

Les Cours du CNEP

Anglais 3^e Livret de corrigés

Rédaction et Relecture pédagogique

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Séance 1

Step 1

Exercise 1

Picture 1

Cemetery – burial ground – tombs – gloomy – dead – corpses – ghosts

Picture 2

Wolf – werewolf – threatening – big teeth – full moon –

Picture 3

Skeleton – Halloween costume – death –

Picture 4

Fangs – vampire – bloodthirsty – Dracula

Exercise 2

English words	French translation
decay	pourrissement, décrépitude
prominent features	caractéristiques marquantes, majeures
an ancestral curse	une malédiction ancestrale
a maiden	une jeune fille
a skeleton	squelette
a ghost	un fantôme
a wolf (wolves)	un loup
a lunatic asylum	un asile d'aliénés
a madman	un fou, un déséquilibré
a devil	un diable
a mansion	une demeure
a werewolf	un loup-garou
a haunted house	une maison hantée
a cemetery	un cimetière
a nightmare	un cauchemar
a villain-hero	un méchant
a tomb	une tombe
Evil	le Mal
gloom	obscurité, noirceur
doomed	condamné à, voué à
persecuted	persécuté
uncanny	étrange
bloodthirsty	assoiffé de sang

Script:

- 1- a haunted house
- 2- a villain-hero
- 3- gloom
- 4- a devil
- 5- bloodthirsty



- 6- evil
- 7- doomed
- 8- an ancestral curse
- 9- wolves
- 10- a lunatic asylum
- 11- a nightmare
- 12- a mansion
- 13- a werewolf
- 14- a tomb
- 15- uncanny
- 16- a ghost
- 17- a cemetery

Exercise 3 - Exercise 4

The words refer to **gothic fiction**.

Exercise 6

The following books belong to the literary category: Gothic Fiction.

- | | |
|---|---|
| Frankenstein (1818) by Mary Shelley | ☒ yes |
| Robert Louis Stevenson's Strange Case of Dr Jekyll and Mr Hyde (1886) | ☒ yes |
| The Phantom of the Opera (1910) by Gaston Leroux | ☒ yes |
| Dracula (1897) by Bram Stoker | ☒ yes |
| The Castle of Otranto (1764) by Horace Walpole | ☒ yes |

Exercise 7

Prominent features of Gothic Fiction:

- 1- Terror (both psychological and physical), the supernatural
- 2- Ghosts, Haunted houses, castles
- 3- Darkness, death, decay
- 4- Doubles, madness, secrets, curses
- 5- Typical characters of Gothic Fiction: tyrants, villains, maniacs, femmes fatales, vampires, monsters, demons, ghosts, skeletons
- 6- Dracula, Bram Stoker
- 7- The Phantom of the Opera, Gaston Leroux
- 8- Frankenstein, by Mary Shelley

Exercise 8

- | | |
|---------------|---------------------------|
| pouring | → rain |
| doors | → grating on rusty hinges |
| footsteps | → approaching |
| clanking | → chains |
| gusts of wind | → blowing out lights |

doors	→ suddenly slamming shut
ruins	→ of buildings
baying of	→ distant dogs (or wolves!)
thunder and	→ lightning
crazed (deranged/insane)	→ laughter
characters	→ trapped in a room

Séance 2

Exercise 9

Script:

Ethan: Hey, Vickie, how would you like to come with me to the school library? I have to make an oral presentation of a book for my Literature class and I'd like to borrow one.

Vickie: Sounds great! What kind of book would you like to borrow? Science-fiction? Romance? (rises)

Ethan: Very funny....I really don't know... I was thinking of an adventure novel like *Treasure Island* but...

Vickie: Oh, I've read that one! It's great if you're into pirates, buried treasures, and stuff like that.

Ethan: Of course I like that kind of books but don't you think I'm a bit too old for that?

Vickie: Yeah...maybe a little.....Hey, have you ever read that other book by Stevenson, you know it's the story of that man you know with a split personality. He can be either apparently good and the next minute he's a villain, you know he turns into an evil personality....Shoot! Can't remember what it is called.....Ummmm....

Ethan: Dr Jekyll and Mr Hyde?

Vickie: That's the one! *The Strange Case of Dr Jekyll and Mr Hyde!* I never managed to read it right to the end! It gave me the creeps! I'm more into romantic novels....

Ethan: Not for me! I hate that kind of stuff!

Vickie: Really? How surprising!

