



*Exercices
d'entraînement
–
Corrigés*

Unité 5

U5 A – Going around London city

Comprehension – Part 1.

a. Match the beginning of the sentence with its appropriate ending.

1. Cathy and Amy can see all the city *from London Eye*.
2. A big crowd is *watching the parade*.
3. Trooping the Colour is *to celebrate Queen Elizabeth's birthday*.
4. We can't attend the ceremony *because we haven't got tickets*.
5. We can reach The Mall *if we are quick enough*.

b. Answer the following questions.

1. Where can Cathy and Amy go to see the Queen? *They can go to The Mall.*
2. How does the Queen move towards Buckingham Palace? *The Queen moves towards Buckingham Palace in her carriage.*
3. What does the Queen do after the parade? *She appears on the balcony with all the family.*
4. Which river must Cathy and Amy go over? *They must go over the river Thames.*

Comprehension – Part 2.

a. Match the beginning of the sentence with its appropriate ending.







1. What about a snack, *I'm hungry*.
2. We can go shopping *I need some presents*.
3. Where is Oxford Street, *we'd like to shop*.
4. Let's ask *the way to Selfridges*.
5. Why don't you *buy a typical present*?

b. Answer the following questions.

1. Where did Cathy and Amy have lunch? *They had lunch at the Sandwich Centre in Pall Mall.*
2. Why does Cathy want to go to a big store? *She wants to buy presents to her friends and family.*
3. How far is Selfridges from the corner of New Bond Street? *It is four hundred meters away.*
4. What presents did Amy suggest? *She suggested a mug with baby Charlotte on it and a pencil with a crown.*

Exercise 1.






Read the text again and find the phrases which correspond to the following directions.

					
go past/ walk past	turn right	go straight	go/walk down	turn left	go/walk up

Exercise 2.

Look at the symbols and find the appropriate place. Ecris le nom de l'endroit correspondant au symbole.

a stadium – a hospital – a cinema – a supermarket – a bank – a fast food restaurant – a hotel
a post office – a swimming pool – a police station – a train station – a youth hostel – a pharmacy –
the tourist office – a shoe shop – a book shop – a library – a car park – a sports centre

€..£..\$					
a bank	a fast food restaurant	a police station	a train station	a post office	a car park

Exercise 3.





Find the place you need.

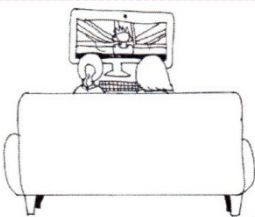



- | | |
|---------------------------------------|--|
| ○ I need a new pair of shoes. | → Go to a shoe shop . |
| ○ I want to take the train to London. | → Go to the train station . |
| ○ We want to post a letter. | → Go to the post office . |
| ○ We're hungry. | → Go to a fast food restaurant/the restaurant . |
| ○ I want to park my car. | → Go to a car park . |
| ○ I want to get some money. | → Go to the bank . |
| ○ We need some aspirin. | → Go to a pharmacy . |
| ○ I need to buy a book. | → Don't go to a library go to a book shop . |
| ○ I need a room for tonight. | → Don't go to a hotel go to a youth hostel it's cheaper. |

Exercise 4.

Write the following prepositions under the corresponding illustration.

in – under – between – near – behind – in front of – next to – on – at

			
➤ He is sitting behind her.	➤ The book is on the floor.	➤ She is sitting next to her friend.	➤ The pot is between the girls.

			
➤ She is sitting near her friend.	➤ The cinema is in the city.	➤ He is sitting in front of the computer	➤ The bag is under the desk.

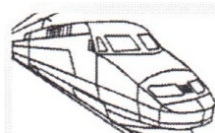
Prépositions dynamiques.

- Ces prépositions indiquent-elles :
- | |
|---|
| <input type="checkbox"/> une position |
| <input checked="" type="checkbox"/> un mouvement / un déplacement ? |

Exercise 5.

Write the following prepositions under the corresponding illustration.

past – towards – over – down – up – into – out of – from – to – through – round



The train goes **from** Paris **to** London.



She's putting the flower **into** the pot.



Going **up** the stairs.



Going **down** the stairs.



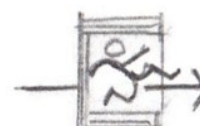
He's going **over** the bridge



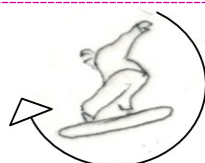
He's running **past** the bank.



He's jumping **out of** the box.



He's running **through** the gate.



He's turning **round**



He's running **towards** the poles.

Exercise 6.

Complete with the correct preposition.

round – into – at – to – near – in front of – towards – past – out of

This morning I wanted to go **to** the sports club, I walked **past** a CD shop, I stopped **in front of** the music shop and I decided to go **into** the shop to buy my favourite band's CD.

There wasn't my favourite song, so I said "thanks" and I went **out of** the shop.

I turned **round** the corner of the street and I arrived **at** the club. I headed **towards** my locker, my friend was just **near** his locker waiting for me.

The imperative – Observe 1.

- Utilises-tu ces formes verbales pour :
- ☐ proposer quelque chose à quelqu'un ?
 - ☒ demander / dire à quelqu'un de faire quelque chose ?

Exercise 7.

