ANGLAIS

NEW

MOSAICS

Christopher REYNOLDS

Évelyne PASQUET

1re - Tle BACPRO
Niveau B1 → B1+

Mosaïcs 1\textsuperscript{re} et T\textsuperscript{le} Bac professionnel est une méthode qui correspond aux exigences du référentiel du Baccalauréat Professionnel agricole et qui est en accord avec le Cadre européen commun de référence pour les langues (CECR) tout en proposant des documents diversifiés et intéressants pour les élèves de ces classes.

Mosaïcs 1\textsuperscript{re} et T\textsuperscript{le} Bac Professionnel propose une première partie d’anglais plus général et une deuxième partie d’anglais professionnel en lien avec les divers métiers du monde agricole.

La première partie se compose de 12 unités de 6 pages permettant de mettre en œuvre les 5 compétences du CECR et tout particulièrement celles de l’oral à l’aide de documents iconographiques, documentaires vidéos, fiches de vocabulaire, pages grammaticales ou encore d’exploitations de textes variés.

La deuxième partie se compose de 12 unités de 4 pages :

→ Une première page présentant un type d’entreprise agricole ou un métier de l’agriculture ainsi que le vocabulaire nécessaire pour en parler.

→ Une double page avec des documents professionnels écrits et iconographiques permettant à l’élève de comprendre et d’écrire des lettres commerciales, répondre à un questionnaire, créer un site web, présenter des produits, faire des réservations, passer des commandes, rédiger une fiche d’activités ou un mode d’emploi, créer un poster et un formulaire de réservation, comprendre une facture ou encore écrire un CV.

→ Une quatrième page exploitant une situation orale enregistrée et un jeu de rôle permettant de s’entraîner sur le même thème professionnel.

Mosaïcs 1\textsuperscript{re} et T\textsuperscript{le} Bac Professionnel c’est aussi un DVD avec les documentaires vidéos, les enregistrements des situations professionnelles orales et les corrections des différents exercices.

Ce manuel a été réalisé en juin 2014 dans le cadre de la convention de coopération signée entre l’APECITA et le ministère de l’Agriculture et de l’Alimentation.

Éditeur : Docéo Éditions

Couverture et infographies : Michaël SANCHEZ

Docéo Éditions
1 route annexe du môle 1-2 / CE 102
92631 Gennevilliers Cedex
www.doceo.fr
<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>Fairtrade</th>
<th>p.8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Warming up and wordbank ............................... p.9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Text: Sugar from Malawi Joyce Chibwe .................. p.10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Comprehension and writing ............................ p.11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Grammar : Révision des formes simples ............... p.12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Video : Fairtrade chocolate .......................... p.13</td>
<td></td>
</tr>
<tr>
<td>UNIT 2</td>
<td>Addiction</td>
<td>p.14</td>
</tr>
<tr>
<td></td>
<td>- Warming up and wordbank ............................... p.15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Text: I beat my drug addiction ....................... p.16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Comprehension and writing ............................ p.17</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Grammar : Les formes progressives .................... p.18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Video : Smoking or not smoking? ...................... p.19</td>
<td></td>
</tr>
<tr>
<td>UNIT 3</td>
<td>Charities</td>
<td>p.20</td>
</tr>
<tr>
<td></td>
<td>- Warming up and wordbank ............................... p.21</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Text: Comic Relief ................................... p.22</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Comprehension and writing ............................ p.23</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Methodology : Utiliser un dictionnaire bilingue .... p.24</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Video : Volunteering ................................ p.25</td>
<td></td>
</tr>
<tr>
<td>UNIT 4</td>
<td>Food</td>
<td>p.26</td>
</tr>
<tr>
<td></td>
<td>- Warming up and wordbank ............................... p.27</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Text: A vegetarian .................................... p.28</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Comprehension and writing ............................ p.29</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Grammar : The - ain - Ø ................................ p.30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Video : Organic food .................................. p.31</td>
<td></td>
</tr>
<tr>
<td>UNIT 5</td>
<td>Animal rights</td>
<td>p.32</td>
</tr>
<tr>
<td></td>
<td>- Warming up and wordbank ............................... p.33</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Text: Cruelty to animals .............................. p.34</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Comprehension and writing ............................ p.35</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Methodology : Améliorer sa compréhension ........... p.36</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Video : Endangered apes gorillas .................... p.37</td>
<td></td>
</tr>
<tr>
<td>UNIT 6</td>
<td>Sports</td>
<td>p.38</td>
</tr>
<tr>
<td></td>
<td>- Warming up and wordbank ............................... p.39</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Text: Skydiving ....................................... p.40</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Comprehension and writing ............................ p.41</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Grammar : MOTS DE LIASON ............................ p.42</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Video : Paralympics .................................. p.43</td>
<td></td>
</tr>
<tr>
<td>UNIT 7</td>
<td>Food miles</td>
<td>p. 44</td>
</tr>
<tr>
<td>--------</td>
<td>------------</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td>- Warming up and wordbank</td>
<td>p.45</td>
</tr>
<tr>
<td></td>
<td>- Text : Some information about food miles</td>
<td>p.46</td>
</tr>
<tr>
<td></td>
<td>- Comprehension and writing</td>
<td>p.47</td>
</tr>
<tr>
<td></td>
<td>- Grammar : La voix passive</td>
<td>p.48</td>
</tr>
<tr>
<td></td>
<td>- Video : Food Miles, a documentary</td>
<td>p.49</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 8</th>
<th>Teens</th>
<th>p.50</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Warming up and wordbank</td>
<td>p.51</td>
</tr>
<tr>
<td></td>
<td>- Text : Teens before and teens now</td>
<td>p.52</td>
</tr>
<tr>
<td></td>
<td>- Comprehension and writing</td>
<td>p.53</td>
</tr>
<tr>
<td></td>
<td>- Grammar : Les propositions infinitives</td>
<td>p.54</td>
</tr>
<tr>
<td></td>
<td>- Video : Teen pregnancy</td>
<td>p.55</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 9</th>
<th>Racism</th>
<th>p.56</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Warming up and wordbank</td>
<td>p.57</td>
</tr>
<tr>
<td></td>
<td>- Text : I have a dream... that change is gonna come</td>
<td>p.58</td>
</tr>
<tr>
<td></td>
<td>- Comprehension and writing</td>
<td>p.59</td>
</tr>
<tr>
<td></td>
<td>- Grammar : Adjectifs et pronoms possessifs, compléments</td>
<td>p.60</td>
</tr>
<tr>
<td></td>
<td>- Video : A blind date</td>
<td>p.61</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 10</th>
<th>Poverty</th>
<th>p.62</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Warming up and wordbank</td>
<td>p.63</td>
</tr>
<tr>
<td></td>
<td>- Text : Poverty examples in the world</td>
<td>p.64</td>
</tr>
<tr>
<td></td>
<td>- Comprehension and writing</td>
<td>p.65</td>
</tr>
<tr>
<td></td>
<td>- Grammar : Les propositions relatives</td>
<td>p.66</td>
</tr>
<tr>
<td></td>
<td>- Video : Nightstop Homeless Charity</td>
<td>p.67</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 11</th>
<th>Global warming</th>
<th>p.68</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Warming up and wordbank</td>
<td>p.69</td>
</tr>
<tr>
<td></td>
<td>- Text : Climate change</td>
<td>p.70</td>
</tr>
<tr>
<td></td>
<td>- Comprehension and writing</td>
<td>p.71</td>
</tr>
<tr>
<td></td>
<td>- Grammar : Comparatifs et superlatifs</td>
<td>p.72</td>
</tr>
<tr>
<td></td>
<td>- Video : Best climate change advert</td>
<td>p.73</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 12</th>
<th>The USA</th>
<th>p.74</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Warming up</td>
<td>p.75</td>
</tr>
<tr>
<td></td>
<td>- Text : In their own words</td>
<td>p.76</td>
</tr>
<tr>
<td></td>
<td>- Comprehension and writing</td>
<td>p.77</td>
</tr>
<tr>
<td></td>
<td>- Grammar : Révision</td>
<td>p.78</td>
</tr>
<tr>
<td></td>
<td>- Video : Youth Service America</td>
<td>p.79</td>
</tr>
</tbody>
</table>
Contents
- Warming up and wordbank................................................................. p.9
- Text: Sugar from Malawi: Joyce Chibaula................................. p.10
- Comprehension and writing................................................................. p.11
- Grammar: Révision des formes simples........................................ p.12
- Video: Fairtrade chocolate................................................................. p.13
Document 2

Guarantees a better deal for Third World Producers

Document 3

Sales of Fairtrade certified products in the UK Estimated UK retail sales by value 1998-2009 (£ million)

<table>
<thead>
<tr>
<th></th>
<th>1998</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coffee</td>
<td>13.7</td>
<td>157.0</td>
</tr>
<tr>
<td>Tea</td>
<td>2.0</td>
<td>68.1</td>
</tr>
<tr>
<td>Cocoa products</td>
<td>1.0</td>
<td>44.2</td>
</tr>
<tr>
<td>Honey products</td>
<td>n/a</td>
<td>4.6</td>
</tr>
<tr>
<td>Bananas</td>
<td>n/a</td>
<td>209.2</td>
</tr>
<tr>
<td>Flowers</td>
<td>n/a</td>
<td>30.0</td>
</tr>
<tr>
<td>Wine</td>
<td>n/a</td>
<td>16.4</td>
</tr>
<tr>
<td>Cotton</td>
<td>n/a</td>
<td>50.1</td>
</tr>
<tr>
<td>Other</td>
<td>n/a</td>
<td>219.4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>16.7</td>
<td>799.0</td>
</tr>
</tbody>
</table>

Document 4

"Fair trade is a way of buying and selling products that makes certain that the original producer receives a fair price for them."

The principles of fair trade are:
- Paying a fair price (workers’ lives have a value)
- Creating jobs for people who don’t usually have one
- Supporting good working conditions (no child labour)
- Using organic environmentally sustainable methods

Warming up

Document 1
- Describe and analyse the document.
- How do you feel about it?
- Where do Third World producers live?

Document 2
- Do you recognize this logo?
- Explain ‘a better deal’.
- Name a few third world countries.

Document 3
- Explain the trend in Fairtrade sales shown in the chart.
- Which of these products do you buy?
- What other Fairtrade products do you buy?

Document 4
- What is trade?
- When is trade fair trade? Give examples.

Wordbank

Nouns
 borehole: puits de sondage
 drought: sécheresse
 fair trade: commerce équitable
 flooding: inondation
 food rights: droits à la nourriture
 grower: producteur
 income: revenus

Verbs
 balance: équilibrer
 enable: permettre
 order: commander
 provide for: subvenir aux besoins de
 raise awareness: faire prendre conscience
 stand by oneself: se débrouiller seul
 supply: fournir / approvisionner

label: label / étiquette
 labour: travail / main d’œuvre
 livelihood: subsistance
 premium: prime
 shortage: pénurie
 sales: ventes
 sustainable development: développement durable
 trade: commerce
Sugar from Malawi: Joyce Chibouro

Joyce Chibouro and her family will have access to electricity for the first time this summer – thanks to the Fairtrade premium on sales of sugar.

Joyce is a member of Kasinthula Cane Growers Ltd in Malawi, which supplies Traidcraft with sugar. She and her neighbours in the village of Chingangwa already know about the benefits of fair trade, as they enjoy clean, fresh water from a borehole paid for with the Fairtrade premium.

"The fair trade programme is doing good things here," Joyce said. "The village where I live has one borehole and is to receive electricity. It is very exciting. We never believed this would be possible!"

So what difference will electricity make to Joyce’s life? "Now when we are going to cook we use firewood, it means "waiting for something good" and Joyce believes that people in the UK can play a part in helping her son – and other sugar farmers’ families – to enjoy something good as they grow up.

"I want my baby to have a good future," she said. "If I am able to get more money, I could send him to high school so he may stand by himself in the future."

Buying Fairtrade sugar

Buying Traidcraft’s fair trade granulated sugar makes a real difference.

"We give praise to fair trade," said Joyce. "I want you to tell people that they make Joyce, a sugar farmer, very happy when they buy our Kasinthula sugar."

Adapted from traidcraft.co.uk
1. What do you use electricity for in your everyday life?
2. What do you imagine Joyce’s job is?
3. Imagine what Fairtrade premiums do for people like Joyce.

Read again and answer the questions:

2. Describe her current living conditions.
3. What has Fairtrade premium enabled them to do?
4. In what way did this change their lives?
5. What are they going to do next.

6. And how will this change their lives?
7. What does her son’s name mean?
8. What do you think of that?
9. What is her ambition for her son?
10. What is Joyce’s message?

Find the words which mean:

1. grâce à
2. fournir
3. prime
4. puits
5. croire
6. bois de chauffage
7. grandir
8. avenir
9. se débrouiller
10. rendre hommage

Is fair trade good? Sum up what you have learnt in this unit by writing answers to the questions below. You may use words and expressions from the wordbank.

1. What is fair trade and where does it exist?
2. What are the advantages of fair trade for the farmers? (working conditions, wages, life ...)
3. What can farmers do with the Fairtrade premium they get?
4. Why is fair trade very important for children?
5. Is fair trade always fair? Explain.
7. Explain this statement: “Sweatshops exist because we can’t see the working conditions of poor people when we buy a product. If these working conditions were visible, it would be more difficult for us to buy the product.” Do you agree?
**EXERCICES**

1. Lisez les phrases ci-dessous et relevez les verbes conjugués. Dites quel est le temps utilisé en vous aidant si nécessaire du référent temporel et traduisez-les en tenant compte du contexte.

   a. Oh no! I’ve lost my phone.
   b. They wouldn’t like to study maths.
   c. I don’t play tennis but I play the piano.
   d. It won’t be a good thing.
   e. Were they happy when they went to Spain?
   f. Are English people polite?
   g. He didn’t meet Sue yesterday.
   h. He leaves home every day at 7.00am.
   i. He has just finished his homework.
   j. Did he go to London last week-end?
   k. What will the weather be like tomorrow?
   l. What would you do if you had a lot of money?
   m. Have they ever been to England?

2. Traduisez les phrases ci-dessous.

   a. Les Anglais boivent beaucoup de thé.
   b. À quelle heure ce cours commence-t-il?
   c. Quand as-tu quitté l’école?
   d. Nous nous sommes levés à 6.00 hier.
   e. Elle habite dans cette maison depuis 1999.
   f. J’ai beaucoup voyagé dans ma vie.
   g. Si il pleut, nous irons au cinéma.
   h. Ne fais pas cela, ils ne comprendraient pas.

3. Mettez les verbes suivants au temps qui convient en tenant compte du contexte.

   a. We (... not go) to school next week.
   b. The sun always (... shine) in Provence.
   c. They (... be) never to Madrid.
   d. What (... do) you in your free time?
   e. The post (... not come) yet.
   f. She (... leave) a long time ago.
   g. If I had time, I (... go) with you.
   h. (... play) you football when you (... be) young?
   i. He (... arrive) soon.

4. Décidez quel temps vous utiliserez avec les marqueurs de temps proposés :

   a. yesterday
   b. how long?
   c. on Saturdays
   d. 2 minutes ago
   e. tomorrow
   f. in 2008
   g. since Christmas
   h. usually
   i. last year
   j. next week
   k. not ... yet
   l. every day

5. Mettez les mots dans l’ordre pour construire des phrases.

   a. the English / the weather / Do / about / talk
   b. the dishes / ago / She / a few hours / cleaned
   c. have / for / You / on the phone / one hour / been
   d. be / rain / won’t / a lot of / tomorrow / There.
   e. do / science subjects / He / better / in / wouldn’t.
VIDEO

FAIR TRADE CHOCOLATE

• Before you watch:
What is your favourite chocolate? Where does chocolate come from? Do you know how chocolate grows? What does chocolate look like?
Look at the title of the documentaries and at the pictures, pick out the differences and explain what they are about.

WORD BANK
beans: féves
pod: cosse / cabosse

1st documentary - The dark side of chocolate:

‘The Dark Side of Chocolate’ is a documentary by Miki Mistrati and U Roberto Romano about child labor in the international chocolate industry.

• Watch, listen and stop the video when necessary then answer the questions:
1 (→0:16) Who eats chocolate? How much chocolate do we eat? Is it a lot?
Fill in the gaps: ‘But behind the (…) taste, there’s a (…) side’ Explain this sentence and try to explain what the problem might be. Where do you think the Toblerone eater lives?

2 (→0:24) Why does the journalist say that they’ve gone undercover? Are they going to film? Explain. Describe the country where they are.

3 (→0:52) How old are the children? Why are they smuggled (introduits clandestinement) across the border (frontière)? What do they get punished for? How do these children feel? How do you feel about the way this chocolate is produced?

2nd documentary: Divine chocolate story:

Divine

To love chocolate is human, to choose Fairtrade is Divine!

• Watch the video and answer the questions:
Where is Divine chocolate harvested? Where is this country?
Look at the pictures and say what happens to the chocolate once it is harvested.
What does “Papa Paa” mean?
List the advantages of Divine Fairtrade chocolate. Why do they enjoy the profits when you enjoy the chocolate?
About half of those who start smoking as an adolescent will continue to smoke for the next 15 to 20 years.

Tobacco use causes more than five million deaths a year.

In the UK, 29% of 15 year olds reported taking drugs in the last year.

Alcohol causes 1.8 million deaths a year, which represents 3.2% of all deaths worldwide.

Close on 20 million people over the age of 12 use drugs in the US.

Drugs can lead to a slow and painful death. Don't start in the first place!
This is Laura’s story

'I started smoking when I was about 12. It was peer pressure - wanting to be with the ‘right’ people. We smoked on the way to and from school. The first time, I started choking and I thought it tasted awful. I don’t know why I just didn’t stop then. I was trying to be cool. (...)

More and more

When I was about 13 or 14, I started drinking. We’d get a bottle of cider and go down the park to drink it. When you’ve had a drink, you don’t care about how you look or what you say. (...)

Then having a drink wasn’t enough. When I was 15, friends offered me cannabis so I smoked that. Then someone said they could get some speed, so I tried that too.

Then I had a really bad experience which really upset me. It was like I hit the self-destruct button.

I didn’t want to work hard for anything. At 16, I started going out clubbing and I fell in with the wrong people again. That’s when ecstasy came along. I was smoking and drinking a lot more.

Lowest point

I smoked heroin by accident at first. I thought I was smoking cannabis, but someone had put heroin in it. I started taking more and more heroin. That was my lowest point.

My mum found out what I was doing. It broke my parents’ hearts. (...)

In the end, mum dragged me to the doctor and I was put on methadone. I had a lucky escape. I was only on heroin for about a year. It took me about a year to get totally clean.

I had to break my old circle of friends. Mum took my bank card away to stop me buying drugs. The support I got from my family was amazing.

Good mum

In time, I got myself a job and new friends. I moved to London when I was 21 and worked there. I now have a 22-month-old son and I’m doing accountancy training. I love running. I did the London Marathon for Action On Addiction.

I wish I had never done it. I can see what it was doing to my family. But at the time, all I cared about was me. (...)

Adapted from a story from CBBC NEWSROUND
1. Look at the heading and subheadings and say what type of document it is.
2. Do you know people who are or have been addicted? What are/were they addicted to? Why did they become addicted? Did they succeed in quitting? How did they manage?

Read the whole text quickly and say which addiction is dealt with in each section.

1st section:
1. When, where and why did she start smoking?
2. How did she feel the first time?
3. Why didn’t she stop then?

2nd section:
1. What are these figures (13, 14, 15, 16) related to?
2. What happens when you drink?
3. Explain why she speaks of 'hitting the self-destruct button'.

3rd section:
1. Why did she start smoking heroin?
2. How did she manage to escape from it all?
3. How long did it take to be clean again?
4. What did she do to succeed?

4th section:
1. What is her life like now? What does she do?
2. Why did she do the London Marathon?
3. How does she feel about what she did?
4. How can she explain it?

Writing:
A survey. List all the different addictions you can think of (drugs, sweets, tobacco, coffee, alcohol, new technologies...) and divide the class into as many groups as necessary. Each group is going to write questions about one of these habits. Then all the students will answer and write statistics about these tendencies.

Expressions
- as much/more... as: autant de... que
- more and more: de plus en plus
- once/twice/three times: une fois/deux fois/triis fois
- one in two: un sur deux
- ten per cent: dix pour cent
- three-quarters: trois-quarts
- two-thirds: deux tiers

Verbs
- aim at: viser
- behave: se comporter
- be like: être comme
- forget: oublier
- try: essayer

Nouns
- behaviour: comportement
- health: santé
- hung over: la gueule de bois
- Iowa: l'Is
- peer pressure: pression du groupe
- percentage: pourcentage

Others
- drunk: saoul
- efficient: efficace
- harmful: nocif
- most: la plupart
- nearly: presque
- worse: pire

Write questions with at least 4 answers:
ex: Why do you smoke?
- Because my friends do.
- I can’t stop anymore.
- I feel good when I do.
- My parents don’t want me to smoke.

Write questions to find out:
Why - when - how often - how much / how many - what - how (feel) - which consequences - best way to stop.

Write statistics:
Write about the number of students who smoke, drink, spend time on the Internet ... and give the most obvious explanations.
Pour mettre un temps à la forme progressive, il suffit de conjuguer l’auxiliaire ‘be’ au temps requis et d’ajouter le verbe + ‘ing’

**PRÉSENT PROGRESSIF**
- I AM reading
- She/he/it IS working
- We/you/they ARE playing

J’emploie le présent progressif pour indiquer ce qui est en cours au moment où je parle, pour parler de projets avec un marqueur de temps.

**PRÉTÉRIT PROGRESSIF**
- I WAS reading
- She/he/it WAS working
- We/you/they WERE playing

J’emploie le prétérit progressif pour indiquer qu’une action se déroulait à un moment du passé. Il correspond à l’imparfait en français.

**PRESENT PERFECT PROGRESSIF**
- I HAVE BEEN reading
- She/he/it HAS BEEN working
- We/you/they HAVE BEEN playing

J’emploie le présent perfect progressif pour parler de faits ou d’activités qui ont commencé dans le passé et continuent dans le présent.

**EXERCICES**

1. Observez les images, relevez les verbes utilisés, dites quel est le temps et expliquez pourquoi.

2. Mettez les mots dans l’ordre pour former des phrases correctes. Dites de quel temps il s’agit.
   a. have / since / trying / 8 o’clock / I / to call / been / him.
   b. we / at 8 o’clock / TV / Yesterday / watching / not / were.
   c. living / has / in London / How long / your friend / been.
   d. the sun / raining / it / shining, / not / Today / is / is.

3. Utilisez le présent simple ou le présent progressif :
   a. Look! He (...) the guitar. (play)
   b. 1 (...) early on Saturdays. (get up)
   c. We (...) today because it’s a holiday. (not work)
   d. Where (...) they (...) at the moment? (study)
   e. What (...) you (...) to do? (want)

4. Utilisez le prétérit simple ou le prétérit progressif :
   a. (...) you (...) fast when you (...) the accident? (drive / have)
   b. She (...) them yesterday, they (...) football. (see / play)
   c. I (...) go to the cinema last week, I (...) at home. (not go / stay)
   d. The children (...) at 10.00 p.m., they (...) TV. (not sleep / watch)

5. Utilisez le présent perfect simple ou progressif.
   a. They (...) English for 7 years. (learn)
   b. Your hair is all wet, (...) you? (swim)
   c. (...) he already to a lot of countries? (travel)
   d. I’m really tired, I (...) the house for 2 hours. (clean)
   e. We (...) Juliet for a very long time. (not know)
SMOKING OR NOT SMOKING?

This documentary was made for the American Cancer Society. Ordinary people. Ordinary stories.

David Hoffman - filmmaker

Before you watch:
Read the title, the introduction and look at the pictures. Describe each picture and react.

**Picture 1** How old do you think he is? Why does he smoke? Do you think he enjoys it?

**Picture 2** Where can you see this type of warning? Do you know other warnings like that? Quote them. Do you think they are effective?

**Picture 3** Explain why smoking can harm your baby. What do you think about smoking when you are a father or a mother?

Watch the documentary, stop the video when necessary and answer the questions:

**Part one (→0:28)**

1. Describe the woman talking (her aspect and her voice).
2. (→0:7) What is her problem? - What age did she start? - How does she feel about it? - Who is the young girl in the photo? - Why do they show us this photo?

**Part two (0:29→the end)**

1. (→0:40) What is she saying about cigarette packs? How did she feel at first?
2. (→0:56) Which warning made her change her mind? Why? What are the risks then?
3. (→1:02) Did she find it easy to have children?
4. (→1:12) Why did she give up smoking? How did she feel about it? When did she start again?
5. (→the end) How did she feel about starting again?

Listen again to the last sentence and complete with the words you hear to explain her feeling about it:
I mean I (...) for (...) (...) and didn’t have any (...) (...), I mean I (...) (...) but it was OK because I was (...).

What about you? Do you smoke? Do you feel like smoking? Why? Why not?
Contents

- Warming up and wordbank.......................................................... p.21
- Text: Comic Relief ........................................................................ p.22
- Comprehension and writing......................................................... p.23
- Methodology: Utiliser un dictionnaire bilingue.............................. p.24
- Video: Volunteering..................................................................... p.25

Once upon a time there was an organisation called Oxfam. They
helped to fight poverty and injustice throughout the world and brought
happiness to those in need of it.

Oxfam fairy :(

Help us create fairy tales
Donate your old books
**Document 1**
Describe and analyse the document. Pick out the way fairy tales start and end in English. Who is it aimed at? What do they want? Do you think it is effective? Do you feel like helping?

**Document 2**
Have a look at the logos. Which charities do you know? What issues do they deal with? Match each one with what they do.

**Document 3**
For which charity are you asked to raise money? How? What do they want to do? Why? Explain the meaning of the picture. Would you consider taking part? Why? Why not? Do you have any other ideas to raise money?

---

**WORDBANK**

**Verbs**
- be aware of: être conscient de
- bring out: révéler
- campaign for: mener à terme
- dedicate one's time to: consacrer son temps à
- demonstrate: manifester
- donate: faire un don
- fight: se battre pour
- get involved: s'impliquer
- prevent: éviter
- provide: fournir
- raise money: collecter de l'argent
- share: partager
- sponsor: sponsoriser / paraplarer
- stand up for: prendre la défense de

**Nouns**
- beggar: mendiant
- care: soins
- charities: organisation caritative
- disaster: catastrophe
- disease: maladie
- fairy: fée
- fairy tale: conte de fée
- homeless people: sans abris
- humanitarian aid: aide humanitaire
- means: moyens
- need: besoin
- non-governmental organisation (NGO): organisation non gouvernementale
- poverty: pauvreté
- relief agency: organisation humanitaire
- rights: droits
- shelter: abri
- south: sud
- third world: le tiers monde
- volunteer: bénévole
Comic Relief is about having fun and making the world a better place.

Comic Relief works in the UK and also in the poorest countries in the world.

**HERE'S WHAT IT DOES**

- **Gets money in:** Raises money from the public in the UK by getting them involved in fun special events and by selling red noses.
- **Shares money out:** Does a lot of research to find out which charities to support.
- **Educates people:** Explains the causes of poverty in Africa and problems faced by groups and communities in the UK.

---

**RED NOSE DAY**

A clown style red nose is the symbol of Red Nose Day. It’s a massive fundraising event held by Comic Relief every two years.

**WHERE DOES THE CASH GO?**

Sixty percent of Red Nose Day money is spent in Africa and 40% here in the UK. A group of 20 experts carefully work out which projects should receive money.

**HOW DID IT START?**

It was started by comedians who wanted to use comedy to let people know about poverty in the UK and in Africa. It was launched in 1985, from a refugee camp in Sudan. The launch was broadcast live on Christmas Day on BBC 1. Since then over £425 million has been raised for some of the poorest and most vulnerable people across the UK and Africa.

---

**WHAT CAN YOU DO? HERE ARE SOME EXAMPLES OF WHAT PEOPLE HAVE DONE.**

Buy a red nose and then do what you want! Charge people to:
- Die your hair red...
- Take part in a fancy dress party ...
- Eat cakes you’ve cooked ...
- Enjoy your show ...
COMPREHENSION

Warming up

Can you think of any national televised campaigns to raise money for charities in France. What do they do? Do you contribute? Why/not?

Read and answer the questions:
1. What are Comic Relief’s two aims?
2. Where do they work?
3. How do they raise money?
4. How do they decide to share the money out?
5. Why do they educate people?
6. What is their main way of raising money?
7. What is the symbol of Red Nose Day?
8. Why do you think they chose such a symbol?
9. Who started this event? When and why?
10. What do the figures refer to?
   60 - 40 - 20.
11. Read the examples, which way of raising money appeals to you most? Explain why.
12. Would you be ready to raise money for charity or would you like to be a volunteer?
13. How do these campaigns differ from those in France?

WRITING

Get involved! Write answers to the following questions. You will find some help in the idea box.

1. Which charity most appeals to you?
2. What does it do?
3. Why you are interested in it?
4. What are you going to do to raise money?
5. How will you do it?
6. Where will it take place?
7. When will it take place?
8. Who will help you?
9. Who will be giving money?

Idea box

- A baby guessing competition: (bring baby photos).
- Wear red clothes all day long.
- A sponsored 5 km fancy dress run.
- Throw a custard pie at someone’s head.
- A huge cake sale.
- Have all your hair cut off.
- No ‘yes’ or ‘no’ answers.
- Organize a show or a sport event.

Guide Dogs

Everyone deserves life’s little luxuries.
You know, food, water, that sort of thing.
Étudiez cet extrait du dictionnaire Robert et Collins et retrouvez ce qui indique :

1. La prononciation.
2. La nature des mots.
3. Le contexte possible / la mise en situation.
4. Les exemples : le mot dans une phrase.
5. Le langage familier.

Déterminez la nature du mot ‘snap’ dans les phrases suivantes ainsi que leur contexte puis traduisez-le :

1. I’m afraid of dogs, they always snap at me.
2. Here you can see our last holiday snaps.
3. The branch snapped when he put his foot on it.
4. There’ll be a cold snap tomorrow in Scotland.
5. Can you repair my bracelet? The snap fastener is broken.

Étudiez cet extrait du dictionnaire Robert et Collins et repérez les différentes entrées proposées.

1. Quels sont les 6 sens du mot ‘coucher’ ?
2. Citez les 3 façons de traduire ‘coucher’ dans le sens de ‘étendre’. 

Déterminez la nature des mots ‘couche’, ‘coucher’ dans les phrases suivantes ainsi que leur contexte puis traduisez-les.

1. Il a mis 3 couches de vernis sur la porte.
2. Peux-tu m’acheter des couches pour le bébé ?
3. Ne le couche pas par terre, c’est humide.
4. Ce couche de soleil est vraiment magnifique.
5. Ce soir, tu te couches à 9 heures !
6. Tu ne dois pas te coucher sur la table.
7. À l’école, le couche était à 21 heures.

Étudiez cet extrait du dictionnaire Robert et Collins et retrouvez ce qui indique :

1. La prononciation.
2. La nature des mots.
3. Le contexte possible / la mise en situation.
4. Les exemples : le mot dans une phrase.
5. Le langage familier.
Watch and listen to Lucy Buck (Project Director and Founder of Child’s i Foundation). She explains what led to her deciding to give up a career in television and dedicate her time to building this project.

- **Speak about the pictures you’ve seen.** Which ones do you like? Which ones shock you? Explain why.

We have decided to call our home... Malaika Babies Home as ‘malaika’ means ‘angel’ in Kiswahili.