Ethan: Hey...I was thinking..... what about Bram Stoker's *Dracula*? Well, I've never read the book, although I've always wanted to but I've seen the film ...I liked it very much! Have you seen the movie by Coppola starring Gary Oldman?

Vickie: Yeah....I've seen it and I must say it really scared the hell out of me!

Ethan: I thought it was absolutely fantastic! Well in that case, it's high time I read the book, by Bram Stoker....

Vickie: I guess it sounds like a good idea. You should do that. How about going to the library now that you've made up your mind? It's nearly closing time! What do you think about that?

Ethan: That sounds exciting.

Vickie: Off we go then!



Méthodologie

- Tu as abordé en Séance 1 plusieurs genres littéraires : lesquels ?

Romance novels - adventure novels - detective fiction - fairytale fantasy - gothic fiction

- Tu t'es concentré(e) sur l'un d'entre eux, plus particulièrement : lequel ?

Gothic fiction

- Tu as appris du lexique autour d'un thème : lequel ?

Le lexique autour du thème de l'horreur et de la peur

1- What literary categories do you know?

romance novels - adventure novels - detective fiction - fairytale fantasy - gothic fiction

2- Give a definition of Gothic Fiction (write only key words or full sentences if you can):

Gothic fiction includes elements such as terror, the supernatural, death, ghosts, haunted houses and mystery. The typical characters of Gothic Fiction are vampires, werewolves, monsters, demons, and the Devil. Gothic Fiction as a literary genre deals with dark themes, emotional extremes such as horror and fright (la peur, l'épouvante) and is often set in isolated haunted mansions or castles.

3- What novel titles related to Gothic Fiction do you remember? (Title + author, if you can)

The most famous novels related to Gothic Fiction that you probably quote: Dracula, Bram Stoker; The Phantom of the Opera, by Gaston Leroux and Frankenstein, by Mary Shelley.

Savais-tu que Mary Shelley était la sœur de l'un des poètes romantiques les plus célèbres d'Angleterre : Percy Bysshe Shelley ?

Exercise 10

Pre-listening task : List of ten words you think you are going to hear during the conversation between Ethan and Vickie.

Réponses possibles :

- *School*
- *library*
- *Literature class*
- *Book report*
- *Science-fiction*
- *Romance novel*
- *Adventure novel*
- *Treasure Island*
- *Detective story*
- *Gothic Fiction*
- *scared*
- *read*
- *hate*
- *like*
- *Heroes*
- *Devil*
- *Dracula*

Exercise 11

Listen to the conversation on your CD and underline the words you hear which are on your list.

- School
- library
- ☒ Literature class
- ☒ Book report
- ☒ Science-fiction
- ☒ Romance novel
- ☒ Adventure novel
- ☒ Treasure Island
- Detective story
- Gothic Fiction
- ☒ scared
- ☒ read
- ☒ hate
- ☒ like
- Heroes
- Devil
- ☒ Dracula

Exercise 12

Listen again and write all the key words you understand.

Réponses possibles :

- *school library*
- *oral presentation*
- *book*
- *literature class*
- *science-fiction*
- *romance*
- *adventure novel*
- *Treasure Island*
- *Pirates, treasures*
- *Too old*
- *Stevenson*
- *Split personality*
- *Good*
- *Villain*
- *Evil personality*
- *Dr Jekyll and Mr Hyde*



- *Creeps*
- *Romantic novels*
- *Hate*
- *Film*
- *Like very much*
- *Fantastic*
- *Bram Stoker*
- *Good idea*
- *Closing time/library*
- *Exciting*

Exercise 13

Using the words you have written above, write a short summary of what the conversation is about.

Ethan has to make an oral presentation of a book for his literature class and he has to borrow one from the school library. First he was thinking of choosing an adventure novel like *Treasure Island* but he thinks he is too old for that kind of book. He definitely hates romantic novels, unlike Vickie who is into them! He is thinking of borrowing *Dracula*, by Bram Stoker, as he has never read the book but he has already seen the movie by Coppola, starring Gary Oldman. To him, that movie is absolutely fantastic but it gave Vickie the creeps. She was so scared...! So Ethan eventually made up his mind : he will study *Dracula*.