1. Demande à ton ami(e) de t'appeler ce soir. **Call me this evening/tonight.**
2. Dis-lui de venir à la maison. **Come home.**
3. Demande-lui de ne pas oublier le cadeau d'Amy. **Don't forget Amy's present.**
4. Dis-lui d'écouter la chanson de Bars and Melody. **Listen to Bars and Melody's song.**
5. Demande-lui de t'attendre près du cinéma. **Wait for me near the cinema.**
6. Dis-lui de ne pas être en retard. **Don't be late.**
7. Dis-lui de ne pas s'inquiéter. **Don't worry.**

The imperative – Observe 2.

1.	a. Nous essaierons.
	b. Nous allons essayer.
	c. Essayons.

2.	a. Allons au Sandwich Centre.
	b. Nous allons au Sandwich...
	c. Nous irons au Sandwich Centre.

3.	a. Nous allons demander le chemin...
	b. Demandons le chemin...
	c. Nous demanderons le chemin...

Exercise 8.

Translate the sentences.

1. Allons au parc ! **Let's go to the park!**
2. C'est loin, prenons le bus ! **It's far, let's take the bus!**
3. Il fait chaud, prenons une glace ! **It's hot, let's have an ice cream!**
4. Jouons au tennis. **Let's play tennis.**
5. Allons au cinéma ce weekend. **Let's go to the cinema this week end.**
6. Non, nous avons un test, travaillons ensemble. **No, we have got a test, let's work together.**

Polite requests.

- Comment traduis-tu cette phrase ?
 - ☐ Indiquez-nous le chemin.
 - ☒ Pourriez-vous nous indiquer le chemin ?

Exercise 9.

Change the sentences into polite requests.

1. Give me the book. **Could you give me the book, please?**
2. Tell us a story. **Could you tell us a story, please?**
3. Speak slowly! **Could you speak slowly, please?**
4. Stop laughing! **Could you stop laughing, please?**

Suggesting.

- Utilises-tu ces formes verbales pour :
 - ☒ proposer/ suggérer quelque chose à quelqu'un ?
 - ☐ demander / dire à quelqu'un de faire quelque chose ?

Exercise 10.

Complete the sentences in two different ways.

watch / a Sci-Fi film	<ul style="list-style-type: none"> ○ What about watching a Sci-Fi film? ○ What about a Sci-Fi film?
have / a party on Saturday?	<ul style="list-style-type: none"> ○ What about having a party on Saturday? ○ How about a party on Saturday?

Exercise 11.

Translate the sentences.

1. Why don't we go to Harrods's? **Pourquoi n'allons-nous pas à Harrods's ?**
2. Why don't you come with me? **Pourquoi ne viens-tu pas avec moi ?**
3. Pourquoi ne prends-tu pas ce t-shirt ? **Why don't you take this t-shirt?**
4. Pourquoi n'allons-nous pas chez Selfridge's ? **Why don't we go to Selfridges?**

Exercise 12.

Suggest an idea and give your friend's answer. Use different expressions.

○ Friend: I'm thirsty.

You: **Why don't you drink water? / What about having a drink? / How about a drink?**

Friend: **OK, let's have some lemonade.**

○ Friend: I'm hot.

You: **Why don't you open the window? / What about going to the swimming pool? How about.....?**

Friend: **Why not? Let's take our swim suits.**

○ Friend: I'm cold.

You: **Why don't you wear a sweater? / What about wearing a pullover? / How about a warm hoodie?**

Friend: **Good idea!**

Exercise 13.

Write a dialogue between you and your friend. Use the elements given in the grid.

I: What about going to **an Indian restaurant?**

My friend: I don't like Indian cuisine, it's **too hot!**

I: How **about an Italian restaurant?**

My friend: **Good idea, I like Italian cuisine.**

I: **What about spaghetti?**

My friend: **No, thanks, I prefer cannelloni.**

I: **How about cannelloni with mushrooms?**

My friend: **I'd love to, but I don't like mushrooms!**

I: **Why don't you have/take cannelloni with meat?**

My friend: **Yes, why not, I like meat.**

U5 B – Heading to the zoo

Comprehension – True / False.

- | | TRUE | FALSE |
|---|-------------------------------------|-------------------------------------|
| 1. Cathy and Amy went to the zoo yesterday. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. Amy only loves tigers, leopards and pandas. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 3. A few endangered animals are extinct. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. Poachers are people who protect animals. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 5. Hunting endangered animals is legal. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 6. Some actors and actresses collect money to help animals. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 7. Carnivorous species eat a lot of meat. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 8. Man isn't responsible for animals extinction | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Comprehension – Answer the following questions.

1. What are Cathy and Amy visiting today? **They are visiting London Zoo.**
2. How big is that place? **It is an enormous place with a lot of space.**
3. What is their feeling about animals? **They feel concerned.**
4. Why are they so worried? **Because some species become extinct.**
5. Who works for the preservation of endangered animals? **A few foundations, film and music stars and many countries work for the preservation of endangered animals.**
6. What do they do? (give a few examples) **raise a lot of money/ create natural reserves/ put electronic chips/ reintroduce a few elephants into forests**
7. How do scientists help? **They work to protect tropical forests.**
8. Where and when does the race take place? **It takes place in London in September.**

Exercise 14.

