Mosaïcs est une méthode destinée aux élèves de seconde baccalauréat professionnel. Elle correspond aux exigences du référentiel du Baccalauréat Professionnel agricole et est en accord avec le CECRL (Cadre Européen Commun de Référence pour les Langues). Mosaïcs propose un choix de documents variés, courts et motivants afin d’aider les élèves à progresser.

Mosaïcs se compose de 10 unités de 8 pages :

> Warming up. Une double page d’ouverture avec :
  - le sommaire de l’unité,
  - des documents iconographiques,
  - un wordbank pour aider à l’expression,
  - des questions pour anticiper et exploiter à l’oral et à l’écrit le thème de l’unité.

> Reading. Une double page avec :
  - un texte et des images,
  - des questions de compréhension générale,
  - un point de grammaire ou de méthodologie.

> Radio Mosaïcs. Une page avec :
  - des documents iconographiques en lien avec la compréhension,
  - des questions pour anticiper le thème des documents sonores,
  - un wordbank pour faciliter la mise en situation de compréhension.

> Everyday English. Une page avec :
  - des questions portant sur la compréhension d’enregistrements de situations de la vie courante,
  - un jeu de rôle pour s’entraîner sur le même thème.

> Teamwork. Un travail de groupe pour réaliser différents supports permettant une production orale. Une double page avec :
  - des exemple de productions possibles à exploiter librement,
  - une démarche à suivre pour réussir le Teamwork.

Mosaïcs c’est aussi un Activity Book avec des exploitations complémentaires des documents telles que :
Des exercices d’expression écrite, une exploitation détaillée des textes, des exercices de grammaire ou méthodologie, des exercices de prononciation, des exercices portant sur les enregistrements de Radio Mosaïcs, quelques documents complémentaires et des grilles d’auto-évaluation correspondant à chaque compétence travaillée dans l’unité.
Un CD contenant les enregistrements des exercices de prononciation, de Radio Mosaïcs et de Everyday English.
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ADVERTISING

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Document 1

Document 2

What's your POISON?

Document 3

WORD BANK

Nouns
advertisement - advert / publicité
advertiser / annonceur
awareness campaign / campagne de sensibilisation
bars / bars
barcode / code-barre
brand name / marque
consumer society / société de consommation
consumption / consommation
figure / silhouette
foot / pied
hoarding / panneau publicitaire
label / étiquette
message / message
morgue / la morgue
pavement / trottoir
product / produit
shadow / ombre
stain remover / détachant
target / cible
target audience / public visé
transparent / transparent
washing liquid - powder / lessive

Verbs
advertise / faire de la publicité pour
aim / but
appeal to people / attirer les gens
be aware of / être conscient de
consume / consommer
convey a message / faire passer un message
convince someone to do something / convaincre quelqu'un de faire quelque chose
escape from / s'échapper de
denounce / dénoncer
influence / influencer
meet the needs / répondre aux besoins
persuade / persuader
provide information / fournir des renseignements
provide a reaction / provoquer une réaction
say when / stop (ce suffit, quand on ad servi)
sell / vendre
shock / choquer
vast a quality / vanter la qualité

Others
critical / critique
dull / ennuyeux
entertaining / amusant
funny / comique
humorous / humoristique
impressive / impressionnant
interesting / intéressant
ironic / ironique
moving / émouvant
realistic / réaliste
tragic / tragique
what's your poison / qu'est-ce que tu prends ? (dans un bar)
Saturday November 29th 2008 is Buy Nothing Day. It’s a day where you challenge yourself to switch off from shopping and tune into life.

The rules are simple, for 24 hours you will detox from consumerism and live without shopping. Anyone can take part provided they spend a day without spending!

Buy Nothing Day is the biggest 24-hour moratorium against consumerism. People around the world will make a pact to take a break from shopping as a personal experiment or public statement and the best thing is - IT’S FREE!!!
Advertising use a lot of techniques to sell goods. Sometimes they use one or a combination. Here are a few examples of how advertisers try to get our attention and make us want to buy.

1. Everything you want to be and more
Who doesn’t want to be cool, adored or envied? Ads sometimes try to get us to think that our image will change if we buy their products. If we buy a certain type of shoes or drink something special then suddenly everyone will think we’re cool.

2. Everyone else has it
Advertisers know that people don’t like to feel left out. So they try to convince you that so many people have the product. If you don’t, everyone will notice.

3. If you laugh it’s good
“The ad on TV about... was so funny, that it made me want to buy...” But what does that ad have to do with the product they are selling? Funny ads make the name of the product stick – so you like it and tell your friends about it.

4. Sense appeal
Advertisers make use of sounds or pictures that appeal to the senses and you feel like having this drink for example.

6. Statistics
They are used to prove the superiority of a product especially as people tend to be impressed with numbers even if they don’t prove anything.

7. Testimonial
You’ve probably seen a lot of ads with famous actors, musicians or sports stars talking about how much they love some product. We then think that if it’s good for them it’s good for us too. Don’t forget they get paid a lot for these endorsements.

Adapted from «Anatomy of an Ad».
**COMPREHENSION**

1. What type of document is it?
2. Read the introduction and think of the different marketing techniques advertisers may use to make us buy.
3. Look at the advertisements and match each one with one or two paragraphs.
4. Read the text and the techniques below, match each one with a paragraph:
   a. Faire rire.
   b. Donner envie de paraître mieux.
   c. Influencer en utilisant des gens connus.
   d. Utiliser le besoin de faire partie d’un groupe.
   e. Impressionner avec des chiffres.
   f. Donner envie en utilisant les sens.
   g. Attirer l’attention en utilisant la nudité.

**METHODOLOGY**

**How to describe a picture**

1. **Identifiez le document**
   a. Précisez de quel type de document il s’agit :
      - a photo
      - an ad (publicité)
      - a cartoon (dessin humoristique)
      - a painting (tableau)
      - a magazine cover (couverture de magazine)
      - poster
   b. Donnez des précisions sur son origine et son contenu
      - It comes from...
      - It dates from...
      - It was painted / drawn by...
      - It deals with (il traite de...)
      - It is about (il parle de...)
      - It advertises (faire de la publité pour)

2. **Décrivez-le**
   a. Dites ce qu’il représente, comment il est construit :
      - It represents / It shows
      - The caption says (la légende dit)
      - It is composed of... parts
   b. Repérez les points essentiels en répondant aux questions suivantes :
      - **Who ?** Talk about the characters (personnages)
      - **Where ?** Say where the scene takes place (où l’action se passe)
      - **When ?** Specify the date / the time (la date / le moment)
      - **What ?** Speak about the action, what is happening (ce qui se passe)
Warming UP

Answer the questions and speak about the pictures.

1. **Picture 1**
   - What is this ad for? Describe it.
   - Why does the photographer say “say cheese”?
   - How do you feel about it?
   - Do you think it is effective? Why? Why not?

2. **Picture 2**
   - What is this ad for?
   - Where does it take place?
   - What is surprising about it?
   - How do you feel about it? Explain.

3. **Picture 3**
   - Who produced this awareness poster?
   - What is the two people’s relationship?
   - Describe the look on their faces.
   - What is passive smoking? What does it cause?
   - Is this ad effective or not? Why?

4. **Picture 4**
   - What do you think this building is?
   - What do you think you can see in it?
   - Do you like visiting this sort of place?
   - When can’t you visit this place?

---

**WORDBANK**

**Nouns**
- angel
- billboard
- halo
- hockey
- pedestrian
- piton
- play on words
- jeu de mots
- drink
- nourriture
- smoke ring
- rond de fumée
- square
- carré
- wrapper
- papier d'emballage

**Others**
- appetizing
- astonishing
- beverage
- charming
- innocent
- oversized
- unwrapped
- ouvert - défi

**Verbs**
- be afraid
- avoir peur
- cough
- tousser
- discover
- découvrir
- look
- regarder
- look like
- ressembler
- observe
- observer
- smile
- sourire
- take a photo
- prendre une photo

---

LISTEN TO RADIO MOSAICS AND GO TO YOUR ACTIVITY BOOK
Listen to the conversations and answer the questions.

1 At school:
   a. Who is talking to who?
   b. What are their nationalities?
   c. What does the boy suggest? Why?

2 At the club:
   a. What is the subject of the conversation?
   b. What are the young people's names?
   c. Repeat the first question and the answers.
   d. Give details about Léa:
      Nationality - Age - Date of arrival - Town where she lives - Brothers and sisters - Length of stay - Reason for coming.
   e. What does the girl say when she is introduced to Léa?
   f. Listen again and repeat the questions you could ask to get to know someone.

---

1 Faites correspondre les questions et réponses ci-dessous et lisez ces brefs échanges.
   a. What’s your first name?
   b. Pleased to meet you.
   c. Where are you from?
   d. Have you got any brothers and sisters?
   e. Where do you live?
   f. How are you?
   g. What’s your surname?
   h. How old are you?
   i. Are you English?
   j. Are you a student?
   k. When did you arrive?
   l. Why are you in England?

2 Relisez les questions réponses ci-dessus en 10. Fermez votre livre et posez les ensuite à votre voisin(e) qui vous répondra et fera de même avec vous.

1. I am an only child.
2. No, I’m not, I am French.
3. I am 16.
4. I arrived yesterday.
5. Because I want to learn English.
6. Me too.
7. Yes, I am.
8. My name is Sally.
9. I’m Fine, thanks.
10. It is Dupont : D U P O N T
11. I am from France.
12. I live in Avignon.
Subvertising is when you make a ‘spoof’ or a parody of commercial or political advertisements in order to make a statement.

The word subvertising is a mix of the words subvert and advertising. The main goal of subvertisements is to incite change by presenting easily recognisable and understandable images that can be shocking and even disturbing.

**According to subvertise.org**

Subvertising is the Art of Cultural resistance. It is the «writing on the wall», the sticker on the lamppost, the corrected rewording of billboards, the spoof T-shirt; but it is also the mass act of defiance of a street party.

**According to Adbusters**

A well produced ‘subvert’ mimics the look and feel of the targeted ad, promoting the classic ‘double-take’ as viewers suddenly realize they have been duped.

**WORDBANK**

- spoof / satire
- statement / déclaration
- subvert / corrompre
- sticker / autocollant
- lampost / réverbère
- rewording / reformulation
- defiance / défi
- look / apparence
- double take / regarder à deux fois
- duped / trompés
You are the advertiser / subverter

Vous vous mettrez par groupes de 3 à 4 pour réaliser une antipub (subvertisement) qui sera présentée au reste du groupe.

Vous utiliserez ce qui a été vu tout au long de cette unité.

1. Vous choisissez une publicité que vous souhaitez corrompre.

2. Vous déterminerez les critères de cette publicité (ce qu’elle veut « vendre », « dire »), quel est le public visé, quelles sont les techniques utilisées, si elle est efficace et pourquoi :
   - This ad aims to sell ...
   - It advertises ...
   - The message is ...
   - It aims to convince people that ...
   - The target group is ...
   - It is aimed at ...(people)
   - The ... marketing technique is used.
   - I think it is effective because ...
   - I think it’s not effective because ...

3. Vous transformerez votre publicité en utilisant tout moyen à votre convenance et en déterminant de quelle manière vous souhaitez corrompre cette publicité. Précisez votre objectif :


5. Les élèves détermineront l’antipub qui correspond le mieux aux critères suivants :
   - présentation de la publicité d’origine
   - originalité du concept
   - qualité de la présentation générale
   - efficacité du message
   - qualité du document en général
UNIT 2

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- Word bank and warming up .................................................................................. Pages 16 and 17
- Text : Do’s and don’t’s ....................................................................................... Page 18
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- Everyday English : Talking about hobbies ......................................................... Page 21
- Teamwork : You present your country .............................................................. Pages 22 and 23

WORDBANK

Nouns

Baked beans / haricots blancs à la sauce tomate
Big Ben / Big Ben (le clocher)
bobby / policier
boiler hat / chapeau melon
bow window / fenêtre en arc de cercle
Buckingham Palace / le palais de la reine
The City / La City
Countryside / campagne
double decker bus / bus à impériale
defile / champs
dull fry-up / petit déjeuner complet
greens / grilles
hedges / haies
horse drawn coach / carrosse

houses of parliament / Westminster / le parlement - le
Palais de Westminster
landscape / paysage
mushrooms / champignons
parade, procession / défilé - parade
The Queen / la reine
semi-detached house / maison mitoyenne
shelter / abri
spectators / spectateurs
stock broker / agent de change
suburb / banlieue
suit and tie / costume cravate
weather / temps

Verbs

Look alike / ressembler
carry / porter quelque chose
wear / porter un vêtement

Others

Filling / nourrissant - substantiel
green / vert
del fashioned / démodé - traditionnel
pleasent / agréable
rainy / pluvieux
1. With the help of the pictures on both pages, say everything you know about the UK and British people.
   Think about: countryside - food - weather - sport - people - royal family - famous monuments - city of London - music - famous people (stars)...
   For example:
   Most British houses especially in the suburbs look alike. They are semi-detached and built out of bricks, with bow windows. There’s often a garden in front.

2. Which countries make up Great Britain?
3. Which one is added to make up the United Kingdom?
4. What is special about the Republic of Ireland?
5. Which country do Welsh people come from?
6. In which countries do British people live?
7. Who lives in Eire?
8. Do English people come from Scotland?
Do’s and don’ts

Which of the following social customs are similar or different to your country?
The English are said to be reserved in manners, dress and speech. They are famous for their politeness, self discipline and especially for their sense of humour. Basic politeness (please, thank you, excuse me) is expected.

- **Don’t kiss**: English people are quite reserved when greeting one another. When they are first introduced to someone they shake hands. A greeting can be a bright ‘Hello’ ‘Hi’ or ‘Good morning’ when you arrive at home or at school. They don’t usually greet people with a kiss. They only kiss people who are very close friends. They don’t either sign their letters with ‘Big Kiss’, they write: ‘With love from... xxxxxxxxx’ (‘xxx’ are kisses).

- **Do say “Please” and “Thank you”**: It is very good manners to say “please” and “thank you”. It is considered rude if you don’t. English people say “thank you” a lot.

- **Do drive on the left side of the road !!!**

- **Do pay as you go**: Pay for drinks as you order them in pubs and other types of bars.

- **Do stand in line, don’t queue jump**: English people always form orderly queues (standing in line) and wait patiently for their turn for example before boarding a bus, at the ice-cream van, in shops, at entrances, exits, lifts... They wait patiently and they don’t push in.

- **Don’t wipe your plate with your bread**: It is unacceptable, very bad manners! The British eat with fork in the left hand and the knife in right.

- **Do say yes to a cup of tea**: English people drink tea all day long, for breakfast, at 10 o’clock, at lunchtime, at tea-time, at supper time, before going to bed, when it’s hot, when it’s cold, in an emergency...

- **Do speak about the weather**: British people like talking about the weather and you must always agree with the person you are talking to. For example: ‘Nice day today.’ ‘Yes, isn’t it lovely.’ or: ‘Terrible weather today.’ ‘Yes, awful, isn’t it?’

adapted from Woodlands Junior school
1. Have a quick look at the document (pictures, heading...):
   - Guess what it is about. Give examples.
   - Match each picture with a paragraph. Quote the words which helped you.

2. Find the words or expressions in the text which mean:

<table>
<thead>
<tr>
<th>Habitude</th>
<th>Façon de s’habiller</th>
<th>Façon de parler</th>
<th>Saluer / Salutations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Être présenté à quelqu’un</td>
<td>Serrer la main</td>
<td>Commander une boisson</td>
<td>Faire la queue x2</td>
</tr>
<tr>
<td>Marchand de glace itinérant</td>
<td>Ascenseur</td>
<td>Passer avant son tour</td>
<td>Saucer son assiette</td>
</tr>
<tr>
<td>Être d’accord</td>
<td>Horrible</td>
<td>Il fait chaud</td>
<td>Urgence</td>
</tr>
</tbody>
</table>

---

**GRAMMAR**

**PRESENT SIMPLE**

Lisez les phrases suivantes et d éduisez :

a. Phrases affirmatives
- I shake hands
- She kisses her mother
- They wait
- You order your drink
- I am pleased to meet you

b. Phrases négatives
- I don’t sign
- He doesn’t queue
- You don’t drive
- They don’t wipe
- It isn’t acceptable

c. Phrases interrogatives
- Do you say please?
- Does he drink tea?
- Do they talk about the weather?
- Are English people quite reserved?

**Pour former le présent simple**

- Forme AFFIRMATIVE : (avec I, you, we, they...) - sujet + .........................
  (avec he..., she..., it...) - sujet + .........................

- Forme NÉGATIVE : (avec I, you, we, they...) - sujet + ............ + ................
  (avec he..., she..., it...) - sujet + ............ + ................

- Forme INTERROGATIVE : (avec I, you, we, they...) - ............ + sujet + ............
  (avec he..., she..., it...) - ............ + sujet + ............

**Je remarque que le verbe être (be) s’utilise sans ‘do’**

**J’utilise le présent simple pour parler de généralités et d’habitudes :**

Ex : - He always waits patiently for the bus.
- They don’t usually greet people with a kiss.
- Do you often speak about the weather?
Life at school

Warming up for the oral comprehension

Answer the questions and speak about the pictures.

- What seems typically British in these photos?
- What is your opinion about school uniform?
- Does your school have sports teams?
- Do you take a packed lunch to school every day? How long is your lunch break?
- What do you eat at the canteen? What is your opinion?
- Do you think assemblies are necessary in school? Why? Why not?
- What is your typical timetable? What time does school start and finish?
- Do you have any extra-curricular activities?
- What sort of takeaways can you get in France?