- **Watch again, stop the video when necessary and answer the questions:**
  1. \(\rightarrow 0:03\) woman and child) Describe the picture and react. What are your feelings? Explain why.
  2. \(\rightarrow 0:30\) What were Lucy Buck’s 2 jobs till 2008 (when the video was made)? When did she start? Where is she in Africa? What has she decided to do this year? How long has she given herself? How is she going to reach this goal? How many orphans are there?
  3. \(\rightarrow 1:15\) Look at the picture of the town, describe and react. Imagine life in this town. Name 3 causes why babies are abandoned. Where are they abandoned? What is the consequence? How old was this little child? What was his weight? What does she want to do for these babies?
  4. \(\rightarrow 1:39\) Gap filling: This year, I (...) the Child’s I Foundation. We’re going to (...) a transitional (...) on the outskirts of Kampala with full (...) and (...) facilities that provides a safe (...) for (...) and (...). Ultimately, our (...) is to (...) these (...) into secure and happy (...) and give them something we (...) every (...) has a (...) to : a (...).
  5. \(\rightarrow 1:51\) With the help of the words between brackets explain what are the necessary steps to achieve their aim? (create - raise - find - build - set - accept).
  6. \(\rightarrow 2:20\) How will supporters be kept informed? How can supporters be involved? What do you think of the last picture?
UNIT 4

FOOD

Contents

- Warming up and wordbank ................................................................. p.27
- Text: A vegetarian ............................................................................. p.28
- Comprehension and writing .............................................................. p.29
- Grammar: The -ate/-åt, -ø ................................................................ p.30
- Video: Organic food ......................................................................... p.31

“More than a terrific movie—it’s an important movie.”
—Owen Gleiberman, Entertainment Weekly

YOU’LL NEVER LOOK AT DINNER
THE SAME WAY AGAIN

FOOD, INC.

A ROBERT KENNEDY FILM

Additional Pictures: Participant Media, Aka Films, Inc., and The Road Entertainment

Produced by Robert Kenner, Doug Howard, and Peter Hedges, and directed by
Robert Kenner

Producers: Jeff Skoll, Dana疾病

AKA FILMS, INC.

www.foodinc.com

Document 1
Half the rainforests in the world have been destroyed to clear ground to graze cattle to make beefburgers. Approximately 60 million people a year die of starvation. These lives could be saved with the grain used for farm animals.

‘21 reasons for being vegetarian’

Genetically Modified foods have been artificially changed by scientists in a laboratory. They alter the genetic make-up of a living organism by transferring one or more genes from one organism to another. Different species are being mixed up: to give a tomato a more redish colour, it may be given parts of a very red fish.

Wordbank

Nouns
- additive : additif
- ants : fourmis
- dairy products : produits laitiers
- diet : régime
- fat : graisse
- heart disease : maladie cardiaque
- flavour : arôme
- growth hormones : hormones de croissance
- hangar : le hangar
- Genetically Modified Food : nourriture génétiquement modifiée
- ground : terre / sol
- hazard : danger / risque
- junk food : nourriture mauvaise pour la santé
- meat : viande
- (genetic) make-up : patrimoine génétique
- milk : lait
- mistreatment : mauvais traitement
- rainforest : forêt équatoriale
- roaches : cafards
- species : espèces
- soft drinks : sodas
- starches : les féculents
- starvation : famine
- taste : goût
- transfats : graisses transgéniques
- vegetable : légume

Verbs
- alter : modifier
- avoid : éviter
- breed : produire / élever
- fat : engraisser
- feel full : avoir trop mangé
- give : faire prendre
- improve : améliorer
- lose weight : perdre du poids
- put on weight : grossir
- slaughter : abattre
- starve : mourir de faim
- taste : avoir du goût
- trust : faire confiance

Others
- addictive : qui crée une dépendance
- awful : terrible
- balanced : équilibré
- healthy : sain / en bonne santé
- homogenous : fait maison
- light : léger
- organic : biologique
- processed : industriel
- raw : cru
- savoury : salé
- slim : mince
- tasty : savoureux
- tinned : en boîte

Warming up

Document 1
- Identify and describe this document.
- Why is there a bar code on the cow?
- Point out the contrasts in this picture.
- What do you think this film is about?

Document 2
- Identify and describe. What is the cartoonist’s message?

Document 3
- What is the solution to world hunger proposed in this text?
- Explain the catchphrase.
- Explain the link between the 2 parts of this document.

Document 4
- What exactly is GM food?
- Why do scientists do this?
- Look at the picture and react. How do you feel about it?

Do you think about what you eat? Explain.
David from Leek explains why he decided to become a vegetarian:

'I saw a television programme about how animals are raised and then slaughtered for food. It was awful, it really affected me. I always thought my meat came from happy animals on happy farms but this isn’t the case. It made me decide to give up meat.'

**LOVE US, NOT EAT US!**

All Lives Are Precious

**Diet**

I don’t miss meat. I eat lots of fruits and vegetables, seeds, nuts, beans and also fortified foods such as tofu, soya... so I have a very well-balanced diet. Meat contains absolutely nothing - no proteins, vitamins or minerals - that the human body cannot obtain perfectly well from a vegetarian diet. I used to be a bit overweight, avoiding meat helps you cut down your fat consumption. Now I’m quite slim.

If you eat meat, you are consuming hormones that were fed to the animals. No one knows what effect those hormones will have on your health. Vegetarians are fitter than meat eaters. Many of the world’s most successful athletes are vegetarian.

**Becoming a vegan**

My friend Salomon is a vegan, he doesn’t eat any animal products at all which means no eggs, no cheese, not even honey. He doesn’t wear leather, nor wool products. I think he is quite extreme, it’s a completely different way of life.
Warming up

Look at the drawings then quickly read the heading and subheadings and answer the questions:
1. Are you a vegetarian or do you know people who are vegetarians?
2. Why do people generally become vegetarians? - What do they eat? - What don't they eat?
3. What are the good points of vegetarianism? - What are the bad points?

Comprehension:
1. What made David become a vegetarian?
2. What were his thoughts about food before this?
3. What sort of food does he eat?
4. Do you lack anything in your diet when you don't eat meat?
5. What are the advantages of not eating meat?
6. What shows the vegetarians are in better shape than omnivores?
7. What is the difference between Salomon’s and David’s diet?
8. React to the drawing of the cow:
   - Why are so many drugs and chemicals used?
9. Could you be a vegetarian or a vegan? Why / why not?

WRITING

‘I am what I eat!’ Answer the following questions and with your answers write a text about the advantages and drawbacks of eating junk food or organic food, then give your point of view:

1. What is junk food? What is organic food? What is GM food?
2. Which food is considered unhealthy? Why?
3. Which food do you like best? Why?
4. What are the consequences of eating unhealthy food?
5. Have you ever been on a diet? What sort of diet?
6. Do you pay particular attention to what you eat?
7. Do you worry about chemicals or pesticides?
8. Do you eat a lot of junk food? How often?
9. Do you eat a lot of fruit and vegetables?
11. Do you think organic food tastes better?
THE, A(N), Ø.

**THE**
(le - la - les)
Je l'emploie pour parler de quelque chose en particulier qui est déterminé ou déjà mentionné :
ex : - The cars in this garage are very expensive.
- I don't like the music you listen to.

Avec les noms de **nationalité**,
les noms de **pays** qui ont un nom commun ou pluriel :
ex : - The Netherlands
- The United Kingdom
- The English - The French

Avec les adjectifs substantivés invariables :
ex : - The unemployed.
- The poor.

Avec les instruments de musique :
ex : - He plays the piano.

**A - A(N)**
(un - une)
En général ‘a’ s'emploie devant une consommation et ‘an’ devant une voyelle. Je l'emploie pour parler d'une seule chose **non définie**.
ex : - She's got a cat.
- It is an extract from a book.

Pour définir la profession ou le statut de quelqu'un :
ex : - My mother is a teacher.

**Après what et such** :
ex : - He is such a nice man!

Dans certaines expressions (fréquence, vitesse et autres) :
ex : - 2 hours a day
- 30 miles an hour.
- He has a headache.

Ø
(le - la - les - des)
Il s'emploie à la place de ‘a(n)’ devant un **nom pluriel**.
ex : - I have a dog. She has Ø dogs.

Pour parler de quelque chose en général :
ex : - I collect Ø cards.
- Ø Meat is expensive.

Dans des expressions :
ex : - I go to Ø school. He’s at Ø home.
- She works at Ø night on Ø Mondays.

Avec les noms de lieu au singulier qui ne sont pas suivis par ‘of’ :
ex : - Ø France is a nice country.
- Ø Mount Everest is very high.

Devant les noms de repas :
ex : - I have Ø breakfast at 7.00 o'clock.

**EXERCICE : Complétez avec A(N), THE, Ø :**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>They play (...) guitar and they all like (...) music.</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>On (...) Saturdays, he goes to (...) record shop and spends (...) hour listening to (...) records.</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>(...) records he buys are not expensive.</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>(...) records he buys are not expensive.</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>(...) people next door have got (...) Japanese car.</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>She is (...) nurse and she likes looking after (...) people a lot.</td>
<td>7</td>
</tr>
<tr>
<td>7</td>
<td>She is (...) nurse and she likes looking after (...) people a lot.</td>
<td>8</td>
</tr>
<tr>
<td>8</td>
<td>She is (...) nurse and she likes looking after (...) people a lot.</td>
<td>9</td>
</tr>
<tr>
<td>9</td>
<td>She is (...) nurse and she likes looking after (...) people a lot.</td>
<td>10</td>
</tr>
</tbody>
</table>

**GRAMMAR**
SOME / ANY


*Some* s'utilise dans les phrases *affirmatives* et dans les phrases *interrogatives* si j'attends une réponse positive.

*Any* s'utilise dans les phrases *négatives* et *interrogatives* si je ne connais pas la réponse.

**EXERCICE : Complétez avec SOME ou ANY :**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Have you got (...) milk?</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>There’s (...) money on the table.</td>
<td>3</td>
</tr>
</tbody>
</table>

Les composés de ‘some’ et ‘any’ (somebody / anybody, somewhere / anywhere, something / anything) suivent les mêmes règles. Complétez la conversation suivante :

A: Did you do (...) interesting this week end ?
B: We didn’t go (...) we stayed at home but (...) came to dinner.
A: (...) I know?
B: Sure, we met him (...) in London last summer.
A: Oh! You mean Bruce. How is he?
B: He’s fine. He came to borrow (...).
The best daily health TV show on healthy living, vegan, raw food, longevity, holistic nutrition, bodyweight exercises and self motivation!

- **Before you watch**: Try to imagine why he makes use of these in the documentary then watch it and check:

- **Watch the documentary again and explain what is happening.**

**DON’T WORRY ABOUT THE FIRST 20 SECONDS. HE REALLY DOES SPEAK FAST!!!**

He welcomes viewers, says his name is Kevin Gianni, and explains that now he wants to speak about: ORGANICS, because people often ask him: Why should I eat organics?

- **Watch again, stop the video when necessary and answer the questions:**

1. (0:22 →0:32) Quote the 3 reasons people give against eating organic food.
   - They are more (...). How can you tell the (...)? (...) trust (...)?

2. (→0:44) Give his arguments for eating organic food?
   - Talk about taste and pesticides

3. (+1:00) How does he aim to convince people? Listen and complete:
   - So, what I’ve actually done is: I’ve come up with a (...) that hopefully will be (...) to (...) people (...) why (...), why we (...) be eating (...) and why we (...) be eating conventionally (...). So here we (...).

4. (+1:12) Watch and describe how he prepares. What do you think he’s going to do?

5. (+1:38) What do you use Raid for? Guess what he is saying. What do you usually read on that type of container? Why is he wearing gloves?

6. (+ 2:38) 1st stage of the experiment: What food types does he take and what does he do to them? Why?

7. (+2:55) 2nd stage of experiment: What does he do? What is his question? Would you eat this apple? Why?

8. (+3:08) Why is the question of pesticides serious? (make a link to the picture of the man in white.)

9. (to the end) What does he want people to do? Why?
UNIT 5

ANIMAL RIGHTS

Contents

- Warming up and workbook ........................................ p.33
- Text: Cruelty to animals ........................................ p.34
- Comprehension and writing .................................... p.35
- Grammar: Améliorer sa compréhension .................. p.36
- Video: Endangered apes: gorillas .......................... p.37
The RSPCA rescue and rehome cats and dogs, and also respond to all animals in need: wildlife, farm animals and laboratory animals.

Logos and explanations
- Which organisation is mainly against bull fights?
- Which one mainly fights against animal exploiters?
- Which one is interested in all types of cruelty?
- Which one is against eating animals?
- Which one takes care of abandoned animals?
- Which cause would you support? Why or why not?

Where are the animals, the people?
- What is each group doing?
- Explain the play on words.
- What is the message?

Abuse : l'abus
Blood : sang
Bull : taureau
Catalaunics : délit de mode
Comeback : retour
Chemicals : produits chimiques
A cure : un remède
Disease : maladie
Drug : médicament
Entertainment : divertissement
Experiment : expérience
Fashion : mode
Fat : graisse
Fur : fourrure
Guideline : directive
Ink : encre
Lipstick : rouge à lèvres
Leaves : porte
Make-up : maquillage
Mammal : mammifère
Measles : rougeole
Rainy : pluie
Monkey : singe
Need : le besoin
A protest : une manifestation
Rabbit : lapin
Railes : rage
A range : une gamme / une série
Safety : sécurité
Sample : échantillon
Skin : le peau
Surgery : chirurgie
Tattoos : tatouages
Trade : le commerce
Tripp : piège
Welfare : bien-être / intérêt
A where : une putain
Wildlife : vie sauvage
Wire : fil de fer

Banc : intention
Be allowed : être permis
Care for : s'occuper de
Carry out : réaliser
Fight : combattre
Hurt : faire mal
Prevent from : empêcher de
Protest : manifester
Rely on : repérer sur
Rescue : sauver / porter secours
Save : sauver
Take a stand against : prendre position contre
Take a test : passer un test

Ban : nu
Crampons : exquis
Cute : mignon
Due to : en raison de / dû à
Even : même
Fake : faux
Filthy : sale
Household : domestique / ménager
Injured : blessé
Live : vivant
Wild : sauvage
Cruelty to animals

Fur farms

Nearly nine out of ten of the skins used by the fur industry come from animals living in captivity. The rest have been caught in traps.

Peta, an animal rights group, says: “Animals on fur farms suffer in horrible, cramped, filthy wire cages and they are gassed or electrocuted to death, all for a fur coat or even less.”

But, according to fur industry bosses, there are strict guidelines over animal welfare in Europe and America. They also added: “Absolutely no endangered species are used.”

So what do you think? Is fur ok to wear, or is it too high a price for animals to pay?

Adapted from CBBC NEWSROUND

Why does animal testing take place?

British law says that any new drug used for medicine must be tested on at least two different types of live mammal. Animal testing has also sometimes been used for developing:

- Household products
- Agricultural chemicals
- Industrial chemicals
- Pesticides
- Paint
- Food additives

In some countries animals are also used to test beauty products. But this is not allowed in Europe any more.

Adapted from CBBC NEWSROUND

Does it work?

Animal testing has helped to develop vaccines against diseases like measles, rabies...

Drugs to fight the effects of HIV and cancer rely on animal tests. Operations on animals helped to develop organ transplant and open-heart surgery techniques.

However, an animal’s response to a drug can be different to a human’s and the stress the animals experience in the lab can affect the test results.

Adapted from CBBC NEWSROUND
COMPREHENSION

Warming up

1. Which animals are used to make fur coats? What sort of people wear fur coats in your opinion? Have you ever worn one? Look at picture n°1 and react.

2. Look at picture n°2 and give your point of view. Which products did you use this morning? (toiletries, medicine, food ...) Do you think they were tested on animals? Do you check the products you buy?

Documents 1

1. Where do the majority of furs come from, and the rest?
2. Describe the animals’ living conditions on fur farms. How are they killed according to Peta?
3. What do fur industry bosses say?
4. Give your answers to the last questions.

Documents 2

1. Read the first part of the text and list as many products as you can in your own home which may have been tested on animals.
2. Which products can no longer be tested on animals in Britain?
3. What benefits have been gained from animal testing? What are the potential drawbacks?
4. What shocks you the most?

WRITING

'Animals’ rights’. Answer the following questions and with your answers write a text to explain what happens to some animals and why they should have rights or not:

1. Have you a pet at home? What is it? If not would you like to have one?
2. Do you think it’s important to live with animals? Why?
3. What are animals used for in your country?
4. How do you feel about bull fighting, hunting, zoos, circuses ...
5. What do you think of testing drugs for medicine on animals?
6. What do you think of testing cosmetics on animals?
7. When you buy some cosmetics, do you check if they have been tested on animals? How?
8. Why do scientists use animals instead of humans in the experiments?
9. Is a problem if animals suffer from being tested?
10. Do you think some animals can be used for testing and others not?
11. Do you think we should protect or reintroduce animals that are almost extinct like the wolf in France?
12. What solutions are there if we want to respect animals more?

WORDBANK

Some animals
- bear : ours
- farm animals : animaux de la ferme
- frog : grenouille
- hen : poule
- mouse / mice : souris
- pets : animaux domestiques
- rat : rat
- wild animals : animaux sauvages
- wolf : loup

Some ways people can help
- ban : interdire
- breed : élever
- care for : s'occuper de
- cure : soigner
- denounce : dénoncer
- food : nourrir
- protect : protéger
- save : sauver

Some ways people abuse animals
- abandonment : abandonner
- abuse : maltraiter
- eat : manger
- experiment on : faire des expériences sur
- hunt : chasser
- hurt : faire mal
- imprison : emprisonner
- sell : vendre
- slaughter : abattre
- take fur : prendre la fourrure
- treat cruelly : traiter cruella
t
- use for entertainment : utiliser pour les divertissements
- use for testing : utiliser pour les tests
1. **Répéter les mots transparents:** (mots qui ressemblent au français)
   Traduisez les phrases suivantes.
   a. Un animal’s response to a drug can be different to a human’s.
   b. Operations on animals helped to develop organ transplants.
   c. The bus stopped, the taxi didn’t stop. There was a terrible accident.

2. **S’aider du contexte:** (aide à deviner le sens d’un mot inconnu, permet d’éviter les faux-amis)
   Traduisez les mots soulignés.
   a. The weight of this dog is 30 kilos.
   b. I borrow books from the library, then I give them back.
   c. The dog parks when the postman arrives.
   d. Animal testing helps to develop vaccines against diseases.

3. **Identifier la nature des mots.** (noms, verbes, adjectifs, adverbes, relatifs, conjonctions ...)
   L’adjectif en anglais se place toujours avant le nom et il est invariable. Le verbe peut changer selon le temps utilisé. L’adverbe décrit l’action. Le relatif et la conjonction introduisent une nouvelle proposition ...

   **Déterminez la nature des mots en gras:**
   a. The black cat which is very old, slowly goes to the kitchen and drinks some milk.
   b. It was a terrible accident because the bus was going very fast and didn’t stop at the traffic lights.
   c. British law says that any new drug must be tested on two different types of live mammals.

4. **Comprendre les mots composés:** (Ils se forment en utilisant 2 noms reliés ou non par un trait d’union.)
   Le dernier mot est le mot principal. Le mot placé en premier donne une information supplémentaire, il est considéré comme un adjectif et est donc invariable. ex : a war film : un film de guerre

   **Traduisez les mots soulignés** :
   a. He uses paper cups for his coffee.
   b. She paid with two 10-pound notes in the shoe shop.
   c. This colour is very nice in the daylight.
   d. They like racehorses but they are expensive.

5. **Reconnaître les préfixes et les suffixes pour déterminer le sens du mot.** (Préfixes sont au début du mot racine et les suffixes sont à la fin de ce mot racine.) Les plus courants sont :

<table>
<thead>
<tr>
<th>Préfixes</th>
<th>Signification</th>
<th>Suffixes</th>
<th>Signification</th>
</tr>
</thead>
<tbody>
<tr>
<td>un-</td>
<td>Sens contraire: ‘soundress’ - déshabiller</td>
<td>-er</td>
<td>Celui qui fait: ‘teacher’ - professeur</td>
</tr>
<tr>
<td>dis-</td>
<td>Sens contraire: ‘dishonest’ - malhonnête</td>
<td>-ly</td>
<td>Transforme un adjectif en adverbe: ‘freely’ - librement</td>
</tr>
<tr>
<td>mis-</td>
<td>Sens contraire: ‘misunderstood’ - mal compris</td>
<td>-able</td>
<td>Transforme verbe en adjectif: ‘drinkable’ - buvable</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-less</td>
<td>Privatif, transforme un nom en adjectif: ‘careless’ - sans soin</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-ful</td>
<td>Positif et transforme un nom en adjectif: ‘careful’ - soigneux</td>
</tr>
</tbody>
</table>

   **Traduisez les mots suivants en repérant les préfixes et les suffixes.**
   a. carefully   b. unusable    c. darkness   d. disrespectful   e. deeply    f. disagree
   g. unpleasantly h. illness    i. reasonably j. wonderful   k. incomplete   l. unfortunate
   m. hopelessness n. disbeliever o. fashionable p. driver   q. mispronounce r. powerless
Before you watch:
Read the title and look at the picture. Describe and react. What do you think the documentary is going to be about? Where does it take place?

Watch the documentary once:
Briefly say what the two parts are about.

Watch again, stop the video when necessary and answer the questions:

1 (→0:12) Who is Bushmeat orphan Kahn? Why has Rachel come to Africa?

2 (→0:52) Fill in the gaps: Make use of the following words: age - bottle - care - dedicated - delicate - difficult - get up - hand-rear - night - 24.
Gorillas are incredibly (...) to (...). They are very (...) animals. Gorillas at this sort of (...) need (...) hour (...), so we need someone who is very, very (...), someone who is willing to (...) in the middle of the (...) and make a (...).
What country does this take place in?
How much does it cost to take care of gorillas each week? What do you think a local weekly salary is?

3 (→1:06) Describe, react and compare with the beginning of the documentary.
What is the average salary in the cities? In the countryside? Compare their salary with how much it costs to take care of one gorilla.

4 (→1:23) Use the following words to explain what the speaker doesn’t understand.
'African people - put - people - wildlife - on top of'
What is Samuel Ngulitto’s point of view? In his opinion what is the shocking contradiction?

5 (→1:45) What are local people’s priorities? (3)
Why, in your opinion? How do you feel about it?
Contents

- Warming up and wordbank .................................................. p.39
- Text : Skydving ................................................................. p.40
- Comprehension and writing .............................................. p.41
- Grammar : Mots de liaison ................................................ p.42
- Video : Paralympics ......................................................... p.43

The important thing is not conquering but fighting well
London 2012
Warming up

**Document 1**
Describe the document. What is it for? Do you like it? Do you like the logo? Why/Why not? What does the logo represent? Are you interested in The Olympic games? Which sport interests you the most?

**Document 2**
Do you practise any of these popular sports? Which one(s)? Speak about one of them: Where do you practise it? What equipment do you have? How many people play with you? What are the main rules?

**Document 3**
Are you interested in extreme sports? Have you ever tried one? How are they different from the other types of sports?

---

**WORDBANK**

**Nouns**
- challenge : défi
- design : équilibre
- equipment : équipement / matériel
- game : jeu
- gloves : gants
- pitch : terrains
- ring : anneau
- rules : règles
- shingpad : protège-tibias
- sports gear / wear : vêtements de sport
- strength : force
- swimming pool : piscine
- team : équipe
- thrill : frisson / plaisir
- towel : serviette
- training : entraînement
- wheelchair : chaise roulante
- will : volonté

**Verbs**
- ban : interdire
- catch : attraper
- cheat : tricher
- compete : être en compétition
- dive : plonger
- fail : échouer
- feel : sentir / ressentir
- hike : faire de la randonnée
- hit : frapper
- hurt : faire mal
- injure : blesser
- involve : impliquer
- jog = faire du jogging
- jump : sauter
- keep fit : rester en forme
- lose : perdre
- play : jouer
- practice : pratiquer
- ride : monter (à cheval / à vélo)
- require : demander
- run : courir
- score : marquer (un but / un point)
- serve : servir
- skate : faire du patin à glace
- train : s'entraîner
- weigh : peser
- win : gagner

**Others**
- challenging : stimulant
- exhilarating : grisant / enivrant
- proud : fier
I experienced my biggest adrenaline rush as I put on the blue jump suit and my instructor Dave fastened my parachute belt, then there was the reserve parachute – “Just in case the first one fails you!” he said. My heart was racing faster by this time.

I stepped into the aircraft. By now I could hear my heart thumping loudly... my palms were sweaty and my fingers were tightly clasped onto my shoulder belt... “You can do it” I kept telling myself...

I got up, I was now standing at the door of the aircraft. "JUMP!", Dave almost yelled. This was it, my mind went blank, and forgetting all my fears I jumped out of the aircraft! The feeling of being suspended freely in the atmosphere was nerve-racking. I screamed at first, I spread my arms and enjoyed the free-fall.

I looked at my altimeter - it read 6 000 feet now. I knew that it was time to stop the free-fall. I pulled out my parachute... Air filled up the parachute and I was now at an altitude high enough for me to enjoy the beauty of nature beneath...

And soon the distant land seemed near... my feet landed on the grass and I was back on the earth. Back with the exhilaration for having taken the risk and completed the challenge! Yes this was my first-ever skydiving experience!

Adapted from Buzzie.com

Fred talking about 'What makes people do extreme sports?'
Warming up

Look at the pictures and describe the activity he is doing then imagine how he feels. You may use these words from the text (find their meaning in list 2):

<table>
<thead>
<tr>
<th>adrenaline rush</th>
<th>Jump suit</th>
<th>to fasten the belt</th>
<th>to step into the aircraft</th>
<th>heart</th>
</tr>
</thead>
<tbody>
<tr>
<td>thump loudly</td>
<td>to jump</td>
<td>to scream</td>
<td>to spread arms</td>
<td>free-fall</td>
</tr>
<tr>
<td>pull out</td>
<td>enjoy</td>
<td>to land</td>
<td>exhilaration</td>
<td>challenge</td>
</tr>
<tr>
<td>apprécier</td>
<td>atterrir</td>
<td>battre fort</td>
<td>boucler la ceinture</td>
<td>chute libre</td>
</tr>
<tr>
<td>le cœur</td>
<td>combinaison de saut</td>
<td>crier</td>
<td>défi</td>
<td>étendre ses bras</td>
</tr>
<tr>
<td>exaltant</td>
<td>montée d’adrénaline</td>
<td>monter dans l’avion</td>
<td>ouvrir (parachute)</td>
<td>sauter</td>
</tr>
</tbody>
</table>

Read and answer the questions:

1st §: What equipment did he need? - Why did he need 2 parachutes? - Why was his heart racing faster?

2nd §: What shows that he is nervous? - How does he convince himself to carry on?

3rd §: How did he manage to jump? - When he jumped how did he feel? - And then...?

4th §: What did he have to do halfway down? - What could he enjoy then? - Why?

5th §: Was it difficult to land? - What are the different feelings he has about this experience? Would you do the same thing? Why / why not?

Read again and find the words which mean:

<table>
<thead>
<tr>
<th>1st paragraph</th>
<th>2nd paragraph</th>
<th>3rd paragraph</th>
<th>4th paragraph</th>
<th>5th paragraph</th>
</tr>
</thead>
<tbody>
<tr>
<td>lâcher - s’emballer</td>
<td>paumes moites - rester - serré - épaule</td>
<td>hurler - vide - crainte - éprouvant - crier</td>
<td>élan / vitesse - s’étendre</td>
<td>achever - terre</td>
</tr>
</tbody>
</table>

Writing

'Sports' Answer the following questions and with your answers write a text to present the different sports, explain what their good and bad points are and conclude by talking about your favourite sport(s).

play / do / go + sports?

- Play (with a ball): play tennis, play soccer...
- Do (in one place): do judo, do archery...
- Go (not all in one place): go swimming, go cycling...
- Why sports are good: be fit - burn calories - have fun - improve your health / your strength - reduce stress - take part
- Why sports can be bad: doping - fighting to win - get bad injuries - risks - take performance improving drugs - unfairness (déloyauté) - violence

Verbs: be competitive - beat - break a record - compete - lose - miss - race - score - train - win

Nouns: amateur - coach - competition - defeat - leisure referee (arbitre) - team - underdog (outsider) - upset (défaite)

1. Do you play any sports? Which one(s)? How often?
2. Which sports do you practise at school? Should there be more hours for sports?
3. What is the most popular sport in France? In the world?
4. Do you watch sports on TV? Which one(s)?
5. Are some sports violent? Which one(s)? What is your opinion about them?
6. Why do some people practise extreme sports? What are the dangers of these sports? What about you?
7. What are sports beneficial for?
8. Do you think all professional athletes take banned substances? Why do they do it? What are the consequences?
9. Do you think athletes should get so much money? What are the arguments for and against?
10. Are all sports good? Why? / Why not?
Ils permettent de relier des propositions et d’indiquer la relation des idées entre elles.

**EXERCICES**

1 Lisez les mots de liaison suivants et dites lesquels expriment ou marquent : le but, la cause, la condition, la conséquence, l’opposition, le temps.

because (parce que) - therefore (c’est pourquoi / donc) - in spite of (en dépit de) - in order to (pour) - whereas (tandis que) - until (jusqu’à ce que) - whether (si) - as (comme / puisque) - however (cependant) - so that (afin que) - while (pendant que) - so (donc) - if (si).

2 Faites correspondre les mots liens ci-dessous avec leur traduction et déterminez le rapport logique exprimé :

| 1. yet       | a. à moins que          |
| 2. as long as| b. de façon à          |
| 3. unless    | c. pourtant            |
| 4. because of| d. à la différence de  |
| 5. consequently | e. tant que         |
| 6. so as to  | f. par conséquent      |
| 7. unlike    | g. à cause de          |

3 Mettez les mots dans l’ordre pour faire des phrases correctes puis traduisez-les :

a. a taxi - She - in order to - to the station - on time - took - get.
b. last year - he - He - worked hard - succeeded - because.
c. the rain - went - mushrooms - In spite of - outside - we - to pick.

4 Associez les débuts de phrases avec les suites de ces phrases :

| 1. He spoke very slowly | a. if they can.          |
| 2. I don’t like you to have fun | b. so that I could understand him. |
| 3. She didn’t speak English | c. therefore she didn’t get the job. |
| 4. They’ll help you     | d. unlike his sister who always goes out with friends. |
| 5. He likes being alone | e. while I am working. |

**ILS SERVENT BIEN SÛR À ORGANISER VOTRE PENSEÉ ET VOTRE EXPRESSION ÉCRITE.**

<table>
<thead>
<tr>
<th>Pour commencer</th>
<th>Pour continuer</th>
<th>Pour conclure</th>
</tr>
</thead>
<tbody>
<tr>
<td>To start with (pour commencer)</td>
<td>Then / next (et puis)</td>
<td>To sum up (en résumé)</td>
</tr>
<tr>
<td>First of all (tout d’abord)</td>
<td>Moreover (de plus)</td>
<td>To conclude (pour conclure)</td>
</tr>
<tr>
<td>Firstly (premièrement)</td>
<td>Secondly (deuxième)</td>
<td>Eventually / finally (finalement)</td>
</tr>
<tr>
<td></td>
<td>In fact (en fait)</td>
<td>In a word (en un mot)</td>
</tr>
<tr>
<td></td>
<td>In most cases (dans la plupart des cas)</td>
<td></td>
</tr>
</tbody>
</table>
When Josh George was paralysed as a child, he had no idea that his disability would lead him to the Olympics. Mark Strassmann reports on him.

At the award ceremony.

Day 10 in Beijing, Josh George crosses the finish line to win the gold medal in the men’s 100-meter T53 final.

● Before you watch:
1. Quote the four different Olympic games. Do you watch all of them? Why? Why not?
2. Look at the pictures and read the introduction, then with the help of the words below imagine Josh George’s life and success: on a roll: à la vitesse d’or - disability: invalidité / handicap - disabled: handicapé - fall: tomber - story: étage - wheelchair: fauteuil roulant - will power: volonté.

● Watch the documentary once:
What are the different parts? Speak about the pictures you’ve seen.

● Watch again, stop the video when necessary and answer the questions:
1 (→21) Presentation. Listen and fill in the blanks then answer the questions:
"Finally tonight one of (...) top (...) hoping to (...) big in (...) as a (...) and a marathoner, and he is definitely on the roll".
Where is Josh training? What powers does he need? Does he enjoy training? React to his tone of voice. What sort of athlete is he? What is his aim? “Eyes on the (...)”

2 (32→1:20) An accident and its consequences. Watch and answer the questions:
What put him in a wheelchair? How old was he when that happened? How did he land? How far is he paralysed? What are all the things you can see him doing? Does it look difficult?
How old is he now? How much does he weigh? (in pounds → a pound = 453 grammes) React. Where is his muscle power? Use the pictures to help you answer.

3 (1:21 → 1:47) Sports and successes. Watch and answer the questions:
Name his third sport. What does he hold World records for? How many? What did he win in Chicago? When was it? What is his target in Beijing?