Find in the grid twelve names of endangered animals in the world.

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

1. gorilla
2. bear
3. whale
4. tiger
5. penguin
6. dolphin

7. elephant
8. turtle
9. lion
10. panda
11. leopard
12. chimpanzee

Exercise 15.

Match the English with its French equivalent.

1. actually
2. unfortunately
3. twice a day
4. what a shame!
5. ecofriendly
6. feel concerned
7. become extinct
8. protect from
9. track
10. take care



- a. deux fois par jour
- b. respectueux de l'environnement
- c. quelle honte ! C'est déplorable !
- d. en fait / en réalité
- e. malheureusement
- f. prendre soin
- g. protéger contre
- h. pister
- i. se sentir préoccupé
- j. être en voie de disparition

Exercise 16.

Put these animals in the right column. You can add some more if you wish.

Mammals	Reptiles	Fish	Birds	Insects
- a rabbit	- a snake	- a sardine	- a duck	- a bee
- a cow	- a crocodile	- a piranha	- a penguin	- a ladybird
- a kangaroo	- a lizard	- a shark	- an eagle	- a butterfly
- a squirrel	- a turtle		- a swan	

Exercise 17.

Which animal is carnivorous and which is herbivorous?

Carnivorous		Herbivorous	
- a wolf	- a jaguar	- a camel	- a hippo
- a fox	- a lynx	- a giraffe	- a rhino
- a lion	- a hyena	- a dromedary	- a bison
- a grizzly bear	- a polar bear	- a buffalo	- a deer

Building adjectives.

Find in the text five adjectives ending in "ous".

1. enormous
2. fabulous
3. carnivorous
4. herbivorous
5. dangerous

Exercise 18.

a. Here are three nouns, find the adjectives. Voici 3 noms. Trouve les adjectifs dérivés de ces noms.

1. mystery: *mysterious*

2. poison: *poisonous*

3. fury: *furious*

Tu remarqueras que le "y" a été changé en "i"

b. Try to build adjectives with the following nouns. Essaie de trouver les adjectifs dérivés de ces noms.

1. curiosity: *curious*

2. jealousy: *jealous*

3. glory: *glorious*

c. Translate the following adjectives. Traduis les adjectifs suivants.

1. délicieux/délicieuse : *delicious*

2. malicieux/malicieuse : *malicious*

3. superstitieux : *superstitious*

Exercise 19.

Here are other uncountable nouns.

Air bread butter corn cotton electricity fish fruit fun glass gold hair happiness homework ice information

air – bread – butter – corn – cotton – electricity – fish – fruit – fun – glass – gold – hair – happiness – homework – ice – information

Juice love luggage metal milk money music paper pasta peace plastic pollution progress rain rice

juice – love – luggage – metal – milk – money – music – paper – peace – plastic – pollution – progress – rain – rice

Salad sand sea seafood smoke snow tea traffic trouble water wind wood wool

salad – sand – sea – seafood – smoke – snow – tea – traffic – trouble – water – wind – wool

Exercise 20.

Make correct sentences.

- **There aren't any** kangaroos in Africa.
- **There are no** kangaroos in Africa.
- **Are there any** kangaroos in Africa?

- **There is some** grass in prairies.
- **There isn't any** grass in polar regions.
- **There is no** grass in polar regions.
- **Is there any** grass in prairies?

- **There are some** eggs in the bird's nest.
- **There aren't any** eggs in the bird's nest.
- **There are no** eggs in the bird's nest.
- **Are there any** eggs in the bird's nest?

Exercise 21.

Read these sentences and write the opposite. Use: *some*, *any* or *no*.

1. There aren't any fabulous animals in that zoo.

There are ***some fabulous animals in that zoo.***

2. Zookeepers give some food to animals.

Zookeepers ***give no food to animals.***

Zookeepers ***don't give any food to animals.***

3. We have no information about the Chinese panda and its baby.

We have ***some information about the Chinese panda and its baby.***

4. There are some bananas left for the chimpanzees.

There **aren't any bananas left for the chimpanzees.**

There **no bananas left for the chimpanzees.**

A lot of / Many / Much.

o Coche la bonne réponse :

- | | | |
|----------------------------------|---|---|
| ✓ Many est utilisé avec un nom : | <input checked="" type="checkbox"/> dénombrable | <input type="checkbox"/> indénombrable |
| ✓ Much est utilisé avec un nom : | <input type="checkbox"/> dénombrable | <input checked="" type="checkbox"/> indénombrable |

Exercise 22.

Complete with: **many, much or a lot of.**

- o There is **a lot of** space in that zoo, but there aren't **many** carnivorous animals, so zookeepers don't need **much** meat to feed them.
- o So, what sort of food do they eat? Do they need **much** fruit and **many** veggies?
- o Giraffes and koalas eat **a lot of** leaves from the trees, pandas eat **a lot of** bamboos.

A few / A little.

o Coche la bonne réponse :

- | | | |
|---|---|---|
| ✓ A few est utilisé avec un nom : | <input checked="" type="checkbox"/> dénombrable | <input type="checkbox"/> indénombrable |
| ✓ A little est utilisé avec un nom : | <input type="checkbox"/> dénombrable | <input checked="" type="checkbox"/> indénombrable |

o Comment traduis-tu les phrases **a.** et **c.** ?

a. Ils réintroduisent quelques éléphants dans les forêts. (Quelques savants travaillent pour protéger les forêts tropicales.)

c. Elles ont seulement un peu de temps. (... et juste un peu de nourriture pour manger.)