Step 2

Exercise 14

- 1- What is Ethan's problem?
 - c. He has a book report to do and he hasn't chosen a book yet.
- 2- What book titles are mentioned during the conversation?
 - ☒ *Treasure Island*
 - ☒ *The Strange Case of Dr Jekyll and Mr Hyde*
 - ☒ *Dracula*
- 3- What writers are mentioned in the conversation?
 - ☒ Bram Stoker
 - ☒ R.L. Stevenson
- 4- What literary categories are mentioned in the conversation?
 - ☒ Adventure novels
 - ☒ Romance novels

Exercise 15

- 1- She is fond of them. She really likes romantic stories. She is into them. She prefers romantic stories to adventure novels.
- 2- They scare her very much! They *give her the creeps!* They *scare the hell out of her (langage familier)*.
- 3- He thinks the movie is absolutely fantastic. He is really into that movie. He really likes the movie but he has never read the book written by Bram Stoker. Although he likes the movie very much, he has never read the book!
- 4- Ethan eventually chose to borrow Bram Stoker's Dracula.

Séance 3

Step 3

Exercise 16

Book Report: Key Facts

Full title: Dracula

Author: Bram Stoker

Type of work: Novel

Genre: gothic fiction, horror

Language : English

Date of first publication: 1897

Setting (time): End of the 19th century

Setting (place): England and Eastern Europe

Exercise 17

The map shows Romania.





Exercise 18

The words that make the reader feel uncomfortable about the place where Dracula lives are:

I find that the district Count Dracula named is in the extreme east of Romania, just on the borders of three states, Transylvania, Moldavia, and Bukovina, in the midst of the Carpathian mountains; one of the wildest and least known portions of Europe...

What personal pronoun is used at the beginning of the excerpt?

The personal pronoun used at the beginning of the excerpt is: the first person pronoun 'I'.

What kind of narrative is it?

It is a first-person narrative.

Whose point of view is it?

The point of view is that of the narrator, namely Jonathan Harker, in this excerpt.

Séance 4

Step 4

Exercise 19

- 1- The narrator's name is Jonathan Harker.
- 2- He is a solicitor, or lawyer, whose firm sent him to Transylvania to conclude a transaction with Dracula.
- 3-4- Harker is traveling to the castle of Count Dracula, a Transylvanian nobleman. Harker hopes to conclude a deal to sell Count Dracula a residence in London.

Exercise 20

- 1- Jonathan feels unsafe, a little worried. He does not feel comfortable.
He also thinks the landlord's and the old lady's attitudes are a little ridiculous, maybe because he doesn't understand why they act that way.
- 2-3- The words or expressions underlined in the passages below show Count Dracula's castle might be a dangerous place to go to:

I was not able to light on any map or work giving the exact locality of the Castle Dracula, as there are no maps of this country.

Klausenburg: Here I stopped for the night at the Hotel Royale. I did not sleep well, though my bed was comfortable enough, for I had all sorts of queer dreams. There was a dog howling all night under my window.

When I asked the landlord if he knew Count Dracula, and could tell me anything of his castle, both he and his wife crossed themselves, and, saying that they knew nothing at all, simply refused to speak further. It was so near the time of starting that I had no time to ask anyone else, for it was all very mysterious and not by any means comforting.

Just before I was leaving, the old lady came up to my room and said in a hysterical way: "Must you go? Oh! Young Herr, must you go?" She was in such an excited state that she seemed to have lost her grip of what German she knew, and mixed it all up with some other language which I did not know at all.[...]

It is the eve of St. George's Day. Do you not know that tonight, when the clock strikes midnight, all the evil things in the world will have full sway? Do you know where you are going, and what you are going to?" She was in such evident distress that I tried to comfort her, but without effect.



Finally, she went down on her knees and implored me not to go; at least to wait a day or two before starting.

It was all very ridiculous but I did not feel comfortable.

4-

Adjectives	Nouns	Verbs
queer mysterious not comforting	no maps evil distress	cross oneself refuse implore someone to feel comfortable

Exercise 21

It consists of a collection of **journal entries**, of **letters** and **telegrams** written by various **characters** so no one but **the reader** has the full story.

The narrators are **the main characters**: Jonathan Harker, Mina Murray, Dr. John Seward, Lucy Westenra, and Dr. Van Helsing.

We can say that Dracula has an epistolary structure because it consists of a series of **letters**.

Séance 5

Step 5

Exercise 23

- 1- Indirect speech
- 2- Indirect speech
- 3- Indirect speech
- 4- Direct speech
- 5- Indirect speech
- 6- Direct speech

Quelles différences notes-tu entre les styles direct et indirect ?