4 (1:47 → the end) How he feels. Watch and fill in the blanks to answer the question:
What question does the reporter ask him? What is his answer?
"(If you were) given the (...) to (...) again, would you (...) it?"
"(...) If some doctor came up with a (...) (...) and said: Hey, if you (...) this you’ll (...) (...) (...) there’s no (...)”. What is so important to him?
How do you feel about his answer? Explain.
FOOD MILES

Contents
- Warming up and wordbank .................................................. p.15
- Text: Some information about food miles ................................ p.16
- Comprehension and writing .................................................. p.17
- Grammar : Le voix passive ....................................................... p.18
- Video : Food Miles, a documentary ....................................... p.19

UNIT 7

TRAIL OF TESCO’S LONG-HAUL BIRDS

1. Chickens taken to abattoir in Coupar Angus, Blairgowrie
2. Once slaughtered they are driven 500 miles to Essex
3. At Witham they are packaged and put back on truck
4. After another long haul, they are distributed by Tesco across Scotland

500 miles (each way)
### Examples of the possible distance food travels from field to plate

<table>
<thead>
<tr>
<th>Food category</th>
<th>Mileage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Drink</strong></td>
<td></td>
</tr>
<tr>
<td>- tap water</td>
<td>80</td>
</tr>
<tr>
<td>- orange juice</td>
<td>3200</td>
</tr>
<tr>
<td>- tea</td>
<td>3500</td>
</tr>
<tr>
<td>- pizza (processed)</td>
<td>5700</td>
</tr>
<tr>
<td>- pizza (home made)</td>
<td>450</td>
</tr>
<tr>
<td>- roast lamb (New Zealand)</td>
<td>11000</td>
</tr>
<tr>
<td>- roast lamb (local)</td>
<td>125</td>
</tr>
<tr>
<td>- baked potatoes (local)</td>
<td>30</td>
</tr>
<tr>
<td>- roast potatoes (frozen)</td>
<td>600</td>
</tr>
<tr>
<td>- carrots</td>
<td>125</td>
</tr>
<tr>
<td>- leeks</td>
<td>35</td>
</tr>
<tr>
<td><strong>Main Course</strong></td>
<td></td>
</tr>
<tr>
<td>- strawberries (local/summer)</td>
<td>15</td>
</tr>
<tr>
<td>- banana</td>
<td>3700</td>
</tr>
<tr>
<td>- sponge cake (ready made)</td>
<td>1700</td>
</tr>
</tbody>
</table>

**Warming up**

- Describe document 2. How far does a chicken travel? What for?
- Who is the criticism aimed at? Explain why.
- What problems does each type of transport create? What is the solution in your opinion?

**Documents this page**

- What are your priorities when you do your food shopping? (taste, country of origin, price, appearance, likes, trends, health, packaging...)
- Can you calculate the food miles you had for dinner last night?
- What are the drawbacks of food miles?

### Wordbank

**Nouns**

- consumption : consommation
- country : pays
- drawback : inconvenient
- feat : champ
- freight : fret / chargement
- grapes : raisin
- greenhouse gases : gaz à effet de serre
- journey : voyage
- labour cost : coût de la main d'œuvre
- lamb : agneau
- fastier : garde-manger
- leeks : poireaux
- long haul : un long trajet
- processed food : aliments industriels transformés

**Verbs**

- aim at : viser
- breed (breed-bead) : élever
- build up : développer
- consume : consommer
- fly (flew-flew) : voler
- grow : faire pousser
- package : emballer
- pick : cueillir
- remember : se souvenir
- slaughter : abattre
- stay : rester
- travel : voyager
- trust : faire confiance

**Others**

- cheaper : meilleur marché / moins cher
- ripe : mûr
- unlike : à la différence de
FOOD MILES

SOME INFORMATION

What are food miles?

Put simply, food miles are the measure of the distance a food travels from the land to your plate.

How much road transport is for carrying food?

Around a quarter of all road freight (by vehicle miles) is food. The quantity of food miles on our roads has doubled since 1974.

Why do our food travel so far?

Food travels further nowadays mainly for three reasons:

- we buy seasonal food all year round: for example, strawberries in winter are imported and flown in from warmer climates.
- we buy more processed food: for example, the ingredients of a pizza travel around the country from factory to factory before you buy them.
- we like to pay as little as possible: for example, some British fish is now sent to China (where labour costs are much lower) for processing, then sent back here to be sold.

WHAT CAN I DO?

Taste the difference

Shop at your local farmers’ market whenever you can. Most local produce has been picked within 24 hours. It comes to you ripe and fresh, unlike supermarket food that may have been picked weeks or months before. Don’t forget, it’s usually cheaper than at the supermarket.

Get in touch with the seasons

When you eat locally, you eat what’s in season. You’ll remember that cherries are the taste of summer!

Know what you are eating

People who eat locally find it easier to get answers about the food they eat. Many build up relationships with farmers they trust and at the same time support the local economy.

Save the world

Buying locally drastically reduces your carbon footprint.

Adapted from ‘Food Miles’ ETA (Environmental Transport Association)
COMPREHENSION

Warming up

1. Read the subtitles and imagine what is said in each paragraph.
2. Now find the paragraph which is about:
   a. Imported food in Britain   b. Labour is cheaper elsewhere   c. Real fresh produce   d. Processed food
   e. Help reduce greenhouse gases   f. Talk with the farmers   g. Explanation of the term
   h. Eat when it’s the season   i. Percentage of road freight miles for food.

Read the 1st part and answer the questions.
1. In the paragraph ‘Why does our food travel so far?’ which of the 3 reasons given is your priority?
2. What is the percentage of food transported by road compared with all road freight?
3. What is the problem of eating food out of season?
4. Why are ready-made meals bad for your carbon footprint?
5. Why is fish sent from Britain to China?

Read the 2nd part and answer the questions.
1. Quote all reasons why eating local food is best.
2. Choose one or two solutions you and your family can put into practice, explain how and why.

Look at the pictures for local food.
1. What is the play on words in each one?
2. Which one is the most convincing according to you? Why?

WRITING

‘local food or not?’ Answer the following questions and with your answers write a text about where the food you eat comes from. Then explain what the advantages and drawbacks of buying local food are.

Choose some advantages of buying and eating local produce then develop them:
- cut down on pollution (réduire) - freshness (fraîcheur) - healthier food - help local economy (aider) - know your neighbours (voisins) - more balanced food (plus équilibrée) - more eco-aware agriculture (plus respectueuse de l'environnement) - origin (provenance) - ripeness (matu) - taste (goût).

Choose some drawbacks of buying and eating local produce then develop them:
- heating greenhouses is less energy efficient than importing (chauffer les serres est moins économe en énergie que d’importer) - in-season food only (de saison) - less convenient shopping (moins pratique) - less varieties locally (moins de variétés) - more expensive (plus cher) - not many growers (peu de producteurs).

1. Where does the food you eat come from?
2. Why do you or your parents buy it there?
3. Do you have farmers markets where you live? Have you ever been to one? What is your opinion about them?
4. Where do you prefer to buy fruit and vegetables? At the supermarket or at the local grower’s? Why?
5. What are the advantages of buying food at the supermarket?
6. What are the drawbacks of buying food locally?
7. Did you know what food miles are?
8. Are you going to pay attention to where the products you buy come from? Why? / Why not?
9. For which products do you think it’s most important? Why?
10. Would you like to grow your own food? Why? / Why not?
1. Observez les phrases suivantes:

| a. Strawberries are flown from warmer climates. | d. This fish was processed by Chinese workers. |
| b. Most local produce has been picked within 24 hours. | e. Chickens will be driven to Essex. |
| c. Food should be bought locally. | f. Your carbon footprint must be reduced. |

2. Relevez les structures verbales.
Toutes ont 2 éléments en commun. Quels sont ces 2 éléments ? Quel élément indique le temps utilisé ?

3. Regardez le reste de la phrase.
Quel est le sujet de chaque phrase ? Quelle est sa particularité par rapport aux phrases actives ? Quelle préposition introduit le complément d’agent ?

![Image](Trespassers will NOT be prosecuted)

My homework has been eaten by the dog !

4. Exercices

1. Recopiez le tableau et complétez-le :

<table>
<thead>
<tr>
<th>active</th>
<th>passive</th>
<th>active</th>
<th>passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>They send letters.</td>
<td>Coke was invented in 1886.</td>
<td>When did they make this film?</td>
<td>Letters are delivered at 5.00</td>
</tr>
<tr>
<td>Will the police arrest him?</td>
<td>3 people can be employed.</td>
<td>They didn’t drink it.</td>
<td>They have paid £2.75</td>
</tr>
<tr>
<td>You mustn’t park a car here.</td>
<td></td>
<td></td>
<td>A lot will be produced.</td>
</tr>
</tbody>
</table>

2. Relevez les phrases à la voix passive et traduisiez-les :

a. This film was made in 2007.
b. They built this house 50 years ago.
c. The Smith have bought a big car.
d. My wallet has been stolen.
e. He has never been to London.
f. This song is sung by a lot of people.
g. My car must be repaired.

3. Mettez les phrases suivantes au passif :

a. They sell nice jeans in this shop.
b. They built this house 20 years ago.
c. John didn’t correct his exercise.
d. The police will arrest the suspect soon.
e. You can’t park your car here.
f. They have opened a new restaurant.

4. Construisez des phrases au passif avec les éléments proposés :

a. She / interview / by a famous journalist. (present perfect) d. He / invite / to the wedding. (will)
b. When / this bridge / build? (preterit) e. The child / not / leave / alone. (must)
c. English / speak / in this shop. (present) f. The cheapest one / choose. (should)
● Before you watch:

1. Look at the drawing and explain what the different stages are before you get your bowl of milk ready in the morning.
2. What surprises you the most?
3. What could be improved? How?
4. Match these words with their translation:

| a. amount   | 1. arriver / atteindre |
| b. breakdown| 2. consommateur        |
| c. consumer | 3. dégradation          |
| d. discarded| 4. entrepôt            |
| e. harvest  | 5. expédier             |
| f. reach    | 6. jeté                 |
| g. ship     | 7. quantité             |
| h. warehouse| 8. récolter             |

● Watch the documentary once: What are the different parts?

● Watch again, stop the video when necessary and answer the questions:

1. (→0:12) Look at the first picture: Which country do you think the film could be situated in? Give your reasons.

   Listen and complete the definition of food miles:
   Food miles are the (...) of how (...) food (...) before it (...) the (...) or (...).

2. (→0:24) What can you see? What are they going to talk about? What is the problem mentioned? Which country is it about? Were you right about it? Why do they stay on the image of the sky? What can be alarming?

3. (→0:37) What do these quantities correspond to? 30% large amounts.

4. (→1:16) What are the 6 stages of a tomato before you get it at home?

5. (→1:35) What do these figures correspond to? 4000 1/5. React.

6. (→1:48) What should we do to ensure that food production is less harmful to the environment? (5 things)

   Use the following words to make sentences to give your answer:
   verbs: counter - decrease - grow - provide - recycle.
   others: effectively - future - local - locally - wasteful.
Contents

- Warming up and wordbank.................................................. p.51
- Text: Teens before and teens now........................................ p.52
- Comprehension and writing............................................... p.53
- Grammar: Les prépositions infinitives................................... p.54
- Video: Teen pregnancy...................................................... p.55
Adolescence is a transitional stage of physical and mental human development that occurs between childhood and adulthood.

**WORD BANK**

**Nouns**
- addiction: dépendance
- behavior: comportement
- delinquency: délétion
- drama: drame
- freedom: liberté
- fashion: la mode
- gap: différence / écart
- gossip: commentaires
- habits: habitudes
- jerk: crétin
- loser: perdant
- pregnancy: grossesse
- relationship: relation
- tattoo: tatouage

**Verbs**
- date: sortir avec quelqu'un
- dye: teindre
- go through: endurer / subir
- influence: influencer
- interfere: se mêler de / intervenir
- leave: quitter
- occur: se produire
- respect: respecter
- swear: jurer
- warn: prévenir
- wear: porter (un vêtement)
- wonder: se demander

**Others**
- awful: horrible
- awesome: génial / super
- broke: fauché
- busy: occupé
- dumb: idiot (idiot)
- enjoyable: agréable
- fun: amusant
- hot: attirant / sexy
- hope: d'espérer
- laid-back: décontracté
- lazy: paresseux
- responsible: responsable
- smart: intelligent
- stressful: stressant
- tight: serré
- uncomfortable: gêné / mal à l'aise

**Warming up**

Describe and explain the document. What does the date make you think of? What is the generation gap? Is it different now from what it was 40 years ago? Give examples.

**Documents this page**
- Do you agree with what is said about adolescence?
- Look at the pictures. What are these young people doing? Say where they are and explain why you think so.
- React about the different ways of life teenagers have in various parts of the world.
A teenager today is quite different from the teenager I was in the 1950s. I grew up on a tobacco farm and worked on the farm during the summer and I also helped our neighbours. With the money I made from the neighbours, I bought my school clothes and my schoolbooks. If teenagers today work at all, they spend their money for things they don’t really need. Teenagers today are smarter than I was. They learn so much from TV and the computer, but some of the things they learn are not good. I think so much violence among teenagers comes from TV and the computer. When I was a teenager, parents wanted us to be busy and so we didn’t have time to get in trouble.

Adapted from ‘Carolina Country’

Being a teenager today is all about trying to make yourself as perfect as possible. The tight jeans, short skirts and high-heeled shoes we wear are not comfortable. We wake up every morning wondering what to wear just not to be criticized at school. So by the weekend, all we want to do is sleep and relax.

I am 16 years old and going to high school. I stay in school for seven hours then come home and do another two to three hours of homework. I have other things besides school to do. For example, I play sports and I also need time to myself or with friends just to relax from a stressful day at school. Other things that I’m going through are relationships and friendships. Just the other week, my friend and I got in a huge argument over something so dumb. And I know it’s dumb, because I can’t even remember what it was about.

Not a lot of adults give us credit, considering all the stressful situations we get put in and all the drama that goes on at school and with friends.

Adapted from ‘Carolina Country’
Warming up

Look at the pictures and compare them. What can you say about teenagers’ life in the 1950s and now? Do you think life for a teenager in the 1950s was very different from yours? Is there anything you would have liked at that time? Is there anything you don’t like now?

Read and answer the questions:

1st text:
1. When was she a teenager?
2. What did she do during her spare time?
3. How did she spend her money?
4. How old is she today?
5. What negative and positive points of view does she express about today’s teenagers?
6. Do you agree with her?
7. How does she explain today’s violence among teenagers?

2nd text:
1. What do teenagers wear today and why?
2. What do they like best?
3. Describe a typical daily routine and compare it to yours.
5. Do adults seem to sympathize?

Read both texts again:
Find all the positive and negative words or expressions which best illustrate teenagers’ life.

Writing

‘A letter to a teenager’. Write a letter parents could write to their teenage child. Answer the questions with the help of some of the statements below and give examples:

MY DEAR CHILD

What is it like to be a teenager?
- ‘I don’t really know how to describe it, it’s a strange feeling …’
- ‘It’s very frustrating, many things are banned …’
- ‘It’s fun, you discover a lot of things …’
- ‘It’s not always easy, you face decisions that can affect your future …’
- ‘It’s stressful, you have to deal with peer pressure …’

Which pieces of advice could you give?
- ‘Respect people around you because …’
- ‘Don’t get into trouble …’
- ‘Many people can help you …’
- ‘Be yourself and enjoy yourself …’
- ‘Make decisions, find your own way …’

What are your feelings?
- ‘You can rely on me, I can understand how you feel, I was a teenager …’
- ‘I’ll love you wherever you are, in happy or difficult times …’

Wordbank

Verbs
- avoid: éviter
- ban: interdire
- behave: se comporter
- feel: sentir / ressentir
- get into trouble: s’attirer des ennuis
- get involved: s’impliquer
- grow up: grandir
- leave: quitter
- rely on: compter sur
- smoke: fumer
- swear: jurer
- understand: comprendre
- warn: avertir/prévenir
- wear: porter un vêtement

Nouns
- addiction: dépendance
- behaviour: le comportement
- choice: choix
- fashion: mode
- freedom: liberté
- friendship: amitié
- future: avenir
- peer pressure: pression des pairs
- punishment: punition
- tattoo: tatouage
- values: valeurs

Others
- lazy: paresseux
- serious: sérieux
- smart: brillant
LES PROPOSITIONS INFINITIVES

I would like to warn you. Parents wanted us to be busy. His parents asked him not to go out.

La proposition infinitive s’emploie après des verbes tels que:
- ask - tell - want - would like -
- expect - prefer - oblige ...

Ces verbes sont suivis d’un infinitif avec ‘to’.

Regardez les images, lisez les légendes et les exemples et traduisez-les. Que remarquez-vous ?
Que se passe-t-il en français après l’équivalent des verbes anglais : "want, would like, expect, prefer ?"

Lorsque la proposition infinitive a un sujet différent de la proposition principale, ce sujet devient un complément.

<table>
<thead>
<tr>
<th>Sujets</th>
<th>I</th>
<th>you</th>
<th>he</th>
<th>she</th>
<th>it</th>
<th>we</th>
<th>you</th>
<th>they</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compléments</td>
<td>me</td>
<td>you</td>
<td>him</td>
<td>her</td>
<td>it</td>
<td>us</td>
<td>you</td>
<td>them</td>
</tr>
</tbody>
</table>

**EXERCICES**

1. Mettez les mots dans l’ordre pour former des phrases :

   a. English / I / learn / want / my son / to ... d. told / tidy / Our parents / us / our room / to.
   b. asked / to / with / dance / He / him / Sue.  e. to / them / me / I / understand / would like.
   c. you / you / me / help / want / Do / to?      f. asked / come / not / to / her / They.

2. Construisez des phrases avec une proposition infinitive en utilisant les éléments proposés que vous transformerez si nécessaire :

   ex: My parents want ... (I go to school on time.) → My parents want me to go to school on time.

   a. Our teacher asks ... (We do our homework every evening.)
   b. My neighbour would like ... (You go to the concert with her.)
   c. Kate’s father told ...(She writes a letter.)
   d. The children outside want ... (He comes and plays with them.)
   e. My best friend doesn’t expect ... (I go to London with her.)

3. Traduisez les phrases ci-dessous:

   a. Je ne veux pas qu’il travaille le dimanche.  d. Elle leur demande de rentrer à 8 heures.
   b. Il vous dit de courir plus vite.           e. Nos parents nous obligent à ranger notre chambre.
   c. J’aimerais qu’elle vienne à ma fête.       f. Mon frère s’attend à ce que je vienne le voir.
Teen births per 1000 women (15-19)

<table>
<thead>
<tr>
<th>Country</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Switzerland</td>
<td>4.6</td>
</tr>
<tr>
<td>Italy</td>
<td>6.7</td>
</tr>
<tr>
<td>Norway</td>
<td>8.9</td>
</tr>
<tr>
<td>Germany</td>
<td>10.0</td>
</tr>
<tr>
<td>France</td>
<td>11.2</td>
</tr>
<tr>
<td>Spain</td>
<td>12.1</td>
</tr>
<tr>
<td>Ireland</td>
<td>16.3</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>26.1</td>
</tr>
<tr>
<td>USA</td>
<td>41.9</td>
</tr>
</tbody>
</table>

(Wikipedia 2005)

Before you watch: Look at the pictures.
1. Explain the heading: 'Children having children'. What do you think of teenage pregnancy?
2. Look at the statistics and react. Speak about the USA, the United Kingdom and about France, for example. Why do you think there are so many teen births in the USA?
3. Look at the front page of the Sun and react. Imagine what a teenage parent’s life can be like. What can change? Do you think a teenager can easily raise a child?

Watch the documentary, stop the video when necessary and answer the questions:

1 (→0:20) Give some information about Alfie Patten: age - nationality - hobbies - difference. What is the question the reporter asks?
2 (0:21) Describe the picture and react. Who do you think the boy could be?
3 (0:21→0:50) What are the baby’s name and age? What does Alfie think he has to do to be a good dad? What question does Alfie ask? Why is it funny?
4 (0:50→1:09) Why has Alfie attracted so much attention from the tabloids? What can you say about the mother? According to the journalist, what has become the norm?
5 (1:10→1:33) What are parents reactions? Pick out the adjectives which apply: devastated, overjoyed, jealous, impressed, relaxed, encouraging, envious, shocked.
6 (1:33→1:45) Who are these two men and what are they doing? Are teenage pregnancies in Britain unusual? Quote to justify your answer: ‘With (...) now boasting (...) of teenage pregnancy in (...).
7 (1:45→2:12) Who is Ed Balls? What does he hope? What has gone wrong according to him? Who was David Cameron at that time (February 2009)? Who is he now (2014)? What is his opinion?
8 (2:12→2:29) What is the reporter’s conclusion? What does she say about schooling?

Read this extract from The Telegraph and react:

Alfie Patten, 13, is not baby’s father, test shows

Alfie Patten, the schoolboy who believed he had become a parent at the age of 13 is not the baby’s father, it can be reported today.

By John Bingham 7:59PM BST 18 May 2009

A DNA test has shown that another teenager, 15-year-old Tyler Barker, is the biological father of Maisie Stedman, who was born on Feb 9 this year.
Which man looks guilty? If you picked the man on the right, you’re wrong. Wrong for judging people based on the color of their skin. Because if you look closely, you’ll see they’re the same man. Unfortunately, racial stereotyping like this happens every day. On America’s highways, police stop drivers based on their skin color rather than for the way they are driving. For example, in Florida 80% of those stopped and searched were black and Hispanic, while they constituted only 5% of all drivers. These humiliating and illegal searches are violations of the Constitution and must be fought. Help us defend your rights.

Support the ACLU. www.aclu.org american civil liberties union
The first article of the Universal Declaration of Human Rights affirms that "All human beings are born free and equal in dignity and rights".

**Document 1**

Identify the document. Describe the 2 men. What do you find out about them when you read the text? Look at the figures and explain. What is the aim of the document? Is it effective?

**Document 2**

Where does this quote come from? What does it mean?

**Document 3**

Describe the document. What happens on March 21st every year?

**Document 4**

Try to explain what racism is in your own words. How do racists generally behave?

**Document 5**

Describe this document. What does the message mean? Do you think sport can be important to fight racism? Do you like this document? Why? / Why not?

---

**Nouns**

- behaviour: comportement
- belief: croyance
- brotherhood: fraternité
- colour bar: barrière raciale
- coloured people: gens de couleur
- creed: croyance
- ethnic group: ethnie
- fairness: justice
- fear: peur
- fingerprint: empreinte
- hatred: haine
- human rights: les droits de l'Homme
- integration: insertion
- multi-racial society: société multi-raciale
- exist: raciste
- rights: droits
- segregation: ségrégation
- skin: peau
- slave: esclave
- slave owner: propriétaire d'esclaves
- struggle: combat / lutte
- truth: vérité
- variety: diversité

**Verbs**

- assert one's superiority: affirmer sa supériorité
- ban: interdit
- be denied the right to: se voir refuser le droit de
- be discriminated against: être victime de ségrégation
- be entitled to equal chances: avoir droit aux mêmes chances
- believe: croire
- belong to: appartenir à
- be racially prejudiced: avoir des préjugés raciaux
- bully: maltraiter / harceler
- despise: mépriser
- exped: rejeter
- fight: combattre
- fit in: s'intégrer
- humiliate: humilié
- insult: injurier
- laugh at: se moquer de
- molest: branler
- pick on: s'attaquer à
- search: fouiller
- segregate: séparer
- threaten: menacer
- victimize: persécuter
- welcome: accueillir
- witness: être témoin de
- wrong someone: taper quelqu'un

**Others**

- discriminatory: discriminatoire
- dominating: dominateur
- ethnic: ethnique
- equal: égal / égaux
- fair: juste
- foreign: étranger
- free: libre
- guilty: coupable
- inhaled: inhérent
- narrow minded: borné
- unequal: inhégal
- unfair: inique
The Rev. Martin Luther King Jr. was one of the most influential and respected civil rights leaders of the 1950s and 60s. King fought for the rights of black people and helped bring about laws that ensure fairness and equality for all Americans. In 1964 he was awarded the Nobel Prize for his non violent struggle against racial oppression. King’s own life ended violently when he was shot on April 4, 1968.

Barack Obama became the first African-American president of the USA on 20th January 2009. He received the Nobel Peace Prize on 23rd October 2009. “Yes, we can, yes, we can change. Yes, we can. Yes, we can heal this nation. Yes, we can seize our future.”

January 26th 2008

I HAVE A DREAM (extract)

I say to you today, my friends (…).
I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at a table of brotherhood.
I have a dream that one day even the state of Mississippi, a desert state, sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice.
I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.
I have a dream today! (…)

Nelson Mandela. When he was a young man, white and black people in South Africa lived separate lives under a system called apartheid. It was illegal for black people to use the same schools, hospitals, and even beaches as white people. Mandela joined a political party called the African National Congress (ANC) leading protests against apartheid. Sometimes the demonstrations turned violent and in 1964 Mandela was sentenced to life in prison on Robben Island. Finally in 1990 the South African President F.W. de Klerk - a white man - allowed him to go free. Apartheid was abolished in 1991, and three years later South Africa held its first elections in which black people, as well as white, were allowed to vote. Nelson Mandela was elected President and set about trying to bring people of different races together. In 1993 he was awarded the Nobel Peace Prize for his work.
**Warming up**

Look at the pictures and at the captions then answer the questions:
1. What do you know about these 3 men? How are they alike? How are they different?
2. What is he doing in pictures 1? When was it?
3. Describe picture 3 and explain the catchphrase.
4. Explain Nelson Mandela’s quote. Do you agree?

**Read and answer the questions**

1. **Martin Luther King:**
   What do these dates correspond to: 50s / 60s - 1964 - 1968? What did he fight for? How did he fight? React to his assassination compared with his fight.

2. **I have a dream:** Read The extract of Martin Luther King’s speech. Explain why his speech could be a poem or a song. Find the key words which illustrate the three parts of the dream he has in this extract. Find 3 comparisons between his visions of the present and the future. What do they show? Do you like this type of speech? Why? / Why not?

3. **Barack Obama:**
   What do these figures correspond to: 20th January 2009 - 23 - October 2009?
   What was his motto during his presidential campaign? What do you think about the fact that he became president of the USA?

4. **Nelson Mandela:**
   What was apartheid? Where and when was it in force?
   What is the ANC? What did it do?
   What did he always try to do?

**Writing**

**Read about some examples of reasons for and consequences of discrimination in the world. Then choose the solution which most appeals to you to write a poem: “I have a dream...” or a text about racism.**

1. **Examples:**
   - Chinese occupation of Tibet with the destruction of the culture.
   - Annihilation of Jews by the Nazi regime during World War 2.
   - Slavery in the colonial era.
   - Darfur genocide. Bosnian genocide.
   - Untouchables, the lowest caste in India.
   - Apartheid in South Africa.
   - All types of differences everywhere.

2. **Reasons:**
   - Misunderstanding and differences (culture, religion, language, way of life, colour of skin...)
   - Negative feelings such as hate, fear...
   - Feelings of superiority, intolerance.
   - Economic crisis, unemployment, poverty...

3. **Consequences:**
   - Oppression, discrimination, segregation, bullying (harcèlement), rejection (rejet).
   - Expulsion, emigration.
   - Slavery (esclavage), exploitation.
   - Poverty (pauvreté).
   - Mockery, contempt (mépris), violence.
   - Genocide, death.

4. **Solutions:**
   - Get to know and to understand each other.
   - Discover and learn about other people and their culture.
   - Join organisations to help.
   - Travel and meet people.
   - Share (partager) and do things together.
   - Integrate and help others to integrate.
GRAMMAR  III III ADJECTIFS ET PRONOMS POSSESSIFS ET COMPLÉMENTS

- Adjectifs possessifs : Ils permettent de déterminer le nom. En anglais ils s’accordent avec le possesseur.

| my | your | his | her | its | our | your | their |

Dans les exemples suivants (textes de l’unité) qui / quoi est le possesseur ?

his nonviolent struggle - its creed - my four little children - their skin - our future

EXERCICES

1 Complétez les phrases suivantes en utilisant des adjectifs possessifs:

“Hello! My name is Clare and I live in London. (...) father works for ITV and (...) work is very interesting. I have one sister, (...) name is Fiona. We have a dog and (...) name is Billy. It loves playing in the garden. I have many friends and (...) houses are in the same street as mine. Please write soon and tell me about (...) life.”

- Pronoms possessifs : Ils remplacent un nom pour éviter une répétition et s’accordent aussi avec le possesseur:

| mine | yours | his | hers | its | ours | yours | theirs |

“And after they figure out human rights, they’ll start on ours.”

- Pronoms complémentaires : Ils se mettent toujours après le verbe et non avant comme en français

| me | moi | te | toi | le | lui | la | elle | lui | nous | vous | les | leur | eux | elles |

- Report it - Help us - I say to you - She helps me - He told them the way

EXERCICES

1 Transformez les phrases en utilisant des pronoms à la place des mots soulignés.

- The children are watching TV again - He gave his father a present.
- Sarah is going there with Sally and me. - They explained it to the students.

2 Traduisez les phrases suivantes:

Il la connaît, il travaille avec elle. - Il nous aide à travailler.
Où est le téléphone ? Je l’ai vu sur la table. - Elle vous parle souvent.
Pensez-vous souvent à eux ? - Je ne lui parle pas, elle ne m’aime pas.
Voici tes clés, mets-les dans ta poche. - Je t’appelle demain.

WE ALL BELONG TO THE HUMAN RACE - REPORT IT
Before you watch:

1. Look at the pictures and explain:
   a. What are the people doing? Why?
   b. What is a dating agency?
   c. Why is she worried? Why can you see a dwarf behind her?

2. Describe your ideal partner. How would you describe yourself to someone who can’t see you? What is a blind date? What are the potential problems of a blind date?

Watch the documentary (0:00 →1:10) once with no sound:
Where are they? Look at their body language. Guess what they think when they see each other? What are their different feelings? Explain.

Watch again, stop the video when necessary and answer the questions:

1. (4:32) What are their names? Who fixed them up? What is her reaction when she first sees him? What does he say then?

2. (0:32→0:45) Pick out 3 signs she gives which show she is ill at ease just before and after he asks whether there is something wrong.

3. (0:45→1:05) Why does she speak so fast? Is she angry or embarrassed or fed up? What did Claire forget? What doesn’t she want to do? What does he think her problem is? What does she say to talk about something else?

4. (1:05→1:25) 1. Fill in the blanks with the following words:
   - Man: What? Something about the (...) I (...) or something? - Woman: Yeah, (...) yes. But it’s not (...) so no. - Man: What are you (...)? - Woman: OK, let’s (...), let’s (...) from the (...). Hi, I’m (...).
   - Man: You know, I (...) this is not (...) what I (...) this is (...) - Woman: God, I’m (...), why can’t I (...) this (...)?

   2. Pick out 2 or 3 adjectives from the list below to explain how they feel and why they feel like that when they are talking:
   - angry - confident - confused - crossed - disappointed - embarrassed - fed up - ill at ease - insulting - irritated - shocked - upset.

5. In your opinion what does he assume the problem to be?
(1:25 to the end) What is the problem? Did you get it right? How does he react verbally (which words does he use?) and what does he do? What names does he call her? What do the people in the restaurant do? Why? Describe the last picture and react to it.
POVERTY

Contents
- Warming up and wordbank................................................................. p.63
- Text : Poverty (examples in the world)............................................. p.64
- Comprehension and writing.............................................................. p.65
- Grammar : Les propositions relatives.............................................. p.66
- Video : Nightstop Homeless Charity................................................ p.67

“They raise awareness about poverty and money for charities.”

Document 1

SLUMS
HUMAN RIGHTS
LIVE HERE

DHARAVI SLUM

HUMAN RIGHTS =
LESS POVERTY

AMNESTY
INTERNATIONAL

62
Document 1
Identify the document, describe it and react. Imagine what the young boy is doing.

Document 2
Which parts of the world suffer most from poverty? Try and explain why.

Document 3
What is the world population? How much pocket money do you get? Compare this amount to some people’s monthly income.

Document 4
Poverty Day is held on 17 October every year. Its aim is to promote awareness to eradicate poverty in all countries.

Document 4
What is the purpose of poverty day?

Document 5
What does human right n°25 mean? Think of what is happening in the world and react.