Wordbank

**Nouns**
- Pupils / les élèves
- Row / rangée
- Salt and vinegar / sel et vinaigre
- Skirt / jupon
- Staff / les professeurs / le personnel
- Takeaway food / plats à emporter
- Tie / cravate
- Tournament / tournoi
- Trainer / entraîneur
- Trousers / pantalon
- Uniform / uniforme
- Vegetables / légumes

**Others**
- Unbalanced / mal équilibré
- Unhealthy / mauvais pour la santé

**Verbs**
- Attend / assister à
- Belong to / appartenir à
- Diet / régime
- Gather / se rassembler
- Line up / faire la queue
- Listen / écouter
- Look the same / avoir l'air pareil
- Make announcements / faire des annonces
- Practice / pratiquer (un sport)
- Wrap / emballer
1. Listen to the conversation and say which activities are quoted.

<table>
<thead>
<tr>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swimming</td>
</tr>
<tr>
<td>judo</td>
</tr>
<tr>
<td>gym club</td>
</tr>
<tr>
<td>skiing</td>
</tr>
<tr>
<td>soccer</td>
</tr>
<tr>
<td>rugby</td>
</tr>
<tr>
<td>horse riding</td>
</tr>
<tr>
<td>tennis</td>
</tr>
<tr>
<td>dancing</td>
</tr>
<tr>
<td>reading</td>
</tr>
<tr>
<td>shopping</td>
</tr>
<tr>
<td>playing video games</td>
</tr>
<tr>
<td>internet</td>
</tr>
<tr>
<td>singing</td>
</tr>
<tr>
<td>watching TV</td>
</tr>
<tr>
<td>going to the cinema (adventure films, horror films, love films, science fiction films, detective films)</td>
</tr>
<tr>
<td>going to concerts (techno, reggae, hip-hop, hard rock)</td>
</tr>
<tr>
<td>playing the guitar</td>
</tr>
<tr>
<td>playing the piano</td>
</tr>
</tbody>
</table>

2. Match the activities you have found with a day of the week:
   Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, week-ends.

3. Then say who does what and when. Give details when you can.
   Léa, Tina, Brian, Andy, all of them.
   Ex: Léa goes swimming on Tuesdays.

4. Listen one more time and answer the questions:
   a. What does Léa do with her friends?
   b. What does Tina like horror films?
   c. What is the name of the cinema?
   d. What time is Andy's match?
   e. What can they do just after the cinema?

---

**Oral Expression**

Choisissez 2 ou 3 activités parmi celles qui vous sont proposées ci-dessus et déterminez si vous les aimez ou non. Décidez également quand elles ont lieu.

Faites ensuite des petits dialogues avec votre voisin(e). Posez des questions et proposez une activité puis répondez à ses questions en donnant des précisions. Utilisez les aides proposées.

What / free time?
What about?
When?
Would you like to...?
Like or not?
We could...
**Canada** is a country that covers most of the north half of North America. It is the second largest country in the world. Every day we go to school at 9:00. At school we learn about French, because Canada is not only English, but also a French-speaking country. Of course, we also learn reading, writing, science, and math. During recess we usually play kickball. School ends at 3:30. We walk back home and do our homework right away, because we have a lot!

For dinner we have tossed salad and spaghetti and meatballs! The other usual foods are salmon and of course, pizza! After-school snack is butter biscuits and a glass of water. We eat bread or potatoes at most meals and hot soup is a favorite at lunch and dinner.

After dinner I can just relax and do what I want. My favorite hobby is going for a boat-ride with dad. Sometimes I go to the park.

**Pakistan** is a small country in southern Asia. The temperature here can get really HOT! In central Pakistan the summers can get up to 120°F. Also we only get 10 inches of rain a year! The men wear baggy pants that get narrowed at the ankles. They are called salwar. Woman wear scarves on their heads called dupattas. In the big cities, we wear western style clothes.

About 90% of our people are Muslim, including me. Muslims are people who practice the Islam religion.

Our houses only have one floor. Our roofs are very flat. Inside there is no running water and no electricity. We get our heat from a fire. There are no windows. My sisters, brother, my parents, and my grandparents all live in one house. Most Pakistanis live that way.

Less than half of the kids between the ages of five and nine go to school. If they do go to school, the boys and the girls are taught separately. This is one of the customs of the Koran. Many of the adults cannot read or write. My parents can’t, and I don’t know very many people who can.

After we finish our chores, we go to the beach. I always ride the camel.

My favorite food is a lot of meat, with a very thick sauce made of garlic, chili, and ginger. We also eat a lot of vegetables like eggplant, cauliflower, and peas. Our bread is very flat. It is called Nan. For drinks we have water and strong tea.
Ireland is a country located in Northwest Europe. The country covers most of the island of Ireland in the British Isles. The other part of the island is called Northern Ireland, which is part of the United Kingdom of Great Britain.

Have you ever heard anyone call Ireland the Emerald Isle? Many people call it that because of we have a beautiful green countryside. We have mountains near the coasts.

Most of the schools in Ireland are private schools run by the Roman Catholic Church and the Church of Ireland. In secondary schools, girls and boys usually go to different schools.

Ireland is a great place to visit. Lots of people say that the Irish are warm-hearted and very friendly. The Irish, are also known for their hospitality, close family ties, and their skill as storytellers. They also like going to the pub and singing songs together.

Some sports in Ireland are hurling, basketball, boxing, cricket, golf, hockey, horse racing, rugby, soccer, swimming, and tennis.

The climate of Ireland is a lot like other islands. In the winter the temperature is usually from 40 to 45 degrees Fahrenheit (4 to 7 degrees Celsius). In the summer the temperature is usually from 53 to 62 degrees Fahrenheit (15 to 17 degrees Celsius).

We Irish people dress the same as Americans. We wear jeans a lot. We wear suits and dresses only for special occasions.

You present your country

Vous vous mettirez par groupes de 3 à 4.

Dans votre livre vous lirez les textes dans lesquels des jeunes présentent leur pays. Vous utiliserez ensuite ce qui a été vu tout au long de cette unité pour présenter certains aspects de votre pays à des Anglais en visite dans votre école.

Chaque groupe choisira le ou les thèmes qu’il veut développer. Il est souhaitable que les groupes choisissent des thèmes différents.

Les thèmes peuvent être :

<table>
<thead>
<tr>
<th>Les généralités sur le pays</th>
<th>Les habitudes des habitants</th>
<th>La vie des jeunes et les études</th>
</tr>
</thead>
<tbody>
<tr>
<td>Les stéréotypes</td>
<td>La nourriture et les boissons</td>
<td>Les activités et les sorties</td>
</tr>
<tr>
<td>La population</td>
<td>Le sport</td>
<td>Le tourisme</td>
</tr>
</tbody>
</table>

1. Vous déterminerez les points que vous souhaitez développer.

2. Vous rechercherez le vocabulaire nécessaire à votre présentation.

3. Vous rechercherez des images pour mettre sur le support qui illustrera votre intervention.

4. Finalement chaque groupe présentera son travail à l’oral et la classe votera pour la présentation qui lui semble la plus attractive, intéressante et originale.
UNIT 3

Contents
- Word bank and warming up ........................................ Pages 24 and 25
- Text: Child labour ....................................................... Page 26
- General comprehension ................................................ Page 27
- Grammar: pretèrit ....................................................... Page 27
- Warming up for the oral comprehension and word bank .......... Page 28
- Everyday English: Asking the way .................................... Page 29
- Teamwork: Children’s charities ........................................ Pages 30 and 31

WORD BANK

Verbs
balance / équilibrer
bend over / se pencher sur
breathe / respirer
carry / porter (une charge)
concentrate on / se concentrer sur
criticize / critiquer
damage / abîmer
denounce / dénoncer
draw attention to / attirer l’attention sur
grow / faire pousser
hurt / blesser
kneel down / s’agenouiller
pay attention / faire attention
sell / vendre
wear / porter (un vêtement)
weed / désherber

Nouns
back-ache / mal de dos
clothes / vêtement
custodian / client
dust / poussière
field / champ
floor / sol
hoe / houe
play on words / jeu de mots
shop assistant / vendeur(se)
sweatsuit / atelier où la main d’œuvre est exploitée

Others
crammed together / s’entasser
exhausted / épuisé
first / critique
heavy / lourd
hazardous / dangereux
hard / difficile - pénible
paint / déteindre
quiet / calme
Warming Up

Answer the questions about the pictures

Picture 1
- Where are the children?
- What are they doing?
- Are they all the same age?
- Compare conditions in the photo with your classroom.

Picture 2
- What are they doing?
- Is it a child’s job? Why?
- Imagine how many hours a day they work.

Picture 3
- How old do you think she is?
- What is she doing?
- Why is she working in the fields?
- Imagine how she feels.

Picture 4
- Where does it take place?
- Explain the play on words.
- What is the cartoonist criticizing?
- Which other jobs do children do?
- Why do they work?

MORE IN YOUR ACTIVITY BOOK

Wasserman 198 Boston globe dist. by L.A. TIMES SYND
Child labour

Child labour is, generally speaking, work for children that harms them or exploits them in some way (physically, mentally, morally or by blocking access to education).

Adapted from ‘Free the Children’

In the normal lives of families with steady and adequate incomes, parents go to work every day and children are left to play with friends and go to school. However this is not the case for the 218 million child labourers in the world.

Adapted from Newsround

Testimonies:

Dieusibon - Haiti

‘When I first moved to Port-au-Prince I cleaned dishes, the house, everything. My “aunt” would beat me whenever I didn’t get water. I worked so hard that my body ached and I couldn’t move, but she would beat me if I didn’t do more work. Her three children went to school … One day my aunt sent me to fetch water. I refused so she took a pot of boiling water and threw it at me and burnt my face and slammed the hot cooking pot on my hand.’

Dieusibon, 14, ran away and found help from a shelter in Haiti.

Mohen and Nihal - Pakistan

In Pakistan, brothers Mohen and Nihal began working on carpet looms when they were four and five years old in order to help their family meet their basic needs.

‘There are many health hazards caused by weaving. Our fingers are damaged, we constantly breathe in dust, it’s bad for our eyes and we have to work all day long. Often for a couple of days in a week we have to work for the whole day and night.’

Mohen often gets miserable and tired with the long hours of work and he tries to escape. Then the master weaver keeps a strict watch on him and never lets him move for three or four days.

Adapted from Antislavery.org

Abaane - Ghana

Abaane, 13, lives in Bolgatanga. She works up to her knees in water in a rice paddy after school.

I go to school at 6 in the morning. When I finish school at two I come to work. Even if I am too ill to go to school, I work because I need to eat.

At the farm it’s my job to weed the grasses from the rice. Sometimes leeches, which live in the water, get on my legs and cause wounds. The leeches hurt a lot and sometimes make me cry when I pull them off.

Compared to British kids, I have a difficult time. Sometimes I don’t get food before I go to school and then I have to go straight to work. Working here is difficult but what can I do? I have to do it because I need to eat.

Adapted from Antislavery.org
COMPREHENSION

1. What type of text is it? Justify your answer.

2. Answer the following questions about the introduction:
   - What was a typical day like when you were a child?
   - Do you have any difficult chores to do at home or in the garden? Which ones?
   - Do your parents pay you for the work you do?
   - Do you know the type of work child labourers do?

3. Read the introduction and answer the questions:
   - How many child workers are there in the world?
   - What are the differences between children in our society and child labourers?
   - Why is child labour bad for children?

GRAMMAR

LE PRÉTÉRIT

Lisez les phrases suivantes et déduisez :

a. Phrases affirmatives
- I was really afraid
- I cleaned dishes
- Her 3 children went to school.

b. Phrases négatives
- They weren't happy
- I didn't enjoy work
- I didn't do more work.

c. Phrases interrogatives
- Was he tired?
- Did he work hard?
- Did he get money?

POUR FORMER LE PRÉTÉRIT SIMPLE

Au prétérit ‘am - is - are’ deviennent ‘...........’ et ‘...........’
Il y a des verbes réguliers et des verbes irréguliers (voir la 2e colonne de la liste p.108)

- forme AFFIRMATIVE, verbes réguliers : sujet + base verbale + ...........
  - verbes irréguliers : sujet + ........................................

- forme NÉGATIVE, verbes réguliers : sujet + ................. + base verbale
  - verbes irréguliers : sujet + ..................... + base verbale

- forme INTERROGATIVE : verbes réguliers : ....................... + sujet + base verbale
  - verbes irréguliers : ....................... + sujet + base verbale

- J’utilise le prétérit pour parler des actions passées, datées, terminées.
  Ex : - Yesterday I worked hard
  - She slammed the door a few minutes ago
British teenagers at work

Warming Up for the oral comprehension

Answer the questions and speak about the pictures

- What are they doing?
- Give details: Imagine when - How many hours a day - Their different activities - How they feel about it - How old they are.
- What country are they in? Justify.
- Why are they doing it?
- Is it generally dangerous?
- Do you do any of these jobs?
- Which one would you like to do and why?
- Which one wouldn't you like to do and why?

NOW LISTEN TO RADIO MOSAICS AND GO TO YOUR ACTIVITY BOOK

WORD BANK

Verbs
- collect / aller chercher
- deliver / distribuer
- earn money / gagner de l'argent
- look after / s'occuper de
- put to bed / mettre au lit
- ride a bike / aller à bicyclette
- save / économiser
- spend / dépenser
- stack shelves / appravistser les rayons
- wait on tables / faire le service

Nouns
- cashier / caissier(e)
- change / le change
- checkout / caisse
- heal / chaleur
- letter box / boîte aux lettres
- milk / lait
- newspaper / journal
- paper round / tournée de distribution des journaux
- pocket money / argent de poche
- under pressure / sous pression
- smell / odeur
- uniform / uniforme
- work experience / expérience professionnelle
- work permit / permis de travail

Others
- before / avant
- boring / ennuyeux
- early / tôt
- independent / indépendant
- I work / je travaille / je travaille / je travaille
- I work for / je travaille pour

28
EVERYDAY ENGLISH  Asking the way

ORAL COMPREHENSION

1. Listen to the conversation and follow Léa's way, then say where the supermarket and the bank are:

2. Listen again and answer the questions:
   a. What does Léa say to ask for the way?
   b. Does she repeat correctly? Justify.
   c. Why must she hurry?

3. Listen again and repeat the words which mean:

<table>
<thead>
<tr>
<th>Mauvais chemin</th>
<th>retourner</th>
<th>tourner à droite</th>
<th>traverser la rue</th>
<th>feux rouges</th>
</tr>
</thead>
<tbody>
<tr>
<td>à droite / à gauche</td>
<td>au coin de la rue</td>
<td>premier / deuxième</td>
<td>aller tout droit</td>
<td>loin</td>
</tr>
</tbody>
</table>

ORAL EXPRESSION

1. Faites correspondre les images ci-dessous avec les mots suivants:
   zebra-crossing / signpost / roundabout / crossroads

2. Sur le plan qui est reproduit dans votre workbook, placez un ou deux magasins (bakery, library, clothes shop...). Dessinez ensuite le chemin que Léa utilise pour se rendre dans ces magasins. (N’oubliez pas que les Anglais roulent à gauche et prennent le rond-point par la gauche.) Vous pouvez aussi utiliser des mots comme:

- next to / à côté de
- opposite / en face
- between / entre
- in front of / devant

Finalement indiquez ce chemin à votre voisin(e) comme dans la conversation. Vous le / la corrégerez en anglais si il / elle se trompe. Puis vous inverserez les rôles.

<table>
<thead>
<tr>
<th>Léa</th>
<th>Passer-by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpellez le passant</td>
<td>Répondez</td>
</tr>
<tr>
<td>Faites votre demande</td>
<td>Donnez le chemin</td>
</tr>
<tr>
<td>Répétez en vous trompant</td>
<td>Corrigez l’erreur</td>
</tr>
<tr>
<td>Demandez si c’est loin</td>
<td>Donnez la distance ou le temps</td>
</tr>
<tr>
<td>Remerciez</td>
<td>Dites ‘de rien’</td>
</tr>
</tbody>
</table>
**UNICEF** advocates and supports the creation of a protective environment for children in partnership with governments, national and international partners. We go to foreign countries to help governments make laws to protect children from violence, exploitation and abuse. 

**UNICEF**

[www.unicef.org](http://www.unicef.org)

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**The Child Labor Coalition (CLC)** exists to serve as a national network for the exchange of information about child labour. We help to protect working minors and end child labor exploitation.

**The Child Labor Coalition**

[www.stopchildlabor.org](http://www.stopchildlabor.org)

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We promote awareness-raising of the problem of child labour both nationally and internationally;

We study the worst forms of child labor among children working in the following sectors and develop effective strategies and solutions based on best practices: agriculture; formal industry; informal businesses; trafficking and prostitution; soldiering; domestic servitude; street selling; and we help orphans, migrants and refugees.

**DOCEO**

[www.endchildlabor.org](http://www.endchildlabor.org)

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**AFOP’s Children** in the Fields campaign fights to improve the quality of life of migrant and seasonal farmworker children by working to improve educational opportunities and the elimination of discriminatory federal child labor laws in agriculture.