Exercise 23.

Write **a few or a little to complete the sentences.**

1. Did you like your trip? I could only stay a week in England, so I spent **a few** days in London.
2. Do you have friends there? Yes, I have. I could meet **a few** friends.
3. I was sad because I spent **a little** time with them, just **a few** minutes with Alan and Tim.
4. Did you have fun? Yes, we had time to visit **a few** museums.
There was **little** traffic in the streets.
5. Did you buy **a few** presents for your family and friends? Yes, I did, but I only had **a little** money to spend.

Exercise 24.

Complete the dialogue with: **a lot of – many – much – a few – a little**

At the pet shop

A: I want a pet for my daughter.

B: We haven't got **many** dogs, only **a few** Dalmatians.

A: How many Dalmatians have you got?

A: Oh, no! We must take them out for a walk and we really don't have **much** time in the morning.
Do they eat **much** meat?

B: What about a cat, then? They don't need **much** food and they are very quiet.

A: How much is an Angora cat?

A: No, they lose **a lot of** fur.

B: I suggest you take a goldfish. It only needs **a little** protein everyday.

U5 C – Life in the future

Comprehension. True / False.

- | | TRUE | FALSE |
|---|-------------------------------------|-------------------------------------|
| 1. There is much wind on other planets. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. There will be enough food for all the people on earth. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 3. Disney is growing salad with a new technology. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. Some people will eat insects. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5. We'll activate everything thanks to our brain. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 6. People will look like extra-terrestrials. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Comprehension. Who said that? Gary, Alan, Alison or Ben?.

1. We'll insert chips in our brain. **Ben**
2. Because the level of the sea will go up. **Alison**
3. Planet Earth will be overcrowded. **Alan**
4. It'll be very hard for us. **Alan**
5. It will take a little time. **Gary**

Comprehension. Match the beginning and the end of the sentences.

Beginning		End
It'll be great to admire		replace man.
Big cities are going to		our beautiful planet from space.
Computers will		use the roofs of buildings to grow food.

Exercise 25.

Find the equivalent in English:

Find the equivalent in English:	Find the equivalent in French:
te rappelles-tu? Do you remember?	together: ensemble
ce sera génial! It will be awesome!	aliens: des extra-terrestres
surpeuplé : overcrowded	suspicious: suspect
il n'y aura pas assez de... : There won't be enough...	silently: silencieusement
en haut de... : on top of...	

Exercise 26.

Complete the passage -the sentences with these words:

aliens – remember – enough – awesome – silently – on top of

Strange little green men!

I **remember** one night I saw a spaceship in our garden. **On top of** the ship there was a blue and orange light. It was **awesome!** I saw four **aliens** coming towards our house. They were green and yellow. I watched **silently**, without making a noise, but there wasn't **enough** light so I couldn't see. The next day I told my friends.

Building words with every. Observe 1.

- Dans la phrase a. « **every day** » se traduit par : ☐ chaque jour ☒ tous les jours
- Comment traduirais-tu « **everything** » et « **everywhere** » dans la phrase b. ?
 « **everything** » = *toutes les choses/tout* « **everywhere** » = *partout*

Exercise 27.

Translate the following sentences.

1. Nous travaillons tous les jours. **We work every day.**
2. Nous allons au cinéma tous les vendredis. **We go to the cinema every Friday.**
3. Il y a tout dans ce magasin. **There is everything in this shop.**
4. Pendant la mousson il y a de l'eau partout ! **During the monsoon there is water everywhere.**

Building words with every. Observe 2.

- Traduis la phrase suivante : « **Everybody** must protect animals ». → **Tout le monde** doit protéger les animaux.

Exercise 28.

Complete the passage with **every-body/-thing/-where**.

1. The astronauts are getting ready for their trip round the Earth. The engineers are preparing **everything** for the trip: the space suits, the cameras, all the equipment.
2. **Everybody** wants to see the launching of the spacecraft.
3. People will watch the TV programme **everywhere** in the world.

Exercise 29.

Same exercise.

1. It was Amy's birthday last week. Her friends prepared **everything** for the party: the food, the drinks, the music and the presents.
2. **Everybody** ate snacks and cakes, drank lemonade and fruit juice, and danced and played.
3. It was time to say goodbye, but Ben couldn't find the key of his electric scooter, he looked **everywhere** for it.
4. It was a great party and **everybody** enjoyed it!

Expressing future.

- Quel est le temps employé dans cette phrase ? ☐ passé ☐ présent ☒ futur

Exercise 30.

Make sentences with parts A and B using "BE + GOING TO + BV".

1. First my friend **is going to bring** the lettuce seeds.
2. We **are going to get** a big pot.
3. We **are going to put** a few seeds in the pot.
4. Then we **are going to put** the pot in the glasshouse.
5. We **are going to eat** the salad when it grows.

Expressing future. Forme interrogative.

- Relève dans la conversation une phrase à la forme interrogative.

Yes, but what are we going to do to help you?