WORDBANK
Nouns
accommodation : logement
Verbs
Others
Poverty

Jesse Staley is an American teenager who dreams of graduating from high school but she struggles to feed her brothers and sisters. Jesse, the oldest of three children, drives a truck. Her father is a hard-working man, but his 12- to 15-hour shifts don’t provide enough income to pay the bills. She begins her days early. She wakes up her brother and sister, feeds them and sends them to school. After attending classes all day, she fixes dinner, helps her siblings with class work and puts them to bed – all before starting her own homework. Although the family isn’t homeless, they have only $120 each month to buy food. Often, there isn’t enough to last the month, so Jesse is forced to turn to charities for help. Jessie’s father has a heart condition and struggles against obesity – the result of cheap, high-fat, processed foods that so frequently make up a low-income diet. Jessie’s dream of going to college is fading because she fears that her father will need her especially as he faces growing health problems.

Maria Dumitru and Marius Alexandru are 28-year-old Roma of Romanian origin who have three small children. Since they arrived in Italy in 2004, they have been forcibly evicted from a lot of camps. They are now living in a squat near Rome. “We came to Italy six years ago to earn some money but we don’t have any,” says Maria. “I am a bit ashamed because my husband scavenges for iron and copper in the rubbish to sell, and earns a little bit of money. So we can buy food. He also gets clothes from the rubbish because we do not have money to buy them. It is only thanks to him that we have something to eat. If it was not for him, we would live on the street.”

Amnesty International January 2010

Muruku Kwa Njenga, Nairobi

Kenya, Mama Esther.

Some 2 million people live in Nairobi’s slums (with no roads, sewers, water delivery or electricity). It is nearly 60 per cent of the city’s total population. Mukuru Kwa Njenga is one of these settlements. It is home to an estimated 75,000 people. Mama Esther, a resident there, told Amnesty International: “We are about 15 families on this one plot owned by one landlord. Each family rents a one-room house and pays between 400 and 700 shillings [about US$5-9]. The room as you can see is single, but we divide it into two so that my three children can sleep in the other section. “All 15 families on this plot use the one pit latrine which you can see outside. There is also one common bathroom which is adjacent to it and whose entry is covered by a polythene bag. “Because we are so many, we have to organize, throughout the day, on how to use the pit latrine and particularly the bathroom.”

Amnesty International 2010
Think of what poverty can be like in the USA, in refugee camps, in Kenya. Use some of the words from the wordbank to describe poor people’s living conditions in these places.

Divide the class in 3 groups, each group reads one of the texts, answers the questions and explains it to the rest of the class:

1. Pick out the details you can find for each person: age - nationality - country or town they live in - occupation - family details - problems they face - causes.

2. Jesse: What is her ambition? - What are the obstacles? - Describe her daily routine - Why does she have so many responsibilities? - What job does her father do? Give details - Who helps them? - What causes her father’s health problems? Will she be able to fulfil her dream? Why?


4. Pick out and explain the figures. - What facilities are not available? - Describe Mama Esther’s living conditions. - What do you think of the hygiene conditions? - What needs special organization? Why?

With the help of the table below write about and explain the factors and consequences of poverty in the country of your choice. Choose the solution which seems most suitable. Give examples.

**WHERE?**
- Third world (tiers monde) and developing countries.
- In the suburbs (banlieues) of big towns.
- Northern countries are richer.
- Southern countries are poorer.

**FACTORS**
- Economic crisis, unemployment (chômage), precarious jobs
- Lack of education, child labour.
- Very large families, lone parent families.
- Addiction, depression, illnesses (maladies).
- Lack (manque) of water, poor agriculture.
- Country at war (guerre), corrupt or unstable governments.
- Discrimination and racism.

**POVERTY**

**POSSIBLE SOLUTIONS**
- Raise awareness (sensibiliser), join charities.
- Help find a job, a roof (toit).
- Raise and give money.
- Go with organisations to help with agriculture, technology, education or health (santé).
- Share (partager).

**CONSEQUENCES**
- Low or no income (revenus), wrong ways (moyens) to earn money.
- Homelessness (sans abri), hunger (faim), starvation (faime) death.
- Hygiene and diet-related diseases (maladies).
- Violence, increased crime rate, revolution.
- Ignorance, no access to education.
- Dependence on charities.
- Emigration.
Les propositions relatives servent à compléter une phrase et à apporter des précisions. Elles sont introduites par un relatif qui reprend un nom : l’antécédent.

ex : Maria, who has 3 small children, lives in a slum. (‘who’ reprend l’antécédent: ‘Maria’)

**EXERCICES**

Choisissez dans les traductions proposées celle(s) qui convient (conviennent) à chaque pronom : (qui - que - dont - où)

![Diagram](image)

Le choix du relatif dépend du type d’antécédent et de la fonction du relatif.

<table>
<thead>
<tr>
<th>Antécédent</th>
<th>Relatif sujet</th>
<th>Relatif complément</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humain (animé)</td>
<td>Who / (that)</td>
<td>That / whose / Ø / who(m)</td>
</tr>
<tr>
<td>Non humain (non animé)</td>
<td>Which / that</td>
<td>Which / Ø / that</td>
</tr>
<tr>
<td>Indiquant un moment, un lieu</td>
<td>When / where</td>
<td></td>
</tr>
</tbody>
</table>

ex : The homeless man who is in the street is hungry. The cup which is next to him is empty. The place where he lives is dirty.

**What - which** : ce qui / ce que

*What* annonce ce qui suit : I know what I want : Je sais ce que je veux.

*Which* reprend ce qui précède et est généralement précédé d’une virgule : She drives very fast, which I don’t like.

**EXERCICES**

1. Choisissez la bonne réponse parmi celles qui vous sont proposées :
   a. Bob is the only person (who / whose / which) can do the job.
   b. They live in a village (Ø / that / where) is very small.
   c. This is the woman (who / whose / when) dog is so nice.
   d. We will do (where / which / what) you want.
   e. The school (which / where / that) they go is very big.

2. Complétez les blancs avec le pronom relatif le plus approprié :
   a. The English people (...) I know love gardening.
   b. (...) I like best is going to the cinema.
   c. The shop (...) she works has closed down.
   d. I enjoyed reading the book (...) you gave me.
   e. My neighbour, (...) son is an artist, is unemployed.

3. Construisez une seule phrase en utilisant un pronom relatif :
   a. Give me those books. / They are on the table.
   b. They were on holiday. / It surprised us.
   c. The man has just left. / His dog is barking.
   d. The children are late. / We are waiting for them.
   e. Here’s the girl. / She was next to me at the cinema.
Before you watch: Look at the pictures.

1. What is the boy doing? - Why do you think he is in the street? - What, in your opinion, is the main reason why young people become homeless? - What problems can they have when they are in the street? - What can be done to help them?

2. Look carefully at the logo. What sort of charity is Nightstop? Justify your answer.

3. Imagine what the woman’s job is.

Watch the documentary, stop the video when necessary and answer the questions:

1. (→0:08) No sound. Describe the woman. Imagine what she says when she opens the door. Listen and check your answer. Who do you think she is?


3. (0:32→0:47) Who is Kath? What does she do? Name at least 4 problems she quotes.

4. (0:47→1:07) How do the volunteer and the homeless person get in touch? Who are the three people involved?

5. (1:07→1:26) What does Kath provide her guests with? What’s important from her point of view? Explain why.

6. (1:26→1:38) What does the organization check? Fill in:

   “We (...) that the (...) person isn’t on (...) or (...), they’re not showing (...) of (...) behaviour. Unfortunately, we are (...) to (...) people with a lot of support (...), Our (...) are just (...).”

7. (1:38→1:54) Describe how Kate felt before her first guest. Why did she feel like that? How has she felt since then? Why?
GLOBAL WARMING

Contents

- Warming up and wordbank ........................................ p.69
- Text : Climate change ...................................................... p.10
- Comprehension and writing ........................................ p.11
- Grammar : Comparatifs et superlatifs .............................. p.12
- Video : Best climate change advert .................................. p.73

UNIT 11

STOP GLOBAL WARMING

By far the most terrifying film you will ever see.

docéo éditions

an inconvenient truth

A GLOBAL WARNING

www.climatecrisis.net
In *An Inconvenient Truth* Al Gore wants to educate the public about the severity of the climate crisis. Gore describes the consequences global climate change may produce if the amount of human-generated greenhouse gases is not significantly reduced in the very near future. Gore argues that if appropriate actions are taken soon, the effects of global warming can be successfully reversed by releasing less CO₂ and planting more vegetation to consume existing CO₂.

**Document 2**

- Who wrote this film? Do you know him?
- Why did he make this film?
- What are the 2 main parts of this film?

**Document 3**

- What can you see in these photos?
- What has happened during these 76 years?

**Document 4**

- Where do you think these signs are? Why do you think so?
- What do the signs mean? What is the problem?

**Wordbank**

**Nouns**
- animal waste: déchets animal
- awareness: conscience
- car sharing: carpooling
- chemical: chimique
- coal: charbon
- drought: sécheresse
- earth: terre
- exhaust pipe: tuyau d'échappement
- fossil fuels: énergies fossiles
- flood: inondation
- footprint:empreinte
- flames: flamme d'échappement
- global warming: réchauffement climatique
- greenhouse effect: effet de serre
- heat: chaleur
- hurricanes: ouragans
- ice: glace
- landfill: décharge
- level: niveau
- nuclear plant: centrale nucléaire
- oil: pétrole
- ozone layer: couche d'ozone
- poll: pollution
- power plant: centrale électrique
- rainforest: forêt équatoriale
- solar panels: panneaux solaires
- storm: tempête
- sun: soleil
- wastes: déchets
- wave: vague
- windfarms: parc éolien
- windmill: éolienne

**Verbs**
- ban: interdire
- dry: sécher
- heat: faire chauffer
- rise: monter
- save: sauver
- sort out: régler
- trap: piéger
- turn on/off: allumer/éteindre
- use: utiliser
- worry: se soucier

**Others**
- cheap/expensive: bon marché/chère
- dry: sec
- extinct: disparu
- harmful: dangereux
- hot: très chaud
- on standby: en veille
- renewable: renouvelable
- sustainable: durable
- unusable: inutilisable
"Climate change should not just be something for only scientists and world leaders to worry about. As a fourteen-year-old I worry about climate change and how it will affect my future and the future of other young people."

Children in the UK are "deeply concerned" about how climate change will affect the world they live in, according to a poll carried out for kids' charity Unicef. The poll of 1,001 kids suggested that awareness of climate change among young people in the UK is high. 88% of those surveyed said they knew at least a little about it.

Climate change is a controversial issue. Scientists disagree with one another as to what it is and what it means for the Earth.

- Many scientists think that humans are having a bad effect on the climate. They emit extra greenhouse gases from cars, factories or power stations and cut down rain forests. These greenhouse gases form a sort of thermal blanket in the atmosphere which holds on to too much heat. It causes polar ice to melt, sea levels to rise and all sorts of strange weather: hurricanes, tornadoes, storms, heavy rains, heat waves...
- Other experts reckon the effects of climate change are being exaggerated and the changes are happening naturally.

Adapted from cbbc newsround
Warming up

1. Look at the documents on the opposite page and imagine why there is a picture of Eshitha.
2. Look at this drawing and describe it: What do people do? What are the consequences?
3. Look at the subtitles: What are you going to read about in the text?

Read and answer the questions:
1. How old is Eshitah? What does she worry about? What about you?
2. What did Unicef do? Who did they survey? Why? What does the percentage (88%) refer to?
3. Explain briefly what the scientists’ points of view are.
4. Where do greenhouse gases come from? What are the consequences of these greenhouse gases?
5. Which point of view convinces you the most?

Find who did what:
1. Il veut sauver les forêts tropicales.
2. Elle participe à des campagnes pour la protection de l'environnement.
3. Ses dons ont permis de bâtir des maisons en matériaux durables et à un prix abordable.
4. Elle a rénové sa maison avec des réservoirs à eau de pluie.
5. Il a fait des documentaires pour sensibiliser les gens aux problèmes environnementaux.
6. Elle vit dans une maison fonctionnant à l'énergie solaire.

WRITING

Read this unit again and then write about climate change. Choose a few causes and their consequences, explain them then think of possible solutions. To conclude, explain what you are ready to do to help solve this problem.

<table>
<thead>
<tr>
<th>CAUSES</th>
<th>CONSEQUENCES</th>
<th>POSSIBLE SOLUTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>- CO₂, fumes (factory, cars...)</td>
<td>- Sea levels rise.</td>
<td>- Renewable energies:</td>
</tr>
<tr>
<td>- Chemicals</td>
<td>- Floods or droughts.</td>
<td>- solar panels, windmills, water turbines.</td>
</tr>
<tr>
<td>- CO₂, burning fossil fuels (coal, oil, wood...)</td>
<td>- Unusable land.</td>
<td>- Reducing, recycling, reusing,</td>
</tr>
<tr>
<td>- Deforestation</td>
<td>- Extinction of some animals or plants.</td>
<td>- Plant trees.</td>
</tr>
<tr>
<td>- Industrial waste</td>
<td>- Climatic change: storms, hurricanes</td>
<td>- Car sharing, public transport, bikes,</td>
</tr>
<tr>
<td>- Animal waste which lets off methane.</td>
<td>- Acid rains.</td>
<td>- walking.</td>
</tr>
<tr>
<td></td>
<td>- Lack of water.</td>
<td>- No appliances on standby.</td>
</tr>
<tr>
<td></td>
<td>- Health problems, new diseases.</td>
<td>- Long lasting bulbs.</td>
</tr>
</tbody>
</table>
Our climate is getting HOTTER and it is changing FASTER THAN before. There are MORE VIOLENT storms. It may not be BETTER in the future, it may be WORSE THAN now.

It is LESS COLD in the south THAN in the north.
It will be AS DIFFICULT for humans AS for animals.

COMPARATIFS : Lisez les phrases ci-dessus et déduisez.
- Les 2 formes d’un comparatif de supériorité (plus ... que) sont:
  - adjectif court (1 ou 2 syllabes) : adjectif (...) + (...).
  - adjectif long (2 syllabes ou plus): (...) + adjectif + (...).

  ex : hotter than ... - faster than ...
  ex : more violent ...

- La forme du comparatif d’infériorité (moins ... que) est :
  - (...) + adjectif + (...).

  ex : less cold than ...

- La forme du comparatif d’égalité (aussi ... que) est :
  - (...) + adjectif + (...).

  ex : as difficult as ...

2 Comparatifs irréguliers :
good→better - bad→worse

EXERCICES

Donnez votre avis en utilisant un des comparatifs :
ex : armchair / chair (comfortable):
An armchair is more comfortable than a chair.

1 football / rugby (easy):
2 cake / ice-cream (good):
3 mobile phone / computer (cheap):
4 planes / cars (dangerous):
5 tobacco / alcohol (bad):
6 holidays in France / holidays in England (long):
7 books / magazines (interesting):
8 learning maths / learning English (hard):

WHAT’ S THE WORST THAT COULD HAPPEN?
A RATIONAL RESPONSE TO THE CLIMATE CHANGE DEBATE

GREG CRAVEN

SUPERLATIFS : Lisez les phrases ci-dessus et déduisez.
- Les deux formes du superlatif (le/la/les plus ...) sont :
  - adjectif court (1 ou 2 syllabes) : (...) + adjectif(...)
  - adjectif long (2 syllabes ou plus): (...) + adjectif.

  ex : the strongest ...
  ex : the most terrible ...

2 superlatifs irréguliers :
good→the best - bad→the worst

This storm is THE STRONGEST in the world and it is THE MOST TERRIBLE. Producing CO₂ is not THE BEST solution, it is THE WORST.

EXERCICES

Complétez ces informations en mettant les adjectifs au superlatif.

1 (2003) The world’s (long) aluminium can chain measured 7.69 km and used 66,129 drink cans.
2 £470: The (valuable) chocolate bar in the world → a 100-year-old Cadbury’s chocolate bar.
3 (2010): Cristina Borra’s (good) time came in her first marathon, finishing in 4 hr 28 min 5 sec.
   Her (bad) time came in her final race, finishing in 4 hr 58 min 23 sec.
4 2004 The (powerful) water pump pumps at a rate of 60,000 litres per second.
5 The (heavy) apple weighed 1.849 kg and was grown in Japan (2005).
**BEST CLIMATE CHANGE ADVERT**

(A 2009 climate change TV campaign in Great Britain)

- **Before you watch:**

  ![Video Preview Image]

  **This is the beginning of the film.**
  What is the atmosphere like? What are their feelings?
  What type of story do parents often read?
  What was your favourite story when you were a child?
  Imagine what type of story he is reading.

- **Watch the video, stop it when necessary and answer the questions:**

  1. (     0:06) What is the first sentence he says? Put the words in the correct order: the weather - once - strange - there was - where - very, very - a land - was.
     Which stories start in the same way?

  2. (0:07 → 0:12) Look at the animals. How do they feel? Describe their environment. What has happened? What are the problems?
     What does the man say about the weather conditions?

  3. (0:13 → 0:23) Look at the picture from the book and describe it:
     Where does it take place?
     What are the people doing? What is represented like a monster in the picture? Why is it represented like that?
     Complete the sentence:
     “The ................ said it was being .................. by too much .................. which went up into the .................. when the .................. ........................ used ..................”

  4. (0:24 → 0:33) What are the little girl’s feelings now? Why?
     Look at the picture and listen to the man:
     Which effects is he talking about? Why are they even worse?
     Who would have to live with these horrible consequences?

  5. (0:34 → 0:50) Say if the following statements are true or false and correct when necessary:
     - The children realized they had to do something.
     - Over 30% of the CO₂ comes from everyday things.
     - He gives the examples of heating the house or using cars.
     - The earth can be saved with less CO₂.

  6. (0:51 → the end) What is the little girl’s question? Why does she ask this question?
     What is the answer? What does it mean? Explain. What does the woman suggest we can do?

  7. **Your point of view:**
     Do you like this ad? Why / why not? Do you think it is effective? Why did they decide to stage a young child?
     Some people complained that children could be upset when watching this ad; do you agree with them? Explain.
Documents opposite page

Which part of America would you most like to visit and why? Look at the pictures and say which one best represents America for you. Explain why. What do you know about the USA? (natural and man-made landmarks - symbols - food - stereotypes...)

Documents 1 and 2

Describe and explain the first document. Which countries do American people come from? Which group represents Native Americans? What is their percentage? React.

Document 3

Who were the first settlers? When and why did they emigrate? What happened between the first emigrants and Native Americans?

Document 4

Describe the cartoon. Explain the irony. How did these immigrants really integrate?

Document 5

How many stars and stripes? Why? Do you know what happened in 1776? Explain why the national bird is a bald eagle. What is the symbolism of the flag? Why is English the most spoken language in the USA?

Some facts about the U.S.A.

Capital: Washington, D.C.

Independence Day: July 4, 1776

Motto: In God We Trust

National Bird: Bald Eagle (because of its long life, great strength and majestic looks)

National Flower: Rose

National Anthem: The Star-Spangled Banner

Population: 298,444,215 (July 2006 est.)

Land Area: 9,375,720 sq. km.

Languages: English 82.1%, Spanish 10.7%, other Indo-European 3.8%, Asian and Pacific Island 2.7%, other 0.7% (2000 census).
Different schools:

Schools reflect the diversity of the nation’s cities, towns, and villages.

“A student has four classes during the day, each held in a different classroom. School days are from Monday to Friday for around 6 hours per day. There is a half-hour lunch break during the day. The school is often the center of teen life, our social and sports activities are organized by school.”

David Lucas, 18, grade 12.

Cross-cultural understanding:

Young people like making friends across ethnic, religious, and cultural lines. As before, new immigrants continue to settle in the United States in search of the American dream: all people can succeed through hard work and have the potential to live happy, successful lives.

“Every possible ethnic group and faith are represented in the United States. This can’t be captured in the media; you have to be here to experience it.”

Huyen Nguyen, 18, grade 12.

Work experiences:

Working hard and paying your own way are strong values in the United States. Teens often take part-time jobs after school or on weekends to earn spending money, save for college, get practical experience, and gain a sense of independence.

“School, studying, extracurricular activities, movies and... work, so many things to do, so little time.”

Tirza Sevilla, 15, grade 10.

Volunteering:

Many teenagers want to be involved in their communities help others. On National Youth Serving Day (NYSD; second or third weekend in April) millions of young people are introduced to volunteering and are inspired to begin a lifetime of service. Some decide to spend a whole year helping.

“Something as simple as dedicating one hour a week can really change someone’s life. Teenagers volunteer their time because they want to.”

Kelsey Blom, 18, grade 12.

Music:

Practically all teenagers in the United States love to listen to music and are devoted to particular artists and musical styles. The Internet and portable MP3 and CD players keep teenagers plugged into their favourite artists. But they do more than listen...

“Music is a huge part of a teenager’s life. Whether it’s playing in a school band or having an informal “garage band”, music is everywhere in a teen’s life. We just can’t live without it.”

Ben Coplecha, 17, grade 10.
Warming up

1. Do you think American teenagers’ lives are very different from yours? What can be different?
2. Look at the subtitles and match them with the following topics:
   a. pocket money -  b. diversity -  c. donating your time -  d. playing in a band -  e. education
   - f. staying strong.

Read and answer the questions:

1. Describe a typical day at school: How many classes - Where - When - How long? - Why is school so important for a US teenager?
2. Why do people want to live in the United States? What sort of diversity is there? Is it seen as a positive or negative point?
3. What do they use their money for? What surprises you? Explain. What does Tirza think about her life?
4. How do young people help? How long may it last? What is Kelsey’s point of view about it? Imagine what she does and how it can change her life.
5. Name different ways young people listen to and produce music.

WRITING

Imagine you want to spend one year in the USA. Look at the unit again and write a letter to convince your parents and your teachers that you should go to the USA. Tell them about the places you want to visit and what you would like to discover.

PLACES

- Natural wonders (merveilles):
The Grand Canyon - Niagara Falls - Yellowstone National Park - America’s Giant Redwoods (Sequoias) - Florida beaches - Death Valley...

- Great cities:
New York City - Washington DC - Chicago - San Francisco - New Orleans...

- Top monuments:
The Statue of Liberty - Mount Rushmore (sculpture of US presidents in the granite) - Navajo national monument...

- Construction marvels:
Empire State Building - Hoover Dam (barrage) - Space Shuttle Discovery (NASA) - Golden Gate Bridge...

- Attractions:
Disney Theme Park - Legoland - Hollywood Universal Studios (Los Angeles)...

REASONS

- Everything is big, fast, different: skyscrapers (gratte-ciels) for example.
- World’s wealthiest (plus riche) and most powerful (puissante) country.
- Melting pot (mélange) of cultures from around the world.
- To see places that we see in films...
- American people are outgoing (ouverts) and friendly, it’s easy to meet people and talk with them.
- A lot of sports, music, film stars live there.
- It is a young country with a lot of opportunities (possibilités / débouchés).
TEMPS VOIX ACTIVE

Lisez ce texte et relevez tous les verbes. Dites pour chaque verbe quel est le temps employé puis traduisez-les en tenant compte du contexte.

Hello! My name is Simon Spencer. I live in Austin (Texas). I have been living here since I was 4 years old. Before that we were in Atlanta (Georgia). I don’t really remember my life there! I didn’t go to school, I stayed at home with my mother.

I am studying foreign languages at school. During the summer holiday, I’m going to spend 2 months in Europe with a few other students. We will go to Paris and Barcelona. In the future I would like to travel a lot.

And you? Have you ever been to the USA? What do you do?

TEMPS VOIX PASSIVE

Mettez les verbes entre parenthèses à la voix passive et au temps requis :

Everyone likes Coca-Cola. More than 1.6 billion gallons (sell) every year in over 160 countries.

It (invent) in 1886 by Dr. Pemberton.

Diet Coke (make) since 1982 and over the years, a lot of very good commercials (use) to sell the product.

It is sure that Coca-Cola (drink) in the next centuries.

PROPOSITIONS RELATIVES

Traduisez ces phrases en utilisant un pronom relatif si nécessaire :

Les gens qui sont au café sont des touristes.

L’homme dont le nom est Smith travaille avec moi.

 Ils n’ont pas cru ce que je disais.

J’aime les fleurs qui poussent dans mon jardin.

Voici la maison où nous avons passé nos vacances.

Anna est la femme que j’ai rencontrée l’année dernière.

LA NATURE DES MOTS

Lisez le texte et précisez quelle est la nature des mots soulignés :

This morning at 6:00 a.m. a terrible accident happened. A school bus which was going too fast didn’t stop at the traffic lights. It ran violently into a car. The car driver is fine but 5 young pupils who are injured, are in hospital. The police arrested the bus driver because he had had too many drinks.

LES MOTS DE LIASION

Complétez le texte avec les mots de liaison suivants :

<table>
<thead>
<tr>
<th>although</th>
<th>as</th>
<th>because</th>
<th>in the end</th>
</tr>
</thead>
<tbody>
<tr>
<td>in order to</td>
<td>in spite of</td>
<td>so</td>
<td>while</td>
</tr>
</tbody>
</table>

I went to a gift shop (...) I wanted to buy some souvenirs. (...) everything was very expensive, I found a nice T-shirt. I decided to buy it (...) its price. (...) I was queuing (...) pay, I noticed some beautiful pictures of Manhattan (...) I got a few. (...) the cashier was very nice, I asked her to wrap the T-shirt up. (...) I was quite pleased with my purchase.
Youth Service America works with young people around the world to improve communities through volunteering and service.

Global Youth Service Day is an annual campaign that celebrates and mobilizes the millions of youth who improve their communities each day of the year.

GYSD is the largest service event in the world. It is celebrated each year in over 100 countries.

- Before you watch: Look at the pictures and read the texts.
  What does Youth Service America do? What is their aim? What are the differences with Global Youth Service Day?

Miley Cyrus who presents Youth Service America is a star in the popular TV series Hannah Montana.

- Watch the documentary, stop the video when necessary and answer the questions:
  1 (→0:16) What does she want people to do? What for? When?
  2 (0:16 →0:29) Who participates? Where do they come from? What’s the aim? How old are the participants? What are they doing?
  3 (0:29 →0:42) What is special about this event? If you want to participate what is the first thing you should think about? Who should you work with? (5 answers)
  4 (0:42 →1:05) What examples are given? Match What? Where? What for?

<table>
<thead>
<tr>
<th>WHAT</th>
<th>WHERE</th>
<th>WHAT FOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organize a green team</td>
<td>in Africa.</td>
<td>to give to homeless shelters</td>
</tr>
<tr>
<td>Collect books</td>
<td>in your town</td>
<td>to identify where energy is being wasted</td>
</tr>
<tr>
<td>Raise money</td>
<td>?</td>
<td>to help seniors</td>
</tr>
<tr>
<td>Help deliver nutritious meals</td>
<td>at school, for the planet</td>
<td>to buy bed nets to protect kids from malaria</td>
</tr>
</tbody>
</table>

5 (1:05 →1:20) Why should you participate? Who can help you? Where can you find information? What can you get?

6 (1:20 →the end) What’s the website address? How can you share information about what you’ve done? Do you think it’s a good promotion for Youth Service America? Why? / Why not?
<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>Methodology - How to...</th>
<th>p.82</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How to write a letter, an e-mail</td>
<td>p.82</td>
</tr>
<tr>
<td></td>
<td>Written comprehension and exercises</td>
<td>p.83</td>
</tr>
<tr>
<td></td>
<td>Oral comprehension and expression (How to answer the phone)</td>
<td>p.84</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 2</th>
<th>Firms and businesses - Job activities</th>
<th>p.87</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A nursery (horticulture document and wordbank)</td>
<td>p.87</td>
</tr>
<tr>
<td></td>
<td>A few jobs and their activities (texts)</td>
<td>p.88</td>
</tr>
<tr>
<td></td>
<td>Written comprehension and writing (Activities of a sales person)</td>
<td>p.89</td>
</tr>
<tr>
<td></td>
<td>Oral comprehension and oral expression (Showing people around)</td>
<td>p.90</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 3</th>
<th>Tourist office - Giving information</th>
<th>p.91</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A tourist office (website and wordbank)</td>
<td>p.91</td>
</tr>
<tr>
<td></td>
<td>Tourist office reception (Satisfaction questionnaire, a few tips)</td>
<td>p.92</td>
</tr>
<tr>
<td></td>
<td>Written comprehension and writing (Creating a website)</td>
<td>p.93</td>
</tr>
<tr>
<td></td>
<td>Oral comprehension and oral expression (Asking for and giving information)</td>
<td>p.94</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 4</th>
<th>Wineries - Presenting a product</th>
<th>p.95</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A winery: Temecula Winery (website and wordbank)</td>
<td>p.96</td>
</tr>
<tr>
<td></td>
<td>Talking about a product (Wine: feelings, taste - Introducing the Panel)</td>
<td>p.97</td>
</tr>
<tr>
<td></td>
<td>Written comprehension and writing (Presenting a product)</td>
<td>p.98</td>
</tr>
<tr>
<td></td>
<td>Oral comprehension and oral expression (Buying and selling)</td>
<td>p.99</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 5</th>
<th>Accommodation - Booking</th>
<th>p.99</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hotel bed and breakfast, farm stay (pictures and wordbank)</td>
<td>p.99</td>
</tr>
<tr>
<td></td>
<td>Hotel advert + booking or cancellation letters</td>
<td>p.100</td>
</tr>
<tr>
<td></td>
<td>Written comprehension and writing (an e-mail and a letter)</td>
<td>p.101</td>
</tr>
<tr>
<td></td>
<td>Oral comprehension and oral expression (Booking a room)</td>
<td>p.102</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 6</th>
<th>A garden centre - Ordering goods</th>
<th>p.103</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Welgrove Garden Centre (website and wordbank)</td>
<td>p.103</td>
</tr>
<tr>
<td></td>
<td>An order form + e-mails and a letter to order goods</td>
<td>p.104</td>
</tr>
<tr>
<td></td>
<td>Written comprehension and writing (2 e-mails and a letter)</td>
<td>p.105</td>
</tr>
<tr>
<td></td>
<td>Oral comprehension and oral expression (An order on the phone)</td>
<td>p.106</td>
</tr>
<tr>
<td>UNIT 7</td>
<td>A day nursery - Entertaining</td>
<td>p.107</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td>Heath Road Day Nursery (website and wordbank)</td>
<td>p.107</td>
</tr>
<tr>
<td></td>
<td>Entertaining children (indoors and outdoor activities)</td>
<td>p.108</td>
</tr>
<tr>
<td></td>
<td>Written comprehension and writing (Describe an activity)</td>
<td>p.109</td>
</tr>
<tr>
<td></td>
<td>Oral comprehension and oral expression (An educational holiday)</td>
<td>p.110</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 8</th>
<th>Landscape gardening - instructions for use</th>
<th>p.111</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AB Landscapes (website and wordbank)</td>
<td>p.11</td>
</tr>
<tr>
<td></td>
<td>Instructions for use (Start a lawn mower, change blades)</td>
<td>p.112</td>
</tr>
<tr>
<td></td>
<td>Written comprehension and writing (Instructions for a photocopier)</td>
<td>p.113</td>
</tr>
<tr>
<td></td>
<td>Oral comprehension (import pictures) and oral expression (Giving a recipe)</td>
<td>p.114</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 9</th>
<th>A nursing home - Hygiene and safety</th>
<th>p.115</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Connect Hill (website and wordbank)</td>
<td>p.115</td>
</tr>
<tr>
<td></td>
<td>Hygiene and safety rules</td>
<td>p.116</td>
</tr>
<tr>
<td></td>
<td>Written comprehension and writing (Create a poster)</td>
<td>p.117</td>
</tr>
<tr>
<td></td>
<td>Oral comprehension and oral expression (At the doctor’s and the chemist)</td>
<td>p.118</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 10</th>
<th>Horses - Renting a van or a car</th>
<th>p.119</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BTEC Diploma in horse care (the course and wordbank)</td>
<td>p.119</td>
</tr>
<tr>
<td></td>
<td>Filling an entry form, renting a van</td>
<td>p.120</td>
</tr>
<tr>
<td></td>
<td>Written comprehension and writing (Create a form and write a letter)</td>
<td>p.121</td>
</tr>
<tr>
<td></td>
<td>Oral comprehension and oral expression (Renting a van)</td>
<td>p.122</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 11</th>
<th>Cattle and cereals - European agricultural trade</th>
<th>p.123</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NFU and farming in Europe (Texts, pie chart and wordbank)</td>
<td>p.123</td>
</tr>
<tr>
<td></td>
<td>European agricultural trade (Exports and imports)</td>
<td>p.124</td>
</tr>
<tr>
<td></td>
<td>Written comprehension and writing (A commercial invoice)</td>
<td>p.125</td>
</tr>
<tr>
<td></td>
<td>Oral comprehension and oral expression (At the bank)</td>
<td>p.126</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 12</th>
<th>Hospitals - Writing a CV</th>
<th>p.127</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>St Mary’s Hospital (website and wordbank)</td>
<td>p.127</td>
</tr>
<tr>
<td></td>
<td>A job ad and a CV</td>
<td>p.128</td>
</tr>
<tr>
<td></td>
<td>Written comprehension and writing (Job ads + CVs)</td>
<td>p.129</td>
</tr>
<tr>
<td></td>
<td>Oral comprehension and oral expression (An interview)</td>
<td>p.130</td>
</tr>
</tbody>
</table>

CONVERSATIONS | p.132 - 143 |
to : Gardens and Tools
from : The New Garden Centre
Sent : June, 27th, 2013
Subject : price list

Your advertisement in the June issue of Garden Pro magazine is of great interest to us. We would like to know more about your products and would like to receive your wholesale price list. It is our desire to offer our customers the widest range possible of gardening tools and we are always interested in new products.