**AFOP**

[www.afop.org](http://www.afop.org)

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**Free The Children** is the world’s largest network of children helping children through education, with more than one million youths involved in our innovative education and development programs in 45 countries. It was founded in 1995 by international child rights activist Craig Kielburger. The organization has received the World’s Children’s Prize for the Rights of the Child (also known as the Children’s Nobel Prize). They have launched many projects all over the world, including the opening of schools and rehabilitation centres for children and the creation of alternative sources of revenue for poor families. They have also helped to convince governments to change laws to better protect children from sexual exploitation.

**Free The Children**

[www.freethechildren.com](http://www.freethechildren.com)
We’re working hard to correct the fundamental wrongs that affect children.

Too many children are still dying because they haven’t got enough food or because they can’t get treatment for simple illnesses. Millions aren’t getting an education and are being exploited and abused. This is not good enough.

We’re changing this, partly by working directly with children, and partly by using our experience and influence to persuade governments and others who are responsible for children to do the right thing by them.

We seek out the most marginalised children, wherever they are in the world, so that means we work in a lot of countries, from fragile states like Afghanistan, to developed countries like here in the UK. We work closely with our colleagues in the International Save the Children Alliance, both in our programmes with children and in our international campaigns and advocacy work.

www.save-the-children.org

Present your children’s charity
Vous vous mettez par groupes de 3 à 4 pour réaliser une peinture, un slogan et un mail à défendre devant le reste du groupe.

Vous utiliserez ce qui a été vu tout au long de cette unité et ferez également des recherches sur internet (cf sites proposés). Vous pouvez vous servir de la déclaration des droits des enfants et la chanson d’Iqbal qui se trouvent à la fin de votre activity book.

1. Vous choisirez une organisation ou une action que vous souhaitez soutenir et préciserez pourquoi.

2. Vous déterminerez un slogan pour interpeller les autres élèves et vous l’illustrez.

3. Vous écrirez un mail à un ami pour partager votre démarche en précisant :
   - Le travail que fait cette organisation et dans quel pays :
   - Le travail que ces enfants font :
   - Ce qui vous semble essentiel et pourquoi :

4. Finalement chaque groupe présentera et défendra son travail à l’oral et la classe votera pour le projet qui lui semble le mieux construit et le plus efficace.
UNIT 4

TELEVISION

Contents

- Word bank and warming up ........................................ Page 32 and 33
- Text : Boys and girls alone ........................................ Page 34
- General comprehension ............................................ Page 35
- Grammar : will .......................................................... Page 35
- Warming up for the oral comprehension and word bank ....... Page 36
- Everyday English : At a restaurant ................................ Page 37
- Teamwork ........................................................................ Pages 38 and 39

WORD BANK

Verbs
- Be hypnotized / être hypnotisé
- disturb / déranger
- get some exercise / faire de l’exercice
- have a snack / manger une collation
- influence / influencer
- inform / informer
- oversleep / trop dormir
- shock / choquer
- swallow / avaler
- switch off / éteindre
- zap the TV channels / piquer

Nouns
- Aggression / agression
- average / moyenne
- couch potato / mietton qui passe son temps devant la télé
- current affairs / actualités
- debate / débat
- daily / quotidien
- documentary / documentaire
- gun / revolver
- junk food / mietton
- the news / les informations
- newsreader / présentateur de journal télévisé
- nightmare / cauchemar
- nudity / nudité
- underwear / sous-vêtements
- violence / violence
- warning / avertissement

Others
- Degraded / dégradé
- fat / gras
- hazardous / dangereux
- lazy / paresseux
- naked / nu
- passive / passif
- unsuitable / qui ne convient pas
Warming Up

Answer the questions about the pictures

Picture 1
- Explain the message on the orange label
- What are the two dangers shown?
- Do you agree with the message? Why? Why not?
- In your opinion is there a solution?

Picture 2
- Describe the cartoon.
- What should the parents do?
- Did you watch television a lot when you were a child?
- Did the TV shows ever give you nightmares?

Picture 3
- What comments can you make about this picture?
- What advice could you give to this boy?
- Do you snack in front of the television?

Picture 4
- How often do you watch the news on tv?
- What do you learn from the television?
- Which programmes do you find the most informative?
- Do you have a favourite one?

Picture 5
- How much TV do you generally watch a day?
- Compare with the average time in your country?
- How many TVs are there in your home?
- Do you have a TV in your bedroom?
- When do you mostly watch TV?

Average daily household TV viewing

- United States
- Turkey
- Italy
- Belgium (Wallonia)
- Japan
- Spain
- Portugal
- Australia
- South Korea
- Canada
- Britain
- Denmark
- Finland
- Austria
- New Zealand
- Ireland
- Switzerland
- Sweden

HOW BRITAIN’S CHILDREN BREATHE TV.
(5 to 16 year-old-children)
- 4 out of 5 children have a TV set in their bedroom.
- Television viewing averages 2.6 hours a day.
- 1 in 10 say they watch more than 10 hours daily.
- 58% watch during their evening meal.

source DECO * 2003 **2004 ***2002
Boys and girls alone
Fury over children’s “Big Brother show”

Channel 4 has been criticized for creating a new television show, Boys And Girls Alone, which looks at how children as young as 8 would cope without their parents for 2 weeks.

The show allows 10 boys and 10 girls between the age of 8 and 11 to experience life without their parents for 2 weeks. They can then experience life without adults... They decide everything about how they live, what they do, what they eat, when they get up, whether they clean and wash and how they organize and entertain themselves. As they build their new mini-societies, the boys and girls are, unknowingly, being observed via TV monitors by their parents.

The parents think it is an incredibly positive experience for their kids to go through.

Channel 4 wants to see what happens if the parents aren’t there. The purpose of the fly-on-wall documentaries is to see whether boys and girls “will build a better world”.

But clips of the show feature children crying because they miss their parents, fighting, begging to go home, bullying each other...

David Davis MP said: “Big Brother programme was already difficult for adults so it’s even worse for children. There’s a danger this could leave children traumatised”.

Andrew Hibberd, director of pressure group the Parent Organization said: “If it’s intended to be educational then it’s a good thing, but I don’t think it will be. I’m sure the programme will serve no useful purpose and will simply be voyeuristic and low grade entertainment”.

Adapted from BBC News – ABC News – News.com – CNN.com

fly-on-wall documentaries : documentaires pris sur le vif
1. What type of text is it? Justify your answer.

2. Read the introduction and answer the following questions.
   - Who produced the programme?
   - What was the viewers’ reaction to the programme?
   - What was the aim of this programme?

3. Read the text and put the statements in the order of the text:
   - The place where they live.
   - Their parents’ point of view.
   - The politician’s reaction.
   - Presenting the problem.
   - What the children had to decide for themselves.
   - Children’s behaviour
   - A negative opinion of the programme.
   - Channel 4’s goal.

**UNE EXPRESSION DU FUTUR**

Lisez les phrases suivantes et déduisez :

a. Phrases affirmatives
   - Boys and girls will build a better world.
   - The programme will serve no useful purpose.

b. Phrases négatives
   - They won’t enjoy it.
   - It won’t be a good thing.

c. Phrases interrogatives
   - Will they miss their parents?
   - Will it be a good programme?

**Utiliser l’auxiliaire de modalité ‘WILL’**

- à la forme AFFIRMATIVE, j’utilise l’auxiliaire : _____ ou sa forme contractée : ‘ll.
- à la forme NÉGATIVE, j’utilise : will not ou sa forme contractée _____
- à la forme INTERROGATIVE : j’utilise : _____ avant le sujet.

- Je l’utilise pour faire une prédiction.
- Je l’utilise aussi pour proposer de faire quelque chose ou demander à quelqu’un de faire quelque chose.

**Attention**

En anglais le verbe de la subordonnée introduite par «when» ou «as soon as» est au PRÉSENT.

Exemple : The children will organize themselves when they are in the cottage.
### Answer the questions

1. When can you watch the news and on which channel?
2. When can you watch a TV reality show and on which channel?
3. What can you watch at 9 o’clock?
4. What can you watch at 7.25?
5. What would you like to watch this evening? Why?
6. What are your favourite programmes at home?
7. What about your parents?
8. As a family what do you watch when you are together?

### Programme Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Channel</th>
<th>Programme Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 pm</td>
<td>BBC ONE</td>
<td>19:25 Robin Hood 9/13 - A Dangerous Deal: “That’s the poison of man...”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20:00 The National Lottery Draws: 20:20 Casualty Who Do You Think You Are? Medical drama</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21:10 Reggie Perrin Sitcom 21:40 BBC News The latest national and international...</td>
</tr>
<tr>
<td>8 pm</td>
<td>BBC TWO</td>
<td>19:30 The Birth of British Music Mendelssohn - The Prophet Conductor Charles...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20:30 Dad’s Army Classic wartime sitcom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21:00 Timewatch Bloody Britain: History repeats itself</td>
</tr>
<tr>
<td>9 pm</td>
<td></td>
<td>18:45 Britain’s Got Talent - The Final, the first time around it...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20:00 Bear Grylls: Born Survivor 3/10 - South Dakota: Former Special Forces adventurer Bear...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21:00 Hitler: The Rise of Evil 2/2 Two-part drama</td>
</tr>
<tr>
<td></td>
<td>five</td>
<td>19:00 NCIS 9/23 - Forced Entry Drama series following a team of special investigators...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20:00 NCIS 10/23 - Chained. Drama series</td>
</tr>
</tbody>
</table>

### Wordbank

<table>
<thead>
<tr>
<th>English</th>
<th>French</th>
</tr>
</thead>
<tbody>
<tr>
<td>news</td>
<td>a. débat</td>
</tr>
<tr>
<td>game show</td>
<td>b. comédie</td>
</tr>
<tr>
<td>series</td>
<td>c. divertissement</td>
</tr>
<tr>
<td>reality show</td>
<td>d. série TV</td>
</tr>
<tr>
<td>soap opera</td>
<td>e. informations</td>
</tr>
<tr>
<td>lifestyle programme</td>
<td>f. documentaires</td>
</tr>
<tr>
<td>documentaries</td>
<td>g. film à suspense</td>
</tr>
<tr>
<td>talk show</td>
<td>h. dessins animés</td>
</tr>
<tr>
<td>cartoons</td>
<td>i. feuilleton</td>
</tr>
<tr>
<td>thriller</td>
<td>j. magazine</td>
</tr>
<tr>
<td>detective film</td>
<td>k. sports</td>
</tr>
<tr>
<td>sit com</td>
<td>l. théâtre</td>
</tr>
<tr>
<td>Sports</td>
<td>m. jeu TV</td>
</tr>
<tr>
<td>investigative documentaries</td>
<td>n. magazine pratique</td>
</tr>
<tr>
<td>entertainment</td>
<td>o. télé réalité</td>
</tr>
<tr>
<td>drama</td>
<td>p. film policier</td>
</tr>
</tbody>
</table>
ORAL COMPREHENSION

1. Listen to the conversation and answer the questions:
   a. Where are they?
   b. What are they doing?

4. True and false and justify.
   a. Andy is very hungry.
   b. They have to wait because there are a lot of people.
   c. They are going to take their meals away.
   d. They pay £14.50

2. Say what each person orders to eat.

3. Say what each person orders to drink.

5. Listen again and repeat each person’s order

ORAL EXPRESSION

Regardez le menu ci-dessous et préparez-vous à jouer soit le rôle du serveur / de la serveuse, soit celui du client / de la cliente.

- Use les aides proposées :

**Waiter**
- What / get you?
- Ask about quantity.
- Ask about drinks.
- Eat here / take away?
- Give the price (that’ll be...)
- Give change.

**Customer**
- I’ll have...
- Answer (large / medium...)
- Answer (coke...)
- Answer.
- Pay.
- Thanks
**Renovate My Family** is not just a home-improvement show - it's a life improvement program that visits families who have encountered some difficulties along the way. It can be weight issues, physical disabilities or a home that is falling apart. Renovate My Family can overcome any obstacle, get families back on track and help them progress towards their goals in life. A panel of professionals - a stylist, an interior designer, a construction team, and even experts to re-invent cars and pets - will help restore and redecorate the lives of families in need.

**Hell’s Kitchen** is a culinary military camp that features a group of prospective Cordon Bleu cooks and restaurateurs running a top-class restaurant, supervised by world-famous but terrifying Head Chef GORDON RAMSAY. Ramsay and **Hell’s Kitchen** will show tears, tantrums and triumphs in this dramatic unscripted series.

**The Biggest Loser** follows the lives of several individuals who are over-weight and in need of some serious weight loss. Who will win this time? Who will eat less and work out the hardest. We can only wait. Watching the families for months, we find out how they do at home with the cameras and the determination to lose weight.

**Impossible Heists** find out who is playing and for what. The new show **Impossible Heists** airs Tuesday nights at 10:00 pm on Court TV. First Episode: teams must traverse an enclosure filled with lions outside of the Stately Home, using only a grappling iron and chain link ladder. Then, after disabling the home’s alarm system, they must avoid laser beam security systems and motion sensors, all in order to steal a valuable painting which is protected by an invisible laser barrier.
When your kids are full of trouble, help is there on the double. The British are coming this November on **NANNY 911**. This new, family-oriented, unscripted series follows an experienced Head Nanny and her team of «specialist» nannies, who know that it takes more than a spoonful of sugar to get unruly kids in line. Armed with the do’s and don’ts of child-rearing and possibly an umbrella or two, the English nannies aren’t afraid to crack the whip on everything from appalling table manners to raging temper tantrums. The nannies will help exhausted parents tackle the chaos in their home and work their incredible «Mary Poppins»-like magic to transform the terrible tots. (Crack the whip / faire claquer le fouet)

**Invent your own TV reality show**

Vous vous mettez par groupes de 3 à 4 pour inventer un émission de télé réalité.

1. Vous déterminerez où cela va se passer : à l’école, dans un quartier, dans un contexte sportif... (Essayez de ne pas choisir quelque chose qui existe déjà.)

2. Vous préciserez les éléments suivants :
   - Le but de cette émission ;
   - Qui participe : âge, sexe, profil...;
   - Quel est le public vise ;
   - Quel est le cadre du déroulement : lieu, moment, durée, action...;
   - S’il y aura des éliminations : de quel type ?
   - S’il y a quelque chose à gagner : quoi ?

3. Vous réaliserez un support écrit et présenterez votre projet au reste de la classe qui déterminera lequel est le plus susceptible de plaire à un public de jeunes.
UNIT 5

NEW TECHNOLOGY

Contents

- Word bank and warming up.................................................. Pages 40 and 41
- Text: To phone or not .......................................................... Page 42
- General comprehension ...................................................... Page 43
- Grammar: present perfect .................................................... Page 43
- Warming up for the general comprehension and Word bank .......... Page 44
- Everyday English: On the phone ............................................ Page 45
- Project .................................................. Pages 46 and 47

Would you mind talking to me for a while?
I forgot my cell phone.

WORD BANK

Nouns
Appointment / rendez-vous
business meeting / réunion d’affaires
car accident / accident de voiture
computer games / jeux vidéo
diseases / maladies
health hazard / risques pour la santé
top job / emploi de bureau
office / bureau
text messages / SMS

Others
cheap / bon marché
expensive / cher
happy / joyeux
secretive / secret(e)
unhealthy / malade

Verbs
annoy people / importuner les gens
be careless / être négligent
bump into / entrer en collision
cause / causer
disturb people / déranger les gens
I don’t mind / ça ne me dérange pas
It gets on my nerves / ça m’nervé
interrupt / interrompre
lack respect / manquer de respect
learn (tell) / apprendre (annoncer) de bonnes nouvelles
look / paraître
look for trouble / chercher des ennuis
make a date / fixer un rendez-vous
pay attention to / faire attention à
smile / sourire
spend money / dépenser de l’argent
spend time / passer du temps
stay in touch with / rester en contact avec
store messages / mettre les messages en mémoire
Picture 1
- Who do you think she's talking to? Justify.
- Imagine their conversation.
- How much time do you spend on the phone?
- What do you use your phone for?
- How much money do you spend on your phone?

Picture 2
- Why are these people travelling? What are they doing and why?
- When do you phone the most?
- Does it disturb you when other people phone? (in a train for example)
- Do you telephone when there are people around? Explain.
- Can you explain the caption: 'Would you mind...cell phone.'
- In your opinion do mobile phones help or prevent communication?

Picture 3
- Translate the text message into proper English. (see your activity book for help)
- Do you prefer to phone or to send text messages? Explain why.
- Do you use a special code? Give examples.

Picture 4
- What are the dangers shown in this document? Explain.
- Can you add more to the list?
- Have you got good phone manners? What are they?

Health Risks Associated with Cellphone Usage:
- Auto Accidents
- Radiation
- Brain Tumors
- Multiple Cuts and Bruises

vk.com/club154894262
To phone or not... My phone hell

Gwyn Topham had never owned a mobile phone. We lent him one for a week. Here is his diary.

- **Friday, 12 pm**
  I have a work number, a home number, two email accounts. And I’ve never felt the need for a mobile phone. Friends though have long insisted that I rectify what they see as a bizarre anomaly, so a trial week is a great opportunity. The phone arrives, I put it in my drawer until I can pluck up courage to have a go.

- **Friday, 2.45 pm**
  I pick up the phone and press the button on the left a couple of times, it claims to be connecting me to the internet ... I try to make my first call but I can’t get out of internet mode. Instead I plug it into the charger, something I’ve seen colleagues do. This should keep it occupied for an hour or two.

- **Friday, 6.15 pm**
  Mobile charged, I make my first call, to a friend, Jim. He sends me my first text message in return, but I don’t know how to reply.