Voir tableau "Je retiens".

Exercise 24

- 1- Jonathan asked the landlord/him: 'Do you know Count Dracula?'
- 2- Jonathan asked the landlord/him: 'Can/could you tell me anything of Dracula's castle?'
- 3- The landlord and old lady replied/said: 'We know nothing at all'.
- 4- The landlady asked Jonathan again if he knew what day it was.
- 5- The old lady came up to Jonathan's room and asked him if he (really) had to go.

Séance 6

Step 6

Exercise 25

Dracula is a series of letters and journal entries written by Irish author Bram Stoker. It tells the story of a vampire Count called Dracula. The book begins with the journal of Jonathan Harker, a young English lawyer who is travelling to Transylvania (now Romania) to meet with a rich client, the mysterious Count Dracula. As soon as he gets there, Jonathan starts feeling unsafe and worried. Count Dracula's castle might be a dangerous place to go to...

Bram Stoker manages to make the reader feel uneasy and uncomfortable, using words such as «queer», «mysterious», «distress» at the very beginning of the book.

Harker will quickly discover that he is a prisoner in the castle, and that the Count has dark plans for him...

Exercise 26

Garlic can be used:

- ☒ for medical purposes (medicine)
- ☒ for culinary use (cooking food)
- ☒ to ward off (*faire fuir*) vampires!

Exercise 27

Vampires can direct the elements, like storms, thunder

☒ right

They can appear in only one form.

☒ wrong

Vampires were able to transform into bats, rats, dogs, wolves and spiders.

Their power cease at night and increase at daylight.

☒ wrong

Vampires were believed to be more active at night.

Vampires cannot enter a house unless they are being invited.

☒ right

A vampire cannot enter a house unless invited by the owner, although after the first invitation they can come and go as they please!

Vampires are repelled (kept away) by a crucifix and holy wine.

☒ wrong

They can be repelled by a crucifix and **garlic**.

Garlic is said to keep them away as garlic is abhorrent to them. (they hate it).

☒ right

Vampires can only be killed when a wooden stake (pieu) is driven through their heart, their head is cut off and garlic stuffed into their mouths.

☒ right

Exercise 28

- 1- a wrongdoer: a villain – an evil person
a grave: a tomb
- 2- It comes from Slavonic countries such as Romania. The vampire originates almost exclusively from early 18th century Southeastern Europe: Bulgaria, Moldavia, and Transylvania.
- 3- According to the legend, the vampire was the ghost of a person who had done bad things – a wrongdoer or an evil person.
- 4- The ghost was supposed to return from the grave in the shape of a huge bat, which fed on the blood of sleeping people.
- 5- Before Christian times, people believed in the protective power of certain plants such as garlic, wild roses or mustard seeds (*graines de moutarde*). Those plants were said to harm vampires. They also believed that fire could keep vampires away.
- 6- When Christianity came, people added the protection of the cross (the crucifix), the rosary, holy bread or holy water. Vampires were said to be unable to walk on consecrated ground, such as those of churches.
- 7- People whose blood had been drunk by vampires became vampires themselves. They became creatures of the undead. Vampires were said to be corpses, who went out of their graves at night to suck the blood of the living, either at their throats or stomachs, after which they returned to their cemeteries. The persons so sucked waned (*faiblissaient*), grew pale, and got ill.
- 8- The only way to kill a vampire was to drive a sharpened length of wood through its heart. Vampires were most often staked through the heart (stake : *pieu*). Their head was cut off and garlic was stuffed into their mouths.

Séance 1

Step 1

Exercise 2

- ☒ Hawai
- ☒ Transylvania
- ☒ the Carribeans
- ☒ France
- ☒ Romania
- ☒ India (their future destination)

Exercise 3

- 1- ☒ They have already been to a theme park in Europe
 - ☒ The kids are a bit too old for that
 - ☒ Theme parks will be overcrowded (too many people there)
- 2- ☒ She thinks Ethan and Katie could do lots of activities there
 - ☒ She'd like to spend some time with her husband
- 3- a) Susan gets seasick on big ships.
b) It is too cold in winter. But Susan might want to go there later.
- 4- ☒ visit mosques and temples
 - ☒ buy colourful clothes (saris for instance)
 - ☒ drink a special kind of tea (Chai tea)
 - ☒ visit an architectural wonder of the world
- 5- If you want to find some heat in winter, **I advise you to go to India.**
- 6- ☒ more than 700 million
- 7- ☒ Hindi