We look forward to your prompt reply. Thanks

John Smith
Purchasing Manager
1. Read the letter and answer the questions:
   a. Who is the sender? Who is the addressee?
   b. How can you start and end the letter?
   c. What is the purpose of this letter?
   d. What is the 2nd paragraph about?
   e. Translate the 3rd paragraph.
   f. What is the abbreviation ‘encl’ for?

2. Read the e-mail and answer the questions:
   a. What information is given in the layout of the e-mail?
   b. What does the sender refer to?
   c. What is the purpose of this mail?
   d. What is the reason given?
   e. Translate: ‘We look forward to your prompt reply.’
   f. What is John Smith’s job?

3. Put these sentences in the correct order to write and present an e-mail.
   a. We would like to have details of the ZZZ model.
   c. Laura Watson, Purchasing department
   d. to : Fast Machines
   e. Thank you for your new catalogue.
   f. Could you also send us your complete price list?
   g. Subject: More information about new catalogue
   h. Best regards
   i. from : ABC Co. Ltd.
   j. Thanks.

4. Use these words to write correct sentences:
   a. forward - receiving - We - reply - to - your - look.
   b. your - send - catalogue - Could - us - you - new.
   c. our - enclosed - current - Please - price list - find.

5. What’s the French for?
   a. We would like to know more about your range.
   b. We are pleased to inform you that...
   c. Yours faithfully,
   d. We would appreciate receiving your sale terms.
   e. We are interested in your offer.
   f. Could you please send us your price list?

6. Match the sentences with their translation:

| a. Nous espérons que cet article répondra à vos besoins. | 1. We are interested in your new range of products. |
| b. Veuillez trouver ci-joint le mode d’emploi. | 2. We thank you for your interest in ...
| c. Nous accusons réception de votre courrier du ... | 3. The enclosed leaflet will supply all particulars. |
| d. En réponse à votre demande du ... | 4. We hope this item will meet your requirements. |
| e. Dans l’attente de recevoir de vos nouvelles. | 5. In reply to your inquiry of ...
| f. Nous sommes intéressés par votre dernière gamme de produits. | 6. We can send samples on request. |
| g. Nous vous remercions de votre intérêt pour ... | 7. Please find directions for use enclosed. |
| h. Nous pouvons vous envoyer des échantillons. | 8. Do not hesitate to contact us if you need information. |
| i. Le prospectus ci-joint vous fournira tous les détails. | 9. We look forward to hearing from you. |
| j. N’hésitez pas à nous contacter si vous avez besoin de renseignements. | 10. We acknowledge receipt of your letter dated ... |

You can make use of some of these sentences to write an e-mail or a letter to a company of your choice.
**TYPICAL EXPRESSIONS ON THE TELEPHONE**

**When you give a phone call:**
- Good morning. I am calling from ABC Co. Ltd. ....
- This is Chris Barrett speaking, could I speak to Mrs Hereford?
- Is Mrs Hereford in?
- Could you put me through to someone in the sales department?
- Can I have extension 321 please?

**When you answer the phone:**
- XYZ Co. Ltd, Mrs Hereford’s secretary speaking, what can I do for you?
- Hello Mr Barrett, I’ll put you through to Mrs Hereford.
- Certainly, hold the line please.
- I’ll check if she is here.
- I’m afraid her line is busy at the moment, would you like to leave a message?

Find the expressions which mean:

a. Pouvez-vous me passer...  
b. Puis-je avoir le poste...  
c. Je vérifie si elle est là.  
d. Sa ligne est occupée en ce moment.

ORAL COMPREHENSION

1. Listen to the telephone conversations and answer the questions:

**1st conversation**

**2nd conversation**

**3rd conversation**
Who is calling? - Why? - When will Mrs Perkins call her back? - Why?
Here are the 3 mixed-up telephone conversations. Put the sentences below in the correct order.

<table>
<thead>
<tr>
<th>1st conversation</th>
<th>2nd conversation</th>
<th>3rd conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Can you ask Mr Griff to call me back?</td>
<td>a. Hello, is Norman Craig in?</td>
<td>a. Fine. Can you spell your name?</td>
</tr>
<tr>
<td>b. Right, you’ll be hearing from him. Goodbye.</td>
<td>b. Emily Johnson, he asked me to call him around 10.00 am.</td>
<td>b. Yes please. She said we could meet when I am in Plymouth. Can you tell her I’ll be around for 2 days.</td>
</tr>
<tr>
<td>c. Certainly Mrs Pestell, can I have your number please?</td>
<td>c. That’s right, thanks a lot. Goodbye.</td>
<td>c. Hello, I’d like to speak to Mrs Perkins please.</td>
</tr>
<tr>
<td>d. Sunshine Company, Good afternoon.</td>
<td>d. Yes, but I must leave in one hour.</td>
<td>d. Lucy S.T.A.R.K. Do you know what time she’ll be back?</td>
</tr>
<tr>
<td>e. That’s fine, thanks very much. Goodbye.</td>
<td>e. Hold on please Mrs Johnson. I’m afraid his line is busy at the moment. Shall I ask him to call you back?</td>
<td>e. She has an appointment here at 11.00. She should call you back around 10.30. Is that all right?</td>
</tr>
<tr>
<td>f. Hello, this is Sally Pestell speaking, could I have extension 478 please?</td>
<td>f. I’ll put you through. Who’s calling?</td>
<td>f. Yes, that’s fine. Thanks for your help. Goodbye.</td>
</tr>
<tr>
<td>g. It’s 812341. Ask him to call me before 6 this evening.</td>
<td>g. 7381109. J. Stan speaking. What can I do for you?</td>
<td>g. Hello, Torpoint 98873455. Good morning.</td>
</tr>
<tr>
<td>h. Hold the line please, the phone’s ringing... I’m sorry, there’s no reply. Do you want to leave a message?</td>
<td>h. There’s no problem, he’ll call you back in a few minutes. Your number is 01886123, isn’t it?</td>
<td>h. I’ll check if she is here. No I’m sorry she is out, can I give her a message?</td>
</tr>
</tbody>
</table>

Listen to the conversations, check your answers and repeat.

Role play: You are going to have 2 conversations with your neighbour. In one of them you will be the secretary at Flowers Export Company and in the other you’ll play the part of a customer.

**S1:** You are the secretary. The person the caller wants to talk to is on holiday. Take the caller’s name and any message.

**S2:** You are the secretary. The line is busy, you can’t put the caller through. Offer to call back or to hold on. Take his/her number if necessary.

**C1:** You are a customer. You want to speak to Mr Williams about a meeting next week. Use your own name, ask him to call you back before the end of the week. It’s important.

**C2:** You are a customer. You want to speak to Mrs Brown, extension 789. You don’t want to wait but you are in your office till 12.30 pm. Use your number.
Golden Grove Nursery is a specialist conifer nursery growing a wide range of dwarf conifers, hedging plants, grafted pines and piceas.

Top quality conifers and hedging plants straight to retail for immediate impulse sales.

Golden Grove Nursery supplies UK garden centres with high quality conifers, leylandii, grafted pines and blue spruce.

All plants are top-dressed with new peat where necessary and come supplied with a colour stick in label where available or a descriptive label. Plants can be delivered on our own transport or collected from our well stocked cash and carry.

Golden Grove Nursery, The Conifers, Golden Grove, Wiltash, Boston, Lincolnshire, PE20 2PU, United Kingdom.
Telephone Golden Grove Nursery, 01205 460432. Fax, 01205 460758

Nouns
- annual : plante annuelle
- bail : motte
- bedding plant : plante à massif
- biological control : lutte biologique
- box : caisse
- branch : branche
- bud : bourgeon
- bug : ravageur
- bulb : bulbe
- canker : charnue
clay : argile
climber : plante grimpante
compaction : compactage
creep : plante rampant
crop : culture
cut flower : fleur coupée
- cutting : bouture
disease : maladie
drip irrigation : irrigation goutte à goutte
drizzle : pluie
equipment : outillage
fertilizer : engrais
field culture : culture de plein champ
flowering : floraison
foliage : feuillage
forcing : forçage
frost : gel
greenhouse : serre
grafting : greffage
grasses : graminées
- green area : espace vert
growth hormone : hormone de croissance
harvest : récolte
heat : terre de bruyère
heating : chauffage
heide : heide
height : hauteur
heating machine : chaudière
hybridization : hybride
leaf : feuille
liming : chauage
manure : fumier
mother plant : plante mère
mound : terreau
nitrogen : azote
nursery : pépinière
nutrition : élément nutritif
pest : ravageur
penstock : plante vivace
pest : ravageur
plantlet : jeune plant
plug : petit motte
potting : enpotage
propagation : multiplication
pruning : taille
root : racine
rooting : enracinement
sand : sable
seed : grain
seedling : semis
shape : forme
shoot : poussée
shrub : arbuste
stem : tige
tree : arbre
waste : déchets
weed : adventice
A hospital nurse

Gaining the trust and confidence of each patient is an important role for nurses.

**Typical work activities:**

- preparing patients for operations, treating wounds and monitoring pulse, blood pressure and temperature;
- observing and recording the condition of patients;
- checking and administering drugs and injections;
- setting up drips and blood transfusions;
- responding quickly to emergencies;
- communicating with patients and their relatives;
- educating patients about their health;

A landscape gardener

A landscape gardener designs, develops, maintains and remodells gardens and landscapes.

**Typical activities include:**

- discussing and developing designs with clients;
- producing designs and drawings for prospective projects;
- constructing fences, walls and laying paving;
- installing lighting, garden ornaments and furniture;
- selecting seeds, plants, trees and bulbs and planting them;
- treating soil;
- calculating costs based on labour, materials and equipment required;
- directing and supervising the work of other members of the gardening/landscaping team.

A farm worker

Farm workers are responsible for a wide range of day-to-day tasks on a farm.

The work of an individual farm worker depends on the type of farm and also varies with the seasons of the year.

Livestock farms - farm workers work mainly with beef or dairy cattle, sheep, pigs or poultry. They have many common tasks whatever animals they work with - feeding, monitoring growth, giving medication, cleaning out animal pens and maintaining hygienic conditions, treating sick animals, keeping records and supervising births. They use milking machines with dairy cattle.

Most farm workers specialise in either livestock or arable farming. Some tasks are common to both: driving lorries to collect or deliver materials, growing cereals laying and trimming hedges, digging ditches, fencing and repairing and maintaining buildings.
1. Look at the first text and find the words which mean:

<table>
<thead>
<tr>
<th>a. vérifier</th>
<th>b. installer</th>
<th>c. piqure</th>
<th>d. enregistrer</th>
<th>e. surveiller</th>
</tr>
</thead>
<tbody>
<tr>
<td>f. réagir</td>
<td>g. urgence</td>
<td>h. malade</td>
<td>i. blessure</td>
<td>j. santé</td>
</tr>
<tr>
<td>k. sang</td>
<td>l. soin</td>
<td>m. compte-rendu</td>
<td>n. goutte à goutte</td>
<td></td>
</tr>
</tbody>
</table>

2. Look at the second text and find the meaning of the following words: (Make use of the context and of transparent words)

<table>
<thead>
<tr>
<th>a. lighting</th>
<th>b. drawings</th>
<th>c. fences</th>
<th>d. laying</th>
<th>e. landscape</th>
</tr>
</thead>
<tbody>
<tr>
<td>f. maintain</td>
<td>g. seeds</td>
<td>h. soil</td>
<td>i. labour</td>
<td>j. required</td>
</tr>
</tbody>
</table>

3. Read the third text and answer the questions:

a. Explain what “day-to-day tasks” mean.
b. Why can tasks in farms be different?
c. What is a livestock farm?
d. What are their different tasks?
e. What else do they do with dairy cattle?
f. What are the 2 main types of farms?
g. Which tasks do they have in common?

Write a short report about the tasks or activities of a sales person.

First decide what type of shop or place you work in and think of the tasks involved. Also write about the products you sell and explain if you have something particular to do. You can make use of the suggestions below and translate them with the help of your dictionary. Have a closer look at the texts on the opposite page to note how sentences are built.

### Suggestions

<table>
<thead>
<tr>
<th>accueillir les clients</th>
<th>les conseiller</th>
<th>les aider à trouver ce qu’ils cherchent</th>
<th>leur présenter divers articles</th>
</tr>
</thead>
<tbody>
<tr>
<td>mettre en valeur les promotions</td>
<td>les servir</td>
<td>encaisser les achats</td>
<td>faire des emballages cadeaux</td>
</tr>
<tr>
<td>réceptionner les livraisons</td>
<td>mettre en rayon</td>
<td>nettoyer le magasin</td>
<td>traiter les réclamations</td>
</tr>
</tbody>
</table>
Showing people around

Look at the map. What are the different activities in this educational farm? Where do they take place?

Listen to the dialogue and answer the questions:
1. What is Emily Watson's job? How long has she worked there?
2. When did Gorgie City Farm open? What was it like? Who helped them? Who do they work with?
3. What time do they start? Which activities does she quote? (with the animals - in the garden)
4. Which animals do they now have temporarily?
5. What can people buy? What can they also get at the same stall?
6. What is she going to do? What are the visitors going to do?

ORAL EXPRESSION

Showing people around

A group of foreign students have asked to visit the firm / business where you work. Your boss wants you to welcome them and show them around telling them about the different activities.

Listen to the dialogue once more to get all the expressions you need.
Look for the words you don’t know in your dictionary.

Make use of the instructions below:

1. Saluez et souhaitez la bienvenue.
2. Présentez-vous (nom, fonction).
3. Dites quelques généralités sur l'entreprise.
4. Donnez le nom de la pièce où le groupe se trouve.
5. Indiquez les différents lieux que vous allez visiter.
6. Demandez au groupe de vous suivre.
7. Présentez ce qui vous semble intéressant.
8. Demandez si quelqu'un souhaite poser des questions.
9. Demandez de répéter si nécessaire.
11. Prenez congé.
WELCOME TO LISKEARD

Open every Monday to Friday 10.30 - 4.00
Saturdays 10.30 - 1.30
Foresters Hall
Pike Street
Tel: 01579 349148
email: tourism@liskeard.gov.uk

Looking for something different to grab your interest?

Whether you have family coming to stay, want to amuse the children or just have a nice day out, come and see us at Foresters Hall. We have leaflets for all local attractions, bus and train timetables and sell tickets for the Theatre Royal and Eden Project. Our friendly staff will be on hand to give you a warm welcome and all the latest information on what’s happening in the area.

Accommodation
We have a comprehensive accommodation list of quality inspected B&Bs and self-catering establishments if you want to stay in and around Liskeard.

Books and Souvenirs
You may order items from our list of booklets, maps, prints, postcards and memorabilia by completing the order form.

Discover the Hidden Cornwall with Enigma Trails

WORDBANK

A few words for a job in a tourist office

Nouns
- accommodation : hébergement
- advice : conseil
- appointment : rendez-vous
- brochure : prospectus
- complaint : plainte
- computer : ordinateur
- diary : journal / agenda
- event : événement
- exhibition : exposition
- foreigner : étranger
- inquiry : demande de renseignement
- item : article

Verbs
- advise : conseiller
- answer calls : répondre au téléphone
- assist : aider
- book : réserver
- determine : déterminer
- distribute : distribuer
- ensure : s’assurer
- file : classer
- greet : saluer, accueillir
- happen : se passer
- make reservations : faire des réservations
- order : commander
- organise : organiser
- plan : planifier
- provide : fournir
- resolve : résoudre
- set up : installer, monter
- stay : rester
- welcome : accueillir
Satisfaction questionnaire

What do you think of the services provided by the Tourist Office?  

<table>
<thead>
<tr>
<th>ACCESS</th>
<th>++</th>
<th>+</th>
<th>-</th>
<th>--</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facility in finding the Tourist Office.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facility in parking.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opening hours.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENVIRONMENT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Comfort of premises</td>
<td></td>
</tr>
<tr>
<td>Cleanliness</td>
<td></td>
</tr>
<tr>
<td>Documents in self-service (display units, availability ...)</td>
<td></td>
</tr>
</tbody>
</table>

RECEPTION EMPLOYEES

<table>
<thead>
<tr>
<th>Greeting.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability.</td>
<td></td>
</tr>
<tr>
<td>Waiting time.</td>
<td></td>
</tr>
<tr>
<td>Understanding of request.</td>
<td></td>
</tr>
<tr>
<td>Reply suited to request.</td>
<td></td>
</tr>
<tr>
<td>Accuracy of information given.</td>
<td></td>
</tr>
</tbody>
</table>

GENERAL ASSESSMENT OF THE TOURIST OFFICE

COMMENTS OR SUGGESTIONS ON THE TOURIST OFFICE SERVICES

YOUR PROFILE

- Have you ever come to this region? Yes - No
- You are: □ under 18
  □ 18-24 □ 25-34 years old
  □ 35-49 □ 50-64 years old
  □ 65 years old or more.
- Type of information required.
- What is your occupation/job?
- Where do you live? (country):

Thank you for having taken the time to fill this questionnaire.

vk.com/club154894262

A FEW TIPS TO BE A GOOD RECEPTIONIST

1. Dress professionally. Look neat and presentable.

2. Answer the phone politely with a standard greeting such as: Thank you for calling 'ZZZ' company. How may I help you?

3. Always smile when you answer the phone, you sound more cheerful when you speak. Do not keep people on hold for a long time.

4. For visitors who come to the front desk, greet them with a smile and a standard greeting such as: 'How may I help you?' Listen carefully to the name of the visitor and to the name of the person he is asking for.

5. Always be polite and friendly. Be respectful. Stay calm if someone is rude.

6. Organise your desk or area. Have phone numbers handy as well as a pad to write messages.

7. Give good directions. Know your neighbourhood and every place of interest in the area. Have brochures, maps ready to give to visitors.
1. Look at the first document and answer the questions in French.

   a. What sort of document is it? Who is it for? Who fills it in? What is it useful for?
   b. What are the different parts of this document? In your opinion which one is the most important? Why?
   c. What do they want to know about the people who fill in this questionnaire? Why?

2. Find the words which mean:

<table>
<thead>
<tr>
<th>a. temps d’attente</th>
<th>b. heures d’ouverture</th>
<th>c. disponibilité</th>
<th>d. locaux</th>
<th>e. réponse</th>
</tr>
</thead>
<tbody>
<tr>
<td>f. propreté</td>
<td>g. facilité</td>
<td>h. évaluation</td>
<td>i. précision</td>
<td>j. présentoir</td>
</tr>
</tbody>
</table>

3. Look at the last document and say which tip(s) correspond(s) to each picture:

4. Which tip seems the most important to you...and why?

5. Find the words which mean:

<table>
<thead>
<tr>
<th>a. salutation</th>
<th>b. propre / net</th>
<th>c. alentours</th>
<th>d. enjoué</th>
<th>e. bloc notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>f. bureau</td>
<td>g. en attente</td>
<td>h. impoli</td>
<td>i. plans</td>
<td>j. à portée de la main</td>
</tr>
</tbody>
</table>

---

**Writing**

Look carefully at the document on the first page of the unit and create a website for the firm of your choice.

You are going to find pictures or photos to present it and give information such as:

- A few catchphrases to draw people’s attention.
- The name, address, telephone number and e-mail.
- The opening hours.
- The main activities which can be of interest to visitors.
- Write a short text to explain the activities and what your offer.

(Look in the dictionary to find the words you need.)
Warming up

Look at the drawings and imagine what the situation is and what the receptionist says.

Listen to the dialogues and answer the questions:

1. Match each dialogue with a picture.
2. What does the visitor want in dialogue 1?
3. What does the receptionist give her?
4. What is the problem in dialogue 2?
5. What does the receptionist suggest?
6. What are the tourists looking for in dialogue 3?
7. What does the receptionist suggest?
8. What do they get? Why?
9. What does the woman want in dialogue 4?
10. How much is it?
11. What do the visitors want in dialogue 5?
12. What does the receptionist do? Why?
13. Where are they going to go?
14. What is the visitor looking for in dialogue 6?
15. What does the receptionist do?

ORAL EXPRESSION

Role play: You are going to have 2 conversations with your neighbour. In one of them you will play the part of a receptionist in a tourist office and in the other you will be the tourist.

Listen to the dialogues once more to get all the expressions you need and look for the words you don’t know in your dictionary.

Make use of the instructions below.

<table>
<thead>
<tr>
<th>Receptionist</th>
<th>Tourist</th>
<th>Receptionist</th>
<th>Tourist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salué, accueil</td>
<td>Répond</td>
<td>Salué, accueil</td>
<td>Répond et demande pour</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>réserver une chambre</td>
</tr>
<tr>
<td>Demande ce que veut</td>
<td>Les endroits à visiter dans</td>
<td>Propose un guide avec</td>
<td>Choisis un hôtel et</td>
</tr>
<tr>
<td>le visiteur</td>
<td>la région</td>
<td>différents hotels</td>
<td>demande de réserver</td>
</tr>
<tr>
<td>Propose différents</td>
<td>Demande si il y a les</td>
<td>Demande pour combien</td>
<td>2 adultes et 2 enfants.</td>
</tr>
<tr>
<td>prospectus</td>
<td>horaires</td>
<td>de personnes</td>
<td></td>
</tr>
<tr>
<td>Oui et indique où</td>
<td>Remercie</td>
<td>Demande de patienter et appelé</td>
<td></td>
</tr>
<tr>
<td>Propose une carte de</td>
<td>Demande le prix</td>
<td>Dit qu’il y a de la place</td>
<td></td>
</tr>
<tr>
<td>l’endroit</td>
<td></td>
<td></td>
<td>Demande où c’est</td>
</tr>
<tr>
<td>Dit que c’est gratuit</td>
<td>Remercie et</td>
<td>Indique le lieu</td>
<td>Remercie et salute</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Formule de politesse</td>
<td>Formule de politesse</td>
<td></td>
</tr>
</tbody>
</table>
Welcome to Temecula Hills Winery

Nestled high atop the hills in Temecula lies the furthest out winery in the Temecula Valley.

Intense, meticulous and an insatiable desire to make the best wine possible define proprietor/wine maker Stephen Andrews. With his wife Valerie by his side the team started Windy Ridge Cellars.

Our wine may be sampled at Oak Mountain Winery daily from 11:00 to 5:00.

Temecula Hills Wine Club Members enjoy exclusive updates and offers, and a variety of our select award-winning wine shipped directly to you four times per year.

For more information about Temecula Hills Winery please contact Steve or Valerie Andrews.

"For an adventure in wine tasting you can’t miss this winery"

Adapted from: Temecula Hills Winery, California
2006 Grenache

Very aromatic with lovely scents of cherry, plum with lavender and basil notes in the background. Flavours of bright raspberries and hints of oak with a bit of that Grenache pepper and spice in the mouth. A backbone of sweet red berries weaves through the medium bodied palate finishing with pleasant subtle soft tannins. Suggested pairings include roast fowl, lamb, and beef preparations, as well as flavourful cheeses and selected chocolate desserts.

750ml Retail : $26.00

2006 Tenacious

Our Rhone blend consisting of Grenache, Syrah, Mourvedre and Cinsaut. Grenache contributes alcohol, warmth and gentle juicy fruit while Syrah adds colour, backbone, tannins and soft ripe fruit and to the blend Mourvedre adds acidity and ripe spicy berry fruits. Its soft, spicy flavours and rich texture pair beautifully with hearty foods such as braised short ribs.

750 ml Retail : $26.00

Frisson - Our Sauvignon Blanc Sparkling Wine

Frisson means "An intense moment of excitement". Dry and crisp sparkling wine. Hint of lemon zest, great for any occasion.

THE CHARACTERISTICS OF A PRODUCT: THE IPAD... WHAT YOU CAN DO...

Introducing the iPad


Meet the iPad. the best way to bring all your media with you.
- Only 10 inches across
- Wifi with optional G service
- 2 usb ports + Mini Display Port
- OS X
- Multitasking with Exposé
- 8 hour battery
- Available with 32GB or 64GB of storage
COMPREHENSION

1. Read the texts about wine and answer the questions:
   a. What is the main characteristic of each wine? What do the 1st and the 2nd descriptions develop?
   b. 1st description: Find the following words:
   c. Which food can you pair this wine with?
   d. In the 2nd description find all the names of grapes. What does each one add to the blend?
   e. Why can you pair it with hearty foods?
   f. 3rd description: Which sentence tells about the type of wine, about its name, about when to drink it?

2. Read the advertisement about the iPad and answer the questions:
   a. Briefly describe this document. What does it inform you about? What is its aim? Who is it aimed at?
   b. Which characteristic seems interesting to you and why?

WRITING

Look carefully at the documents on this page and on the opposite page, then create a document to present a product of your choice. The people aimed at should get the right information and feel like buying it.

A FEW TIPS TO PRESENT AND HIGHLIGHT A PRODUCT

1. Think of the type of product you are going to present.
2. Think of the target, who it is aimed at.
3. Think of all the words (adjectives mainly) needed to highlight it.
4. Write about its use and about what to use it with.
5. Write about its advantages.
6. Be sure to write short sentences.
7. Make sure you draw people’s attention with the right words.
**ORAL COMPREHENSION**

**Selling a product**

**A FEW TIPS ON SELLING A PRODUCT**

1. Welcome and greet the customer.
2. Discover his / her needs and tastes.
3. Present the product, talk about its advantages.
4. Encourage questions and give answers.
5. Sum up argumentation and features.
6. Give the price and close the sale.
7. Wish the customer Goodbye.

**Warming up**

Read the tips above and for each one choose one of the sentences below to match.

a. You won't regret it, it makes life a lot easier.
b. How much do you want to spend?
c. Thanks for shopping at ..., see you again soon.
d. It's £27 with the discount, how would you like to pay?
e. Would you like more details about it?
f. Good morning Sir, can I help you?
g. This one is very popular at the moment and quite cheap as it is on special offer.

**Listen to the dialogues and answer the questions**

**DIALOGUE 1**

1. What does the customer want?
2. What sort of wine does he try?
3. Describe each wine he tastes.
4. How much is each wine?
5. Which wines does he buy? How many bottles?
6. What does the owner give him?

**DIALOGUE 2**

1. Why does the customer ask for help?
2. What sort of clippers does she want? Why?
3. What are the advantages of this pair?
4. How much are they?
5. Does the customer want something else?
6. Does the customer buy anything?

**ORAL EXPRESSION**

**Buying and selling**

You are going to have 2 conversations with your neighbour. In one of them you will play the part of a salesman / woman and in the other you will be the customer.

You will first decide which product you want to sell in each dialogue and find its advantages. Then read the sentences in the warming up again and listen to the dialogues once more to get all the expressions you need.

**Make use of the expressions below**

<table>
<thead>
<tr>
<th>Salesman / woman</th>
<th>Customer</th>
<th>Salesman / woman</th>
<th>Customer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salue, propose de l'aide.</td>
<td>Dit ce qu'il / elle cherche.</td>
<td>Salue, propose de l'aide.</td>
<td>Dit ce qu'il / elle cherche.</td>
</tr>
<tr>
<td>Demande d'autres renseignements.</td>
<td>Répond aux questions.</td>
<td>Demande d'autres renseignements.</td>
<td>Répond aux questions.</td>
</tr>
<tr>
<td>Présente des produits et argumente.</td>
<td>Dit qu'il / elle est intéressé(e) par 1.</td>
<td>Présente des produits et argumente.</td>
<td>Dit que 2 produits l'intéressent.</td>
</tr>
<tr>
<td>Donne le prix.</td>
<td>Trouve que c'est cher.</td>
<td>Donne les prix + promotion.</td>
<td>Est prêt à acheter.</td>
</tr>
<tr>
<td>Propose remise pour 2 achat.</td>
<td>Choixit de ne pas acheter.</td>
<td>Propose un autre achat, demande moyen de paiement.</td>
<td>N'a besoin de rien d'autre.</td>
</tr>
</tbody>
</table>

Paye par carte.
**WORDBANK**

**Nouns**
- amenities: installations / équipement
- bathroom: salle de bains
- bed and breakfast: chambre d'hôte
- a booking / a reservation: une réservation
- check-in desk: réception / accueil
- check-in time: heure d'arrivée
- check-out time: heure de départ
- double bedroom: chambre pour 2 personnes
- en suite rooms: chambres avec salles de bain

**Verbs**
- accept: accepter
- advise: conseiller
- be left: rester
- book: réserver
- call: appeler
- cancel: annuler
- charge: faire payer / prendre
- check: vérifier
- fill in: remplir
- need: avoir besoin de
- pay: payer
- require: avoir besoin de / demander
- serve: servir
- stay: rester
- welcome: accueillir

**Others**
- available: disponible
- cheap: bon marché
- expensive: cher
- included: compris
- private: privé
Quick description
On Princes Street, opposite the Scott Monument and National Gallery, Ramada Mount Royal has excellent location, a friendly atmosphere and views of Edinburgh Castle. Edinburgh Waverley Train Station is a 2-minute walk away. The dining room has stunning views and 24-hour room service.

Double Room - Twin Room - Room Price from £60
- Room facilities include a flat screen TV with satellite channels
- Telephone
- Bathroom Amenities
  - Toilet
  - Bathroom
  - Heating
  - Bath or Shower
  - Tea/Coffee Maker
  - Hair dryer
  - Wake Up Service/Alarm Clock
  - Trouser Press
  - Work Desk.
- Internet: Internet via TV is available in the hotel rooms and costs GBP 11.99 per 24 hours.

To : Ramada Edinburgh Mount Royal
From : Mrs and Mr Seak
Subject : Booking Sent: January 24th 2014

We would like to book a double room with a private bathroom for 2 nights, on February 1st and 2nd 2014. We look forward to your confirmation. Regards.
Nigel Seak

To : Ramada Edinburgh Mount Royal
From : Mrs and Mr Seak
Subject : Cancellation Sent: January 27th 2014

Thank you for your email of January 25th. We are sorry but we have to cancel our booking for the nights of 1st and 2nd February 2014. We apologise for the inconvenience caused. Regards.
Nigel Seak

Mrs Phillips
St Cleer Cornwall
Ref: Your inquiry

29th January 2014

Dear Mrs Phillips,

In reply to your letter of 23rd January 2014 we are pleased to send you the following information. We have 9 double rooms with private bathroom available for the nights of 11th and 12th March. The price (with the requested discount) is £58 per room and per night and this includes breakfast. We provide meeting rooms if necessary but we would be grateful if you could book in advance. If this offer suits you, could you please send us a 10% deposit with your confirmation. We look forward to your reply.

Yours faithfully,

M. Thompson (M. Thompson)
1 Read about Ramada Hotel and answer the questions:
a. Where is it situated? - How far is it from the station?
b. What type of rooms are available? - How much are they? - What is included in the price? - Is Internet free?

2 Find the words which mean:

<table>
<thead>
<tr>
<th>a. chambre à 2 lits</th>
<th>b. installations</th>
<th>c. écran plat</th>
<th>d. disponible</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. à 2 minutes à pied</td>
<td>f. réception</td>
<td>g. équipement</td>
<td>h. douche</td>
</tr>
<tr>
<td>i. chauffage</td>
<td>j. sèche cheveux</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 Read the e-mails and the letter then answer the questions:
a. What is each e-mail about? - Who is writing to whom? - What do they want in the 1st e-mail? - Translate the 2nd e-mail
b. What is the letter about? - Who is writing to whom? - Which information does he give? - How much is it? - What does the price include? - What should she book in advance? - What are the booking terms?