- **Friday, 8.30 pm**
  First useful call : I ring a restaurant to say we’ll be late for our reservation and asks them to hold the table. The waiter says yes, ok. Success. When we arrive half an hour later, the restaurant is empty anyway.

- **Saturday, 12.30 pm**
  A text message! From my mother! “UR THE ONLY PERSON I NEW WITHOUT MOBILE FON! WILL FON 2MORO. MUM”. How did this happen ? She lives in rural Shropshire, yet apparently everyone has a mobile and is fluent in technogarble...

- **Saturday, 9.50 pm**
  I am on a packed bus and can hear a persistent ringing, I finally realize it is my own... “Hello,” I answer embarrassed. “I’m on the phone.” I accidentally leave my phone on the seat of the bus. A man gives it back to me.

- **Sunday**
  How much stress can one little screen contain ? The phone rings, I try to answer but find I’m dialing someone else instead. If I didn’t live in a world of computers, junk mail, telly, landlines and emails perhaps I might enjoy the novelty. But today, no way. Now where did I leave that carrier pigeon?

And now if you want to read about a mobile phone addict who agreed to live without a phone for a week... go to your activity book.
COMPREHENSION

1. What type of text is it? Justify your answer.
2. Why is it particular?
3. What is the topic and what is the tone of the document?
4. Find in the text when the following actions take place:
   a. Il reçoit le premier texto de sa mère.
   b. Il charge son téléphone.
   c. Il se trompe en voulant répondre au téléphone.
   d. Il passe son premier coup de fil amical.
   e. Il le met dans le tiroir.
   f. Il oublie son téléphone dans le bus.
   g. Il rejette le téléphone.
   h. Il passe son premier coup de fil utile.

GRAMMAR

LE PRESENT PERFECT

Lisez les phrases suivantes et déduisez:

- Phrases affirmatives
  - I have been in this class for 6 months.
  - Friends have long insisted.
  - He has seen colleagues do it.

- Phrases négatives
  - They haven't been in England.
  - He has never used a phone.
  - I haven't sent a text message.

- Phrases interrogatives
  - Have you been in England?
  - Has his mother phoned him?
  - How long have they had their phone?

POUR FORMER LE PRESENT PERFECT

Au présent perfect «ai-ai-ais - avons - avez» deviennent _____ et _______.

Il y a des verbes réguliers et des verbes irréguliers (voir 3ème colonne de la liste p.108).

- Forme affirmative: verbes réguliers: sujet + __________ + __________
  verbes irréguliers: sujet + __________ + __________

- Forme négative: verbes réguliers: sujet + __________ + __________
  verbes irréguliers: sujet + __________ + __________

- Forme interrogative: verbes réguliers: sujet + __________ + __________
  verbes irréguliers: sujet + __________ + __________

J’utilise le présent perfect quand il y a un lien entre passé et présent
ou quand le moment de l’action n’est pas précis ou pas indiqué.

Ex: - I’ve never felt the need for a phone.
    - She’s been on the phone for one hour.
    - Oh no! I’ve lost my phone.
Internet habits

Warming up for the oral comprehension

Answer the questions and speak about the pictures

Picture 1
- What is she doing?
- How many mails has she received? React.
- Do you get as many?
- What can these messages be?
- Explain the joke.

Picture 2
- Describe this cartoon.
- Is it realistic? Why?
- What is the cartoonist message?
- What can the dangers be when you are on internet?

Picture 3
- Are you on Facebook? Why?
- What is it?
- What are the advantages?
- What are the drawbacks?

NOW LISTEN TO RADIO MOSAICS AND GO TO YOUR ACTIVITY BOOK

Wordbank

Nouns
- joke / plaisanterie
- junkmail / publicités indésirables
- mail / courrier
- mail box / boîte à lettres

Verbs
- be careful / faire attention
- be tricked / se faire rouler
- check / vérifier
- download / télécharger
- explain / expliquer
On the phone

Oral Comprehension

Listen to the dialogues and answer the questions.

1 A phone message

a. What is the situation? (Who? - What?)
b. Why can't she answer?
c. What does she suggest?
d. Why does he call her?

2 A phone conversation

b. What is Mrs Perkins’ phone number?

The ghost you're trying to reach is currently unavailable. Please leave a message after the beep.

3 Listen again and find out the sentences which mean:

• Barbara à l’appareil.
• Reste en ligne.
• Puis-je prendre un message?
• Sa batterie est à plat.
• Je lui dirai de te rappeler.

Puis-je parler à Wendy? 
Je suis désolée, elle est sortie. 
Je n'ai pas pu la joindre sur son portable. 
Pouvez-vous lui dire ...

Oral Expression

Après avoir répété les phrases ci-dessus en anglais, vous tiendrez une conversation téléphonique avec votre voisin(e) en vous aidant du guide:

<table>
<thead>
<tr>
<th>Elève A</th>
<th>Elève B</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Salue B.</td>
<td>2. Salue A et demande à parler à C.</td>
</tr>
</tbody>
</table>
| 3. Demande à B d’attendre.  
   Dit que C est sorti(e).                    | 3. Demande que C rappelle. C’est urgent     |
| 4. Demande le numéro de téléphone.           | 4. Donne son numéro de téléphone             |
| 5. Propose de prendre un message.            | 5. Dit que c’est pour l’anniversaire d’Andy, vendredi prochain à 19.30. |
| 6. Répète le message.                        | 6. Dit que c’est ça et remercie.             |
Last week we visited the local organic farm. We spoke to the people who work there, and they explained how they control insects and weeds.

As you can see in these pictures we also helped with milking and feeding the animals. I didn't expect to enjoy, but actually I found it quite interesting. It makes you think about what we eat.

Next term we are going on a class trip to England. We are going to travel by coach. We hope to visit London, Oxford, Stratford-upon-Avon and Bath.

At the moment we are busy raising money to help towards the cost. We are organising cake sales, raffles and we are going to have a car-washing day at the local supermarket car park.

Last year we went to England with our English teacher, Ms Churchill and our history teacher, Mr Jones.

We took the ferry from Calais to Dover, we arrived early in the morning.

The whole class visited Dover Castle, then we had fish and chips on the beach in the rain.

At the end of the afternoon we got back on the coach to go to meet our host families in Canterbury The next day we visited Canterbury Cathedral, then we were free to go shopping.
Vous allez créer un blog pour votre classe. Pour le réaliser vous lirez les blogs ci-dessus.

Chaque groupe écrira sur un événement différent :
- une sortie de classe,
- un cours de pratique,
- un projet,
- un événement particulier...

1. Choisissez votre fournisseur d'accès.

2. Décidez du nom de votre blog (en anglais)

3. Suivez les instructions du fournisseur d'accès:

4. Choisissez le sujet sur lequel vous souhaitez écrire et rendez-le aussi intéressant, amusant, attractif que possible. Ajoutez des photos, des dessins ou autres illustrations.

5. Tapez-le en anglais.

6. Une fois que le blog est en ligne et que tous les articles sont publiés, lisez les et décidez quels articles vous préférez, expliquez pourquoi en anglais au reste de la classe.
UNIT 6

Contents
- Word bank and warming up .................................................. Pages 48 and 49
- Text: JOBS ................................................................................. Page 50
- General comprehension .......................................................... Page 51
- Methodology: How to write a formal letter: ......................... Page 51
- Warming up for the oral comprehension and word bank .......... Page 52
- Everyday English: A summer job ........................................... Page 53
- Teamwork: Report about a work experience. ......................... Page 54 and 55

Picture 2

Picture 4

Nouns
- basket / panier
- change / monnaie
- choice / choix
- drink dispenser / distributeur de boissons
- cow / vache
- field / le champ
- flock / troupeau
- flock of sheep / troupeau de mouton
- flower bed / plate-bande
- gloves / gants
- grapes / raisins
- grass / herbe
- horticulturist / horticulter(trice)
- lamb / agneau
- landscape gardener / paysagiste
- nurse / infirmière
- plants / plantes
- plastic cup / gobelet en plastique
- ram / bélier
- suckers / sœurs
- seed / semence
- sheep / brebis
- sheepfold / chèned de berger
- shepherd / berger
- slot / lente
- tractor / tracteur
- vinery / vignoble
- wine grower / vigneron
- wool / laine

Verbs
- be cramped / être à l'étroit
- carry / porter
- comfort / conforter
- crash / saccouper
- cure someone / soigner quelqu'un
- gather / cueillir
- graze / pâturer
- harvest the grapes / vendanger
- hard / même en troupeau
- kneel / s'agenouiller
- load / charger
- look after someone / s'occuper de quelqu'un
- practice / pratiquer
- put out to pasture / mettre au pré
- reassure / rassurer
- take care of someone / prendre soin de quelqu'un
- wear a uniform / porter un uniforme
- wash / débarbier
- whistle / souffler

Others
- exaggerated / exagéré
- ill / malade
- inside / à l'intérieur
- outside / à l'extérieur
- strong / fort
- thick / épais
- uncomfortable / inconfortable
- under stress / stressé
- unfair / injuste
- unrealistic / irreal...
Warming UP

Answer the questions about the pictures

**Picture 1**
- What sort of document is it?
- Describe the picture
- Imagine her feelings about her job.
- How do you react to this picture?

**Picture 2**
- Do you like gardening? What do you like best about gardening?
- What is she doing?
- In your opinion is she a nursery woman or a landscape gardener? Why?

**Picture 3**
- Where does the scene take place?
- Describe the shepherd’s job.

**Picture 4**
- Where could the scene take place?
- What are they doing?
- Have you done this job before? Describe your experience.
- Do you think it’s a difficult job? Explain why/why not?

**Picture 5**
- What sort of document is it?
- What is the aim of the document?
- What do these men represent?
- What are a nurse’s qualities and tasks?
- Do you think men can be good at this job? Why / Why not?

MORE IN YOUR ACTIVITY BOOK
1. Hannah, 20 yrs Nursery Assistant

How did you get started?
Before I left school I did some voluntary work at an outdoor centre. I left school with my GCSEs and then went to college. I studied for a Diploma in Childcare and Education, which is a level 3 qualification. I really enjoyed this, as we were able to go out and do work experience at childcare settings.

What do you do in the nursery?
I started working with the three and four year olds. I got involved with all sorts of activities such as role play, craft and outdoor play. Storytelling is what I enjoy the most, doing lots of voices and getting the children to join in. It is important to encourage children to enjoy books at an early age. I have recently started working with babies and am enjoying my new challenge.

Any advice or tips for those thinking of working with children?
I would think about doing some voluntary work in the school holidays if you can. Volunteering will also help you to decide whether you want to work with children as well as what age group you would prefer.

2. A career with horses was the only option for Catriona.

"I’ve always loved horses and really wanted to work outside. I started in Pony Club and went on from there. At school I did a BSc in Equine Science at Hartpury College. During my placement year I was a working pupil at Gleneagles where I took my SVQ level 3. I also hold the Pony Club A test, BHSAT and BHS Stage 4. I have had many different careers opportunities and have worked with point-to-pointers, dressage and show horses. I am now busy working as a freelance instructor and a coach at Gleneagles. I enjoy helping my clients improve and grow in their own confidence."

3. Fabian SimeoneArborist - Special Branch Arborist

Q. What made you want to become an arborist?
A. Life’s too short to spend all day in an office and I’ve always wanted to be outdoors as much as possible. I was a qualified gardener before I became a qualified arborist. I like plants of all sizes and wanted more adventure in my work.

Q. Which trees are you most commonly asked to treat or tend to?
A. I tend to both native trees and also to introduced species. Many of the trees that I tend are planted in the wrong spot.

Q. Is there any part of the job that you dislike?
A. I don’t like it when someone else interferes and tells me to stop cutting down a tree that obviously requires removal because it’s dangerous or causing problems with a house or whatever. I try and save as many trees as I can.

Q. Do you think you could continue doing your job until retirement? Or is it something only a youngish person could do?
A. With all the climbing, moving wood, trimming big hedges and dragging branches it’s very physically demanding. They say it gets difficult after 35. But I believe it takes 80 per cent brains and 20 per cent brawn, so I hope I can do it for a bit longer.

Q. What exactly does an arborist do?
A. Most people know us as tree surgeons; we work with trees. Our work varies a great deal. For example, we plant, transplant, prune, shape, deadwood and remove trees. Arborists also treat trees with root problems and trees with pest or disease problems.
1 **Vocabulary search** - find the equivalents in the texts.

<table>
<thead>
<tr>
<th>text 1</th>
<th>aide à l’enfance - bénévolat - centre aéré - crèche (x2) - défi - je me suis investie - raconter des histoires - travaux manuels - auxiliaire de puériculture</th>
</tr>
</thead>
<tbody>
<tr>
<td>text 2</td>
<td>année de stage - chevaux de concours - chevaux de steeple chase - entraîneur - gratifiant - occasions - prendre de l’assurance - s’améliorer</td>
</tr>
<tr>
<td>text 3</td>
<td>abattre - bois mort - bureau - escalade - espèce - exigeant - malade(die) - mauvais emplacement - mettre en forme - racine - retraite - sauve - taille(er) - tirer les branches - traiter</td>
</tr>
</tbody>
</table>

2 Divide the class into 3 groups.
Each group reads one of the texts and explains to the rest of the class
- Why did this person choose the job they are doing?
- What are the advantages and drawbacks of the job? (when stated)
- Which qualifications are necessary?
- What are the daily activities? (when stated)
- Would you like to do this job? Why/why not?

---

**METHODOLOGY**

1 **Indiquez le nom et l’adresse de la personne à qui vous écrivez.**

2 **Ecrivez votre adresse seulement.**

3 **Indiquez la date : 4th May 2009 ou May 4th 2009**

4 **Commencez avec :**
   Dear Sir, / Dear Madam, si vous ne connaissez pas le nom.
   Dear Mr / Mrs / Miss / Ms Smith, quand vous connaissez leur nom.

5 **Le corps de la lettre : ce que vous voulez dire. (voir dans le cahier d’activités)**

6 **Si vous avez commencé la lettre avec :**
   Dear Sir, finissez la avec Yours faithfully,
   Dear Mr Smith, finissez la avec : Yours sincerely,

7 **Signez et écrivez votre nom en entier.**
Jobs ads and a job interview

Warming up for the oral comprehension

Answer the questions

- Which job involves outside work? Justify.
- What does the third job involve? Justify.
- Which job requires a foreign language? Why?
- Which one would you like to do and why?

1. Contract Gardener
   **Location**: Coventry, West Midlands (County)
   **Salary**: £7 per hour
   **Company**: Hamlin Knight - Coventry
   **Job type**: Temporary

   We are currently recruiting for a Gardener to work on a temporary basis in and around the Coventry area. Your main duties will be to care for and maintain various green spaces around the city. You will be expected to use and maintain heavy machinery such as ride-on lawn mowers, hedge trimmers as well as general garden equipment. In addition a full clean driving licence is required.

   To apply for this role please email your CV to lucy@jobs.co.uk

2. Nursery Practitioner
   **Location**: South East London (SE7)
   **Salary**: £15,922 per annum
   **Company**: BROOK STREET BUREAU - Lewisham Care
   **Job type**: Permanent

   Experienced Nursery Practitioner required to join a busy staff team of a 62 place nursery based in the Charlton area.

   As the successful applicant you will hold a child care qualification to the equivalent of an NVQ3/NNEB, and have at least 1 year experience in a nursery setting.

   For further details please contact richard@jobs.co.uk

WORDBANK

Match the French and English equivalents (the numbers correspond to the job ads, the words are underlined).

<table>
<thead>
<tr>
<th>French</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auxiliaire de puériculture</td>
<td>postuler (1)</td>
</tr>
<tr>
<td>candidat (2)</td>
<td>se renseigner (3)</td>
</tr>
<tr>
<td>client (3)</td>
<td>s’occuper de (1)</td>
</tr>
<tr>
<td>diplôme (2)</td>
<td>soins à la petite enfance (2)</td>
</tr>
<tr>
<td>entretenir (1)</td>
<td>structure d’accueil de petite enfance (2)</td>
</tr>
<tr>
<td>espaces verts (1)</td>
<td>tâches (1)</td>
</tr>
<tr>
<td>heures supplémentaires (3)</td>
<td>taille haie (1)</td>
</tr>
<tr>
<td>langue maternelle (3)</td>
<td>temporaire (1)</td>
</tr>
<tr>
<td>louer (3)</td>
<td>temps partiel (3)</td>
</tr>
<tr>
<td>niveau (3)</td>
<td>tondeuse à gazon (1)</td>
</tr>
<tr>
<td>permis de conduire (1)</td>
<td>ventes (3)</td>
</tr>
<tr>
<td>plein temps (3)</td>
<td></td>
</tr>
</tbody>
</table>

French Sales Advisor

**Location**: Manchester (M2)
**Salary**: £12,500 per annum
**Company**: Time Recruitment Solutions
**Job type**: Permanent

This is an exciting role which will involve... taking calls from customers from French speaking countries who are enquiring about renting a vehicle.

We are looking for applicants whose first language is French. You must have a good level of English. You must have some customer service and sales experience.

The successful applicants will receive the following benefits...

- Salary starting from £12,500 + fantastic bonus scheme where you could earn up to £15,000.
- 28 days holiday.
- Able to complete over time / Monday-Sunday - 5 day working week / Part time and full time hours.
LISTEN TO THE DIALOGUES AND ANSWER THE QUESTIONS.