Séance 2

Exercise 4

India is located...	1	A	...were at war in 1965.
New Delhi is...	2	B	... Pakistan, China, Nepal, Bhutan, Bangladesh and Myanmar.
India is shaped like...	3	C	...in South Asia.
India, Pakistan and China do not agree on...	4	D	...the capital of India.
India has common borders with...	5	E	...the limits of Kashmir.
India and Pakistan....	6	F	... a diamond

Exercise 5



The Indian flag is flag number 1

Exercise 6

Examples of English accents:

- 1- Aboriginal English
- 2- American English
- 3- Australian English
- 4- Canadian English
- 5- Cockney English (from London)
- 6- Indian English
- 7- New Zealand English
- 8- Nigerian English
- 9- Received English Pronunciation
- 10- Scots English
- 11- Singapore English
- 12- South African English

Extract 1:

Irish accent

Extract 2:

Indian accent

Extract 3:

English accent: RP (Received Pronunciation)

La prononciation dite **Received Pronunciation** (RP) est la prononciation des gens cultivés, encore appelée **Oxford English, Queen's English** (l'anglais correct) ou **BBC English**. Cet anglais n'est parlé que par 3 à 5 % de la population anglaise.

Extract 4:

American accent

Extract 5:

Scottish accent

Exercise 8

Timeline

2500 B.C.:

The Indus Valley civilization develops around the valley of the Indus River (now in Pakistan). Its trade is based on crops grown on the fertile river plains. It reaches the height of its power and is larger than any other ancient empire, including that of Egypt.

2000 B.C.: The Indus Valley civilization collapses, possibly due to severe floods or a change in the course of the Indus River.

Around 1500 B.C.: The Aryan people, who come from the region between and including India and Europe, invade India from the north. They spread through the Indus Valley and down into the Ganges Valley.

326 B.C.: Alexander the Great of Macedon (northeastern Greece) crosses the Indus River into India.

A.D. 50: Trade flourishes between India and the Roman Empire. Romans eagerly buy Indian pearls, ivory, silk, spices, cloth and precious stones.

320-550: After centuries of being split into small kingdoms and republics, India is ruled by the Gupta Empire. Under the rule of the Gupta kings, Hinduism becomes the major religion of the empire. Literature, art, architecture and science flourish during this “classical age” of peace and prosperity.

1526: The rule of the Mogul Empire begins, unifying much of south India with the north for the first time.

1600s: Eager to gain access to India’s spices, rice, silk, tea and jewels, Holland, Great Britain and France establish key trading posts in India.

1638: Mogul Emperor Shah Jahan begins construction of the Taj Mahal in memory of his wife Mumtaz.

1858: The British overthrow the Moguls and take control of India.

1915: After studying law in Britain and fighting for Indian rights in South Africa, Mohandas Gandhi launches a campaign of nonviolent resistance against British rule in India. Gandhi is called Mahatma, meaning “Great Soul.”

1947: India gains independence from the British and is divided into two countries, India and Muslim-controlled Pakistan.

1948: Mahatma Gandhi is assassinated.

1966: Indira Gandhi (not related to Mahatma) becomes Prime Minister and one of the first women elected to lead a nation.

1983: India wins the cricket world cup.

1998: India tests its first nuclear weapon, one of only seven nations to have done so.

2000: India’s population exceeds 1 billion.

Séance 3

Grammaire

Il s’agit d’une forme passive.

base verbale/le passé/le participe passé du verbe :

Speak – spoke – spoken

Trouve une forme similaire dans le script ci-dessus.

Taj Mahal is said to be so spectacular and amazing

Dans la phrase: But English is the most commonly spoken language in India.

La forme souligné est une **forme passive**.

Le mot ‘commonly’ vient apporter une nuance au participe passé.

La nature de ce mot : C’est un **adverbe**.

L’adjectif racine à partir duquel ce mot a été formé : **common**.

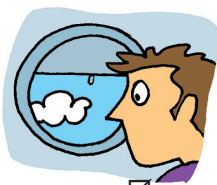
Exercise 10

- 1- Destination: Delhi, India
- 2- Date of departure: 11 February
- 3- Departure time: 4 pm
- 4- Arrival time: 4:55 pm

- 5- Date of return: 6 March
- 6- Price: \$580 per person
- 7- Special request: a vegetarian meal
- 8- Flight number/company: Air India number 102
- 9- Name of airport (in New York): New York, Kennedy Airport

Exercise 11

Objects mentioned in the dialogue.



