. a vinyl turntable |              |

## Page 167 exercise 2

**Listen and fill the ID card with the information you hear.**

### DAVID GUETTA

David Guetta is a disc jockey born on November 7th 1967 in Paris. He started mixing vinyls at home at the age of 13 and when he was 18, he began DJing in night clubs. Now, he is also a music producer and a songwriter.

In 1987, he discovered house music on a French radio and he created a new style. He released two albums and soon became a European star. In 2007, Guetta's third album was released and the song *Love Is Gone* reached Number 1 on the American Dance Chart. Four years later, David was elected best DJ in the world.

David is married to Cathy Lobé and the couple have two children. Since 2008, Cathy Guetta has been the organiser of the biggest electro music concert in France, which is called UNIGHTED. This event usually takes place in July or August at the Stade de France in Paris.

## Page 168 Quiz

1. House music was born in Chicago in the early 80s.
2. The word Electronica appeared in the 90s in Detroit, Michigan.
3. The French DJ Bob Sinclar (whose real name is Christophe Le Friant) won the first Victory of electro music in the late nineties. He created the French Touch style.
4. The letters EDM stand for Electronic Dance Music.
5. Electronic Dance Music includes trance, house and techno.
6. The beat of a piece of music is the tempo.
7. 'Scratching' is a technique that creates percussive sounds by touching discs.
8. DJ Armin van Buuren is Dutch.
9. Tomorrowland and Boom Festival are international electro music festivals.
10. David Guetta was consecrated best international DJ in 2011.

# CRÉDITS PHOTOGRAPHIQUES

p.5 haut gauche ph©coll.christophel  
 p.5 haut milieu ©Warner Bros/ph©coll.christophel  
 p.5 haut droit ©Warner Bros/ph©Getty Images  
 p.5 bas ©Warner Bros/ph©coll.christophel  
 p.6 ph©Steve Granitz/WireImage  
 p.7 Prod DB ©Marvel Studios/DR Prod DB ©Marvel Studios/DR  
 concept art/ph©coll.christophel  
 p.8 ph©coll.christophel  
 p.13 ph©coll.christophel (2 photos)  
 p.14 ph©coll.christophel  
 p.15 ph©Stéphane Frances/Onlyworld.net  
 p.16 ph©Photo12/Alamy (2 photos)  
 p.18 ph©UIG/Getty Images  
 p.19 ph©How Hwee Young/epa/Corbis  
 p.25 ©Neil Gaiman, ill. Graig Russel, 2008 Coraline, Bloomsbury Publishing PIC.  
 ©2013 Paws Inc. Reprinted with permission of Universal Uclick  
 All right reserved  
 p.25 bas gauche ph©coll.christophel  
 p.25 bas droit ©Konosuke Uda, ph©coll.christophel  
 p.27 haut gauche ph©Norikazu Tateishi/AP/SIPA  
 p.27 haut droite ph©Kimberly White/Corbis  
 p.27 bas gauche ph©Timothy A.Clary/AFP photo  
 p.27 bas droit ph©Reuters  
 p.28 gauche ©Disney-Pixar / ph©coll.christophel  
 p.28 gauche milieu ph©A. Bibard/FEP/Panoramic  
 p.28 droit milieu ph©coll.christophel  
 p.28 droit milieu ph©Stephane Cardinale/People Avenue/Corbis  
 p.30 ph©SuperStock/Corbis  
 p.36 ph©Simply North / Andia  
 p.38 ph©MCT/Getty Images  
 p.40 ph©Sipa/AP Photo/Matthias Schrader  
 p.46 ph©Sports Illustrated/Getty Images  
 p.47 haut gauche ph©François Lochon/Gamma  
 p.47 haut droit ph©Photo12/Alamy  
 p.47 bas gauche ph©René Mattes/hemis.fr  
 p.47 bas droit ph©Bloomberg/Getty Images  
 p.48 haut gauche ph©Swim Ink 2, LLC/Corbis  
 p.48 haut bas ph©coll.christophel  
 p.52 ©Médecins sans Frontières  
 p.53 The MONOPOLY name and logo, the distinctive design of the game board, the four corner squares, the MR. MONOPOLY name and character, as well as each of the distinctive elements of the board and the playing pieces are trademarks of Hasbro for its property trading game and game equipment. ©1935, 200, Hasbro. All Rights Reserved  
 ph©Photo12/Alamy  
 p.58 ©United Artists/ph©coll.christophel  
 p.59 ©Les films ariane ph©coll.christophel  
 p.59 ©Cinergi Pictures Entertainment/Hollywood Pictures / ph©coll.christophel  
 p.59 ©Joseph E. Levine Productions/ph©coll.christophel  
 p.59 ph©Evan Agostini/Getty Images  
 p.62 ph©Mabanglo/SIPA  
 p.67 ph©Suki Dhandu/Camerapress/Gamma  
 p.68 ph©The Kobal Collection  
 p.69 haut gauche ph©Rue des Archives/BCA/CSU  
 p.69 haut droit ph©Corbis  
 p.69 bas gauche ph©Christy Bowe/Corbis  
 p.70 ph©Corbis (reprise)  
 p.73 ph©Michael Cogiantry/Getty Images  
 p.74 ©Warner Bros Pictures/ph©coll.christophel  
 p.79 haut ph©coll.christophel  
 p.79 bas ©Olivier Nakache/Eric Toledano / Gaumont/ph©coll.christophel  
 p.80 ©Warner Bros Pictures/ph©coll.christophel  
 p.91 ph©coll.christophel (4 photos)  
 p.92 ph©coll.christophel  
 p.81 ph©Photo12/Alamy