1. On the phone:
   b. What does Andy want?
   c. What does Sally suggest?

2. A job interview:
   a. Find the missing details.
      
      | Surname | First Name |
      |---------|------------|
      |         |            |
      
      | Age     | Address    |
      |---------|------------|
      |         |            |
      
      | Available | month At time |
      |-----------|--------------|
      |           |              |
      
      | Start work on | day) |
      | -------------- |     |
      |                |     |
      
      | Work experience |
      |                 |
      
   b. Listen and complete:
      
      **Summerfeast Restaurant**

      Requires a ................. in .......... (month) and .......... (month), ..... days a week.

      Hours are from ........ to ........ and from ............. to ...............

      Different tasks: ........, ........... and .................

      Wage: £ ................. + ........

      The first week is a .... period.

LISTEN TO THE CONVERSATION A NOUVEAU ET RELEVEZ LES PHRASES QUI VOUS SERONT UTILES POUR FAIRE UN ENTRETIEN D’EMBAUCHE AVEC VOTRE VOISIN(E). VOUS JOUEREZ LE CANDIDAT A TOUR DE RÔLE.

**Small fruit picking**

- **Sales staff wanted (July)**
  Big department store
  Tues. to Sat.
  9.00 a.m. to 5.00 p.m.
  Wage: £6.80
  p.h. Contact Mr Smith on 027935

- **AU PAIRS required in GB**
  18/25 - non smokers
  Boys or girls - Foreigners welcome
  July / August / September
  25 h. p.w. / £270 per month
  0212341

**Applicant answers questions about name, age, address, work experience, reasons for applying, availability**

**Employer asks questions about name, age, address, work experience, reasons for applying, availability**

**Applicant asks questions about tasks, working days and hours, salary ...**

**Employer answers questions about tasks, working hours and days, salary ...**
WORK EXPERIENCE
IN AN ORGANIC FARM

**Employer:** Vriend Organic Farm/Az-Quality International
**Position:** Farm Worker/Organic Inspection Assistant
**Location:** Edmonton, AB/Edmonton and Area

My internship was a combination of working on an organic vegetable farm and observing and helping in the completion of organic farm inspections with a certified organic inspector. My work on the Vriend Organic Farm largely involved typical farm work such as planting, harvesting, irrigating, packaging, and selling vegetables. This farm not only adheres to the regulations for organic growing practices, but also works to ensure that they are minimizing the negative environmental impacts of agriculture (minimizing erosion, proper crop rotation). I spent some time recording the layout of the field for their crop rotation, updating their records.

I spent the rest of my time working at Ag-Quality International, observing and helping with organic farm inspections and being involved in touring the farms and going through the farm inspection questionnaire, and in writing up the reports afterwards to be submitted to the Organic Farm Advisory Committee. It was interesting to learn about the regulations for organic farms and what they must go through to gain certification.

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**Work Experience at a Veterinary Hospital**

My second and third weeks of work experience I was in the Veterinary Hospital in Raheny. Before my week I knew I had a liking for animals but wasn’t sure if it was something to consider training in. On my first day I was a little nervous, as to be expected, and as I was always taught I showed up early, but this was a mistake in itself as the hospital didn’t open for another hour. After my wandering around for a bit, cleaning, surgeries and consults had to start. I was cleaning for most of the morning but then they got me more involved with the animals.

Bringing them for walks, feeding, cleaning them up, preparing them for surgery. I really had no problem because I have a great love for animals! I began to miss it when I went home, sure I was exhausted but it was well worth it! I came home also drenched in everything imaginable, blood, urine, disinfectant, but it didn’t even slightly put me off. I still had no problem getting myself up in the mornings. I spent two weeks working there and I am very glad I did. I have now chosen my veterinary college course!
This report is the summary of my working training in Elisabeth Harbor View Hotel Hong Kong. Working experience is especially important in the hotel industry to put theories learnt in school into practice.

This report consists of three parts:
1. The description of the hotel where I did my training.
2. The job description of the duty where I took in my internship.
3. My personal experience of the job and the conclusion of my training.

Your own report ...

Vous allez écrire un bref rapport sur un des stages que vous avez effectués. Afin d’y parvenir vous allez répondre aux questions ci-dessous en vous aidant du vocabulaire vu tout au long de cette unité.

1. When did you do your work experience?
2. In which company (name, type) did you do it?
3. Where was it (town, village, suburb, countryside)?
4. How many people work there?
5. Who was your tutor? What was his/her position in the company?
6. What were your working hours?
7. Did you work indoors or outdoors?
8. What different tasks did you do?
9. What equipment did you use?
10. What was your relationship with the customers / patients / children / old people... you worked with?
11. Did you have any problems? How did you solve them?
12. What are the advantages and drawbacks of this job?
13. What did you learn during your work experience?
14. What do you think of it?

Ensuite vous vous mettrez par groupes de 2 ou 3 élèves ayant fait un stage pour le même type de métier et vous réaliserez un panneau présentant vos activités que vous expliquerez à l’oral pour faire découvrir ce métier au reste de la classe.
UNIT 7

TOURISM

Contents
- Word bank and warming up........................................... Pages 56 and 57
- Text: Ecotourism .............................................................. Page 58
- General comprehension ...................................................... Page 59
- Grammar: Questions .......................................................... Page 59
- Warming up for the oral comprehension and word bank ......... Page 60
- Everyday English: Booking a concert .................................... Page 61
- Teamwork: Make your leaflet .............................................. Page 62 and 63

Nouns
accommodation / logement
adventure / aventure
beach / plage
catering / restauration
coral reef / barrière de corail
dive / plongée
enjoy / apprécier
get back to nature / retournar à la nature
go downhill / descendre - monter
jungle / forêt
day / journée
hiking / randonnée
pedal / pédale
promote / promouvoir
protect / préserver
rent / louer
respect / respecter
rest / se reposer
ride a bike / aller à bicyclette
swim / nager
welcome / accueillir

Others
Calm / calme
exciting / excitant
great / super
interesting / intéressant
lively / animé
restful / reposant
scary / effrayant
strenuous / épuisant
1. What sort of document is it?
2. What sort of holiday are they advertising?
3. In your opinion what is ecotourism? What may be its aim?
4. Which countries are quoted?
5. Why is there a frog on the magazine cover? Do you like it?
Adventures in the Amazon: Ecotourism in the Rainforest

by Kraig Becker on May 28th 2009

"ECOTOURISM", the term is generally used to describe a type of travel that is designed to minimize the impact on the environments we are visiting and is often used in reference to fragile or seldom visited destinations. Ecotourism is an approach to sharing the environment that has been in practice there for years.

When I arrived in Iquitos at the start of my journey, I was told that tourism was a large part of the economy there, although as I walked the streets and visited the markets in that city, I rarely saw anyone that even remotely resembled a tourist.

When I decided to take a river cruise on the Amazon, I suspected it would be much like the cruise I took on the Nile a few years back. On that river, there are literally dozens of ships at every turn. But in over a week on the Amazon, I saw only one other boat that was carrying tourists, and the river was decidedly uncrowded.

We saw several eco-lodges as we moved about. They all shared a common theme, respect for the jungle and a sustainable approach to protecting it. They were built in the same style as the huts we saw lining the river, the lodges felt like they fit into the jungle both on an ecological and cultural level. Most of the bungalows were built on stilts and constructed in such a manner as to not endanger the plant life in the region. It was clear that these resorts had been built with integration into the jungle environment in mind from the beginning.

The eco-lodges of the Amazon do offer an alternate way to visit the jungle. A visit to an eco-lodge allows you to relax a bit more, while staying in one place, and still get an authentic rainforest experience.

My traveling companions and I contributed to the protection of the environment by planting small trees and giving a little something back to the rainforest, and although it felt like a small gesture at the time, it is also rewarding to think that that little sapling could one day be an integral part of the greatest biosphere on the planet.
1. What type of text is it? Justify your answer.
2. Which country did the writer visit?
3. What sort of holiday did he spend? Find words to justify it.
4. Read the following phrases and match each one with a paragraph.

- a trip on the water
- definition of ecotourism
- the advantages of eco-lodges
- a way to help
- not so many tourists
- an ecofriendly hotel

---

**COMPREHENSION**

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**GRAMMAR**

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**Questions**

Lisez les phrases suivantes et déduisez :

**Question fermées**

(reponse ‘oui’ ou ‘non’)

- Is it expensive?
- Have you got a big car?
- Do you do the cooking?

**Questions ouvertes**

(autres réponses que ‘oui’ ou ‘non’)

- Where are you?
- What have you got in your luggage?
- How long do you stay there?

---

**Pour poser une question**

---

**Question fermée**, j’utilise: (.........) + sujet + (.........)

**Question ouverte**, j’utilise: (.........) + auxiliaire + (.........) + base verbale

Lorsque le mot interrogatif est sujet, je n’ajoute pas d’auxiliaire dans la forme verbale.

Ex: Who comes with you?

**Mots interrogatifs**:

Associez les mots interrogatifs ci-dessous avec leur traduction :

- **Who**
- **what**
- **where**
- **when**
- **why**
- **which**
- **whose**

- **Quand**
- **pourquoi**
- **qui**
- **lequel**
- **où**
- **quoi**
- **à qui**

- **How**
- **how old**
- **how many**
- **how much**
- **how long**
- **how often**
- **how far**

- **combien (+singulier)**
- **combien (+pluriel)**
- **quel âge**
- **à quelle distance**
- **comment**
- **combien de temps**
- **à quelle fréquence**
Answer the questions for yourself then ask them to your neighbour to know what his/her dream holiday is like. (Look at the vocabulary for help.)

Imagine you are on your dream holiday...

1. Where are you? Are you in a foreign country?
2. Why have you chosen this destination?
3. Who is with you?
4. How do you travel?
5. Do you stay in one place or do you travel around?
6. What have you got in your luggage?
7. Where do you stay? (luxury hotel, camp site...)
8. What are your activities during the day?
9. What can you do in the evenings?
10. How often do you go out?
11. Do you meet local people?
12. How much sport do you do?
13. Do you do the cooking? What do you cook?
14. How long do you stay there?
15. Is it expensive?

Now you’re back... Did you enjoy your holiday?

NOW LISTEN TO RADIO MOSAICS AND GO TO YOUR ACTIVITY BOOK

WORDBANK

Nouns
- shorts / short
- skirt / jupe
- sleeping bag / sac de couchage
- star gazing / contemplation des étoiles - rêverie
- sunscreen / crème solaire
- sundress / bain de soleil
- swimming costume / maillot de bain
- toothbrush / brosse à dents
- towel / serviette de bain

Verbs
- dance / danser
- eat out / dîner en ville
- enjoy oneself / s’amuser
- go camping / faire du camping
- go for a walk / aller se promener
- have a good time / prendre du bon temps
- stay / rester - habiter
- travel / voyager

Others
- once - twice - three times a day - a week / une fois - deux fois - trois fois par jour - semaine
- a lot / beaucoup
- not much / pas beaucoup
- none / pas
ORAL COMPREHENSION

1. Listen to the first part of the dialogue and answer the questions:
   a. What are they talking about?
   b. What is the title of their last album?
   c. Why must they book the tickets straight away?

2. Listen to the second part of the dialogue and say which tickets they buy:
   a. The Dears
      Sunday 14th
      Front Stalls
      £18 - £1
   b. The Dears
      Sunday 14th
      Back Stalls
      £18 - £1
   c. The Dears
      Saturday 15th
      Front Stalls
      £18 - £1
   d. The Dears
      Saturday 15th
      Back Stalls
      £18 - £1
   e. The Dears
      Sunday 14th
      Front Stalls
      £18 - £1

3. Answer the questions:
   a. How much are the front stalls, the back stalls, the balcony?
   b. Why do they pay £19 instead of £18?
   c. How much is it all together?
   d. When can they pick the tickets up?
   e. What do 7.45 and 8.30 correspond to?
   f. What does the booking clerk recommend at the end?

4. Find the sentences which mean:
   a. Nous aimerions réserver 4 billets pour le concert de samedi.
   b. A combien sont les billets?
   c. Nous prendrons 4 places devant.
   d. Est-ce qu'il faut payer maintenant?

ORAL EXPRESSION

Regardez les affiches ci-dessous et à tour de rôle avec votre voisin(e) prenez les rôles de l'agent de réservation et du client.

Customer
- Want/book/tickets/for/on...
- Prices?
- Tell your choice.
- Pay now?
- Give name and spell it.
- Thanks

Booking clerk
- Check if there are tickets left
- Give price + booking fee
- Say total price.
- Explain about getting tickets 30 minutes before concert.
- Ask for the name
- Repeat the booking and details.
Tobermory Campsite lies only 1 1/2 miles from Tobermory, about a 20 minute walk. The campsite combines the advantages of being in the countryside with the benefits of close proximity to the town.

Tobermory has pubs, restaurants, a Co-op supermarket, bakery, Clydesdale Bank and even an award winning fish & chip van! It is also a good starting point for boat trips and wildlife excursions.

Facilities
We are a small, friendly campsite situated beside a picturesque burn and woodland.
Facilities include:
> Toilets
> Hot water
> 1 x Ladies & 1 x Gents shower - Free of charge
> During peak season (July and August)

> Hairdryer
> Dishwashing sink
> We have spaces for tents, touring caravans and camper vans, including hard standings
> Car parking (No vehicles allowed on the grass)
> Electric hook-ups (5) are also available but space is limited and booking is essential.

A £12 deposit is requested to secure a hook-up pitch

> Payphone
> Dogs welcome - must be on leads at all times in the campsite

Parties of 2 or more tents and those wishing to stay several nights are advised to book in advance (£12 deposit). July and August are very busy months and, if possible, it is advisable to arrive by lunchtime/early afternoon in order to secure a pitch. 7.45pm is the latest arrival time except by prior arrangement.

We are members of the Mull Eco Charter and strongly encourage recycling, please could all campers help us to do this by sorting their rubbish into plastic, glass, tin and paper and placing in the bins provided. Thank you.

Telephone: 01688 302624/302225
Email: anguswilliams@supanet.com
Address: Angus & Catriona Williams, Newdale Cottage, Dervaig, Road, Tobermory, Isle of Mull, PA75 6QF.

Tariff
Prices for 2009: £6.00 per person per night / £3.00 ages 5-11 (under 5’s free)
Electric hook-up £2.00 per night for camper vans and caravans only.

Sorry, credit cards are not accepted, cash or cheque only, payable to ‘Tobermory Campsite’.
Seafield House is a family run B&B situated close to Clifden, Co. Galway in the heart of the rugged west of Ireland. Nestled on a scenic driving route 1 mile from unspoilt beaches and close to Darcy’s Monument and Clifden Castle ruins, the house has views of the Atlantic seaboard.

We have 4 spacious ensuite rooms with views of the Atlantic. Our rooms include: 1 double room, 2 treble rooms and 1 family room. We offer a high level of comfort and traditional home baking. In the morning we can offer a breakfast menu featuring full Irish, locally smoked salmon and homemade pancakes.

Directions: From Clifden take the Sky Road onto Lower Sky Road to Seafield House.

Make your leaflet

Vous vous mettrez par groupes de 3 à 4 pour réaliser une brochure pour une structure d’hébergement de vacances en utilisant ce qui a été vu tout au long de cette unité. Vous pouvez également vous inspirer des présentations proposées à la fin de cette unité.

1. Vous choisissez le type de structure d’hébergement.

2. Vous déterminerez les éléments indispensables à faire apparaître sur votre document.

3. Vous rédigerez les phrases nécessaires à la présentation de la structure.

4. Vous choisissez dessins, photos pour illustrer et vous mettrez en forme.

5. Vous afficherez votre travail et comparerez avec ceux des autres groupes.

6. Vous défendrez votre structure à l’oral et voterez pour celle qui vous attire le plus.
UNIT 8

ECOLOGY

Contents
- Word bank and warming up ............................................. Pages 64 and 65
- Text: Be green ................................................................. Page 66
- General comprehension ...................................................... Page 67
- Grammar: Can, should, must ............................................. Page 67
- Warming up for the oral comprehension and word bank .... Page 68
- Everyday English: Travelling ............................................. Page 69
- Teamwork: Protecting the environment .......................... Page 70 and 71

WORDBANK

Verbs
- Commute / faire un trajet régulier
- Preserve (environment) / protéger l'environnement
- Reduce / réduire
- Save / économiser
- Sort out / filer
- Stuck / embouteillé

Nouns
- Bulldozer / bulldozer
- Can - Tin / boute de conserve
- Consumption / consommation
- Disease / maladie
- Exhaust fumes / gaz d'échappement
- Fly(ies) / mouche(s)
- Glass / verre
- Household waste / ordures ménagères
- Landfill / décharge
- Motorway / autoroute
- Organic waste / déchets organiques
- Petrol / essence
- Rubbish / ordures
- Rush hour / heure de pointe
- Traffic jam / embouteillage

Others
- Dirty / sale
- Disgusting / dégoûtant
- Polluted / pollué
- Polluting / polluant
- Smelly / qui sent mauvais
- Time consuming / qui prend beaucoup de temps
- Tiring / fatigant
Answer the questions about the pictures

**Picture 1**
- Where was this picture taken?
- Describe it
- How do you feel about it?

**Picture 2**
- Where was this picture taken?
- What time of day is it?
- Where are the people going?

**Picture 4**
- How can traffic jams be reduced?
- What does the sign suggest?
- What are the advantages of car sharing?
- Would you be ready to do it? Why or why not?

**Your carbon footprint**
- What does this picture represent?
- What do the different parts show?
- Why are they different sizes?