4 Translate the following words:

<table>
<thead>
<tr>
<th>a. Regards</th>
<th>b. your inquiry</th>
<th>c. in reply to</th>
<th>d. discount</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. provide</td>
<td>f. meeting rooms</td>
<td>g. suits you</td>
<td>h. deposit</td>
</tr>
</tbody>
</table>

WRITING

1 Write an e-mail to ask for information about Coombe Farm.
Vous voulez savoir si vous pouvez réserver 3 ou 4 chambres pour une semaine début juin, si les enfants peuvent partager les chambres des parents, quel est le prix, ce qui est compris dans le prix, si vous pouvez bénéficier d’une réduction, s’ils proposent des repas à midi, etc...

2 Read the leaflet about Coombe Farm and write a letter to reply to the e-mail asking for information about accommodation:
Look again at the letter on the opposite page and write your letter in the same way.
Warming up

You are in Wales with your friend and want to spend the 2 following nights in Llandudno. Think of all the questions you are going to ask in each hotel.

Listen to the first conversation and answer the questions:
1. Compare your questions with the questions asked.
2. What is the customer looking for?: a. type of room - b. dates - c. other details.

Listen to the three dialogues.
1. Give answers for each hotel when it’s possible:
2. What’s the customer’s name?
3. Give details about the hotel and the room she chooses:
   a. Which hotel does she choose? - b. Which room does she choose? - c. What’s the room number?
   d. Which floor is it on? - d. Where’s the lift? - e. When is reception open?

Listen again and find the receptionist’s sentences which mean:
   b. Le petit déjeuner pour 2 personnes est compris dans le prix.
   c. Désirez-vous une chambre pour une ou pour deux personnes?
   d. Je suis désolé, nous sommes complet.
   e. Désirez-vous une chambre avec bain ou avec douche?
   f. Nous avons 2 chambres disponibles, une qui donne sur la plage et l’autre sur le jardin.

ORAL COMPREHENSION

Booking a room

Role play: You are going to have 2 conversations with your neighbour. In one of them you will play the part of a receptionist in a hotel and in the other you will be the customer.
- When you play the role of the customer you choose the type of room you want and the length of your stay. You can ask any other questions about the hotel and the rooms.
- When you play the role of the receptionist you reply with the help of the information given. You can decide if a room is available or not or give extra details if necessary.

Information for the receptionist at the Wilton Hotel (you can add other details if you like):

- Twin room with full English breakfast. (2 adults) tea/coffee-making facilities. Sea view. Shower. £68
- Family room with full English breakfast. (2 adults 1 child) TV + tea/coffee-making facilities. Bath. £84
- Single room with full English breakfast. (1 adult) tea/coffee-making facilities. Sea view. Shower. £39
- Superior double room with full English breakfast. (2 adults) TV + tea/coffee-making facilities. Sea view. Shower. £75
- Family room with full English breakfast. (2 adults 2 children) TV + Sea view. Bath. £97
Welcome to the Wellpark Garden Centre website. Our business here has been established since 1969 and it is now in its 3rd generation of the same family. We are Orkney's premier garden centre situated in a prime location, only 3 minutes' walk from the centre of Kirkwall.

Our products
We have a large range of houseplants, outdoor shrubs, books & cards, giftware, homeware, water gardening, patio gardening, furniture, sheds & barbecues, seeds & bulbs, pet sundries, aquatics all available in our shop in Kirkwall which is open 7 days a week.

Expert Advice
Our staff are available with expert gardening advice on hand if you have any questions on plants so come and visit us and have a look around. We are open 7 days, all year round (closed Sundays in January), Mon - Sat 9-5pm, Suns 11-4.30pm and have disabled parking and access available.

We are members of the Horticultural Trades Association, a modern, leading-edge trade association representing the UK garden industry.

WORDBANK
A few words for a job in a garden center and for ordering goods

Nouns
- advice : conseil
- bulk order : commande en grosse quantité
- complaint :plainte
- delivery : livraison
- delivery time : délais de livraison
- furniture : meubles
- gardening : jardinage
- gifts : cadeaux
- goods : marchandises
- house plants : plantes d'intérieur
- invoice : facture
- item : article
- order form : bon de commande
- packing : emballage
- pets : animaux domestiques
- price list : tarif
- range : gamme
- sample : échantillon

seeds : semences
sheds : appentis
shipments : expédition
shrub : arbuste
sundries : articles divers
terms of sale : conditions de vente
tools : outil
warehouse : entrepôt
wares : marchandises

Verbs
- cancel : annuler
- cash : encaisser
- clean : nettoyer
deal with customers : s'occuper des clients
deliver : livrer
- dispatch : expédier
- grant : accorder
- include : inclure
- load : charger
- place an order : passer une commande
- put on display : mettre en rayons
- replace : remplacer
- sell : vendre
- ship : expédier
- tidy : ranger
- unload : décharger

Others
- available : disponible
- out of stock : en rupture de stock
- outdoor : extérieur
- overseas : à l'étranger
Please complete the form below for the items you wish to order. Send your completed form to us at the address shown and enclose a cheque payable to Appleeks for the Total to Pay.

<table>
<thead>
<tr>
<th>Order placed by:</th>
<th>Delivery address (if different)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name, address, postcode and phone number.</td>
<td>Name, address, postcode and phone number.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Price Each £</th>
<th>Number Required</th>
<th>Price Total £</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>X.XX</td>
<td>1</td>
<td>X.XX</td>
</tr>
</tbody>
</table>

POSTAGE AND PACKING

Send this completed order form with your cheque (payable to Appleeks) to:

Company Name and Address (see above)

Date: 
Signature:

---

To: Seeds and Bulbs Wholesalers
From: P. Thompson Wellpark Garden Centre
Subject: Our order xyz
Sent: January 24th 2014

Thanks for your catalogue and your samples. We are interested in Grass seeds, Lavendula seeds and Wild Flowers Mix. Are these items available for immediate delivery?
I look forward to your prompt reply. Regards,
P.T.
P. Thompson Purchasing Manager

---

Seeds & Bulbs Wholesalers
Crescent Rd, Croydon
February, 10th 2014

ref: our order xyz

Dear Sirs,

Following our telephone conversation of 3rd February, we place an order for 100 kg Lawns Grass seed (GPSO4CUK), and 50 kg Wild Flowers Mix (WMX2178R). We would like to remind you that this order must be delivered to us by February 27th 2014.
As agreed, we hope you will grant us the 10% reduction for bulk orders.
We look forward to your delivery.

Yours faithfully,

P. Thompson, Purchasing Manager

---

To: Seeds and Bulbs Wholesalers
From: P. Thompson Wellpark Garden Centre
Subject: Our Order xyz
Sent: February, 1st 2014

Thanks for your reply. Before we consider placing an order, let us know your terms of sale.
I look forward to your reply. Regards,
P.T.
P. Thompson Purchasing Manager
COMPREHENSION

1. Look at the first document and answer the questions:
   a. What sort of document is it? What do you send with it?
   b. Name in French the different parts you have to fill in.

2. Read the mails then find the words which mean:
   a. articles  b. conditions de vente  c. disponibles  d. échantillons
   e. livraison  f. passer commande  g. réponse  h. semences

3. Read the mails again and the letter and answer the questions:
   a. What are the mails about? Who is writing to whom? What do they want to know in each mail?
   b. What is the letter about? Who’s writing to whom? Why? When did they last get in touch?
   c. What does P. Thompson want? (2 answers)

4. Translate the following words into English:
   a. comme convenu  b. commande en gros  c. livré  d. suite à
   e. accorder  f. directeur des achats  g. rappeler  h. grossiste

WRITING

1. Write an e-mail to place an order for products of your choice.
   Vous avez reçu leur catalogue et êtes intéressé(e) par tel et tel produit. Vous leur demandez des précisions concernant la livraison et les remises pour commandes en gros.

2. Write an e-mail from Garden Centre Online to reply to the first one.
   Vous remerciez de l’intérêt pour vos produits. Avec l’aide de ce que vous avez vu dans cette unité, vous donnez les renseignements demandés concernant la livraison, les conditions de vente, la remise possible ...

3. Write a letter to place your order.
   Vous ferez une présentation complète de la lettre et vous vous assurez que toutes vos demandes sont bien respectées. Vous pouvez également créer un bon de commande à joindre à votre lettre.
An order on the phone

You want to send some flowers to a friend. You place your order on the phone. Imagine all the sentences you may need.

Listen to the dialogue and fill in the table below:

<table>
<thead>
<tr>
<th>Company called</th>
<th>Caller’s name</th>
<th>Delivery address</th>
<th>Order</th>
<th>Delivery time</th>
<th>Message</th>
</tr>
</thead>
</table>

Listen again and answer the questions:
1. Why does the man want to send flowers? What sort of flowers does he want to buy? Why?
2. How many flowers are there in a bouquet? How much is the bouquet? What does that include?
3. How does the man pay? Which information does he give?

Listen once more and find the sentences which mean:
1. J’aimerais commander des fleurs et les faire envoyer à ....
2. Celles-ci sont moins chères.
3. Cette semaine la livraison est comprise dans le prix.
5. Est-ce que c’est possible avant 2h00 de l’après-midi ?

Role play: You are going to have 2 conversations with your neighbour. In one of them you will play the part of a sales manager and in the other you will be the customer.
- When you play the role of the customer you choose the products and the number of items you want. You can ask other questions about prices, delivery times, terms of sale ...
- When you play the role of the sales manager you reply with the help of the information given. You should also think about delivery times, terms of sale...

Don’t forget to make use of some of the sentences you’ve heard in the conversation.
Welcome to Heath Road Day Nursery

We are a 38 place nursery catering for children aged from 3 months up to 5 years based in Clapham, London

About Heath Road Day Nursery

Children are grouped into three age categories:

- Babies: 3 months - 2 years
- Toddlers: 2 years - 3 years
- Pre-school: 3 years +

Each child is assigned a Key worker who will work closely with the child and their Parent/Guardian to ensure we are providing the best possible care for each individual child.

Contact Details

Heath Road Day Nursery UK
119 Heath Rd, Clapham,
London,
SW8 3BB
Tel: 0800 8 56 96 49

Opening Times

We are open from 8.00am – 6.00pm Monday to Friday for 50 weeks of the year. We are closed on Bank/Public Holidays and a compulsory week in July. We close for 3 staff training days within the year. Full time or part time sessions are available.

Wordbank

A few words to speak about a job in a day nursery

Verbs

assist : aider
change : changer
clean : nettoyer
enjoy : apprécier
entertain : divertir
feed : nourrir
maintain : entretenir
organise : organiser
play : jouer
prepare : préparer
provide : fournir
send to sleep : endormir
serve : servir
sing : chanter
supervise : superviser
tidy : ranger
wash : laver

Nouns

activities : animation
(baby’s) bottle : biberon
bedding : literie
care : soin
child minder : nounours
cleanliness : propreté
confidence : confiance
facilities : équipement
equipment : matériel
growth : croissance
health : santé
meal : repas
nappy : couche
need : besoin
nursery assistant : auxiliaire de puériculture
nursery nurse : puéricultrice
nursery rhymes : comptines
outfit : vêtement
safety : sécurité
skills : compétences
staff : personnel
team : équipe
toddler : bébé (qui fait ses premiers pas)
toy : jouet

eye

Others

caring : affectueux
cheerful : jovial
energetic : énergique
indoor : à l’intérieur
outdoor : à l’extérieur
patient : patient
understanding : compréhensif
At *Little Ones Day Nursery and Preschool* we offer a lot of activities such as painting, singing and dancing, cooking, reading stories, indoor and outdoor games, sports...

The location of the nursery is ideal for walks and children can explore the wider outdoor environment. In summer the children also go on day outings to the seaside.

Among the activities for preschool is the opportunity to attend regular water confidence lessons at the local Leisure Centre.

Within the nursery, children's activities and facilities are appropriate to the age of the children, with preschool children given access to computers and a whiteboard to facilitate learning.

All children have access to our sensory garden. A section of our large well equipped grounds stimulates the senses: smell, sound, texture etc. In addition we have two beds for children to plant flowers and vegetables. Children have free access to the garden to encourage their enjoyment of the outdoors.
COMPREHENSION

1. Look at the pictures and quote all the activities you know.
   What type of text is it? Where could you find it?

2. Read the text and answer the questions:
   a. What is each paragraph about?
   b. Read in more detail and pick all the activities mentioned. Which ones can’t you see in the pictures?
   c. What is ideal? Why? What do they do in summer?
   d. How do children experience their senses? Which ones do they experience? What else do they do in the garden?

3. Find the words which mean:

<table>
<thead>
<tr>
<th>intérieur (§1)</th>
<th>sorties (§2)</th>
<th>promenades (§2)</th>
<th>équipement (§4)</th>
<th>parterre (fleurs §5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>légumes (§5)</td>
<td>plaisir (§5)</td>
<td>tableau blanc (§4)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

WRITING

You are going to write about one activity you have already done or one you would like to do with young or even older children. Look in your dictionary for the words you don’t know.

1. First you explain what children are going to use, explore, learn or experience. (For example children use fine motor skills as they put stickers on a ladybird. They practise pouring when they cook...)

2. Then you specify which age group it is for.
   (For example babies, toddlers or pre-school.)

3. You list the material you need. (For example containers, craft paper, stickers, large sheets of paper, tape, paint, cans, sand, clay, CD player, books, balls, water, mattresses...)

4. Write about what you have to prepare. (For example get paints, brushes and water ready, tape paper to protect the tables, make children wash their hands, dress the children...)

5. Describe the activity itself.
   (what exactly they do and how they do it...)

6. Finally give your conclusion and your comments.
   (Explain what the difficulties are and what the children have enjoyed or may enjoy.)
Looking at the documents below, make sure you understand them and imagine your telephone conversation with PGL Customer Support Team to pre-book a school trip for your class.

PGL is the UK’s leading provider of school trips and children’s adventure holidays - offering outdoor education and adventures to children since 1957.

Barton Hall
With views across to the sea, Barton Hall offers accommodation in the main house and in en suite chalets.

**Pupils:** rooms sleep up to 4 and are en suite.

**Teachers:** en suite single or twin rooms with TV.

The facilities include an indoor activity zone, heated outdoor swimming pool, a newly built lake and classrooms.

**Activities:** 25 land based activities, canoeing and raft building, plus swimming and aquafun.

**How to book:** Call us on 0844 371 1220, our office is open Monday to Friday 8.30am - 5pm.

**Listen to the dialogue and answer the questions:**

1. Who's calling? What's her job? Why is she calling? Who answers the call? What's his job?

2. Fill in the form for Philip:

<table>
<thead>
<tr>
<th>name</th>
<th>school address</th>
<th>phone no</th>
<th>e-mail</th>
<th>type of trip</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. How long can you stay in the centre? Which days can you start your stay?

4. How much does it cost for the children? for the teachers? What does it include?

5. What is he going to send? What is his advice? Why?

**ORAL EXPRESSION**

**Giving information about an educational holiday.**

**Role play:** You are going to have 2 telephone conversations with your neighbour. In one of them you will play the part of a travel agent and in the other you will be the customer.

When you play the part of the customer you decide beforehand which questions you want to ask. When you are the travel agent you make use of the information given below and of the form above. Listen to the dialogues once more to get all the expressions you need.

**Beam House**

(Call us on 0844 371 1220 for information or to book)

Near Bideford in Devon, this centre offers an excellent range of activities - some at the centre and some on the nearby beaches.

All accommodation is in the main manor house. The rooms are multi-bedded - containing between 4 and 8 bunks. Showers and toilets are located near to the rooms.

Leaders have en suite rooms with 2 or 3 beds.

**Activities:** The centre provides 17 land-based activities including mountain biking, motorsports... Surfing and body boarding take place at the nearby surf school.

**Example of price:** 3 days in June: £179 per child + VAT

**Price includes:** Full board accommodation - Adventure activities - instruction and supervision - specialist equipment - evening entertainment - free places for teachers - insurance cover...

**Price doesn't include:** Travel to and from the centre.
Welcome to A. B. Landscapes

We are landscape gardeners operating in Leyburn but also execute work across Richmondshire and South Yorkshire. All customers are offered free quotations as standard.

A. B. Landscapes has been established since 1984. You can read a selection of client comments by clicking on the ‘Client References’ link on the menu.

We primarily concentrate on hard landscaping. Our areas of expertise include dry stone walling, landscaping, paving and patios, walling, and individually designed garden features.

To view a selection of our work or to see some of the many recommendations, please refer to the provided links.

WORDBANK
A few words for a job as a landscape gardener

Nouns

- bed : parterre/plate-bande
- border : bordure
- business : entreprise
- chemicals : produits chimiques
- clippers : sécateurs
- concrete : bétonnage
- contractor : entrepreneur
- customers : clients
- drainage : drainage
- drawing : dessin
- driveway : allée
- equipment : matériel
- estimate : devis
- facilities : équipement / infrastructure
- feature : caractéristique / élément
- fence : clôture
- fertilizer : engrais
- field : champ
- flower : fleur
- fountain : fontaine
- garden : jardin
- hand saw : scie égoïne
- hedge : haie
- irrigation : irrigation
- landscape : paysage
- landscape gardener : paysagiste
- landscaping : aménagement paysager
- lawn : pelouse
- lawn mower : tondeuse
- leaf (ves) : feuille(s)
- leaf blower : souffleur de feuilles
- lighting : éclairage
- maintenance : entretien
- park : parc
- paving : dallage
- playground : terrain de jeu
- pond : mare
- pruners : éleveur
- quotation : devis
- rake : râteau
- saw : scie
- shrub : arbuste
- soil : sol / terre
- stone : pierre
- tree : arbre
- upland : colline
- wall : mur

Verbs

- build : construire
- clean : nettoyer
- clear : défricher
- create : créer
- lay : poser
- lay out : aménager
- move : déplacer
- maintain : entretenir
- plant : planter
- prune : élaguer
- rake : retisser
- remove : enlever
- treat : traiter
- trim : tailler
- undertake : entreprendre
- weed : désherber
How to Start a Petrol Powered Lawnmower

1. Check your lawnmower to be sure that it has petrol and oil in it.
2. Press the primer button 3 to 5 times to begin pumping a little petrol into the engine. The button is generally black and rubber looking. It’s usually only necessary to use this button when the engine is cold.
3. Bring the two handles of the lawn mower together. They must be together in order to start the lawnmower.
4. Grasp the handle of the starter rope and pull it quickly and firmly.
5. To stop the engine let the handles go.

How to Replace Mower Blades

Disconnect the spark plug wire so no power will reach the lawn mower blade.

You will need to tilt your mower on its side. Make sure you tilt it so that the side with the air-filter faces up. This will keep the oil in its place.

Place a wood block in a corner to stop the blade from moving. Now loosen the bolt (or bolts) from the blade. There is either one or three bolts. Once it is off, clean the area to ensure it is free from dirt and rust.

Install new blade. Make sure it faces the same way the old one did. Tighten the bolts firmly. Remember to keep your blade sharp. A good sharp blade is better for your mower and grass.
**COMPREHENSION**

1. Read ‘How to start a petrol powered lawn mower’ and answer the questions:
   a. Find the words which mean (they are in bold letters): appuyer - arrêter - démarrer - lâcher - rapprocher - saisir - tirer - utiliser - vérifier.
   b. What must you check first to be sure you can start your lawnmower?
   c. What do you do to get some gas in the engine?
   d. Do you have to use this button all the time?
   e. What are the next 2 steps to start the lawnmower? How can you stop it?

2. Read ‘How to replace mower blades and change air filter’ and answer the questions:
   a. What is the warning given at the beginning?
   b. Find the words which mean (they are in bold letters): desserrer - garder - incliner - mettre - nettoyer - poser - s’assurer - serrer.
   c. When you tilt the lawn mower why should the air filter face up?
   d. Why is a wood block necessary? What must you pay attention to when you install the new blade?
   e. What is a sharp blade? Why is it better?

**WRITING**

Write instructions for use for a photocopier:
Look at the pictures, choose the words you need in the list below and use the imperative form: verb only or don’t + verb.

**Verbs**
- Check: vérifier
- Copy: photocopier
- Enlarge: agrandir
- Ensure: s’assurer
- Lift: soulever
- Lower: baisser
- Place / put: placer / mettre
- Plug: brancher
- Press: appuyer
- Reduce: réduire
- Select: sélectionner
- Take: prendre
- Turn on: allumer/mettre en marche

**Nouns**
- Black and white: noir et blanc
- Button: bouton
- Copy: photocopie
- Document feeder: chargeur
- Face down: côté (à copier) vers le bas
- Face up: côté (à copier) vers le haut
- Glass: vitre
- Lid: couvercle
- Power switch: bouton marche
- Tray: plateau
- Two-sided copies: photocopies recto verso
Warming up

Look at the pictures and match the following words with them:
computer - disconnect - enter - import - insert - mobile phone - plug-in hole - push - screen
- switch on - upload - USB cable - USB slot.

Listen to the dialogue and answer the questions:
1. Put the pictures and the words above in the correct order to fit the conversation.
2. Which department in the firm can help the caller?
3. Where in his phone must he insert the USB cable?
4. What will happen when he plugs the phone to the computer? What is written on the screen then?
5. What do you have to do to import the pictures? What do you do when it’s finished?

ORAL EXPRESSION

Giving a recipe

Role play: You are going to have 2 conversations with your neighbour. In one of them you will explain to your friend how to make one of your favourite recipes and in the other you will check what you have to do to carry out his/her recipe. Look for the ingredients you need in your dictionary and choose the words you need below.

<table>
<thead>
<tr>
<th>How to express quantities</th>
<th>Dishes and appliances</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>a kilo : un kilo</td>
<td>a bottle : une bouteille</td>
<td>add : ajouter</td>
</tr>
<tr>
<td>a pound (lb) : 450 grammes</td>
<td>a bowl : un saladier</td>
<td>bake : (faire) cuire</td>
</tr>
<tr>
<td>an ounce (oz) : 28 grammes</td>
<td>the cooker : la cuisinière</td>
<td>beat : battre</td>
</tr>
<tr>
<td>a litre : un litre</td>
<td>a dish : un plat</td>
<td>boil : bouillir</td>
</tr>
<tr>
<td>a pint : 55 centilitres</td>
<td>a frying pan : une poêle</td>
<td>butter : beurrer</td>
</tr>
<tr>
<td>a teaspoon : une cuillère à café</td>
<td>the oven : le four</td>
<td>chop : hacher</td>
</tr>
<tr>
<td>a tablespoon : une cuillère à soupe</td>
<td>a saucepan : une casseroles</td>
<td>cover : couvrir</td>
</tr>
<tr>
<td>a cup : une tasse</td>
<td>a tin : un moule</td>
<td>cut : couper</td>
</tr>
<tr>
<td>a pinch : une pincée</td>
<td></td>
<td>fry : frier</td>
</tr>
</tbody>
</table>

grill : griller
mix : mélanger
peel : peler
pre-heat : préchauffer
pour : verser
put : mettre
roast : rotir
rub : mélanger (avec les doigts)
serve : servir
slice : trancher
stir : remuer
whip : fouetter
Our aim at Coxwell Hall & Mews is to provide residents with a comfortable and elegant home. We want our residents to receive the highest standard of care, and maintain their personal level of independence.

**Activities**
- Arts and crafts
- Card & board games
- Shopping
- Entertainment
- Excursions
- Special events
- Various activities.

**Services**
- Chemist
- Chiropodist
- Dentist
- Hairdresser
- Laundry
- Library
- Newspapers & magazines
- Optician
- Own G.P.
- Religious services.

**Facilities**
- Day room
- Dining room
- Lift
- Lounge
- Nurse call system
- Own furniture and personal items allowed
- Private visiting room
- Single rooms
- Sun lounge
- Visiting hours
- Wheelchair access.

**Choice of menu**
- Daily change of menu
- Drinks available
- Snacks
- Special diet
- Vegetarian menu.

---

**Nouns**
- back : dos
- bed : lit
- bereaved : veuf
- blood pressure : pression artérielle
- care : soin
- care attendant : aide familiale
- chemist : pharmacien
- diet : régime
- disability : handicap
- disabled person : invalide / handicapé
- disease : maladie
- (on) duty : (de) service
- elderly people : personnes âgées
- health : santé
- hygiene : hygiène
- illness : maladie
- injury : blessure
- laundry : lessive
- level : niveau

**Verbs**
- advise : conseiller
- bathe : donner un bain
- carry : porter
- change : changer
- clean : nettoyer
- dress : (s')habiller
- entertain : divertir
- feed : nourrir
- get in / get out : entrer / sortir
- handle : manipuler / manier
- help / assist : aider
- lift : soulever
- maintain : garder
- monitor : surveiller
- move : déplacer / bouger
- prevent : empêcher
- provide : fournir
- serve : servir
- shave : raser
- take care : prendre soin
- wash :aver

---

**HYGIENE AND SAFETY**
HYGIENE

Hygiene is the practice of keeping yourself and your surroundings clean, especially in order to prevent illness or the spread of diseases.

One of the major goals of nurses and health care professionals is to provide people with a safe environment and to prevent the risk of catching an infectious disease. This is even more important when they work with elderly people.

PERSONAL HYGIENE

- Wear hair restraints at all times.
- Remove all jewelry, including rings, watches, bracelets, and earrings.
- Uniforms must be neat and clean.

Almost a third of accidents at work involve manual handling which generally means lifting, pushing or physically moving a load.

HOW TO LIFT CORRECTLY

- The wrong way to lift: Legs straight, back bent... this puts all the strain on the muscles of the back and can cause injury.
- The correct way to lift: Legs bent, back kept as straight as possible. Load close to body gripped at opposite corners.

Musculoskeletal Disorders (MSDs) are the most common kind of work-related illness in the UK and include problems like lower back pain, joint injuries and repetitive strain injuries.

MSDs can be caused by:

- Repetitive and heavy lifting.
- Bending and twisting.
- Working in an uncomfortable position.
- Using too much force.
- Working too long without breaks.
- Working in extreme conditions, too hot or too cold.
- Using defective or the wrong tools for the job.
1. Read the text about hygiene and answer the questions:
What is hygiene? Why is it important? What is one of the main aims of health care professionals? Give your point of view: Why is it even more important when professionals work with elderly people.

2. Look at the poster ‘When’:
What is the situation? What is the poster about? Explain what the 5 moments are.

3. Look at the 2 other documents about hygiene and find the words which mean:

<table>
<thead>
<tr>
<th>bagues</th>
<th>bijoux</th>
<th>boucles d’oreilles</th>
<th>colliers</th>
<th>doigts</th>
<th>enlever</th>
<th>faire mousser</th>
<th>frotter</th>
<th>montre</th>
</tr>
</thead>
<tbody>
<tr>
<td>mouiller</td>
<td>ongles</td>
<td>oublier</td>
<td>porter</td>
<td>résille</td>
<td>rincer</td>
<td>robinet</td>
<td>savonner</td>
<td>sécher</td>
</tr>
</tbody>
</table>

4. Look at the poster and answer the questions:
What happens when you don’t lift correctly? Which part of your body should be bent, should be straight when you lift correctly? How should you carry the load?

5. Read the text about MSDs and answer the questions:
What type of illness is it? Who can be affected by these disorders? In your job, what could cause such disorders? In which cases? What must you do to avoid them?

---

**Writing**

You are going to create a poster to remind staff about hygiene and safety in the workplace. Decide first where you work (regulations can be different when you work in a restaurant, in a hospital or on a farm for example). Then copy the table below and fill it in. You can add some illustrations. You can also choose to develop one or two points only.

<table>
<thead>
<tr>
<th>HYGIENE AND SAFETY</th>
<th>Mandatory signs: (should)</th>
<th>Prohibitive signs: (mustn’t)</th>
<th>Warning signs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal cleanliness:</td>
<td>What should be done, what mustn’t be done</td>
<td>helmet</td>
<td>Caution Slippery surface</td>
</tr>
<tr>
<td>Protective clothing and equipment:</td>
<td>What should be worn, what mustn’t be worn</td>
<td>goggles</td>
<td>Caution Mind your head</td>
</tr>
<tr>
<td>Cleaning the area and / or the equipment:</td>
<td>Products used, precautions, way of doing</td>
<td>gloves</td>
<td>Caution High voltage</td>
</tr>
<tr>
<td>Work practices, gestures:</td>
<td>What should be done, what mustn’t be done</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operating machinery:</td>
<td>Precautions, potential hazards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First aid, fire extinguisher:</td>
<td>Instructions, place</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Warming up

1. Look at the medical problems below and match them with their names.

- be ill
- have a bee sting
- have a cold
- have a headache
- have a stomachache
- have a toothache

2. Match 2 symptoms with each illness: (some can be used twice)
   a. cough
   b. fever
   c. itching
   d. nausea
   e. noise intolerance
   f. pain
   g. rash
   h. swelling
   i. sore throat
   j. vomiting.

3. What do you do when you have one of these medical problems? Choose the best solution(s):
   a. call the doctor
   b. go to the chemist’s
   c. go to the dentist’s
   d. lie in the dark
   e. put some ointment on
   f. stay in bed
   g. take some medicine
   h. take your temperature.

Listen to the first dialogue, answer the questions and fill in the grid:

How long has Mr Kent been ill? - What is the doctor’s conclusion? Why?
Why doesn’t he give him antibiotics? - How many tablets a day can he take?
What does the doctor advise him to do? - What does the doctor say in the end?

Listen to the second dialogue, answer the questions:

Where does it take place? - What is the problem? - Where is it?
What are the symptoms? - When did it happen? - Is it serious?
What does Mrs West get? - How should she use them?

At the doctor’s and at the chemist’s.

Role play:
You are going to have 2 conversations with your neighbour. In one of them you will play the part of a patient (you will have to decide what your illness is), and in the other one you will be either a doctor or a chemist.

<table>
<thead>
<tr>
<th>PATIENTS</th>
<th>DOCTOR OR CHEMIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe what’s wrong.</td>
<td>Ask questions to get more information about the problem.</td>
</tr>
<tr>
<td>Explain what is painful.</td>
<td>Check and give point of view.</td>
</tr>
<tr>
<td>Talk about one or two other symptoms.</td>
<td>Give some medicine, explain quantities and when to take it.</td>
</tr>
<tr>
<td>Ask how long.</td>
<td>Answer and give some advice.</td>
</tr>
<tr>
<td>Close conversation.</td>
<td>Greet patient.</td>
</tr>
</tbody>
</table>
**What will I study on the course?**

You will complete a minimum of 150 hours work experience and study a range of topics including:

- **Introduction to Horse Biology.**
- **Bathing, Grooming, Trimming & Plaiting.**
- **Horse behaviour and welfare.**
- **Introduction to riding horses.**
You will develop your riding skills safely at all paces on the flat and over simple jumps. You will also develop an understanding of what can affect a horse’s performance and how they should be ridden.
- **Feeding & watering horses / Handling horses.**
You will learn horse husbandry and the associated practical skills. You will also learn the signs of health and how they are monitored.

---

**WORDBANK**

**Nouns**
- back : dos
- behaviour : comportement
- boots : bottes
- breeder : élévateur
- canter : petit galop
- carb bit : morse de bride
- double bridle : bride
- fitting : installation / mise en place
- forehand : avant-main
- gaiter : gant
- heels down : talons bas
- headquarters : centre-ville
- hock : jarret
- hoof : sabot
- horsemanship / woman : cavalier / éleveuse
- horseman / woman : cavalier / éleveuse
- horse show : concours hippique
- husbandry : élevage / gestion agricole
- knee : genou
- mare : jument
- mouth : bouche
- neck : encolure
- on the flat : sur le plat
- pace : allure
- reins : rênes
- rising trot : trot levé
- saddle : selle
- saddle cloth : tapis de selle
- shoulder : épaule
- sitting trot : trot assis
- shire horse : cheval de trait
- skills : techniques / compétences
- snaffle : flûte
- spurs : éperons
- stable rug : couverture
- stallion : étalon
- stirrup : étrier
- storage : stockage
- trot : trot
- walk : pas
- welfare : bien-être
- whip : cravache
- withers : garrot

**Verbs**
- bathe : baigner / laver
- change hands : changer de mains
- clip : tondre
- close knees : soulever les genoux
- feed : nourrir
- groom : panser
- handle : manier / manœuvrer
- jump : sauter
- lean : se pencher
- lengthen : rallonger
- lower : baisser
- monitor : surveiller
- pull : tirer
- rein back : reculer
- ride : monter à cheval
- shorten : recourir
- slow down : ralentir
- straighten up : se redresser
- trim : tailler
- water : arroser

**Others**
- backwards : en arrière
- forwards : en avant

---

119
RENTING A VAN

LOC TRAILER HIRE

Our trailers are the latest Ifor Williams S10 and S11 models with front and rear unload with removable centre partitions. They can easily accommodate any equine from a tiny first pony to a Clydesdale (up to 17.2 hh).