p.82 ©EDGAR MUELLER|3D ARTIST  
 p.84 Image Courtesy of The Advertising Archives  
 p.89 Image Courtesy of The Advertising Archives  
 p.90 ph©Mark Thomas/Rex Feature/REX/SIPA  
 p.102 ph©Photo12/Alamy  
 p.103 ph©plainpicture  
 p.106 ph©Photo12/Alamy  
 p.111 haut ph©Photo12/Alamy  
 p.111 bas ph©Jean-Paul Remy/Opt.be ( 6 photos)  
 p.113 ph©Holger Leue/LPI  
 p.114 gauche ph©Jeff Vanuga/Corbis  
 p.114 droit ph©Marilyn Angel Wynn/Nativestock Pictures/Corbis  
 p.115 ph©O. J. Meyer  
 p.116 ph©Marc Dassac  
 p.117 source Fiat  
 p.118 ph©Dominique Guillemin  
 p.119 droit YkeBike TM  
 p.119 gauche ph©Markus Cuff/Corbis  
 p.123 droit Segway®  
 p.123 gauche ph©Lydie Lecarpentier/REA  
 p.124 ph©Photo12/Alamy  
 p.134 ph©G.M.B. Akash/PANOS-REA  
 p.135 ©2004 Screen Gems, Inc./ph©coll.christophel  
 p.136 ©Juste Debut, www.juste-debut.com  
 p.137 haut ph©photo12/Alamy  
 p.137 bas ph©photo12/Alamy  
 p.147 haut droit ph©Imagebroker/Stefan Wackerhagen/bios  
 p.147 bas droit ph©Biosphoto / Masa Ushioda / Robert Harding  
 p.150 ph©Superstock/Leemage  
 p.156 ph©ED/SY/Camerapress/Gamma  
 p.157 haut gauche ph©Serge Sauret/CIT'en scene  
 p.157 haut droit ph©Philippe Lissac / Godong  
 p.157 milieu gauche ph©Bob Sacha/Corbis  
 p.157 bas gauche ph©Formento/Getty Images  
 p.157 bas droit ph©Derren Nugen/Photoshot/MAXPPP  
 p.158 ph©Axel Koester/Corbis  
 p.159 ph©Frank Trapper/Corbis  
 p.166 ph©Action Press/Abacapress.com  
 p.167 haut ©djresource.eu  
 p.167 bas ph©Jochen Zick/Action Press/Abacapress.com  
 p.168 ph©Loona/Abacapress.com  
 p.183 haut ©Joe Hill of www.3djoendmax.com  
 p.183 bas Image Courtesy of The Advertising Archives

Malgré nos recherches, il nous a été impossible de joindre certains auteurs ou leurs ayants droit pour solliciter l'autorisation de reproduction. Nous prions les personnes concernées de s'adresser aux Editions Foucher afin de nous permettre de leur régler les droits usuels.

Conception graphique Killwatch  
 Mise en pages Catherine Raussel  
 Iconographie Sophie Suberbère  
 Relecture Victoria Britten  
 Illustration Manuel Fontegne,  
 Julien Kern, Alfonso Recio  
 Infographie Philippe Baillon  
 Cartographie Gilles Atkon

STDI

Éditions Foucher - Malakoff - JUIN 2013 - 01 - RG - DL / DC

Imprimé en France par JOUVE - 53100 Mayenne - N° 0000000