---

**Understanding the UK’s carbon footprint is the first step in reducing it.**

```
Aviation 40 MtCO₂
Education 29 MtCO₂
Other government 18 MtCO₂
Communication 6 MtCO₂
Hygiene & health 80 MtCO₂
Household 82 MtCO₂
Commute 48 MtCO₂
Food & catering 82 MtCO₂
Space heating 88 MtCO₂
Clothing & footwear 59 MtCO₂
Recreation & leisure 116 MtCO₂
```
Climate change is a big problem but there are many little things you can do to reduce your carbon footprint. Driving a car or using electricity is not wrong, you just have to be smart about it.

1. Whenever you use electricity you help put greenhouse gases into the air. By turning off lights, the television and the computer when you are through with them you can help a lot. And of course you shouldn’t leave your appliances on standby.

2. You can save energy by taking the bus, riding a bike or walking whenever it’s possible. Some people use less energy by car sharing. For example 4 people can ride in one car instead of driving 4 cars to work.

3. You must sort out your waste into organic / paper / glass / cans / packaging and plastic to recycle them. When you recycle you send less trash to the landfill and you help save natural resources like trees, oil and elements such as aluminium.

4. Don’t use foam packaging which never breaks down. You mustn’t throw it away because it can also be dangerous for wild life because animals can die if they ingest it.

5. Buy recycled products instead of non-recycled ones. They are usually made of things that have already been used. It usually takes less energy to make recycled products than to make new ones. Look for the three arrows that make a circle.

6. Buy products that use less energy. Many things like computers, TVs, stereos..., have energy labels on them. The label means energy saving and has the picture of a star to show that the product is made to save energy. You can also buy low energy light bulbs and high efficiency appliances.

7. Finally, you shouldn’t turn your heating up in winter, you should put on an extra jumper to keep warm.
**COMPREHENSION**

1. What type of text is it? Justify your answer.
2. Read the text and match each picture with a paragraph.
3. Say what each of the signs on the previous page means.

**GRAMMAR**

Lisez les phrases suivantes et déduisez :

- **a. Phrases affirmatives**
  - You can save energy by taking the bus.
  - You must sort out your waste.
  - You should wear a jumper to keep warm.

- **b. Phrases négatives**
  - You shouldn't turn the heating up.
  - You mustn't throw them away.

- **c. Phrases interrogatives**
  - What must you do to save energy?
  - Can we car share?
  - Why should we buy high efficiency appliances?

---

**Pour utiliser can - should - must**

- J’utilise l’auxiliaire modal .......... pour exprimer l’obligation. (je dois)
- J’utilise l’auxiliaire modal .......... pour exprimer l’interdiction. (je ne dois pas)
- J’utilise l’auxiliaire modal .......... pour exprimer le conseil. (je devrais)
- J’utilise l’auxiliaire modal .......... pour exprimer le conseil. (je ne devrais pas)
- J’utilise l’auxiliaire modal .......... pour exprimer la possibilité. (je peux)

*Can, should, must* sont des auxiliaires, ils sont invariables et sont suivis de la base vercale *sans to.*
Saving water

Warming UP
for the oral comprehension
Answer the questions and speak about the pictures.

Picture 1
- What is the problem?
- What may happen?
- What can we do to reduce our water consumption?
- In which countries do they lack water? Imagine the consequences.

Picture 2
- Look at the pie chart and say what we need water for in our everyday lives?

Picture 3
- Describe the cartoon.
- Why is his umbrella upside down?
- Why does he want to collect water?
- Can you think of better ways?

Wordbank

Nouns
- an arid country / pays aride
- a bowl / un bol
- drought / sécheresse
- a goldfish / un poisson rouge
- a leaking tap / un robinet qui fuit
- shower / douche
- umbrella / parapluie
- water level / le niveau de l'eau

Verbs
- die / mourir
- hold / tenir
- rain / pleuvoir
- survive / survivre
- empty / vide
- upside down / à l'envers ou retourner

Others
- dry / sec

Now listen to Radio Mosaics and go to your activity book.
Listen to the dialogues.

1. In the street. Answer the questions:
   a. Where are Tina and Léa going?  
   b. How are they going there?  
   c. What’s the weather like?  
   d. What do they decide?  
   e. How much is it?  
   f. Who pays? Why?  
   g. How much change do they get?

2. Find the words which mean:
   a. Prenons le bus.  
   b. 2 billets pour la piscine de Crescent Road.  
   c. Cela fait 2 à 45 s’il vous plaît.  
   C. J’ai de la monnaie.

3. At the station. What is the situation? (Who?, what?, why?)

4. Now complete Tina’s notes:

   Plymouth to _____ on _____ (date).
   Departures: n1, n2, n3.
   Price: _____.
   Booking?: _____.

---

1. Le dialogue ci-dessous est dans le désordre. Mettez les phrases de la partie B du dialogue dans le bon ordre par rapport à A:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Good morning can I help you?</td>
<td>a. How much is the ticket?</td>
</tr>
<tr>
<td>2. Do you want to travel by coach or by train?</td>
<td>b. There’s no problem. What time does it leave?</td>
</tr>
<tr>
<td>3. It’s cheaper by coach.</td>
<td>c. Yes, I’d like to go to Edinburgh.</td>
</tr>
<tr>
<td>5. So it’s £128 and 50 pence.</td>
<td>e. Which one is the cheapest?</td>
</tr>
<tr>
<td>6. When do you want to travel?</td>
<td>f. Great, I’d like to book a ticket, please.</td>
</tr>
<tr>
<td>7. Sorry, it’s only possible on 11th and return on 18th.</td>
<td>g. That’s fine.</td>
</tr>
<tr>
<td>8. At 7.45 a.m. and you arrive at 8.30 p.m.</td>
<td>h. On April 12th and back on April 19th.</td>
</tr>
<tr>
<td>Same time on the journey back.</td>
<td></td>
</tr>
</tbody>
</table>

2. Maintenant, jouez cette conversation avec votre voisin(e) tout en changeant certains éléments comme indiqué ci-dessous:

<table>
<thead>
<tr>
<th>Destinations :</th>
<th>Newcastle</th>
<th>Brighton</th>
<th>Cardiff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prix :</td>
<td>£105.20</td>
<td>£87.90</td>
<td>£53.40</td>
</tr>
<tr>
<td>Dates :</td>
<td>3 March → 10 March</td>
<td>21 May → 28 May</td>
<td>13 June → 20 June</td>
</tr>
<tr>
<td>Possibilités :</td>
<td>4 March → 11 March</td>
<td>20 May → 27 May</td>
<td>14 June → 21 June</td>
</tr>
<tr>
<td>Horaires :</td>
<td>6.45 → 14.20</td>
<td>9.10 → 15.25</td>
<td>11.35 → 16.05</td>
</tr>
</tbody>
</table>
**Mohamed, Birmingham.**
I always walk to school and to the shops. I ride my bike to football practice. I think it’s important not to use the car. It reduces pollution and keeps me fit.

**Jane, London.**
In our house we do as much as we can to reduce our electricity consumption, we use long-lasting lightbulbs, we have solar lights in the garden, we always use the shortest cycle on the washing machine. Every little bit helps, you know.

**Lea, Manchester.**
My brother and I have explained to our parents how important it is to sort our rubbish. Landfill sites are so awful. Now we all make a real effort to recycle nearly everything – glass/paper/plastic/compost. It has become our family challenge.

**Vidya, Leicester**
We have a big project to clean up our local river, we have collected all the rubbish that had been dumped into it. Now people can fish there, and the wildlife is starting to return.

**Oliver, Bristol.**
Do you know how much junk mail we receive each year? It’s an enormous amount. In the UK 1.5 million tons of junk mail is delivered a year. Most of it goes unopened straight into the bin. We must stop it now.
Chayana, Liverpool.

I am very careful about the food that I buy. I try to buy as much local produce as possible. It is better to choose things that have not been shipped halfway across the world. If we all make the effort, we will produce far less CO2.

Fred, Brighton.

I refuse to use any chemical products in my house or garden. I only use organic products. I don’t want to be responsible for polluting the water table. We’ll only end up drinking it.

Martin, Chelmsford.

All the people in my class got together and spent the day litter-picking in our local woods. We collected 14 bags of rubbish. But at least the wood is clean now, and really great to go walking in. Now the place is clean, we hope people will think twice about dropping their litter.

WHAT CAN I DO?

Vous vous mettez par groupes de 3 à 4 pour réaliser un projet sur la protection de l’environnement.

Parmi les actions proposées tout au long de cette unité et celles de la dernière page choisissez en une que vous souhaiteriez défendre et réaliser.

1. Vous ferez des recherches sur ce thème. (magazines, internet, textes étudiés ...)

2. Vous écrivez un mail pour partager votre action en précisant :
   • vos raisons
   • comment vous allez le réaliser. (Qui va faire quoi - Où ? - Quand ? - Résultats attendus ?

3. Puis vous réaliserez un support (poster, powerpoint ...) pour convaincre les autres élèves de votre classe.

4. Finalement chaque groupe présentera son travail à l’oral et la classe voterà pour le projet qui lui semble le mieux construit.
UNIT 9

MEN AND WOMEN

Contents

- Word bank and warming up ............................................................ Pages 72 and 73
- Text : Single-sex schools ............................................................... Page 74
- General comprehension ................................................................. Page 75
- Grammar : would ......................................................................... Page 75
- Word bank and warming up for the oral comprehension .......... Page 76
- Everyday English. In the pub ....................................................... Page 77
- Teamwork. Poetry ................................................................. Pages 78 and 79

Picture 2

SEX IS WHAT YOU’RE BORN WITH,
GENDER IS WHAT YOU’RE GIVEN

“Women constitute half the world’s population,
perform nearly two-thirds of its work hours, receive one-tenth
of the world’s income and own
less than one-hundredth of the world’s property.”

Picture 1

THE MATH MYTH
The real truth about WOMEN’S BRAINS and the gender gap in SCIENCE

WORDBANK

Nouns

income / revenus
leading role / le rôle major
molar / molaire
precocer / précoce
progress / progrès
responsibility / responsabilité
set roles / les rôles fixés à l’avance
suffragettes / suffragettes
third / tiers
truth / vérité
women’s liberation front / mouvement de libération de la femme
world / monde

Verbs

be on the start line / être sur la ligne de départ
be good at / être bon en
claim / déclarer – revendiquer
dominate / dominer
escape / s’échapper
fix / réparer
keep house / faire le ménage
make a decision / prendre une décision
measure / mesurer
nurture / élever – éduquer – nourrir
own / posséder
perform / accomplir
rule / régler
run a race / faire une course
share work / partager le travail
Warming Up

**Picture 1**
1. What sort of document is it?
2. What is the subject?
3. Explain the myth they are talking about. Is it true in your opinion?

**Picture 2**
1. What presents have the children received?
2. What is the difference? Explain.
3. Read the caption and try to explain the difference between sex and gender.

**Picture 3**
1. What are the 2 characters about to do?
2. What does the chain represent?
3. What do the cutters symbolize? Explain.
4. Do you think equal opportunity legislation is still a necessity today?

From 1970's children's book

WOMEN’S SUFFRAGE
1893 : New Zealand
1906 : Finland
1917 : Canada
1928 : United Kingdom
1944 : France

From 1970’s children’s book

Which differences were there between men and women in the 1970’s?
Has the situation changed a lot nowadays? How?
Can you think of a particular domain where sexual discrimination still exists?
Single sex schools

INTRODUCTION
Some people believe that girls don’t do well in maths and sciences and are better than boys at reading and writing. If you look at the choice of GNVQs, 98% of pupils taking engineering are boys, while 92% of students who choose ‘caring’ subjects are girls. Would single-sex schools make a difference? Look at the different points of view on this question.

1. Do boys and girls have the same potential in education?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, they certainly have the same brain capacity. They are of equal intelligence.</td>
<td>Children receive gender stereotypes from their families. Parents often have low expectations for girls in maths and sciences.</td>
</tr>
</tbody>
</table>

2. Do boys and girls distract each other from their studies?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teenage boys and girls spend more time and energy flirting than studying.</td>
<td>Boys and girls have a positive influence on each other. Girls are generally more mature. Academic competition can be healthy.</td>
</tr>
</tbody>
</table>

3. Do children benefit from single sex education?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls in these schools have more self-confidence and do better in science and boys feel more comfortable when there are no girls to compete with in the arts subjects.</td>
<td>It is more important to have smaller classes, focused subjects and good teaching. The gap between girls and boys will always remain the same.</td>
</tr>
</tbody>
</table>

4. Is it good thing for boys and girls to be educated separately?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between 7-15, children tend to stay with those of their own sex, so it is easier to adapt teaching methods specifically for girls and boys.</td>
<td>Children need to mix with children of the opposite sex at an early age in order to learn each other’s behaviour and be better prepared for adult life.</td>
</tr>
</tbody>
</table>

(Adapted from Debatepedia)
1. What is the document composed of?
   a. What is a single-sex school? Explain in your own words.

2. Read the introduction and answer the questions:
   a. Which subjects do people THINK boys are better at? And girls?
   b. Which subjects do boys favour? And girls?

3. Look at the questions and say which topics are discussed.

4. Match the words from the document with the translation in French.

   - expectations
   - mature
   - self-confidence
   - comfortable
   - gap
   - remain
   - mix
   - behaviour
   - stay
   - be aware
   - reach

   - rester
   - être conscients
   - attentes
   - atteindre
   - mûres
   - comportement
   - restera
   - fréquenter
   - à l’aise
   - l’écart
   - confiance en soi

GRAMMAR

Lisez les phrases suivantes et déduisez:

a. Phrases affirmatives
   - She would like to learn English.
   - Boys and girls would have a positive influence on each other.

b. Phrases négatives
   - They wouldn’t like to study maths.
   - We wouldn’t be comfortable.

c. Phrases interrogatives
   - Would you like to go to another school?
   - Would single-sex schools make a difference?

**Pour utiliser would**

Would est un auxiliaire modal et s’utilise donc comme un auxiliaire:

- Forme affirmative: sujet + (.........) + (.........)
- Forme négative: sujet + (.........) + (.........)
- Forme interrogative: Would + (.........) + (.........) ?

J’utilise would pour dire ce qui arriverait si une condition se réalisait. Cette condition n’est pas obligatoirement exprimée.

Ex:
1. They would like to go to a co-educational school. Then they would mix with students of the opposite sex. (Ils aimaient aller dans une école mixte. Ainsi ils fréquenteraient des étudiants de l’autre sexe.)

2. If she was in a single-sex school, she would do better in science subjects. (Si elle était dans une école pour filles, elle réussirait mieux dans les disciplines scientifiques.)
**Warming Up**

**Who does what?**

for the oral comprehension

Answer the questions and speak about the picture

---

**Picture 1**
- What is the man doing?
- What is the woman doing? Why?
- How do they feel?
- Is it the same at home?
- Do you think it’s fair?

---

**Picture 2**
- What is the woman doing? Why?
- What else do you think she could be fed up with doing?
- What happens? Can you explain why?
- What do you think of this cartoon? What is the message? Do you agree?
- What would you wish for?

---

**Wordbank**

**Verbs**
- Be busy / être occupé = s’activer
- See / devoir
- Be fed up with / avoir assez de
- Care / se soucier de
- Come true / se réaliser
- Do the housework / faire le ménage
- Do the ironing / ferre le repassage
- Make a wish / faire un vœu
- Put your feet up / s’asseoir pour se reposer
- Read the paper / lire le journal
- Rest / se reposer
- Share / partager
- Throw a coin / jeter une pièce
- Tidy / ranger
- Turn into / se transformer en

**Nouns**
- Armchair / fauteuil
- Chance / possibilité
- The chores / les tâches ménagères
- Dishes / le vaisselle
- Magic spell / sortilège
- Slippers / chaussons
- Transformation / transformation
- Wish / vœu

**Others**
- Demanding / exigeant
- Fair - unfair / juste - injuste
- Humorous / humoristique
- Ironic / ironique
- Supersticious / superstitieux
- Tiring / ennuyeux
EVERYDAY ENGLISH

ORAL COMPREHENSION

Listen to the first conversation and choose the correct answer:

1. a. Tina wants to spend a lot of money.  
   b. Léa wants to spend a lot of money.  
   c. Tina doesn’t want to spend a lot of money.

2. a. The trousers are £14.  
   b. The trousers are £15.  
   c. The reduction is £15.

3. a. Léa is a size 8.  
   b. Léa is a size 10.  
   c. Léa is a size 12.

4. a. Both girls try something on.  
   b. Only Léa tries something on.  
   c. Only Tina tries something on.

5. a. Léa’s trousers are fine.  
   b. Léa’s trousers don’t fit.  
   c. Léa’s top is nice.

6. a. The girls don’t like the other clothes.  
   b. The girls want to buy everything.  
   c. The girls want to go to another shop.

Listen to the 2nd conversation, put the following sentences in the correct order then repeat them.

1. It’s for me...
2. £4.15, there you are.
3. For children or adults?
4. Then I suggest this...
5. Good afternoon, can I help you?
6. Thank you, goodbye.
7. Is it a dry cough or throaty?
8. £2.85 + £1.30 for the aspirins...
9. I’d like a packet of aspirins and...
10. Dry.
11. Thank you, how much is that please?