Check-in Personnel: Passport and ticket, please.

Check-in Personnel: Thank you. How many bags are you bringing, sir?

John: I want to check in the large suitcase,

Check-in Personnel: I will weigh them. Everything is fine. What seat would you like: window or aisle?

John: Window, please.

Check-in Personnel: No problem. And what do you want for your meal? Chicken or fish?

John: I'm a vegetarian. I've already ordered a special meal.

Check-in Personnel: Good. Here are your boarding passes. You can go to gate B 11.

John: Thank you. Goodbye.

In the transcript different ways of saying:

Where are you going? **Where are you headed?**

How long are you going to stay? **How long will you be staying?**

What would you like to have for lunch/dinner? **And what do you want for your meal?**

Séance 4

Exercise 13

- 1- **attend** (verb): be at or go to
- 2- **book** (verb): make arrangements in advance
- 3- **luggage** (noun): bags used during traveling to carry your things
- 4- **belongings** (noun): your personal property or possessions

Exercise 14

Extract #1:

They are talking about:

- ☒ what brought her in India

SCRIPT

Customs Officer : what is the purpose of your visit, business or pleasure?

(Quel est l'objet de votre visite ?)

Extract #2:

They are talking about:

- ☒ Susan's accommodation (*logement*)

SCRIPT

Customs Officer: And where will you be staying?

Susan: We'll be staying at pre-booked hotels mainly.

Extract #3:

They are talking about:

- ☒ Susan's luggage and belongings

SCRIPT

Susan: We'll be staying at pre-booked hotels mainly.

Customs Officer: And uh, what do you have in your luggage?

Susan: Uh, well, just, just my personal belongings um . . . clothes, a few books, and a CD player.

Customs Officer: Okay. Uh, please open your bag.

Susan: Sure.

Customs Officer: Okay . . . Everything's fine.

Méthodologie

Qu'était-il important de savoir repérer pour être mis sur la bonne voie et deviner le sujet de la mini-conversation ?

Il fallait repérer les mots les plus importants, les mots qui sont accentués.

Comment appelle-t-on ce genre de mots ? Tu as peut-être déjà appris ce terme, ou tout simplement tu connais leur rôle en compréhension de l'oral.

Il s'agit des mots porteurs de sens ou « mots clés ».

Exercice 15

Réécoute les extraits de l'exercice ci-dessus et pour chaque extrait souligne le ou les mots clés qui t'ont apporté la réponse aux questions posées.

Extract #1:

Customs Officer: Uh, what is the purpose of your visit?

Susan: We're going to be touring the country for two weeks.

Extract #2:

Customs Officer: And where will you be staying?

Susan: We'll be staying at pre-booked hotels mainly.

Extract #3:

Susan: We'll be staying at pre-booked hotels mainly.

Customs Officer: And uh, what do you have in your luggage?

Susan: Uh, well, just, just my personal belongings um, . . . clothes, a few books, and a CD player.

Customs Officer: Okay. Uh, please open your bag.

Susan: Sure.

Customs Officer: Okay . . . Everything's fine.

Exercice 15b

The capital of India is Delhi.

Séance 5

Exercice 16

coriandre	coriander
clous de girofle	cloves
feuilles de laurier	bay leaves
graines de moutarde	mustard seeds
safran	saffron
gingembre	ginger
cannelle	cinnamon
curcuma	turmeric

Exercise 18



Cauliflower

Garlic

Onion

Turnip

Potatoes

Spinach

Do you know the English for...

- 1- Crevette grise: *shrimp*
- 2- Crevette rose (bouquet): *prawn*
- 3- Maïs: (sweet) *corn*
- 4- À la vapeur: *steamed*

Exercise 20

CSPINACHIPNDIAN
 CAOCOKINGIISPN
 ICBYOGARLICNTOA
 STYBACREDNAIROC
 CARDAMOMNDFFEUU
 CLLOFGRNMCFUWKT
 RIRY+EEUUAC+OE+
 ++N+G+STSTA+LE+
 +++N+TU+++R+FR+
 ++I+ARC+++RCIG+
 +GBRMMNL++OHLU+
 ++DES+OIO+TIUN+
 ++RAA++NMVSLAE+
 +IEOGNAM+UEICF+
 CP++++S+++CS+++

(Numéro colonne verticale, numéro colonne horizontale, direction)

Directions :

SE : South East (Sud Est)

N : North (Nord)

NE : North East (Nord Est)

NW : North West (Nord Ouest)

Etc...