- Mets la phrase suivante à la forme interrogative:

"We are going to become vegetarians". → **Are we going to become vegetarians??**

- Pose la question sur l'élément « vegetarians ». → **What are we going to become?**

- Fais la même chose avec la phrase suivante, attention au pronom interrogatif que tu utiliseras.

Alan is going to live on the moon. → **Where is Alan going to live??**

Exercise 31.

Ask questions with *what / when / why / who / where* according to the underlined words.

1. We are going to watch the new Harry Potter film. *What are you going to watch?*
2. They are going to meet their friends tonight. *When are they going to meet their friends?*
3. Cathy is going to phone Amy. *Who is going to phone Amy?*
4. They're going to meet at the club. *Where are they going to meet?*
5. He's going to tidy his room because his mother is angry with him. *Why is he going to tidy his room?*

Expressing future. Forme négative.

- Mets la phrase suivante à la forme négative : « We're going to be aliens! »

We aren't going to be aliens.

Exercise 32.

Put these sentences in the negative form.

1. We are going to watch the new Harry Potter film. → ***We aren't going to watch the new Harry Potter film.***
2. They are going to meet their friends tonight. → ***They aren't going to meet their friends tonight.***
3. Cathy is going to phone Amy. → ***Cathy isn't going to phone Amy.***
4. They're going to meet at the club. → ***They aren't going to meet at the club.***
5. He's going to tidy his room. → ***He isn't going to tidy his room.***

Will. Forme affirmative.

- Quel est le temps employé dans ces phrases ? ☐ passé ☐ présent ☒ futur
- Dans la phrase **b.** quel élément dans le texte te permet de dire que c'est un futur ? ***Le marqueur de temps : in 2050***
- Quelles lettres ont été remplacées par l'apostrophe ? ***wi***

Exercise 33.

Match A, B and C to make coherent sentences. Use will.

1. *Computers will be smaller in 2050.*
2. *A child will learn at home with his/her computer.*
3. *There will be special machines.*
4. *Government will recycle everything.*
5. *Kenya will plant trees to protect wildlife.*

Exercise 34.

Put these sentences in the interrogative form.

1. We will have new means of transport. *Will we have new means of transport?*
2. Planet Earth will be overcrowded. *Will Planet Earth be overcrowded?*
3. Robots will look like humans. *Will robots look like humans?*
4. We'll learn together with video games. *Will we learn together with video games?*

Exercise 35.

Put these sentences in the negative form.

1. We will have new means of transport. *We will not / won't have new means of transport.*
2. Planet Earth will be overcrowded. *Planet Earth won't be overcrowded.*
3. Robots will look like humans. *Robots won't look like humans.*
4. We'll learn together with video games. *We won't learn together with video games.*

Exercise 36.

Preparing for a wedding. Use Be+going to +BV or will to complete the passage.

1. On TV: Two famous actors **are going to get** married. (get). A talented photographer **is going to take** the photos. (take). After the wedding the two actors **are going to go and live** in Los Angeles. (go and live).
2. Two fans are waiting for the ceremony:
3. Bob: **Will** all their family **attend** the wedding? (attend)
4. Lisa: Yes, the temple **will be** full! (be)
5. Bob: **Will** the ceremony **start** at 10 a.m.? (start)
6. Lisa: Yes, it **will**. And then lunch **will be ready** at 1 p.m. (be ready)
7. Bob: Here they are! **Will you take** a selfie, Lisa? (take)

Grammar Help. When + present simple.

- Quel temps est utilisé dans la première partie de la phrase (proposition principale) ?
☐ présent ☒ futur
- Quel temps est utilisé dans la deuxième partie de la phrase (proposition subordonnée de temps) :
☒ présent ☐ futur

Exercise 37.

Put the correct verb form: will + BV or Present Simple in the following sentences.

1. He **will travel** into space when he **has** enough money to pay for his ticket.
2. I **will take** my driving licence when I **am** eighteen years old.
3. They **will go** to their grandparents' when school **finishes**.
4. She **will play** tennis with her friends when she **tidies** her room.

Exercise 38.

Complete the dialogue with will in the positive, negative or interrogative form and the verb between brackets.

A: What **will** the weather **be** like tomorrow?

B: I think it **will be** a bit cloudy in the morning, but it **will clear up** in the afternoon.

A: I'm sure the sun **will shine**, so we **won't stay** inside. We **will go** for a walk in the park.

B: Oh, no! I **won't see** that new film with my favourite actress!

Unité 6

U6 A – American football

Exercise 39.

Choose the correct answer.

✓ 1^{ère} étape :

- The document is a ☒ photo ☐ picture ☐ painting
- It's in ☒ black and white ☐ colour

✓ 2^{ème} étape :

On the photo / in the picture there is / there are...

On the photo / in the picture I can see...

- There are players and cheerleaders ☒ in the middle of the field. ☐ at the bottom of the photo.
- I can see Ken and Tracy ☐ in the background. ☒ in the foreground.
- ☐ in the corner ☒ on the right there are sportsmen in uniforms.
- I can see spectators; they are on terraces on the left and ☒ at the top ☐ in the middle of the photo.

Exercise 40.

Now describe what they are doing.

1. The spectators are watching **the show before the match. Sportsmen, cheerleaders and bands are performing.**
2. Ken **is talking with us and with Tracy.**
3. The sportsmen **are watching the cheerleaders and listening to the band. They aren't playing for the moment.**
4. The cheerleaders **are singing and dancing.**

Exercise 41.