Recherchez quelles phrases sont dites par la cliente et lesquelles par la vendeuse puis mettez les dans l’ordre des images. Finalement vous jouerez cette conversation ou celle de l’exercice précédent avec votre voisin(e).

a. It really suits you
b. I’m just looking thanks
c. OK, I’ll have it

d. £29.90
e. What size are you?
f. Can I try it on?

g. Can I help you?
h. I like it!
i. Size 12 or M

j. Alright the cash desk is on the way out.
k. How much is it?
l. If you need to, call me.

m. Yes, the changing rooms are over there.
 n. Have you got any black dresses please?
o. Here’s a nice one
**English nursery rhyme**

*What are little boys made of?*
Frogs and snails, and puppy dogs tails
That’s what little boys are made of!

*What are little girls made of?*
Sugar and spice and all things nice
That’s what little girls are made of!

---

**An acrostic**

Girls nowadays are made of
Ice creams, ideas and irises
Roses, rumours and rhymes
Love, looks and lollipops,
So sweet!

Boys nowadays are made of
Olives, offices and oranges
Yachts, Yogurt and a yellow Submarine!
The Difference Is
by rainyday woman

I am of the opinion that there really isn’t much difference between the sexes.
We both feel pain, when someone hurts us.
We both just want to be loved unconditionally.
The only difference I really see
Is men babysit their own children,
while women take care of theirs.

Viva La Difference
by Black Narcissus

Men stand up, women sit down.
Men sweat, women perspire.
Men drink, women partake.
Men snore, women caress the night with sound.
Men fart, women pass wind.
Men shave, women remove unwanted body hair.
Men think they know what women need, women already know the answer.
Men get ready in 5 minutes, women notice they do.
Men shout, women express their feelings forcibly.
Men rule the world, women let them think they do.
Men need women, women know they do.

Write your own poem

Vous vous mettez par groupes de deux élèves ou seul(e).

Vous décidez si vous voulez écrire un poème décrivant les hommes et les femmes ou leurs différences.

Vous relevez tous les mots qui vous permettent de faire cette description.
(noms, verbes, adjectifs)

Vous décidez de la forme du poème et vous jouez avec vos mots.

Laissez parler vos sentiments...

Puis vous présentez votre poème à l’écrit et/ou à l’oral, puis vous en profitez pour faire un recueil des poèmes de la classe.
a. Who produced this document?
b. Speak about the people: where they may come from, the languages they may speak... Justify.
c. What are their differences? What do they have in common?
d. What is the message of this document?
e. Do you think it is effective? Justify.

Simon, Paul, Deepika ...: are all first names.
Southgate, Camden Town, Southwark ...: are all areas in London.
The total population in Great Britain was 58,789,194 in April 2001 and the total minority ethnic population represented 7.9%, this figure is still increasing.

a. What is this pie chart about?
b. What are the most important minority groups?
c. What are the advantages of such varied immigration?
d. Imagine the reasons why these people went to Britain.

Paddington Bear is a fictional character well known to all English children. He arrived in London from Peru as an illegal immigrant. The Brown family found him at the Paddington railway station on Christmas Eve 1956. They adopted him. The stories are about his adventures in London.

WORDBANK

Nouns

- Bangladesh / Bangladesh
- bear / ours
- blessing / bénéédiction
- character / personnage
- China / Chine
- customs / habitudes
- faith / croyance
- figure / chiffre
- hair / cheveux
- headscarf / foulard
- India / Inde
- Nigeria / Niger
- Pakistan / Pakistan
- Russia / Russie
- skin / peau
- South Africa / Afrique du Sud
- spice / épices
- strength / force
- Sweden / Suède
- turban / turban
- Vietnam / Vietnam
- Zimbabwe / Zimbabwe

Verbs

- arrive / arriver
- decrease - increase / diminuer - augmenter
- fear / craindre
- forget / oublier
- join family / rejoindre sa famille
- leave / quitter
- look for work / chercher du travail
- miss / manquer
- move to / déménager
- settle down / s’installer
- spread / répandre
- study / étudier

Others

- fair - dark / clair - foncé
- eventually / finalement
- friendly / sympathique
- skilled - unskilled / qualifié - non qualifié
I had just graduated from university and wanted to see the world before settling down. They offered me a position as language assistant in an institute in Bangalore. And this is where I met my wife Priya. We fell in love and we knew from that day that things were going to be complicated: imagine an English boy and a young Hindu girl in Southern India.

I always wanted to hold her hand but couldn’t because it’s not custom there, same with touching or kissing as a matter of fact... We had to keep our relationship secret for a long time because girls are not supposed to have boyfriends there: a good girl goes straight into marriage when her parents have decided she is ready for it.

For us it was another story: with Priya’s parents, we decided that she would come and visit England over a month in order to see if she liked it and if she could live there. And she did come over and liked it even if she missed her family and friends.

Then we got married and our families finally met. They had seen each other through Skype before but it was still very emotional the day they actually met.

We’ve been living together in London since that day and it’s a blessing every day, we are teaching each other so many things... I feel I learn new things every day, it’s great.

Obviously, it is sometimes difficult, especially for her in fact: she misses the food (there are so many spices and vegetables which are difficult to find in England). And she also misses the culture and religious festivals that happen on an everyday basis there. For example it’s a bit as if it were Christmas but nobody cares about it, everybody goes to work and nobody mentions it at all, just like any other day! This is difficult and it’s also part of the reason why we may go back to live in India at some point in our lives.

Chris
1 Match the following sentences to a paragraph:

a. Family meeting.  
b. What is hard.  
c. They had to hide their relationship.  
d. Where they met.  
e. What they get from each other.  
f. Visiting her new country.

2 Look at the pictures and with the help of the text explain what they may be related to.

3 Answer the questions:

a. Who are the 2 main people in the text? (names - nationality)  
b. Imagine what is her mother tongue and what is his. Which language do they speak when they are together?  
c. Why did he travel abroad?  
d. How old do you think he was? Explain  
e. What was his job?  
f. Would you like to go and live so far away? Explain why or why not.

**GRAMMAR**

**MUST - MAY - MIGHT - CAN’T**

Regardez les exemples suivants:

- We may go back to live in India. (It’s possible)  
- We might go back to live in India. (It could be possible)  
- They got back, they must be happy.  
- Everybody knows about it, it can’t be a secret.

**POUR EXPRIMER LES DEGRÉS DE PROBABILITÉ**

Déduisez:

- Pour dire que quelque chose a 30% de chances de se réaliser, j’utilise le modal (....)  
- Pour dire que quelque chose est certainement possible, j’utilise le modal (.............)  
- Pour dire que quelque chose est certainement impossible, j’utilise le modal (.............)  
- Pour dire que quelque chose a 50% de chances de se réaliser, j’utilise le modal (.....)

**May, might, must, can’t sont des auxiliaires modaux :**

Ils ne prennent pas de (...) à la 3e personne du singulier, ils n’ont pas d’(...) ils sont suivi d’un verbe sans (...) et s’utilisent sans (...) aux formes négatives et interrogatives.
1. Speak about the pictures:

Choose among the following countries where these people may come from and justify your answer. Use the following beginnings of sentences:

He / she may / might come from ... because ...


2. Imagine they now live in Great Britain and belong to mixed families. What may their life be like? Explain.

WORDBANK

Verbs
- accept / accepter
- be afraid of / avoir peur de
- belong / appartenir
- choose / choisir
- communicate / communiquer
- criticize / critiquer
- fight / combattre - se battre
- fulfill a dream / réaliser un rêve
- improve / améliorer
- influence / influencer
- reject / rejeter
- wish / souhaiter

Nouns
- communication / communication
- costumes / costumes
- customs / coutumes
- headscarf / foulard
- integration / intégration
- landscape / paysage
- prejudice / préjudice
- pride / fierté
- skin / peau
- tolerance / tolérance
- vegetation / végétation
- way of life / mode de vie
- wealth / richesse
- wedding / mariage

Others
- awful / affreux - terrible
- free / libre
- hopeful / plein d'espoir
- multicultural / multiculturel
- proud / fier
- slanted / biaisé
- traditional / traditionnel
- uprooted / déraciné
1st conversation: Answer the questions.

a. What is the situation?

b. Is there a problem? Why? / Why not?

2nd conversation:

a. True or false and justify.
   - The boys want a pint of bitter.
   - The girls want a half of lager.
   - Tina wants plain crisps with her drink.
   - The waiter comes to get the order.
   - It’s the end of Léa’s stay in England.
   - They must leave, the pub is closing right now.

b. Retrouvez les phrases qui signifient:
   - Un demi de Lager avec des chips nature.
   - Et voilà, santé !
   - Vous allez me manquer.
   - ‘Derniers verres’.

Oral Expression

Regardez les images ci-dessus et mettez les phrases ci-dessous dans l’ordre du dialogue.

a. No, one salt and vinegar and one cheese and onion please.

b. Righto, plain crisps?

c. Who’s next?

d. Sorry, no salt and vinegar left.

e. And 70 pence change. Last orders.

f. 2 pints of bitter, a half of lager, one coke and 2 bags of crisps please.

g. There you are.

h. That’s £9.30 please.

i. Plain then.

Vous changerez les commandes, les sommes à payer et les articles manquants puis vous jouerez cette conversation avec votre voisin(e).
Why do they leave home?

Many asylum seekers flee their home country and go to Great Britain because there is a civil war there or because their human rights are not being respected. The top five countries that people came from in 2002 were:

- **Iraq** (14,940)
- **Zimbabwe** (7,695)
- **Afghanistan** (7,380)
- **Somalia** (6,680)
- **China** (3,735)

In some countries, people can be arrested, sent to prison or even tortured for their religious or political beliefs.

If the situation in a country changes for the better then there are often less asylum seekers from there.

Recently there have been less applications from former Yugoslavia.

Why do people leave their homeland?

**PUSH FACTORS**

Conditions that drive people to leave their homes

- political and religious persecution
- poverty
- famine
- shortage of land

**PULL FACTORS**

Conditions that attract people to a new area

- the promise of freedom
- equal pay
- equal rights
- family
- land "ownership"
- needed workers
A Multicultural Town

This is a multicultural town
And all shades live here black, white and brown
From all around the World everywhere
And little in common they share.

With different music, dance and song
And their bonds to their own cultures strong
And from different backgrounds and with different ideals
For them multiculturalism has few appeals.

To different Gods they kneel and pray
And they look at life in a different way
And with different political views and such
In common they don’t have that much.

Not alone here but Worldwide
Culture, Politics and Religion Peoples divide
And People are like birds and animals more inclined to socialize
With their own kind.

Which after all is no surprise
The different shades white, black and brown
In this a multicultural town.

Francis Duggan

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1. Vous vous mettez par groupes de 3 ou 4 pour réaliser une enquête autour de vous et découvrir d’où viennent vos camarades, vos voisins, leurs parents, leurs grand parents ou les vôtres.

2. En vous appuyant sur les documents proposés dans cette unité, vous demanderez à ceux qui viennent d’un autre pays pourquoi ils sont partis, pourquoi ils sont venus en France, ce qu’ils ont trouvés, comment s’est passé leur intégration.

3. Puis vous présenterez leur histoire à la classe sous forme de reportage ou même de poème que vous pourrez illustrer de dessins ou photos.
**Cadbury’s chocolate**

I still remember the time we met.  
Where would so much milk be going? I asked.  
Oh, not very far, she smiled. Milk doesn’t go very far when there’s Cadbury’s chocolate to be made. Not when you need a glass and a half just to make one slab.  
Mind you, is it not a very thick slab? Said I.  
Cadbury’s chocolate. Thick with a glass and a half of milk.

**Stop smoking**

Smoker’s cough (light up / inhale cigarette smoke)  
COUGH  
The rate of lung cancer in infants exposed to passive smoking is 20 times higher than normal.  
Think about it. Stop Now!  
I will become a non-smoker dot com.

**Sony Cybershot**

Server: Welcome to Happy Burger Town. Can I take your order please?  
Customer: Yeah, Can I get two x burgers please.  
Server: Would you like a double x?  
Customer: OK then, one double x x and one regular x to go.  
Server: Your burgers are coming up in a few seconds.  
The new Sony Cybershot Camera.  
Say x

**Manchester**

Three...two...one...  
Hey kids, fancy visiting space today? Look boys! This is how they built the pyramids.  
Now there’s a tale to make your toes tingle.  
Mum, that painting just spoke to me. Cool loads of stuff to experiment with. It’s being a gladiator. I’m really racing a chariot. Wow a real dinosaur. That’s no way to talk about your dad.  
Three great reasons to head for Manchester.
Welcome back to radio MOSAICS

Today I am in Kingston, in front of the school. I’m talking to Jake.

I. - Hi Jake, can you introduce yourself?
J - Yes, hello, my name is Jake Elliot, I’m sixteen and I am in year 11. At the moment I am studying for my GCSE’S

I. - So what do you plan to do next year?
J. - Well, I hope to go to vocational college and become a nursery nurse.
I. - Good luck with those GCSE’S then.

Now can you explain to us what your daily routine is?
J. - I get up at 7.30, I have a shower and I put my school uniform on.
Then I have breakfast and my mum gets my packed lunch ready for me.

I. - What time does school start?
J. - School starts at 9, we have assembly all together and lessons start at 9.20.
Each lesson lasts 20 minutes.

I. - Then I suppose it’s lunchtime?
J. - Yes, from 12.00 to 1.20. No one goes home. Some pupils go to the canteen and some have a packed lunch.

I. - What time do you go home?
J. - School finishes at 4.00. But on Tuesdays and Thursdays I stay at school for hockey practice.
On Wednesdays, there’s school orchestra practice.

I. - You have a lot on after school!
J. - Do you think so? All my friends do the same. When I get home at 6.00, we have tea.
We usually have pizza and salad or curry or fish and chips.
Then I do my homework and I watch TV with my mum or go on the computer to chat with my friends.

I. - You are really busy. Thanks for taking the time to talk to us
J. - Yes, must dash. See you

This is Sam for Radio MOSAICS
See you tomorrow.
Welcome back to radio MOSAICS

In Great Britain many teenagers work before or after school, at weekends or during the holidays. Today I am interviewing Danny to find out what he does.

I. - Hello Danny, can you introduce yourself please?
D. - Hello, well, I’m 14, I live in Tottenham, North London, with my mum, my big sister and little brother. I am in year 9 at the local comprehensive.

I. - What time does school start in the morning Danny?
D. - Well my school starts at 8.45, but before I go to school I do my paper-round.

I. - What do you mean?
D. - I get up at 6 in the morning, including the weekend, and I go to my local newsagent’s shop. I collect a big pack of newspapers and deliver them to 64 houses and flats.

I. - What do you spend your money on?
D. - I save it for things I need, last week for example I bought a new t-shirt and I got some flowers for my mum’s birthday. I then took my little brother to McDonalds.

I. - Do lots of teenagers work?
D. - My big sister used to work on the checkout at the supermarket, she worked 3 evenings a week and on Saturdays too and she paid for her driving lessons. And my friend Bob works. …

I. - Thank you Danny, I’m sorry we’ve got no time left.

This is Sam for Radio MOSAICS;
See you tomorrow.
Welcome back to radio MOSAICS
Does TV hold the same place in our lives today as it did 10 years ago? We’ve decided to ask people in Lewisham what they think.
This is what they said:

1. I watch my favourite soaps, Eastenders and Friends. I watch a lot of breakfast TV before I go to school.

2. You can’t keep me away from a football match, we’ve got satellite TV, so I can watch a match every night. Sometimes friends come round to watch, especially for the important matches.

3. We’ve got 4 TV sets at home. My dad watches the news or documentaries, my mother has on lifestyle programmes like Gardening World in the kitchen, my little sister watches cartoons in the bedroom. So there’s often someone watching TV in our house. I’ve also got a TV in my bedroom but I hardly ever watch it. I prefer chatting on Facebook.

4. People think I am an alien. I haven’t got a TV but I’ve got Internet.

5. I love TV reality shows. Most evenings I watch one like: Big Brother, Survivor, Bachelor, Britain’s got talent...

6. The TV is always on in our house. Nobody really watches it but we couldn’t do without it I think.

So it seems that television still has its place in our daily routine even if the net takes up a lot of our time.

This is Sam for Radio MOSAICS
See you tomorrow."
Welcome back to radio MOSAICS
We are in the internet café in Chesterfield High street and we are talking to Fiona and Damien about what they are doing here.

I. - Fiona, why are you here ?
F. - I’ve just come in to send a message via my Facebook. My phone battery has run out.
I. - Oh, so you’re on Facebook like most people. How many friends have you got ?
F. - I’ve got 270.
D. - I’ve got 354, I think.
I. - Really ? You must be very popular ! How many of these friends have you actually met ?
F. - About 40.
D. - About 60.
I. - Are you sure about who you’re talking to ?
I. - Don’t you know about the dangers ?
D. - Yes, I do and I am very careful.

I. - How can you be certain that the people you’re talking to really are who they say they are ?
F. - You never give your personal details, your address or phone number on line, do you ?
D. - Do you think I’m stupid ? In my family we are all very careful.
F. - I avoid all the files I’m not sure about. I never download them, I don’t want a virus on my computer.
I. - So, how long do you spend on internet ?
D. - I spend at least 3 hours a day.
I. - Really ? Do you use it for your homework ?
D. - A bit... Mostly to chat with my friends.
F. - You know, it’s so nice to speak with people from all over the world.
I. - Thanks both of you and hello to your hundreds of friends.

This is Sam for radio MOSAICS
See you tomorrow.»
Welcome back to radio MOSAICS
And now it’s learning time. Today we are going to find out about an interview.

I: Here’s Patrick Johnson who has applied for a job and Sally Perkins Personnel Officer. Let’s listen to what happened in the interview.