BEANS (3,11,SE)
 CABBAGE (1,1,SE)
 CARDAMOM (1,5,E)
 CARROTS (11,7,S)
 CAULIFLOWER (13,14,N)
 CHILI (12,10,S)
 CINNAMON (1,6,SE)
 CLOVES (7,10,SE)
 COCONUT (4,2,SE)
 CORIANDER (15,4,W)
 CUMIN (11,15,NW)
 FENUGREEK (14,14,N)
 GARLIC (6,3,E)
 GINGER (2,11,NE)
 MANGO(8,14,W)
 MUSTARD (9,6,SW)
 PEAS (2,15,NE)
 SAFFRON (9,8,NE)
 SPINACH (2,1,E)
 TURMERIC (8,8,SW)
 TURNIP (15,6,NW)

Phrase mystère: Indian cooking is spicy,tasty and full of curry!

Séance 6

Exercise 21

1- The letters 'rs' mean 'rupees'.

2- A coke is around 86 cents.

Chicken Biryani is around \$1.95.

Prawn Curry with coconut for two is around \$2.60.

3- a chai: 0,21 euro

Tandoori chicken: 2,15 euros

Aloo Gobi: 1.55 euro

4- If like John you don't eat meat, can you find yourself a dish at Diamonds?

☒ Yes, because there are lots of vegetarian dishes, such as vegetable samosas, pakoras, vegetarian Biryani and fish as well: Masala Fish Fillet.

Exercise 23

	Ethan	Katie	John	Susan
Main course	(samosas for starters) Tandoori Chicken	Shrimp Biryani	Vegetarian Biryani	Vegetarian Biryani
Drink	mango lassi	a glass of Coke	lemonade	massala chai

Séance 7**Exercise 24**

une tombe	a tomb – a burial place
un mariage	a wedding - marriage
fiancé	engaged
une merveille	a wonder
merveilleux	wonderful – beautiful – marvelous
du marbre	marble
coeur brisé	heartbroken
naissance	birth
donner naissance	give birth to (à)
pleurer quelqu'un, porter le deuil	mourn
des pierres	stones

Exercise 26

Most important information about the place Ethan and his family are about to visit:

Mausoleum – monument – Agra-India – love story – Prince – wife – 14 – 15 year girl – engaged – 5 years – wedding – marriage – Emperor – dies- birth- child – sad - memorial

What is the monument called?	the Taj Mahal
What sort of monument is it?	a burial place – a tomb
When was it built?	in the mid-17th century – 1631
Where was it built in India?	in Agra
Why was it built?	Because of the love story between Prince Khurram and Mumtaz: When his wife died, the prince was so sad that he had a beautiful memorial built in her memory.
About the love story:	
How old were they when they got married?	The Prince was 19 and Mumtaz 20.
What happened in 1631?	Mumtaz died.
About the monument (details) :	
What is it decorated with?	It is decorated with precious stones.
What animals were used in its construction? How many were there?	1,000 elephants were used.
How many workers were used?	22,000 workers were used.
How long did it take to build it?	It took 20 years to build the Taj Mahal.
What material is it mostly made of?	It is mostly made of white marble.

Séance 8

Exercise 27

The picture shows the Taj Mahal. The Taj Mahal is located in Agra.

Exercise 28

☒ Carl ☒ dhal ☒ snarl

SCRIPTS

Exercise 1

John: We have to start thinking about winter vacation ideas. So what are our plans for the winter holiday going to be like this year?

Ethan: No idea! What are you thinking of dad?

John: Well, actually, I was thinking you might want to go to Disneyland in Paris: how about that?

Ethan: Really? Well, dad, don't you think I'm a bit too old for a theme park? and we've already been to Disneyworld!

Katie: But I'd love to see that one! I love Paris!

Susan: The weather won't be as nice as it is in the summer!

John: Point taken.

Susan: How about a vacation in Hawaii? It could be so relaxing for us and fun for the kids.

They could swim, hike, snorkel, or join an arts and crafts program at a resort. and darling, we could have romantic dinners overlooking the ocean – just the two of us....while Ethan and Katie are in bed!

Ethan: Me in bed at 10 p.m.? Are you kidding mum?