3^{ème} étape : now say why you like or don't like the photo. Use the suggestions below. Dis pourquoi tu aimes ou n'aimes pas la photo. Aide-toi des suggestions ci-dessous.

football is my favourite sport – the stadium is very big – the sun is shining – there are a lot of people – there's a contrast between the stadium and the two teenagers – Ken and Tracy seem happy...

- I like the photo because **football is my favourite sport, the sun is shining it's a nice day and Ken and Tracy seem happy.**
- I don't like the photo because **there's a contrast between the teenagers and the stadium. We can't see Ken and Tracy and because there are a lot of people on the field who aren't players.**

Comprehension. True or False.

1. It was Ken's birthday yesterday.
2. Ken and Tracy are in England.
3. Baseball is more aggressive than American football.
4. Supporters shout when the players drop the ball.
5. Players cover their bodies with thick pads.
6. They wear an armour like knights.

TRUE	FALSE
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comprehension. Answer.

1. Find three (3) words to describe American football: **aggressive; fast; impressive; full contact**
2. Why are the players big and impressive? **They are big and impressive because they cover all their bodies with pads, so they look like knights.**
3. Why must they protect their bodies? **It is a full-contact sport so the players can get hurt, it is a dangerous sport.**
4. Can you guess what's on the left of the photo? Can you read the letters? **It is difficult to see, but I think it is the name of the team : The Buccaneers.**

Exercise 42.

Complete the passage about American football with the verbs below.

tackle – wins – tosses – progress – score (x2) – rush – shoot – pass – advance

After the referee **tosses** the coin, the Buccaneers try to kick, **pass** the oval ball and **rush** towards the opposing team's goal line. For a touch down they can **score** 3 points. If they **shoot** the ball through the goal posts, they'll **score** 1 or 2 points.

The other team tries to **tackle** the players to get the ball.

The players have to **advance** from one line to the next one. If they don't **progress** 10 yards, they will give the ball to their opponents.

The team with the highest score **wins**.

Exercise 43.

Choose one of the 3 verbs above to complete the sentences.

1. I enjoy **watching** football on TV, but it's more exciting here at the stadium!
2. Can you **see** the lines and the numbers on the field?
3. **Look at** Gary, he's stronger than his opponents!
4. I don't like **watching** violent actions.
5. I **saw** Gareth when he tackled an opponent.

Grammar Help. If + Present Simple.

- o Quel temps est utilisé dans la première partie de la phrase (proposition subordonnée) « If the players fumble the ball » : ☒ présent ☐ futur
- o Quel temps est utilisé dans la deuxième partie de la phrase (proposition principale) « we'll hoot » : ☐ présent ☒ futur

Exercise 44.

Put the correct verb form: will + BV or Present Simple in the following sentences.

- ✓ What will happen in American football if...?
- 1. If you **don't advance** 10 yards, you'll **lose** the ball. (not advance – lose)
- 2. If a player **tackles** an opponent, he **won't get** a red card. (tackle – not get)
- ✓ What will happen in Soccer if...?
- 3. If the players **run** with the ball in their hands, they'll **get** a yellow card. (run- get)
- 4. You'll **get** red card if you **tackle** an opponent. (get-tackle)
- ✓ What will happen in Rugby if...?
- 5. If I **play** rugby, I'll **participate** in every action of the game. (play-participate)
- 6. You'll **catch** the ball if you **jump** high enough .(catch-jump)
- 7. If I **train** hard, I'll **be** a very good player. (train-be)

Grammar Help. Can / Be able to.

- | | | | |
|--|--|--|--|
| o Quelle phrase exprime une capacité ? | <input checked="" type="checkbox"/> a. | <input type="checkbox"/> b. | <input type="checkbox"/> c. |
| o Quelle phrase exprime une possibilité ? | <input type="checkbox"/> a. | <input checked="" type="checkbox"/> b. | <input type="checkbox"/> c. |
| o Quelle phrase exprime une permission ? | <input type="checkbox"/> a. | <input type="checkbox"/> b. | <input checked="" type="checkbox"/> c. |

Exercise 45.

Use can or be able to.

1. We're only 12 years old, we **will be able to** drive a car when we are 18.
2. I **can** ride my bike to school so I'm never late.
3. He is very clever he **will be able to** find a solution to his problem tomorrow.
4. **Can** you help me, please?
5. They are very good singers and they **can** play the guitar and the drums too.

Pronunciation.

Quels sont ces mots? ☒ prépositions ☐ verbes ☐ noms communs

U6 B – Funny sports

Comprehension. True / False.

- | | TRUE | FALSE |
|---|-------------------------------------|-------------------------------------|
| 1. The winner at pole climbing is the competitor who is the fastest to reach the top. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. In the wind tunnel you'll feel very heavy. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 3. You play hockey underwater with a small ball. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 4. Pigs are too heavy, they can't finish the race. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 5. Small dogs can compete with bigger ones. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Comprehension. Answer.