LOC Horse Trailer Hire can hire you a trailer for a day, a week, a month or longer if needed.

<table>
<thead>
<tr>
<th>LOC Trailer hire fees</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>£45.00</td>
</tr>
<tr>
<td>Weekend</td>
<td>£70.00</td>
</tr>
<tr>
<td>Weekly</td>
<td>£115.00</td>
</tr>
<tr>
<td>Monthly</td>
<td>£250.00</td>
</tr>
</tbody>
</table>

Please contact us for availability: info@loctrailerhire.co.uk

SOUTH WALES SHIRE HORSE SOCIETY

ENTRY FORM

SHS SHOW: July 24th 2010

Name of horse or pony: ........................................
Name of rider: ...................................................
Name of owner: ..................................................
Breed number: ...................................................
Entry fee: ........................................................
Address, Pass and Numbers to be sent to: 
.................................................................
Tel. and mobile numbers: ....................................
I agree to abide by the show rules & regulations.
Signature: .........................................................
All cheques must be made payable to:
South Wales Shire Horse Society Show.

Return forms to Sec: Miss N Stevens,
3 St Peters Crescent, Peterstone, Cardiff, CF3 2TR

LOC TRAILER HIRE

To: Locktraillershire
From: S. Lemond
Subject: Trailer hire

Sent: February, 10th 2014

I have seen your advertisement and I would be interested in hiring a trailer for a fortnight, from March 1st to March 15th.

£115.00 is a weekly quote, I hope you will grant me a reduction if I hire the trailer for 2 weeks.

I would also like to know if insurance is included in the price.

I look forward to your reply. Regards.

S. Lemond
COMPREHENSION

1. Look at the poster and answer the questions:
What sort of event is it? When does it take place? How long does it last? What can you do and see? How much is it? What is free?

2. Read the entry form.
Why do you fill in such a form? What type of information do you give? What do you enclose with your form?

3. Read the advertisement for a horse trailer:
What are the advantages of their trailers? What can you say about the prices?

4. Read the e-mail:
What is the mail about? How long does Mr Lemond want to hire the trailer for? What are his requests?

WRITING

1. Write a letter to ask people to take part in a show or exhibition you are organising:
Choose the type of show or exhibition (it can be one of the shows below). Write a covering letter about: - the place and the price - what the enrolment deadline is (date limite d’inscription) - the advantages - what people have to do to rent a stall or take part in the show.
Try to convince people to take part.

2. Look at the information about the Ifor Williams 510 and write an e-mail to answer the one on the opposite page:
Thank them for their e-mail - Say you have a trailer available (specify which one) - Repeat the dates - Give the price with the discount - Ask for a 10% deposit - End of message.
Renting a van

Budget offers a wide range of vans and trucks for hire across the UK.

Book online or call our Reservation Centre on 0844 544 3412.
We have van hire locations at over 40 locations across the UK.

- The minimum age to rent a van is 25 years old.

Examples of our van hire range are shown below.

<table>
<thead>
<tr>
<th>Van group A</th>
<th>Van group B</th>
<th>Van group C</th>
<th>Van group E</th>
</tr>
</thead>
<tbody>
<tr>
<td>VW Caddy or similar</td>
<td>VW Transporter 1 Ton</td>
<td>VW Crafter Long Body</td>
<td>VW Crafter Body Box</td>
</tr>
<tr>
<td>LOAD SPACE</td>
<td>2.2 cubic meters</td>
<td>5.1 cubic meters</td>
<td>8.5 cubic meters</td>
</tr>
<tr>
<td>INTERIOR WIDTH</td>
<td>1.6 m.</td>
<td>1.7 m.</td>
<td>1.7 m.</td>
</tr>
<tr>
<td>INTERIOR LENGTH</td>
<td>1.8 m.</td>
<td>2.4 m.</td>
<td>3.2 m.</td>
</tr>
<tr>
<td>INTERIOR HEIGHT</td>
<td>1.0 m.</td>
<td>1.3 m.</td>
<td>1.9 m.</td>
</tr>
</tbody>
</table>

Warming up

- How can you reserve a van?
- Where can you find Budget Van Rental agencies?
- How old must you be to rent a van?
- What types of vans do they have?

Listen to the dialogues and answer the questions:

1 Fill in the form for the employee:

<table>
<thead>
<tr>
<th>Caller's name and address</th>
<th>Type of vehicle requested</th>
<th>Date of departure</th>
<th>Date of return</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time of return</td>
<td>Price</td>
<td>Deposit</td>
<td>Card number</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Why does J. Phillips call Budget agency? How long does she want to rent the van for? What is the problem?
3 What does the price include? What does she have to pay for? What means of identification does she need?
4 How many drivers can there be? What do the drivers need?

ORAL EXPRESSION

Renting a van.

Role play: You are going to have 2 telephone conversations with your neighbour. In one of them you will play the part of a car and van hire agency and in the other you will be the customer.

The employee must be ready to give information about the different vans available (see above). He / she will answer any questions and ask for all necessary information (see "fill in the form")

The customer doesn’t exactly know what type of van he needs. He / she will also answer all questions about dates, address, card number and ask questions about price, and what’s included in the price ...

Don’t forget to listen to the dialogues once more to get all the expressions you need.
**Beef cattle**
The UK beef herd is the second largest in Europe, after France.

**Dairy Farms**
The UK has the third largest dairy herd in the EU after France and Germany, and the largest average herd size.

**Sheep**
The UK has the largest sheep flock in the EU – over a quarter of the total EU flock.

**Cereals**
The UK is the third largest cereal producer in the EU after France and Germany.

**Farming In Europe**
The EU has 14 million farmers. The US has 2 million farmers. Since the Common Agricultural Policy (CAP) was established in 1962, the vast majority of support for farming has come from the European Union.

**SHARE (%) IN EU AGRICULTURE (2005)**

**Wordsbank**

**Nouns**
- acre
- agricultural holder
- animal husbandry / breeding
- barley
- barn
- breed
- brooder
- cattle
- cattle shed
- chemicals
- combine harvester
- commodities
- crop
- crop spraying
- dairy
- dairy cow
- developing country
- disease
- equipment
- facilities
- fallow land
- fertilizers
- field
- flock
- goat
- grain harvest
- grass silage fodder
- harrow
- harvest
- hay
- herd
- labour
- livestock
- maintenance
- maize
- meadow
- oat
- oilseed
- pasture
- owner
- plot of land
- plosh
- poultry
- producer
- rotovator
- stocks
- share
- sheep
- soil
- stable
- straw
- supply
- top soil
- trade
- trainer
- waterlogging
- wheat
- yield

**Verbs**
- apply
- breed
- clean
- feed
- graze
- grow
- harvest
- increase
- maintain
- manage
- milk
- plough
- provide
- rent
- shear
AGRICULTURAL TRADE IN THE EUROPEAN UNION

The EU is a major player in global agricultural trade as the biggest importer and second largest exporter of agricultural products.

SOME INCOTERMS

Before an importer (buyer) and exporter (seller) sign a contract, they must decide who is going to pay what.

When the term of contract is:

**EX W(orks):** The seller doesn’t pay for transport.

**F(ree)O(n)r(rail):** The seller pays for the transport of goods to a named railway station.

**F(ree) O(n)B(oard):** The seller pays for transport until the goods are loaded on to a ship.

**C ost)**I(nsurance)F(reight): The seller pays for transport until the goods have been delivered to a port in the buyer’s country.

**FRANCO:** The seller pays for the transport of goods to a place named by the buyer.

CEREALS and Co.
Barley Lane, St Wheat IP33 2NB UK

XYZ Inc.
Box 32 Huelva
Spain

Your ref: HP3
Our ref: CR/L
Order N° 0/7389

27th September 2013

Dear Sirs,

Thank you for the above order for 12 500 kg winter oat.

We note that the order must be shipped by 15th October and must be sent FOB Portsmouth. We enclose our commercial invoice. As soon as we receive notification that the credit has been opened, we will arrange for the shipment of the order. We look forward to hearing from you.

Yours faithfully,

Christopher Rentam
1 Look at the chart:
Which agricultural production in Europe is the most important? - Which one is the least important? Imagine what 'Other' (16.4%) corresponds to.

2 Read about agricultural trade in the European Union:
What is Europe’s rank as an agricultural importer and exporter?

3 Read the incoterms:
What do importers and exporters have to agree on before signing a contract? - What does the buyer pay for if the goods are FOR? - What does the importer pay for if the goods are EX WORKS?
Find the words which mean:

acheteur  charger  départ usine  franco à bord  fret  gare  livrer

4 Read the letter:
Who is the buyer? - Who is the seller? - What has the buyer ordered? - Is the importer going to pay for transport? Explain. - When will they ship the order?
Find the words which mean:

avis  avoine  commande  expédier  expédition  facture  joindre

1 Copy the invoice. Read the letter on the opposite page again. Fill in the invoice with the details given in the letter.

2 You are XYZ in Spain and you write an e-mail because you don’t agree with the terms of delivery (incoterms). You want the goods to be sent CIF Huelva for the same price.
Here are British coins and notes. Look at the exchange rate for your currency and say how much each coin or note is worth in your currency:

<table>
<thead>
<tr>
<th>Coins</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 p. (penny)</td>
<td>£5</td>
</tr>
<tr>
<td>2 p.</td>
<td>£10</td>
</tr>
<tr>
<td>5 p.</td>
<td>£20</td>
</tr>
<tr>
<td>10 p.</td>
<td>£50</td>
</tr>
<tr>
<td>20 p.</td>
<td></td>
</tr>
<tr>
<td>50 p.</td>
<td></td>
</tr>
<tr>
<td>£1</td>
<td></td>
</tr>
<tr>
<td>£2</td>
<td></td>
</tr>
</tbody>
</table>

Match the English words with their French translation:

- billet: cash
- encaisser: change
- frais: coin
- monnaie (devise): currency
- monnaie (petite): note
- pièce: rate of exchange
- reçu: receipt
- taux de change:

Listen to dialogue 1 and answer the questions:
What does the woman want? - What does she think of the exchange rate? - Why is she astonished?

Listen to dialogue 2 and answer the questions:
What document does the clerk want? - Where does the customer sign the document? - How does he want the money? - What does the customer say to ask about the exchange rate?

Listen again to both dialogues. Copy and complete the receipt for dialogue 1 and for dialogue 2:

<table>
<thead>
<tr>
<th>Mosaics Bank</th>
<th>Receipt 1</th>
<th>Receipt 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traveller's cheque or cash</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Currency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exchange rate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amount</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gross total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Net total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ORAL EXPRESSION**

**Role play:** You are going to have 2 conversations with your neighbour. In one of them you will play the part of a bank clerk in Great Britain and in the other you will be the customer. When you play the part of the customer you decide if you are customer 1 or 2. When you are the bank clerk you make use of the information given below.

Don’t forget to listen to the dialogues once more to get all the expressions you need.
St Mary's Hospital/Imperial College

The world famous St Mary's Hospital is located in the heart of Paddington and provides a wide range of general and specialist hospital services. The Trust's 3,600 staff provide care for people locally and from across the UK in the areas of specialist women's health, cancer, cardiology, children's services, dermatology, infection and immunity and robotic surgery.

We treat patients at every stage of life, from conception to care of the elderly – a total of more than 50 specialist services for both adults and children. The hospital has one of the lowest mortality rates in the UK - a key indicator of clinical quality - and a rich history of research.

St Mary's Hospital
Paddington NHS Trust
Praed Street
London W2 1NY
Telephone: 020 3312 6666

WORDBANK

A few words to speak about a job in a hospital

Nouns
- analysis: analyse
- blood pressure: tension artérielle
- care: soin
- diagnosis: diagnostic
- diet: régime
- disabled person: invalide/handicapé
- disease/illness: maladie
- dressing: pansement
- drip: goutte, à goutte
- drugs/medicines: médicaments
- duties: fonctions
- emergency: urgence
- examination: examen
- fever: fièvre
- first aid: premiers soins
- G(practitioner): médecin
- generalist
- health: santé
- injection: piqûre
- intravenous injection: injection intraveineuse
- medical record: dossier médical
- midwife: sage-femme
- nurse: infirmière
- nursing auxiliary: aide-soignante
- pain-killer: analgésique
- pulse: pouls
- recovery: guérison
- sore: écoulement
- stay: séjour
- support: soutien
- surgeon: chirurgien
- team: équipe
- temperature: température
- treatment: traitement
- wound/injury: blessure

Verbs
- ache: avoir mal
- administer: administrer
- advise: conseiller
- assess: évaluer
- assist: aider
- be allergic to: être allergique à
- bleed: saigner
- care for: prendre soin de
- check: vérifier
- collect: recueillir
- cough: tousser
- cure: guérir
- dress wounds: panser
- enhance: améliorer
- examine: assister/ examiner
- faint: s'évanouir
- feed: nourrir
- implement: exécuter
- monitor: contrôler
- prepare: préparer
- prescribe: prescrire
- provide: fournir
- set: mettre en place
- throw up: vomir
NURSING AUXILIARY

Job Reference : 249-INT-031117
Job Title : Nursing Auxiliary
Area of Work : Ampney
Employer : Great Western Hospitals NHS
Department : 249 Ampney Ward - SGS15
Location : Swindon
Salary : £13,653 to £16,753 pa
Job Type : Permanent
Staff Group : Additional Clinical Services
Working pattern : Full Time

You will work under the guidance and supervision of registered nursing staff. Previous experience is not essential but advantageous.

Juliet Oakley
101 High Street
Swindon, SN6 6AE
(123) 456 7890
j.oakley@xwz.com

Profile : Reliable - Team-worker - Helpful!
I am a hard working health care professional, highly motivated and committed, able to carry out the routine health care tasks required by patients.
I am looking for a challenging position of health care assistant in the Swindon area.

Skills :
• Able to provide all basic care to patient. Excellent hygiene skills.
• Good understanding of the concept of confidentiality.
• Good communication skills to work with medical staff and patients.

Academic education and training :
• Moving and handling training, Ferndale Campus Swindon Oct. to Dec. 2013
• First Aid Certificate, Ferndale Campus, Swindon May 2013
• Academic Qualifications NVQ (National Vocational Qualification) in Health and Social Care Ferndale Campus, Swindon 2011 - 2013
• A levels: Maths (B) English (B) Science (A) Headlands School, Swindon 2011

Professional experience :
• New Hall Hospital Salisbury Health care assistant (June to Oct. 2013)
  Serving of meals and cleaning up afterwards.
  Cleaning and tidying up examination rooms.
  Helping patients with toileting and hygiene.
  Attending staff meetings when required to.
  Measuring patients body temperature, pulse rate and respiration.
• Royal United Hospital Bath Health Care assistant trainee (Jan. to Mar. and June to Aug. 2012)
  Helped patients in shaving, bathing, dressing, feeding and simple wound care.
  Assisted patients in gaining confidence in the performance of their day-to-day self-care chores
  Made beds, maintained tidiness and cleanliness of areas and equipment as instructed.

Other interests :
• I know British sign language and I am a volunteer in a school for the deaf. I love walking.

Date of Birth: 15.11.1993
Marital status: Single
Nationality: British
Driving licence: Yes
COMPREHENSION

1. Read the job advert and answer the questions:
   What type of work is it? - Where is it? - How much will the applicant get? - Is it for a short period of time? - Does the applicant have to have experience? - Is it an interesting job?

2. Look at the cartoon and explain why the man is throwing so many CVs into the street.

3. Look at Juliet’s CV and answer the questions:
   What are the different parts of her CV about? What personal information do you get about Juliet? What is the aim of the first paragraph “Profile”? Do you think it is necessary? Why? / Why not? Which “Skills” does she put forward? Which one would you like to add? Read about her education and experience: What are the dates? In which order are they given? How long has she already worked? What pieces of information appear in italics? What other skills does she have? Do you think they are important for the job? In these 2 parts, find the words which mean:

<table>
<thead>
<tr>
<th>bouger</th>
<th>manipuler</th>
<th>stage</th>
<th>professionnel</th>
<th>santé</th>
<th>aide sociale</th>
</tr>
</thead>
<tbody>
<tr>
<td>repas</td>
<td>nettoyage</td>
<td>rangement</td>
<td>assister à</td>
<td>personnel</td>
<td>réunion</td>
</tr>
<tr>
<td>stagiaire</td>
<td>raser</td>
<td>habilier</td>
<td>nourrir</td>
<td>tâches</td>
<td>propreté</td>
</tr>
</tbody>
</table>

WRITING

Choose one of the job ads below or look for another one in a magazine. Then write a CV to e-mail to your future employer. You can present it in the way you want to but you must choose the right qualities and skills and talk about your education and work experience.

**PLANT AREA SALES PERSON**

- **Job ID:** 3938
- **Salary:** £7.00/hour
- **Location:** Northallerton, North Yorkshire
- **Job ref:** NAL/2281
- **Job Type:** Permanent
- **Hours:** 35 per week, 5 days, between 6am and 6pm.

**FORESTY WORKER**

- **Salary:** £7.00/hour
- **Location:** Usk, Wales
- **Contact:** Anna Morris
- **Telephone:** 07854131725
- **Address:** The Nurseries, Monmouthshire NP15 1TG

**RECEPTIONIST**

- **Salary:** Meets Nat Min Wage
- **Location:** Sunnyvale Holiday Park, CLWYD
- **Job ref:** RHY/48905
- **Job Type:** Temporary (J. J. A.)
- **Hours:** 16+ per week – 3 to 4 days a week - 9am-5pm

**FARM WORKER**

- **Salary:** £7.00 per hour
- **Location:** Kimmel Bay, RHYL
- **Job ref:** MIO/18496
- **Job Type:** Permanent
- **Hours:** 45 per week, Monday-Friday, 9am-6pm

**NURSERY NURSE**

- **Salary:** £6.00 per hour
- **Location:** Busy Bees Montessori Nursery School
- **Job ref:** MIO/18496
- **Job Type:** Permanent
- **Hours:** 45 per week, Monday-Friday, 9am-6pm

**Qualifications:** NVQ level 3 or equivalent qualified. Must be able to provide a high standard of care and education and to assist with the day-to-day running of the nursery.
A FEW TIPS FOR A JOB INTERVIEW

Find out about the company you want to work for.
Wear appropriate clothing.
Verify the time and place of the interview so that you can arrive ten to fifteen minutes early.
Wait until your interviewer sits down or offers you a seat before sitting.
Maintain appropriate eye contact. Control anxiety.
Do not chew gum or candy. Do not bring a cell phone into the interview.
Do not hesitate to say that you are highly interested in the position.
Always thank the interviewer for his/her time and courtesy.

Warming up

Read the tips above and say which ones are the most important in your opinion. Explain why.
Imagine which questions you are going to ask at an interview and which questions you can be asked.

Listen to the dialogue and answer the questions

*David has seen a job advertisement which interests him and he decides to phone to get more information about the job. He is going to be asked a few questions too.*

1. Listen to the conversation once and write all the details about the job. Then imagine and create an advertisement for this job.
2. Where did David see the advertisement?
3. Give personal information about David: name, age, place where he lives, other.
4. What are his qualifications?
5. What sort of work experience does he have? Give details ... Is it necessary to have experience for this job?
6. What will he bring to the interview? What time will it be?
7. What do the following days correspond to? Wednesday, Thursday, Friday.
8. Where will the interview take place? Who should he ask for?

ORAL EXPRESSION

Role play: You are going to conduct 2 interviews with your neighbour. In one of them you play the part of an employer and in the other you are the applicant.

First you create an advertisement for the job you would like to have and give it to each other.
Then you prepare the questions and answers you can give as an employer and as an applicant.
(Listen to the interview again to write down a few questions.)

<table>
<thead>
<tr>
<th>Employer's questions</th>
<th>Applicant's questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal details: name, age, address, driving licence, languages, others ...</td>
<td>Type of job: permanent/temporary, full time/part time</td>
</tr>
<tr>
<td>Qualifications and training</td>
<td>Tasks and skills required.</td>
</tr>
<tr>
<td>Work experience, training periods, odd jobs...</td>
<td>Working hours, working days, holidays.</td>
</tr>
<tr>
<td>Knowledge of the company, reasons for applying, motivation, skills.</td>
<td>Salary</td>
</tr>
</tbody>
</table>
1st conversation

P. Edwards: Sunshine Company, Good afternoon.
S. Pestell: Hello, this is Sally Pestell speaking, could I have extension 478 please?
PE: Hold the line please, the phone’s ringing… I’m sorry, there’s no reply. Do you want to leave a message?
SP: Can you ask Mr Griff to call me back?
PE: Certainly Mrs Pestell, can I have your number please?
SP: It’s 812341. Ask him to call me before 6 this evening.
PE: Right, you’ll be hearing from him. Goodbye.
SP: That’s fine, thanks very much. Goodbye.

2nd conversation

J. Stan: 7381109. Jane Stan speaking. What can I do for you?
E. Johnson: Hello, is Norman Craig in?
JS: I’ll put you through. Who’s calling?
EJ: Emily Johnson, he asked me to call him around 10.00 am.
JS: Hold on please Mrs Johnson. I’m afraid his line is busy at the moment. Shall I ask him to call you back?
EJ: Yes, but I must leave in one hour.
JS: There’s no problem, he’ll call you back in a few minutes. Your number is 01886123, isn’t it?
EJ: That’s right, thanks a lot. Goodbye.

3rd conversation

Gillian Werdale: Hello, Torpoint 98873455. Good morning.
Lucy Stark: Hello, I’d like to speak to Mrs Perkins please.
GW: I’ll check if she is here. No I’m sorry she is out, can I give her a message?
LS: Yes please. She said we could meet when I am in Plymouth. Can you tell her I’ll be around for 2 days.
GW: Fine. Can you spell your name?
LS: Lucy S.T.A.R.K. Do you know what time she’ll be back?
GW: She has an appointment here at 11.00. She should call you back around 10.30. Is that all right?
LS: Yes, that’s fine. Thanks for your help. Goodbye.
Hello, and welcome to Gorgie City Farm, an educational farm open for schools and groups. I am Emily Watson, farm employee and part time guide at the farm. I have been working here for two years now.

Gorgie educational farm opened its gates in 2003. At that time we didn’t have all the animals and buildings that you see now. We have been able to develop thanks to a local authority grant. We work closely with schools.

We are in the educational centre here. As I show you around, I’ll explain a few things about the everyday running of the farm and then you will be able to do the activities you have chosen.

We start early, at 6am. Obviously we have to feed the animals every day and clean their enclosures. We do that for all our animals, like the horses, sheep, and the ones we have staying temporarily in the pet lodge. As you can see we’ve got a few rabbits here at the moment.

We mustn’t forget milking time twice a day, for the cows and the goats – we even make our own goats’ cheese which you can buy on the produce stall.

Follow me this way please, ... here you can see the vegetable garden which we must weed regularly, and sometimes even water it if it hasn’t rained for a while.!!!

Does anybody have any questions?

... If you carry on that way, you’ll see the herb garden, and over there is the wildlife garden.

If you want a leaflet about upcoming events you can get it at the produce stall where you can also buy some of our fresh produce.

I’m sorry, I must run, it’s feeding time for the pigs. You can come and watch if you like.
1
Receptionist: Good morning Madam, can I help you?
Visitor: Good Morning I’d like some information about the activities around Liskeard.
R: What are you interested in? Activities for children, for adults or for families?
V: Activities for children.
R: Fine, here’s a leaflet with different activities for this month.
V: Thank you very much.
R: You’re welcome.

2
R: Good afternoon Sir, how may I help you?
V: Hello, I’d like a street map of Liskeard.
R: I’m afraid I haven’t got any left, sorry.
V: Never mind, I’ll manage.
R: I should get some tomorrow, if you can come back...
V: Yes, fine, thank you.

3
V: Excuse me!
R: Yes, can I help you?
V: We’re looking for a good restaurant, within walking distance.
R: Sure, you’ve got 3 different ones not far away: A pizzeria, a Chinese restaurant and the 3rd one which serves typical English food.
V: Can you explain where they are exactly?
R: When you go out, you turn right and take the first on the left. Look here’s a map. You can find them easily.
V: Great, thanks a lot.

4
R: Good evening Madam, can I help you?
V: Yes please, I’m looking for a book about the town.
R: Just a moment ... Here’s a nice one!
V: How much is it?
R: £4.80
V: OK, I’ll have it.
R: Anything else?
V: No, thanks.

5
R: Good afternoon, can I help you?
V: Yes, We’d like to book a room in a Bed and Breakfast for tonight.
R: How many are you?
V: Just the 2 of us.
R: Just a moment please, I’ll make sure there’s room available.

R: Yes, that’s fine. You can go to the Sunny Smile. It’s a very good one. Here’s a map, look!
V: It’s not very far, thank you very much.
R: Thanks for coming.

6
R: Good morning Sir, can I help you?
V: Hello, I’d like to know about the attractions in the area.
R: Certainly, come with me I’ll show you. All the leaflets are on this display unit, you can have a look and help yourself.
V: Thanks.
R: Have a nice day.
CONVERSATIONS  
UNIT 4  

Buying and selling

1. In a wine cellar

Wine Maker: Good evening Sir, would you like to try some of our wines?
Customer: Yes, please. Which one do you recommend?
WM: It depends, what are you looking for? White wine or red?
C: I don’t really know, both of them I suppose.
WM: Then we’ll start with white wine. I suggest this Chardonnay. You’ll note the pineapple flavour. There’s not too much acidity either.
C: Yes, I quite like it, I suppose you can drink it in summer before your meal?
WM: Yes certainly, it’s great with fish too.
C: How much is it?
WM: €4.50 a bottle.
C: Can I also try some red wine please.
WM: We have a nice one here, which is a little spicy with a rich texture. This is due to the Syrah which is mostly grown around here in the Rhone Valley.
C: Yes, it’s interesting.
WM: Maybe you’ll like this one best. It’s dark in colour with olive, plum and blackberry on the nose. It is well structured as well.
C: Yes, I really like this one. How long can I keep it?
WM: At least 10 years, probably more.
C: How much is it?
WM: €9.75 a bottle.
C: So I would like 6 bottles of Chardonnay and 12 of the last one I tasted.
WM: Certainly, Sir and we are pleased to offer you a bottle of our new Côtes du Rhone to drink with a barbecue for example.

2. In a Garden Centre

Sales assistant: Good morning Madam, can I help you?
Customer: Oh yes, please. I am looking for clippers and I can’t find them.
SA: This way please. There they are. What sort of clippers are you looking for?
C: Well you know I have to prune my shrubs and deadhead flowers. I need some which are reliable.
SA: Then I suggest these. The blades are resharpenable forged steel. You won’t have any problems with them. They are suitable for left and right hand use, too.
C: All right, how much are they?
SA: £27.30, they may be a little expensive but I’m sure you won’t regret it. They’re very good quality. Do you want anything else?
C: No, thanks. I’ll have these ones.
SA: How would you like to pay?
C: By card please.
Receptionist 1: Good morning Madam, can I help you?
Mrs Nightale: Hello, I'm looking for a twin room for tonight and tomorrow night.
Receptionist 1: So that's the 21st and the 22nd. Let me have a look. Yes that's fine.
Mrs N: Is it an en suite room?
R.1: Yes of course Madam.
Mrs N: How much is it per night?
R.1: £70 for a room with a view on the bay and £66 for the other rooms.
Mrs N: Is breakfast included?
R.1: Breakfast for 2 people is included in the price.
Mrs N: What about TV?
R.1: All our rooms have a TV set and there is a free wireless internet access.
Mrs N: That sounds nice. I'll just speak to my friend. Thank you very much.
R.1: You're welcome.

Receptionist 2: Good afternoon Madam, can I help you?
Mrs N: Yes please. Have you got rooms available for tonight and tomorrow night?
R.2: Would you like a double or a single room?
Mrs N: A twin room please with a private bathroom.
R.2: So that's for Friday and Saturday nights.
Mrs N: Yes that's right. How much is it?
R.2: £60 per night for 2 people, breakfast isn't included.
Mrs N: OK. Can I book then?
R.2: Well, I'm afraid we've only got a room available for tonight but not for Saturday night.
Mrs N: What about a double room then?
R.2: No, I'm sorry we're full.
Mrs N: Well, thanks anyway. Goodbye.
R.2: Goodbye Madam.

Receptionist 3: Good evening Madam. How may I help you?
Mrs N: I'd like to reserve a twin room for the next 2 nights.
R.3: Yes Madam, would you like a room with a bath or with a shower?
Mrs N: With a bathroom please.
R.3: We've got two rooms available. One which looks onto the beach and the other one onto the garden.
Mrs N: What's the price please?
R.3: Same price for each, £62 for 2 people, breakfast included.
Mrs N: I'd like the one with the sea view. Can I book now?
R.3: Certainly Madam. Can you tell me your name please?
Mrs N: Nightale, N.I.G.H.T.A.L.E.
R.3: All right Mrs Nightale. Your room is ready, it's number 45 on the fourth floor. The lift is on your left. Reception is open 24 hours a day. Have a nice evening.
Mrs N: Thank you.
Shop assistant: Hello, Interflora, Mrs Brown speaking. Can I help you?

Paul Parker: Hello, I’d like to order some flowers and have them sent to a friend.

SA: Fine, Sir. Do you know what kind of flowers you want?

PP: Well, I’m not sure, what can you suggest? It’s for a birthday.

SA: Is it for a man or a woman?

PP: A woman but I don’t think I want roses.

SA: Then I have a lovely selection with lilies, lisianthus and roses, all in pink shades.

PP: Haven’t you got anything more colourful?

SA: Certainly Sir, I have a nice bouquet of bright yellow sunflowers or another one with 10 lilac lisianthus.

These ones are less expensive.

PP: How much are the sunflowers please?

SA: £20.99 a dozen and this week delivery is included in the price.

PP: All right then, I’ll take those.

SA: So, I need the name and address of the person you want to send it to.

PP: Sally West, 37 South Lane, Bristol.

SA: Would you like to write something on the card?

PP: Well, erm, ‘Happy Birthday Sally, see you tonight, Love, Paul.’

SA: OK, now when should they arrive?

PP: Can it be before 2 in the afternoon?

SA: There’s no problem. How do you intend to pay?

PP: Can I pay by card? It’s a visa.

SA: Yes, what’s the number please?

PP: It’s PP1234987.

SA: All right, Mrs West will get a nice bouquet of sunflowers before 2 this afternoon. Thank you for calling Interflora. Goodbye.

PP: Goodbye.
PGL: PGL Head Office, Philip speaking, what can I do for you?

Sally Edwards: Sally Edwards speaking, I have just seen your brochure about trips for primary school children and I would like to get more details.

PGL: Certainly, are you a teacher?

SE: Yes, I teach at Torpoint Primary school. I teach 8-year-old children.

PGL: Which type of trip are you interested in?

SE: We are interested in the UK Adventure Trips... Multi-Activity courses?

PGL: Yes, that’s fine. Do you know which centre you would like to go to?

SE: We would like to go to Barton Hall in Devon. That would be in May.

PGL: Yes, it’s still possible in May. Do you know exactly when you intend to come?

SE: Around May 17th. How long can we stay?

PGL: You can stay 3, 4 or 5 days but you can’t start on a Tuesday. It has to be Monday, Wednesday or Friday.

SE: So we would come from May 16th to 20th. Can the children do all the activities mentioned in the brochure?

PGL: Of course they can, specialist equipment is included.

SE: Great. One more question please. Can you give me an idea of the price and what it includes?

PGL: How many children will there be?

SE: 24 children plus 3 teachers.

PGL: The price is £ 299 + VAT per child and it includes almost everything except the travel to and from the centre. It’s free for the teachers. Everything is written on the teacher’s guide I am going to send you.

SE: Fine.

PGL: Can I have your name, the school address, phone number and email please?