S. - Patrick, tell me a bit about yourself.
P. - I’m 19, I finished my A’ levels in Biology, English and History last year and I’ve just got my nursery nurse qualification.
S. - Do you have any work experience?
P. - Between 16 and 18 I worked at the local primary school holiday club.
S. - Explain what you did.
P. - I worked mostly with the youngest children, I taught them songs, did arts and crafts, organized outside games as well as a day out at the zoo.
S. - Very interesting. Why would you be well suited for a job at the daycare center?
P. - I’m very patient, I don’t get easily angry. I’ve got good organizational skills, I usually get on well with my colleagues and enjoy working in a team. I really like working with children and I think they like me too.
S. - Have you got any questions?
P. - What would my hours be?
S. - 9 till 4 with a very short lunch break.
P. - What’s the salary?
S. - £ 14 000
P. - If you haven’t got any other questions, thank you for coming. I’ll be in touch with you before Friday.

I. - And now do you think Patrick has got the job? Call 01234567 to give your opinion.

This is Sam for radio MOSAICS
See you tomorrow.
Welcome back to radio MOSAICS

It’s almost time to go on holiday. We went to Cirencester because we want to know where people go on holiday and why.

- Hello Jenny, where are you planning to go on holiday this summer?
- I’m going to New York with my mum and my brother. We love museums and shopping. We really like towns where there is life and action 24 hours a day.

- And you Sarah, do you like going to towns too?
- No, not at all! My sister and my cousins and I are going camping in the Ardèche. We will go canoeing, hiking and mountain-biking. We love nature and doing sport together.

- What have you decided to do, Sally?
- My boyfriend and I are going to work with an association. We give three weeks of our holiday time to help rebuild a castle and maintain the grounds. We are part of a group of 35 young people and the work is physical and demanding, but we also get together in the evenings. There are volunteers who come from all over the world.

- Have you got any plans, Jake?
- This summer I am going to Madagascar for two months to teach English to school children. I’m really quite nervous about it as I’ve never been there before, but I’m excited too at the idea of meeting new people and discovering a new culture.

- Would you be interested in a similar project, Dave?
- I’d like to, but we’re staying at home this year because we’ve got no money. So I might try and get a summer job.
- Did you go away last year?
- Yes, I can’t complain, we went to Greece last year.

And what about you....?

This is Sam for Radio MOSAICS
See you tomorrow
Welcome back to radio MOSAICS.
The Earth has all the water it needs to supply the 6 billion people who live on it with clean, safe drinking water. But millions of people are going to die because water supplies are badly managed.
Today we are interviewing people to see what they do to reduce their water consumption.

I. - Jane, what do you do?
J. - I always turn off the tap when I brush my teeth.
I. - Fred, what about you?
F. - I often have a short shower instead of a bath.
I. - Vidya, do you do anything?
L. - I never use the washing machine or the dish washer if they are not fully loaded and I always use the eco-cycle.
I. - Susan?
S. - I never wash my car.
I. - Mary?
M. - I collect rain water to water my garden and I sometimes re-use water from the kitchen.
I. - Judy, how do you contribute?
J. - I use the low flush on the toilet.
I. - Ben do you have anything to add?
B. - I’d never thought about it before but it isn’t too difficult. I’m going to start saving water right now.
Anyone for a drink?

This is ... for Radio ...
See you tomorrow.
Welcome back to radio MOSAICS
Today we are out and about to ask people how domestic tasks are shared in their households.

I. - Chris, how are things organized in your home?
C. - My partner Eva has a very demanding career, so we decided that I would be a stay at home dad while our children are young.

I. - So, do you do everything in the house?
C. - I do all the shopping and cooking and most of the housework, but Eva does some too at the weekends. We share the gardening because we both enjoy it.

I. - Suzie, who does what in your house?
S. - I live with my brother and my mum. Obviously, mum is in charge but my brother and I do as much as we can to help her out as she works full time. We share the cooking and cleaning. We do it together on Saturday mornings. My mum does the shopping and I do the washing. My brother does the ironing ...

I. - Are things different in your home, Daniel?
D. - Well, yes, they are very different really. My dad is often away and my mum works in the home, so she does everything in our house. It's very comfortable for my brother and me. We just turn up for meals and everything is ready. I know I should help, but she doesn't seem to care about it. We just do like dad, when he gets home in the evening he's too tired to do anything in the home.

I. - Thanks everybody, now it's time for me to tidy my flat.

This is Sam for Radio MOSAICS
See you tomorrow.
Welcome back to radio MOSAÏCS

As you know, Britain is a multicultural society, today some people are going to tell us about their personal experiences

1 Kate: My husband and I are celebrating our 35th wedding anniversary this year. He is white British and I am from India. In the first few years we had some awful experiences. People in the street criticized us for being together. His community didn’t accept us either. We felt that we didn’t belong anywhere. I am very happy to say that things have changed now. People accept us as we are.

2 Sam: I am Welsh with blond hair and blue eyes. When I was little, my best friend was Jamaican. One day I realized that he looked very different, dark skin and brown eyes. I remember I was shocked because I thought that I had ‘No Colour’ and I was very envious of him.

3 Chang: I am very proud of my heritage. My mother was an emigrant herself from Vietnam, so I am in touch with 2 different cultures. I love being of mixed race because it has given me experiences I wouldn’t have had.

4 Idris (Nigeria): When I was younger, I sometimes felt rejected. I now understand that people are often afraid of other cultures, other ways of living, things that they don’t know. The only way to fight it, is through communication.

5 Olga: Thanks to my mixed heritage, I speak 3 languages at home which makes it easy to communicate with people. I was born in Ireland, my mother is Russian and my father is French.

This is Sam for Radio MOSAÏCS
See you tomorrow.
1. At school

Boy : - Hello, you’re new here, aren’t you? My name is Andy, what’s yours?
Girl : - Léa, I’m from France. Do you live here?
Boy : - Yes, I do. Is this your first visit to England?
Girl : - Yes, it is. I don’t know anyone yet.
Boy : - Why don’t you come to the club this evening? I’ll introduce you to my friends.
Girl : - Oh yes. That would be great.

2. At the club

Andy : - Hi Brian, hello Tina. How are things?
Brian : - Fine thanks, Andy.
Tina : - I’m very well, thank you. Who is this?
Andy : - This is Léa. She is French and this is her first visit to England.
Tina : - Pleased to meet you, Léa.
Léa : - Me too.
Brian : - When did you arrive in England?
Léa : - Yesterday.
Tina : - Where do you come from, exactly?
Léa : - Nancy, it’s in the East of France.

Brian : - Have you got any brothers and sisters?
Léa : - I’ve got one brother, his name is Kevin, he’s 15.
Tina : - And you, how old are you?
Léa : - I’m 16 nearly 17.
Andy : - I hope you like it here. How long are you staying?
Léa : - 3 months. I want to improve my English before my exams.
Brian : - But you speak very good English!
Léa, Tina, Brian and Andy are at the club.

Tina: How do you spend your free time Léa?

Léa: I go swimming on Tuesdays and I have a guitar class on Thursdays.

Brian: And at weekends?

Léa: I often go out with my friends. We sometimes go shopping or we listen to music. We also like going to the cinema.

Brian: I like Horror and Science Fiction films. I watch them on TV on Fridays.

Tina: I don’t like them, they are too violent. I prefer adventure films. There’s the new James Bond film at the Virgin Cinema next Saturday. We could go together?

Andy: Yes, that’s a good idea but I’ve got a rugby match at half past two in the afternoon. What time is the film?

Tina: At a quarter past six. Do you think you can make it?

Andy: Yes, I think so.

Brian: Great, then we can go to McDonalds and to the concert at the club.

Tina: Oh yes, it’s hip-hop isn’t it?

Andy: All right, I prefer techno, but I’ll go with you.

Léa: That’s really good, I love going to concerts.

Tina: And if you want you can come to the Judo Club with me on Monday evenings. The trainer is very nice!

Léa: Yes, judo sounds good to me.
(Léa wants to change some money at the bank but she has taken the wrong road.)

Léa: Excuse me,

Passer-by: Yes?

Léa: I’m looking for the bank. Can you tell me where it is?

Passer-by: Yes, go back down the road and turn right. Cross over the next road at the traffic lights and take the first road on the right. There’s a supermarket on the corner. Go straight on and the bank is just after the second street on the left.

Léa: Oh dear, I’ve come completely the wrong way. So, I go back, turn right, cross over at the traffic lights and turn left at the supermarket...

Passer-by: No, right at the supermarket and the bank is just after the second street on your left.

Léa: Thank you. Is it far?

Passer-by: Not very far, but you’d better hurry because the bank closes in half an hour.

Léa: Alright, thanks again. Goodbye.

Passer-by: You’re welcome.
Andy: I’m starving, aren’t you? Let’s go and have a hamburger.
Léa: Good idea.
Tina: OK. What about you Brian?
Brian: I’m not hungry thanks but I’ll have a coke.
Andy: Right, here we are.
Tina: Great, there isn’t a queue.
Waitress: Hi, what can I get you?
Léa: I’ll have a cheese burger and fries and a medium diet coke.
Waitress: Large or medium fries?
Léa: Medium please.
Waitress: Would you like a dessert?
Léa: No, thanks.
Tina: I’ll have chicken nuggets with tomato sauce, medium fries and a lemonade.
Brian: A large coke for me, please.
Andy: And I’ll have a big Twist Menu with a caramel Sundae.
Tina: Wow, you really are hungry Andy!
Waitress: What would you like to drink with the menu?
Andy: A bottle of water please.
Waitress: Are you going to eat here or take it away?
Andy: Eat here please.
Waitress: Right, that’ll be £14.50 please.
Tina: There you are.
Waitress: Thanks, that’s £ 5.50 change.
Recorded message:
Hello, This is Wendy. I’m afraid I’m busy at the moment. Please leave me your name and number and I call you back as soon as I can.
Please speak after the tone.
- Tina: This is Brian, could you ring me back? It’s about next Saturday. See you.

Brian and Wendy’s mother
Woman: Plymouth 44290, Barbara speaking.
Brian: Oh hello, Mrs Perkins. This is Brian. Can I speak to Wendy please?
Woman: Hello Brian. Hold on a moment, I see if she is in her room ... No I’m sorry, she’s out. Can I take a message?
Brian: Yes, please because I couldn’t reach her on her mobile.
Woman: I know, her battery has run out.
Brian: Well, can you tell her we are going to the cinema next Saturday with Léa, Tina and Andy.
Woman: Fine, what’s on?
Brian: The new James Bond film. Do you think she would like to come?
Woman: I think so, what time is it on?
Brian: At quarter past 6, so we’ll meet at 6 in front of the cinema.
Woman: Fine, I’ll tell her to call you back when she gets home.
Brian: Thanks a lot Mrs Perkins, goodbye.
Woman: Goodbye Brian.
1. On the phone

Man: Summerfeast restaurant, can I help you?
Andy: Yes, I’d like to speak to Sally, please.
Man: Hold on please.
Sally: Hello, Sally here
Andy: Oh Hello, my name is Andy Pestel. I’m phoning about your advertisement for the waiter’s job. I’d like to apply.
Sally: Yes, would you be free to come next Saturday for an interview?
Andy: Sure, what time?
Sally: Would 10.30 suit you?
Andy: Yes, perfect.
Sally: See you on Saturday then.
Andy: Goodbye.

2. The following Saturday, Andy knocks on the door.

Sally: Come in
Andy: Good morning, I’m Andy Pestel
Sally: Sit down please Andy, how old are you?
Andy: I’m 17, nearly 18.
Sally: Where do you live?
Andy: In Plymouth, 43 Arundel Road.
Sally: Fine, how long would you like to work for?
Andy: I can work in July and also in August if it’s necessary.
Sally: Well July and August would be better. Have you worked as a waiter before?
Andy: No I haven’t but last year I worked in a supermarket. I like to talk to people and I don’t mind cleaning. Can you tell me about the job?
Sally: All right, working hours are from 10.30 a.m. to 2.00 p.m. and from 6.00p.m. to 10.30 p.m., 5 days a week. You lay the tables, serve people and clear the tables.
Andy: Good and can you tell me the pay please?
Sally: £7.30 per hour plus tips. The first week is a trial period.
Andy: And when can I start?
Sally: Come and see me on July 1st at 10.00 a.m..
Andy: OK, I’ll be there. Thanks a lot.
1. In the street

Tina : Hey, look at that poster! The Dears are in concert at Greyfields Hall on Saturday.
Léa : The Dears? I have never heard of them!
Brian : They are very popular here. I love their last album ‘No Cities Left’.
Tina : Why don’t we all go?
Andy : Good idea, but we’d better book our tickets straight away. I hope the concert isn’t already sold out.
Tina : Let’s go, we’re not very far from the hall.

2. At Greyfields Hall

Andy : Good afternoon we’d like to book 4 tickets for The Dears concert on Saturday 14th.
Booking clerk : Just a minute, Sir… The Dears, Yes, we have a few tickets left.
Tina : How much are the tickets please?
Booking clerk : £18 for the front stalls, £15 for the back stalls and £12 for the Balcony, plus a £1 booking fee per ticket.
Andy : We’ll have 4 front stalls please.
Booking clerk : Right Sir, that’ll be £76.
Andy, Do we have to pay now?
Booking clerk : No, you can pick the tickets 45 minutes before the concert.
Andy : Yes, that’s fine. The concert is at 8.30pm, so we’ll come at 7.45pm.
Booking clerk : That’s right, what name please?
Andy : Andy Nicholson.
Booking clerk : Right, Mr Nicholson, 4 front stalls tickets for The Dears on Saturday 14th. Make sure to be here at 7.45pm. We can’t hold the tickets any longer than that.
Andy : Great, thank you very much.
1. Tina and Léa are in the street:

Léa: Oh dear. It’s raining again. We’ll get soaked on the way to the swimming pool.
Tina: Let’s catch the bus. There’s a bus stop round the corner.
Léa: OK, let’s go.
(Sound of bus)
Tina: 2 to Crescent road swimming pool please.
Conductor: That’s two 45s please.
Tina: I’ve only got a £5 note. Have you anything smaller?
Léa: I think I have some change, let me have a look ... Yes, I’ve got £1
Conductor: Thank you. 10 p. change and here are your tickets.
Léa: Thank you. Come on Tina, let’s sit upstairs.

2. Andy at the railway station:

Woman: Good afternoon. Can I help you?
Andy: Hello, I’d like to know the times of trains to London, please.
Woman: Do you want to travel at the week-end or on a weekday?
Andy: We want to travel next Friday morning.
Woman: Just a moment please... Right, weekdays... There’s a train at 7.21 arriving at Paddington at 11.32. The next train leaves at 9.43 and arrives at 1.57 p.m.
Andy: This one sounds good. How much is it?
Woman: Return fare is £98.
Andy: What about the single ticket?
Woman: It’s a little more expensive, £54.00
Andy: Is it necessary to book in advance?
Woman: On a weekday, it should be alright.
Andy: Thanks, bye.
Woman: You’re welcome. Goodbye.
1. Tina and Léa are in the town centre.

Tina: Have you been in this new boutique yet Léa?
Léa: No, shall we have a look?
Tina: OK, but don’t let me spend too much.
Léa: I’d like a new pair of trousers and perhaps a top to go with them.
Tina: Look there are some and they are reduced to £15.
Léa: That’s cheap! ... Have they got my size? 10, 12, yes, size 8. I think I’ll try them on.
Tina: And I’ll try this skirt on. I really like this printed material.

(A few minutes later)

Tina: Well, this is perfect. What about your trousers Léa? Do they fit?
Léa: Yes, great. Now, if only I could find a top...
Tina: Oh, look at this jacket! Isn’t it nice?
Léa: And I like this jumper ...

2. Andy is at the chemist:

Assistant: Good afternoon, can I help you?
Andy: I’d like a packet of aspirins and some cough mixture please.
Assistant: For children or adults?
Andy: It’s for me. I’ve had this terrible cough for three nights.
Assistant: Is it a dry cough or throaty?
Andy: Dry.
Assistant: Then I suggest this: 2 spoonfuls three times a day.
Andy: Thank you. How much is that please?
Assistant: £2.85 plus £1.30 for the aspirin, that’s £4.15 please.
Andy: £4.15, there you are.
Assistant: Thank you, goodbye.
1. In the street.

Andy: Léa, it’s your birthday today. Let’s go to the pub for a last drink.
Léa: But I am only seventeen. I can’t get in.
Andy: We’re eighteen, so there’s no problem and you can have a soft drink.
Léa: Super.

2. They go into the pub.

Brian: I’ll go and get the drinks. What would you like? I’ll have a pint of Guinness.
Andy: A pint of bitter for me please.
Tina: A half of lager with a packet of plain crisps.
Léa: I suppose I can’t drink beer, so I’ll have a coke and salt and vinegar crisps please.
Brian: That’s a pint of bitter, a half of lager, a coke, a pint of Guinness, a packet of plain crisps and a packet of salt and vinegar crisps.
Léa: So you must go to the bar to be served.
Tina: yes, barmen only go to the tables to take the empty glasses.

Brian comes back with the drinks.
Brian: Here you are, cheers!
Everybody: Cheers!
Tina: Happy birthday Léa. A pity you’re going back to France next week.
Léa: Yes, I enjoyed it so much here, I’ll miss you.
Voice: ‘Last orders’, ‘last orders’
Léa: what’s this?
Andy: It means we just have time for another drink. The pub is going to close in 10 minutes.
Tina: I hope you’ll come back soon...
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