1. In which countries do these sports and competitions take place?
 - o Pole climbing: **England**
 - o Flying in a wind tunnel: **the USA**
 - o Underwater hockey: the **United Kingdom**
 - o Pigs' race: **England**
 - o Dogs' surfing: **the USA**
2. What equipment do you need to go pole climbing? **I need special shoes with blades and a rope.**
3. How long can you fly in a wind tunnel? **I can fly for two minutes.**
4. What must a hockey player do to play underwater? **He must swim among the other players and knock a puck into a goal. He must go down underwater, shoot, surface, get some air and go down again for fifteen minutes.**
5. Why do pigs love this race? **They love this race because they can eat a lot of food.**
6. What do dogs wear for the competition? **They wear a life jacket for their safety and costumes for fun.**
7. How can sport help young people? **It helps young people to get values by offering a lot of activities. Sport has an educational capacity.**

Exercise 46.

Learn more about sport. Which sport is it?

1. I play this national American sport on a field. There are nine players in my team, we wear caps. I need a bat to hit a ball and thick gloves to catch it. **Baseball**
2. Players love it when they strike the ten pins down with a heavy ball, but you have to wear special shoes. **Bowling**

- It isn't only a show, it's a real sport where you confront your opponent with acrobatic movements to the beat of music. Brazilian people practise this sport. **Capoeira**
- I need a means of transport with two wheels to practise this sport. A lot of people gather on the Champs Elysées to wait for it by the end of July. **Cycling** (The Tour de France)

Exercise 47.

Add the appropriate suffix to these words and find their meanings.

suffix	ness	ship	meaning
leader		leadership	qualité de diriger
busy	business		affaire (travail/entreprise)
sponsor		sponsorship	parrainage
lazy	laziness		paresse
fit	fitness		forme physique
tutor		tutorship	tutorat

Exercise 48.

Choose the appropriate word in the following sentences.

- Last year Craig became the **leader** of the team.
- He took the **leadership** of the team because Glen moved to Australia.
- We were very **happy**, our team got the highest score, we won!
- We heard a loud shout of **happiness** coming out from the crowd.
- Glen was a good **friend** to all the players.
- We'll never forget his **friendship**.

Exercise 49.

Choose the correct answer to complete the dialogue.

- A: The match's going to start, you **must** hurry. You **will have to** run if you want to get there in time.
- B: Don't worry, Ben's taking us in his car, but we **musn't** forget our tickets.
- A: You **won't have to** wait for Dylan, he's coming back home with Gary.

Exercise 50.

Use "have to" (in the future or in the past) to complete the passage.

- Sorry, I couldn't phone you last week, I **had to** train with my team.
- We really **will have to** work hard. This competition's very important for us.
- We **will have to** get very good scores if we want to qualify for the Olympic Games.

Exercise 51.

Use "be able to" or "have to" in the future.

- Alison can go out with her friends tonight, but she **will have to** get back home at 10 p.m.
- Tomorrow she has got a geography test. She **will have to** work hard to get good results.
- Her friend David is good at maths so he **will be able to** help her.

Exercise 52.

Use "be able to" or "have to" in the appropriate tense (Future or Past Simple)

- Do you have to send your homework now? No, I **will have to** send it tomorrow.
- Last summer David **had to** work in English in his office, but he **wasn't able to** speak the language correctly.
- He **had to** stay in bed, he couldn't go to the office because he was sick.
- I lost my money, so I **had to** go to the bank.
- My computer broke down, but I **won't have to** buy a new one next week because my friend **will be able to** repair it tomorrow.

Exercise 53.

Circle the correct question tag.

1. There was a new TV programme about sport, **wasn't there?**
2. You didn't watch it, **did you?**
3. It wasn't very interesting, **was it?**
4. We just watched it for a few minutes, **didn't we?**
5. The sportsmen will give interviews, **won't they?**
6. You can watch it next time, **can't you?**
7. You mustn't forget to record that game for Dad, **must you?**
8. I'm sure Dad will be interested, **won't he?**
9. Your sister hates cheese, **doesn't she?**

Exercise 54.

Complete the sentences with the appropriate tag.

1. Competitors must climb very fast, **mustn't they?**
2. You'll have to use a sort of blade, **won't you?**
3. It isn't a great game, **is it?**
4. You know British hockey on grass, **don't you?**
5. They're so cute, **aren't they?**
6. They don't love it, **do they?**
7. Sport has a true educational capacity, **hasn't it?**
8. We can follow the progression of the ball, **can't you?**
9. They've got pads all over their bodies, **haven't they?**

Pronunciation.

Quelles lettres ne sont pas prononcées ?

- | | | | |
|-----------------|--------------|------------------|-------------------|
| 1. gh | 2. gh | 3. Gh | 4. B |
| 5. d | 6. l | 7. k - gh | 8. r - our |
| 9. w - r | 10. W | 11. r | 12. Or |
| 13. r | 14. r | 15. r | 16. Re |
| 17. r | | | |

U6 C – 4th of July: Independence Day

Comprehension. True / False.

- | | TRUE | FALSE |
|--|-------------------------------------|-------------------------------------|
| 1. Ben has to write an article for <i>Pi Mag</i> . | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. The first American people got their independence in 1776. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. The most important event was the President's speech. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 4. People were happy to see the Hermione. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5. The Hermione is the symbol of the alliance between America and France. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6. By the end of the day all the celebrations stopped. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 7. General Lafayette helped the British people against the American. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 8. Martin L. King helped black people to have the same rights as white people. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Comprehension. Answer.