SE: Sally Edwards, Infant and Junior School, Alblon (A.L.B.I.O.N.) Road, Torpoint, Cornwall. The phone number is (04) 843590 and my mail is sally.edwards@mail.com

PGL: I’ll put the guide and a no obligation provisional booking form in the mail for you and advise you to fill it in to make sure you get the dates you want.

SE: I’ll do it. Thank you very much.

PGL: You’re welcome. Have a nice day.
Mobiles and More: Good morning, Mobiles and More, can I help you?

Caller: Yes. I bought the new xyz mobile phone from you last week and I don’t know how to import pictures to my computer.

MM: One moment please, I put you through to the After Sales department....

AS: After Sales. Can I help you?

C: Ah, good morning. I don’t know how to import pictures from my XYZ phone to my computer. I don’t really understand the instructions for use.

AS: All right, it’s very easy but you need a USB cable that fits the phone.

C: That’s fine I’ve got one.

AS: Is your computer near you? Have you got access to your computer?

C: Yes and I have my phone too.

AS: OK. Switch on your computer. Insert the smallest end of the USB cable into your phone. There’s a small plug-in hole on the side of your telephone.

C: Yes, I can see it.

AS: Now there’s a USB slot on one side of your computer. Push the end of the cable into the slot.

C: OK.

AS: Look for a window that will automatically pop up on your computer screen. It gives you the option to import pictures. Choose this option.

C: It’s written ‘Upload pictures’ and ‘Name’.

AS: Right, enter a name for the group of pictures you wish to import. Click ‘Next’. Wait as the pictures are uploaded from your phone into your computer.

C: Right, I’ve done that.

AS: Then click ‘Finish’. Disconnect the USB cable from both the computer and the phone. Go to the pictures file on your computer to view the pictures.

C: Yes, it works perfectly. Thank you very much for your help.

AS: You’re welcome. Have a nice day.
CONVERSATIONS UNIT 9

Hygiene and safety

Dialogue 1: At the doctor’s

Doctor: Good morning Mr Kent, sit down please.
Mr Kent: Thank you.
Dr: What can I do for you?
Mr K: Well I’m not very well, my head aches and I’ve got a sore throat.
Dr: I see, have you got a temperature?
Mr K: Yes, I think so, my body’s very painful.
Dr: How long have you been feeling unwell?
Mr K: Two or three days, it’s really bad now.
Dr: OK, let’s have a look... Your ears are fine. Can you open your mouth please? ... Yes, your throat is a little red... Your blood pressure is quite low. I suppose you don’t sleep very well.
Mr K: No, not really, it’s difficult because my nose gets blocked.
Dr: I think you’ve got a virus, there are a lot at the moment. So I’ll give you a spray for your nose and some paracetamol to lower your fever and for your headache. You should be able to sleep better. Antibiotics are useless for viruses.
Mr K: What about my sore throat?
Dr: You’ll take one of these tablets 3 times a day, when you get up, at midday and before going to bed.
Mr K: How long shall I take them?
Dr: As long as your throat is painful. It shouldn’t be too long if you can stay at home for one or two days and keep warm. Don’t forget to have a lot of hot drinks.
Mr K: All right. Goodbye.
Dr: Don’t forget your prescription, goodbye Mr Kent.

Dialogue 2: At the chemist’s

Chemist: Good afternoon Madam, can I help you?
Mrs West: Have you got anything for a sting?
C: What sort of sting is it? Can I see it?
Mrs W: It’s a bee sting. It’s on my arm, it itches a lot.
C: Yes, it is swollen. Is it painful?
Mrs W: Yes, it is and it’s getting worse.
C: When were you stung?
Mrs W: This morning, I thought it would disappear, but no!
C: It’s only a local reaction, so you shouldn’t worry too much. I’ll give you some ointment to put on the sting. It will improve quickly.
Mrs W: What about the itching?
C: You can have some antihistamine tablets. You can take one twice a day.
Mrs W: Thank you very much.
C: You’re welcome.
Budget employee: Budget Reservation Centre, can I help you?

Jenny Phillips: Jenny Phillips speaking. I’ve seen your advertisement and I would like to rent a van for 3 days next week.

BE: Certainly Madam, when exactly do you want to rent it?

JP: Is it possible on Thursday, Friday and Saturday?

BE: Yes it is, but you have to return the van either on Saturday at half past four in the afternoon or on Monday at 9 o’clock. Sorry, we are not open on Sunday.

JP: Then we’ll return it on Monday. Can you give me more information about the price please?

BE: Do you know what type of van you want?

JP: Is a van group B available?

BE: A van group B ... so that’s a VW Transporter, yes it’s OK. That’s £182 for 4 days.

JP: But I only need it 3 days!

BE: I know, anyway it’s about the same price.

JP: And what does that include?

BE: Everything, insurance, VAT and unlimited mileage...

JP: Unlimited mileage ... But I have to pay for my own petrol ...

BE: Yes, that’s right.

JP: What means of identification do I need?

BE: Just a driving licence.

JP: Can we have more than one driver?

BE: Sure, but they all have to be over 25 and have had a licence for over a year.

JP: Do I have to pay a deposit?

BE: Yes, the deposit for the hire is £50. You can pay with your credit card.

JP: Could I make a reservation for a van group B please?

BE: Certainly, what’s your name and address please?

JP: Jenny Phillips, St Cleer, Cornwall.

BE: And you want to get it next Thursday and keep it until the following Monday at 9 o’clock?

JP: Yes, that’s right.

BE: Can you give me your card number for the £50 deposit?

JP: Yes, hold on a minute please ... it’s 734829113.

BE: 734829113, fine your van is booked now. See you next Thursday. Goodbye Madam.

JP: Goodbye.
Dialogue 1

**Bank clerk:** Good morning Madam, can I help you?

**Customer:** Yes, I would like to change some Euros into Pounds please. I have got 350 Euros.

**BC:** All right Madam, the exchange rate today is 0.835, so that’s £292.35

**C:** It’s not much is it?

**BC:** Well the pound is high at the moment. How would you like the money? Do you want fifties?

**C:** No, can I have 10 twenties, 8 tens and 2 fives please.

**BC:** Fine, so that’s 200, 80, 90 and 35 pence.

**C:** But you said £292.35?

**BC:** Yes but there's a charge of 2 pounds. That’s the bank’s commission.

**C:** OK, thank you.

**BC:** Good bye Madam, have a nice day.

Dialogue 2

**Bank clerk:** Good afternoon Sir, Can I help you?

**Customer:** Yes please, I'd like to cash some exchange traveller’s cheques. How much is one dollar worth please?

**BC:** The current rate is £1 to 1.60 dollars.

**C:** OK, the cheque is for $200.

**BC:** May I see your passport please?

**C:** Here you are.

**BC:** Thank you. You’ll get £121 and 80 pence. There’s a £3.00 commission. Can you sign here please? Yes, at the bottom on the left... Here’s your receipt.

**C:** Thank you.

**BC:** How would you like the money?

**C:** I’d like a mix and some change too.

**BC:** So that will be one £50 note, one £20 note, £30 in tens, £10 in fives and £11 and 80 pence in change.

**C:** That’s great! Thanks a lot.

**BC:** You’re welcome. Anything else?

**C:** No thanks. Goodbye.

**BC:** Goodbye Sir.
Mrs Jones: Sunflower Garden Centre, How can I help you?
David: Good morning, I’m ringing about the advertisement in yesterday’s Telegraph for the job of Plant Area Sales Person. Can you give me some details please.
Mrs J: Yes, of course. As you can see it’s a full time job, 8.30 to 4.30 with half an hour for lunch. You have to work on Saturdays but not on Mondays. It’s a permanent job. A uniform and security boots are supplied.
D: Can you tell me what the salary is please?
Mrs J: £280 a week and there’s a two-week-trial period.
D: Is experience necessary?
Mrs J: Well, full time work experience is not necessary if you are the right person for the job. Can you tell me something about yourself and your qualifications?
D: My name is David Butterworth, I’m 21, I’ve got a driving licence too. I went to Agricultural College where I got my BTEC HND in Horticulture and Commerce.
Mrs J: Where do you live?
D: Not far away, I live in East Leach.
Mrs J: Have you got any experience?
D: I’ve done work placements in several garden centres and nurseries. The last one was my Saturday job in Lechlade Garden Centre. I looked after customers and also worked in the greenhouses. I can send you my CV if you want.
Mrs J: I’d like to arrange an interview, you can bring it with you then. Is it possible for you to come next Thursday?
D: Next Thursday? I am really sorry, I am busy, but I am free on Wednesday or on Friday.
Mrs J: Friday is fine, is it possible in the morning?
D: Yes, what time would be suitable?
Mrs J: 10.30 at the Garden Centre, ask for Mrs Jones
D: I look forward to seeing you goodbye.
Mrs J: Goodbye, see you on Thursday. Don’t forget to bring your CV.
## Irregular Verbs

<table>
<thead>
<tr>
<th>Infinitif</th>
<th>Prétérit</th>
<th>Participe Passé</th>
<th>Traduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>to be</td>
<td>was/were</td>
<td>been</td>
<td>être</td>
</tr>
<tr>
<td>to beat</td>
<td>beat</td>
<td>beaten</td>
<td>battre</td>
</tr>
<tr>
<td>to become</td>
<td>became</td>
<td>become</td>
<td>devenir</td>
</tr>
<tr>
<td>to begin</td>
<td>began</td>
<td>begun</td>
<td>commencer</td>
</tr>
<tr>
<td>to bet</td>
<td>bet</td>
<td>bet</td>
<td>parler</td>
</tr>
<tr>
<td>to bite</td>
<td>bit</td>
<td>bitten</td>
<td>mordre</td>
</tr>
<tr>
<td>to bleed</td>
<td>bled</td>
<td>bled</td>
<td>saligner</td>
</tr>
<tr>
<td>to blow</td>
<td>blew</td>
<td>blown</td>
<td>souffler</td>
</tr>
<tr>
<td>to break</td>
<td>broke</td>
<td>broken</td>
<td>casser</td>
</tr>
<tr>
<td>to breed</td>
<td>bred</td>
<td>bred</td>
<td>élever</td>
</tr>
<tr>
<td>to bring</td>
<td>brought</td>
<td>brought</td>
<td>apporter</td>
</tr>
<tr>
<td>to build</td>
<td>built</td>
<td>built</td>
<td>bâtir</td>
</tr>
<tr>
<td>to burn</td>
<td>burnt</td>
<td>burnt</td>
<td>brûler</td>
</tr>
<tr>
<td>to buy</td>
<td>bought</td>
<td>bought</td>
<td>acheter</td>
</tr>
<tr>
<td>to catch</td>
<td>caught</td>
<td>caught</td>
<td>attraper</td>
</tr>
<tr>
<td>to choose</td>
<td>chose</td>
<td>chosen</td>
<td>cholsir</td>
</tr>
<tr>
<td>to come</td>
<td>came</td>
<td>came</td>
<td>venir</td>
</tr>
<tr>
<td>to cost</td>
<td>cost</td>
<td>cost</td>
<td>coûter</td>
</tr>
<tr>
<td>to cut</td>
<td>cut</td>
<td>cut</td>
<td>couper</td>
</tr>
<tr>
<td>to dig</td>
<td>dug</td>
<td>dug</td>
<td>creuser</td>
</tr>
<tr>
<td>to do</td>
<td>did</td>
<td>done</td>
<td>faire</td>
</tr>
<tr>
<td>to draw</td>
<td>drew</td>
<td>drawn</td>
<td>tirer - dessiner</td>
</tr>
<tr>
<td>to dream</td>
<td>dreamt</td>
<td>dreamt</td>
<td>rêver</td>
</tr>
<tr>
<td>to drink</td>
<td>drank</td>
<td>drunk</td>
<td>boire</td>
</tr>
<tr>
<td>to drive</td>
<td>drove</td>
<td>driven</td>
<td>conduire</td>
</tr>
<tr>
<td>to eat</td>
<td>ate</td>
<td>eaten</td>
<td>manger</td>
</tr>
<tr>
<td>to fall</td>
<td>fell</td>
<td>fallen</td>
<td>tomber</td>
</tr>
<tr>
<td>to feed</td>
<td>fed</td>
<td>fed</td>
<td>nourrir</td>
</tr>
<tr>
<td>to feel</td>
<td>felt</td>
<td>felt</td>
<td>éprouver - ressentir</td>
</tr>
<tr>
<td>to fight</td>
<td>fought</td>
<td>fought</td>
<td>combattre</td>
</tr>
<tr>
<td>to find</td>
<td>found</td>
<td>found</td>
<td>trouver</td>
</tr>
<tr>
<td>to fly</td>
<td>flew</td>
<td>flown</td>
<td>voler (oiseau, avion)</td>
</tr>
<tr>
<td>to forget</td>
<td>forgot</td>
<td>forgotten</td>
<td>oublier</td>
</tr>
<tr>
<td>to freeze</td>
<td>froze</td>
<td>frozen</td>
<td>geler</td>
</tr>
<tr>
<td>to get</td>
<td>got</td>
<td>got/gotten</td>
<td>obtenir - avoir</td>
</tr>
<tr>
<td>to give</td>
<td>gave</td>
<td>given</td>
<td>donner</td>
</tr>
<tr>
<td>to go</td>
<td>went</td>
<td>gone</td>
<td>aller</td>
</tr>
<tr>
<td>to grow</td>
<td>grew</td>
<td>grown</td>
<td>pousser - faire pousser</td>
</tr>
<tr>
<td>to hang</td>
<td>hung</td>
<td>hung</td>
<td>suspendre, pendre</td>
</tr>
<tr>
<td>to have</td>
<td>had</td>
<td>had</td>
<td>avoir</td>
</tr>
<tr>
<td>to hear</td>
<td>heard</td>
<td>heard</td>
<td>entendre</td>
</tr>
<tr>
<td>to hide</td>
<td>hid</td>
<td>hidden</td>
<td>cacher</td>
</tr>
<tr>
<td>to hit</td>
<td>hit</td>
<td>hit</td>
<td>frapper</td>
</tr>
<tr>
<td>to hold</td>
<td>held</td>
<td>held</td>
<td>tenir</td>
</tr>
<tr>
<td>to hurt</td>
<td>hurt</td>
<td>hurt</td>
<td>blesser - faire mal</td>
</tr>
<tr>
<td>to keep</td>
<td>kept</td>
<td>kept</td>
<td>garder</td>
</tr>
<tr>
<td>to know</td>
<td>knew</td>
<td>known</td>
<td>connaître</td>
</tr>
<tr>
<td>to lay</td>
<td>laid</td>
<td>laid</td>
<td>poser</td>
</tr>
<tr>
<td>to lead</td>
<td>led</td>
<td>led</td>
<td>conduire</td>
</tr>
<tr>
<td>to learn</td>
<td>learnt</td>
<td>learnt</td>
<td>apprendre</td>
</tr>
<tr>
<td>to leave</td>
<td>left</td>
<td>left</td>
<td>laisser</td>
</tr>
<tr>
<td>to lend</td>
<td>lent</td>
<td>lent</td>
<td>prêter</td>
</tr>
<tr>
<td>Infinitif</td>
<td>Prétérit</td>
<td>Participe Passé</td>
<td>Traduction</td>
</tr>
<tr>
<td>----------------</td>
<td>----------</td>
<td>-----------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>to let</td>
<td>let</td>
<td>let</td>
<td>laisser - louer</td>
</tr>
<tr>
<td>to lie</td>
<td>lay</td>
<td>lain</td>
<td>être étendu</td>
</tr>
<tr>
<td>to light</td>
<td>lit</td>
<td>lit</td>
<td>allumer</td>
</tr>
<tr>
<td>to lose</td>
<td>lost</td>
<td>lost</td>
<td>perdre</td>
</tr>
<tr>
<td>to make</td>
<td>made</td>
<td>made</td>
<td>faire - fabriquer</td>
</tr>
<tr>
<td>to mean</td>
<td>meant</td>
<td>meant</td>
<td>signifier</td>
</tr>
<tr>
<td>to meet</td>
<td>met</td>
<td>met</td>
<td>rencontrer</td>
</tr>
<tr>
<td>to mow</td>
<td>mowed</td>
<td>mown</td>
<td>faucher - couper</td>
</tr>
<tr>
<td>to pay</td>
<td>paid</td>
<td>paid</td>
<td>payer</td>
</tr>
<tr>
<td>to put</td>
<td>put</td>
<td>put</td>
<td>mettre</td>
</tr>
<tr>
<td>to read</td>
<td>read</td>
<td>read</td>
<td>lire</td>
</tr>
<tr>
<td>to ride</td>
<td>rode</td>
<td>ridden</td>
<td>chevaucher</td>
</tr>
<tr>
<td>to ring</td>
<td>rang</td>
<td>rung</td>
<td>sonner</td>
</tr>
<tr>
<td>to rise</td>
<td>rose</td>
<td>risen</td>
<td>se lever</td>
</tr>
<tr>
<td>to run</td>
<td>ran</td>
<td>run</td>
<td>courir</td>
</tr>
<tr>
<td>to say</td>
<td>said</td>
<td>said</td>
<td>dire</td>
</tr>
<tr>
<td>to see</td>
<td>saw</td>
<td>seen</td>
<td>voir</td>
</tr>
<tr>
<td>to sell</td>
<td>sold</td>
<td>sold</td>
<td>vendre</td>
</tr>
<tr>
<td>to send</td>
<td>sent</td>
<td>sent</td>
<td>envoyer</td>
</tr>
<tr>
<td>to set</td>
<td>set</td>
<td>set</td>
<td>placer</td>
</tr>
<tr>
<td>to shake</td>
<td>shook</td>
<td>shaken</td>
<td>secouer</td>
</tr>
<tr>
<td>to show</td>
<td>showed</td>
<td>shown</td>
<td>montrer</td>
</tr>
<tr>
<td>to shut</td>
<td>shut</td>
<td>shut</td>
<td>fermer</td>
</tr>
<tr>
<td>to sing</td>
<td>sang</td>
<td>sung</td>
<td>chanter</td>
</tr>
<tr>
<td>to sit</td>
<td>sat</td>
<td>sat</td>
<td>être assis</td>
</tr>
<tr>
<td>to sleep</td>
<td>slept</td>
<td>slept</td>
<td>dormir</td>
</tr>
<tr>
<td>to smell</td>
<td>smelt/smelled</td>
<td>smelt/smelled</td>
<td>sentir</td>
</tr>
<tr>
<td>to speak</td>
<td>spoke</td>
<td>spoken</td>
<td>parler</td>
</tr>
<tr>
<td>to spell</td>
<td>spelt</td>
<td>spelt</td>
<td>épeler</td>
</tr>
<tr>
<td>to spend</td>
<td>spent</td>
<td>spent</td>
<td>dépenser - passer du temps</td>
</tr>
<tr>
<td>to spoil</td>
<td>spoilt</td>
<td>spoilt</td>
<td>gâter</td>
</tr>
<tr>
<td>to spread</td>
<td>spread</td>
<td>spread</td>
<td>étendre</td>
</tr>
<tr>
<td>to stand</td>
<td>stood</td>
<td>stood</td>
<td>se tenir debout</td>
</tr>
<tr>
<td>to steal</td>
<td>stole</td>
<td>stolen</td>
<td>dérober - voler</td>
</tr>
<tr>
<td>to stick</td>
<td>stalk</td>
<td>stalk</td>
<td>puer</td>
</tr>
<tr>
<td>to strike</td>
<td>struck</td>
<td>struck</td>
<td>tropper</td>
</tr>
<tr>
<td>to swear</td>
<td>swore</td>
<td>sworn</td>
<td>jurer</td>
</tr>
<tr>
<td>to sweep</td>
<td>swept</td>
<td>swept</td>
<td>balayer</td>
</tr>
<tr>
<td>to swim</td>
<td>swam</td>
<td>swum</td>
<td>nager</td>
</tr>
<tr>
<td>to swing</td>
<td>swung</td>
<td>swung</td>
<td>balancer</td>
</tr>
<tr>
<td>to take</td>
<td>took</td>
<td>taken</td>
<td>prendre</td>
</tr>
<tr>
<td>to teach</td>
<td>taught</td>
<td>taught</td>
<td>enseigner</td>
</tr>
<tr>
<td>to tell</td>
<td>told</td>
<td>told</td>
<td>dire - raconter</td>
</tr>
<tr>
<td>to think</td>
<td>thought</td>
<td>thought</td>
<td>penser</td>
</tr>
<tr>
<td>to throw</td>
<td>threw</td>
<td>thrown</td>
<td>jeter</td>
</tr>
<tr>
<td>to understand</td>
<td>understood</td>
<td>understood</td>
<td>comprendre</td>
</tr>
<tr>
<td>to upset</td>
<td>upset</td>
<td>upset</td>
<td>renverser - contrarier</td>
</tr>
<tr>
<td>to wear</td>
<td>wore</td>
<td>worn</td>
<td>porter - user</td>
</tr>
<tr>
<td>to weep</td>
<td>wept</td>
<td>wept</td>
<td>pleurer</td>
</tr>
<tr>
<td>to win</td>
<td>won</td>
<td>won</td>
<td>gagner</td>
</tr>
<tr>
<td>to withdraw</td>
<td>withdrew</td>
<td>withdrawn</td>
<td>(se) retirer</td>
</tr>
<tr>
<td>to write</td>
<td>wrote</td>
<td>written</td>
<td>écrire</td>
</tr>
</tbody>
</table>
A
abandonner 35
abattre 27, 35, 45
abreuver 119
abri 21, 63
abus 33
accepter 99
accorder 103
accueillir 57, 91, 99
acidité 95
additif 27, 29
administrer 127
adventice 87
affectueux 107
affinage 95
agent d'accueil 91
agneau 45
agréable 51
aide familiale 115
aide humanitaire 21
aider 91, 107, 115, 127
aide sociale 63
aide soignant(e) 115, 127
aîné 63
alcool 95
aliments industriels transformés 45
allée 111
allégé 27
allergique à (être) 127
allumer 69
allure 119
améliorer 11, 27, 63, 127
aménagement paysager 111
aménager 111
amitié 53
amphétamines 15
amusant 51
analgésique 127
analyse 127
animation 107
animaux de la ferme 35
animaux domestiques 35, 103
animaux sauvages 35
année 39
annuler 99, 103
appartenir à 57
appeler 99
appentis 103
apprécié 107
approvisionnement 123
approvisionner 9
arbre 87, 111
arbuste 87, 103, 111
argile 87
arôme 27, 29, 95
arranger un rendez-vous 61
arrêter de 15
arrière (en) 119
arrière-main 119
arrosage 123
arroser 87
article 91, 103
articles divers 103
ascenseur 115
assemblage 95

B
assembler 95
atelier d'exploitation 11
attirant / sexy 51
attirer les ennuis (s') 53
attirer / leurrer 15
attraper 39
au delà de 63
augmenter 15, 63, 69, 123
ausculter 127
autant de - que 17
auxiliaire de puériculture 107
avant (en) 119
avant-main 119
avoir 53
avertir 53
avertissement 15
aviser 95
avoine 123
avoir besoin de 15, 99
avoir besoin de / demander 99
avoir du goût 27
avoir mal 127
azo 87

C
cabosse 13
cadeaux 103
cafards 27
caisse 87
carnon 45
cancer 29
cancérogène 15
capacités 107
capiteux 95
caractéristique 111
carriage 45
carton 63
catastrophe 21
cavalier / être 119
cave 95
caviste 95
centrale électrique 69
centrale nucléaire 69
centre de désintoxication 15
centre de vétérinaire 91
cépage 95
cercle vicieux 63
céphalée 29
cerveau 15
chaise roulante 39, 115
chaleur 69
chambre d'hôtel 99
chambre libre 99
chambre pour 2 personnes 99
chambre pour une personne 99
chambres 95
chambres avec salles de bain 99
champ 45, 111, 123
chances (avoir droit aux mêmes) 57
chance 87
changer 107, 115
changer de mains 119
chanter 107
charbon 99
charger 103
charpentier qui a du corps/corsé 95
charrier 123
chaussier 35
chaud (très) 69
chauffage 87
chaudourage 87
cheptel 123
cher 11, 69, 99
cheval de trait 119
chèvre 123
chirurgie 33
chirurgien 127
choix 53
chômage 63
classer 91

bourgeon 87
bouture 87
branche 87
bride 119
brutaliser 57
bulbe 87
but 91
but / objectif 63
<table>
<thead>
<tr>
<th>Page 148</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Index</strong></td>
</tr>
<tr>
<td>envie (forte) 15</td>
</tr>
<tr>
<td>éclat 15</td>
</tr>
<tr>
<td>éclatante 15</td>
</tr>
<tr>
<td>éclatant 15</td>
</tr>
<tr>
<td>éclaté 15</td>
</tr>
<tr>
<td>épandre (le fumier) 123</td>
</tr>
<tr>
<td>épauler 119</td>
</tr>
<tr>
<td>éperons 119</td>
</tr>
<tr>
<td>épicé 95</td>
</tr>
<tr>
<td>équilibré 95</td>
</tr>
<tr>
<td>équilibré 27</td>
</tr>
<tr>
<td>équilibrer 9</td>
</tr>
<tr>
<td>équipement 39, 107, 115, 127</td>
</tr>
<tr>
<td>équipement 107, 111, 123</td>
</tr>
<tr>
<td>équipement 39</td>
</tr>
<tr>
<td>équitables 11</td>
</tr>
<tr>
<td>esclave 57</td>
</tr>
<tr>
<td>espace vert 87</td>
</tr>
<tr>
<td>espèces 27</td>
</tr>
<tr>
<td>essayer 17</td>
</tr>
<tr>
<td>étable 123</td>
</tr>
<tr>
<td>étalon 119</td>
</tr>
<tr>
<td>étendre 69</td>
</tr>
<tr>
<td>ethnique 57</td>
</tr>
<tr>
<td>étagère 39</td>
</tr>
<tr>
<td>étagée 39</td>
</tr>
<tr>
<td>étagées 39</td>
</tr>
<tr>
<td>étagées (les) 39</td>
</tr>
<tr>
<td>étagée 39</td>
</tr>
<tr>
<td>étagées (les) 39</td>
</tr>
<tr>
<td>étagée 39</td>
</tr>
<tr>
<td>étagées 39</td>
</tr>
<tr>
<td>étagées (les) 39</td>
</tr>
<tr>
<td>étagée 39</td>
</tr>
<tr>
<td>étagées 39</td>
</tr>
<tr>
<td>étagées (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
<tr>
<td>étagé 39</td>
</tr>
<tr>
<td>étagés 39</td>
</tr>
<tr>
<td>étagés (les) 39</td>
</tr>
</tbody>
</table>
irrigation goutte à goutte 87

J

jachère 123
jardin 111
jardinerie 103
jarret 119
jeu 39
jeune plant 87
jogging (faire du) 39
joindre les 2 bouts 63
jouer 39, 107
jouet 107
journal / agenda 91
journaux à sensation 55
jument 119
juré 51, 53
juste 11, 57
justice 57

L

label 9
labourer 123
laiterie 123
laitiers (produits) 27
langue 91
lapin 33
la plupart 17
laver 107, 115, 119
légume 27, 29
léser quelqu'un 57
lessive 115
liberté 51, 53
libre 57
literie 107, 115
livraison 103
liver 103
logement 63
lois 17
louer 63, 123
lutte 57
lutte biologique 87

M

maigre 95
main d'œuvre 123
mais 123
maison de retraite 115
mal (faire) 33, 35
mal à l'aïse 51
maladie 15
maladie 15, 21, 29, 33, 63, 87, 111, 115, 123, 127
maladie cardiaque 27, 29
maladie de la vache folle 27
maladie due au tabac 15
mal à l'aïse 61
mal (faire) 39
maîtriser 35, 57
mammifère 33
mangé (avoir trop) 27
manger 35
manier 115, 119
manifestation 33
manifeste[r] 21, 33
manipuler 115
manœuvrer 119
manquer 63
manquer 63
maquiage 33
marchandises 103, 123
marcher 87
mari 111
marquer (un but, un point) 39
matériel 39, 107, 111, 123
maturité 95
mauvais traitement 27
médecin généraliste 127
médicament 33, 127
mélange de (se) 63
mélange/assemble 95
même 33
menace 15
menacer 57
mensonge 99
mentir 21, 63
mendier 63
mépriser 57, 63
mettre en place 127
mettre en rayons 103
meules 103
mignon 33
militaire 21
métier 95
mineur 55
mise en place 119
mode 33, 57, 58
modifier 27
moissonner 123
moissonneuse bateau 123
mouchoir 69, 91
mourir (à cheval / à vélo) 39, 119
moulin 27
mouleur 55
mûre en place 119
mûre en place 119
mot 87
mouche (petite) 87
moulin à ruisseau 95
mouton 123
moyenne 15
moyens 21
moyens de (avoir les) 63
muette (ici, idiot) 51
multiplication 87
mur 111
mur 45, 95
niveau 69, 115
niveau d'alcool dans le sang 15
niveau de vie 63
nocif 17
nourrir 107
nourrir 35, 37, 55, 107, 115, 119, 123, 127
nourriture biologique 29
nourriture cuisinée maison 29
nourriture (des types de) 29
nourriture génétiquement modifiée 27
nourriture industrielle 29
nourriture mauvaise pour la santé 27
nu 33

O

obésité 29
occupé 51
occuper de (s') 33, 35, 55
occuper des clients (s') 103
œnotologie 95
œuf 29
ombrer 87
ordinateur 91
ordure 63
organisation caritative 21
organisation humanitaire 21
organisation non gouvernementale 21
organiser 91, 107
orner 123
oublier 17
ouragan 69
ours 35
outillage 87
outils 103
overdose 15

P

païs 123
papier (faire) 27, 123
panneau 69, 119
pansement 127
pansement 119, 127
parc 111
parc 112
parc de loisir 69
parcours 45
paresseux 51, 53
parfum 95
parfum 95
part 123
partager 21
parterre 111
pas 119
passer un test 33
patient 107
patin à glace (faire du) 39
patrimoine génétique 27
pâturage 123
pauvre 21
payer 99
pays 45
paysage 111
paysagiste 111
pays en voie de développement 123
peau 33, 57
pelouse 111
Index

prendre conscience (faire) 9
prendre la fournure 35
prendre position contre 33
prendre soin 115
prendre soin de 127
préparer 107, 127
prescrire 127
presque 17
pression 15
pression artérielle 115
pression du groupe 17
prêt à l'emploi 45
prévenir 51, 53
prime 9
privé 99
producteur 9, 123
produire 11
produire / éléver 27
produits chimiques 29, 33, 69, 111, 123
produits laitiers 29
promouvoir 63
propriétaire 123
propriétaire d'esclaves 53
prospectus 91
protéger 35
protège-tibia 39
puéricultrice 107
puissant 95
puits de sondage 9
pulvérisation agricole 123
punaise 87
punition 53
putain 33
quantité 15
quitter 51, 53
race 123
raccourcir 119
ravageur 87
ralentir 119
réception / accueillir 99
réchauffement climatique 69
recherche 15
récolte 87, 123
récupérer / fouiller 63
redresser (se) 119
rendre 99
renard 33
rencontre 91
rennes 119
renouvelable 69
repas 107, 115
repiquer 87
répondre au téléphone 91
reposer sur 33
réservation 99
réservations (faire des) 91
réserver 91, 99
résoudre 91
respecter 51
responsable 51
ressentir 53
restaurer 45, 91, 99
retour 33
réussir (qui) 15
réveil téléphonique 99
révéler 21
revend 91, 63
rиск 27
risques pour la santé 15
riz 29
robe 95
rouge à lèvres 33
rougeole 33
rupture de stock (en) 103
sable 87
sabot 119
sage femme 127
saigner 127
sain / en bonne santé 27
salaires 11
sale 33
salle 27
salle de bains 99
saluer, accueillir 91
sang 33
sans abris 21
santé 17, 63, 107, 115, 127
saoul 17
saouler (se) 15
sardine 123
satisfaisant 63
sauter 39, 119
sauvage 33
sauver 33, 35, 69
sauver 33
saveur 95
achève d’imprimer : septembre 2014

Ce manuel a été réalisé en juin 2014 dans le cadre de la convention de coopération signée entre l’APECITA et le ministère de l’Agriculture et de l’Agroalimentaire.

Éditeur : Docéo Éditions
Mise en page et illustrations : Michaël SANCHEZ

Docéo Éditions - 1 route annexe du môle 1-2 / CE 102 - 92631 GENNEVILLIERS