1. Who did the American defeat to get their independence? **They defeated the English people.**
2. Which year did The Hermione first come to America? **The Hermione first came to America in the year 1780.**
3. What were American people doing to celebrate the 4th of July? **They were parading, marching and playing music in bands, they having picnics, playing games, and they were watching the fireworks.**

5. What could children do? **Children could play games or paint their faces.**
6. Did people have to pay for the activities? Why? Why not? **No, they didn't because all the activities were free.**
7. How did the celebrations end? **The celebrations ended with the fireworks.**

Exercise 55.

Read the definitions and find the words in the grid.

Across: →	Down: ↓
1. Win against somebody in a battle defeat	13. They're proud to be American
2. It's exactly the same as a model replica	14. When two people are friends friendship
3. An activity to amuse people entertainment	15. Big round green fruit (red inside) watermelon
4. Explosions in the sky with bright colours fireworks	16. All men are created equal
5. Bright light in the sky at night star	17. I have a dream (M.L.King's speech)
6. Large number of people together in a place crowd	18. Group of people playing music together band
7. Americans got their freedom in 1776-7	19. We wish you a Merry Christmas!
8. A moment just before night dusk	20. Get (in the past). got
9. Shout with joy cheer	
10. Go (in the past) went	
11. A Civil right , the right to vote	
12. Very great! awesome	

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

Exercise 56.

Match each noun to its definition.

Freedom
Kingdom
Stardom
Wisdom



When someone is very famous.
When you use your experience to make decisions.
The right to live the way you want.
A country with a queen or a king.

Grammar Help. La phrase exclamative.

- Trouve une autre phrase exclamative à la fin du texte : **What a show!**

Comment cette deuxième phrase est-elle construite ?

What + a show!

- Complète la règle : J'utilise **HOW** avec un **ADJECTIF**, et j'utilise **WHAT** avec un **NOM**

Exercise 57.

Express your admiration or annoyance with the following words.

1. palace; 2. strange; 3. cute; 4. holiday; 5. actors; 6. funny; 7. elephant; 8. Difficult

1. **What a** palace!
2. **How** strange!
3. **How** cute!
4. **What a** holiday!
5. **What** actors!
6. **How** funny!
7. **What an** elephant!
8. **How** difficult!

Exercise 58.

Change the sentences into exclamations with "what" and "how"

1. Look at your room it's in a mess. What **a room**! How **messy**!
What **a messy room**!
2. These palaces are really beautiful. What **palaces**! How **beautiful**!
What **beautiful palaces**!
3. Ashley said Bollywood studio is huge. What **a studio**! How **huge**!
What **a huge studio**!
4. That trip in India was amazing. What **a trip**! How **amazing**!
What **an amazing trip**!
5. That football game was brilliant. What **a game**! How **brilliant**!
What **a brilliant game**!
6. Those jewels are expensive. What **jewels**! How **expensive**!
What **expensive jewels**!

Exercise 59.

Use the Past Simple form of the verbs.

Last summer holidays, my friend and I **visited** New York City. Kevin's relatives **welcomed** us, we **spent** a week with them. They **were** very friendly. We **went** to the Empire State Building, to the Moma, the museum of Modern Art, then we **took** the Sandy Hook Beach Express to the Statue of Liberty but we **couldn't** go inside. **Did I like** my stay there? Yes, I **did**! I **enjoyed** it a lot.

Grammar Help. Past simple en BE + BVing.

- o Quel temps utiliseras-tu en français pour traduire ces deux phrases ? **L'IMPARFAIT**
 - c. Les fanfares **défilaient**. (défiler)
 - d. De grandes foules **célébraient** l'anniversaire de la Nation.

Exercise 60.

1. For thanksgiving Indians and Pilgrims **were sharing** a big meal together and the children **were playing** with the dog.
2. Kelly and Alison **were eating** a roast turkey and a pumpkin tart.
3. At Christmas Pete **was surfing** on snow and John **was swimming** in a pool.

Grammar Help. Formes interrogative et négative.

	+	?	-
Help my dad	I was helping my dad.	Was I helping my...?	I wasn't helping my dad.
Phone her mum	She was phoning her mum	Was she phoning ...?	She wasn't phoning ...
Have a test	They were having a test.	Were they having ...?	They weren't having ...

Exercise 61.

Yesterday you took this photo in a street in New York. Tell your friend what the people in the street were doing.

1. The paperboy **was selling** the Daily News.
2. The man in the middle **was watching** the car.
3. The car **was turning** right.
4. The girl on the left **was phoning**.
5. The people **were walking** on the pavements.

Exercise 62.

Complete the sentences with the correct form of the verb: Past Simple or Past Be + BVing.

1. Ken and Tracy were watching the cheerleaders at the stadium when I **took** the photo.
2. Tracy **was watching** the game when she saw a player tackle another one.
3. Cathy and Amy were overlooking the City of London from the London Eye when they **saw** the Horse Guard Parade.
4. Ashley **was dancing** at Bollywood when she bumped into a girl!
5. Ashley was walking in busy streets in the middle of the traffic when a bike **hit** her.
6. Steve and Laura **were driving** towards Jaipur in India when they saw elephants on the road.
7. They were trekking on top of the world when they **met** a yak.