Susan: Ok, some other time, maybe....

John: Why not go on a cruise? In the Carribeans? How fantastic it would be!

Susan: Darling, you know how seasick I can get ...

John: Oh yes, sorry about that.

Ethan: I know where we could go to! To Romania!

John: Romania? What for?

Ethan: It is Dracula's birthplace! We could visit Transylvania and Bran Castle, Dracula's home.....

Susan: No way. Too cold in winter! But I might want to go there later....

Ethan: Mum, if you wanna find some heat in winter, I advise you to go to India!

Susan: Well, that sounds good!

John:.. I wouldn't mind getting away from the cold myself.

Ethan: Still, I wonder... is there anything worth seeing in India apart from the Mosques?

Susan: Darling! Sure! I'm sure you've heard of the Taj Mahal which is said to be so spectacular and amazing. There are also magnificent temples, tiger sanctuaries and colonial tea plantations!

John: Gee, when you describe it like that, it sounds really great!



Susan: And that's not all. We'll be able to eat delicious, spicy food, and drink the world-famous Chai tea!, and I'll be able to buy myself beautiful saris!

John: I'm sure it will be the best vacations ever!

Ethan: Hey mum, why did you say 'colonial' tea plantation?

Susan: Well you know India used to be a British colony....

Katie: Wow!!! So the Indians must speak English very well then....

John: Well, they do speak English, yeah. You know English has become a world language, spoken by at least 750 million people.

Katie: Yes, I knew that dad!

John: Well, The official language of the Republic of India is Hindi. but English is the most commonly spoken language in India.

Katie: Great! Let's go to India dad!

John: So it seems our minds are all set on India, right?

Susan, Katie and Ethan: Yeah!!!!

Exercise 6

An immense mausoleum of white marble, built in Agra between 1631 and 1648 by order of the Mughal emperor Shah Jahan in memory of his favourite wife, the Taj Mahal is the jewel of Muslim art in India and one of the universally admired masterpieces of the world's heritage.

Extract 1:

(Irish accent)

Extract 2:

(Indian accent)

Extract 3:

(English accent: RP)

Extract 4:

(American accent)

Extract 5:

(Scottish accent)

Exercise 10

Travel Agent: Getaway Travel. How may I help you?

John: Yes, I'd like to make a flight reservation for the twentieth of February.

Travel Agent: Okay. What is your destination?

John: Well. We're flying to Delhi, India.

Travel Agent: Okay. Let me check what flights are available... [Okay] And when will you be returning?

John: Uh, well, we'd like to catch a return flight on the sixth of March. Oh, and I'd like the cheapest flight available.

Travel Agent: Okay. Let me see. Um, hmm . . .

John: Yeah?

Travel Agent: Well, the price for the flight is almost double the price you would pay if you leave the day before.

John: Whoo. Let's go with the cheaper flight. By the way, how much is it?

Travel Agent: It's only \$580.

John: Alright. Well, let's go with that.

Travel Agent: Okay. That's flight Air India number 102 from New York, Kennedy Airport to Delhi.

John: And what are the departure and arrival dates for each of those flights?

Travel Agent: It leaves New York at 4 pm, arriving in Delhi at 4:55 pm.

John: Alright. And, uh, I'd like to request a vegetarian meal.

Travel Agent: Sure, no problem. And could I have your name please?

John: Cameron. C.A.M.E.R.O.N.

Exercise 11

Check-in Personnel: Passport and ticket, please.

John: Here is my passport, and my ticket.

Check-in Personnel: Where are you headed?

John: We are going to Delhi.

Check-in Personnel: How long will you be staying?

John: For 2 weeks.

Check-in Personnel: Thank you. How many bags are you bringing, sir?

John: I want to check in the large suitcase, and I'd like to carry the smaller one on with me.

Check-in Personnel: I will weigh them. Everything is fine. What seat would you like: window or aisle?

John: Window, please.

Check-in Personnel: No problem. And what do you want for your meal? Chicken or fish?

John: I'm a vegetarian. I've already ordered a special meal.

Check-in Personnel: Good. Here are your boarding passes. You can go to gate B 11.

John: Thank you. Goodbye.

Exercise 13

Customs Officer: Next. Passport, please.

Susan: Okay.

Customs Officer: Uh, what is the purpose of your visit?

Susan: We're going to be touring the country for two weeks.

Customs Officer: And where will you be staying?

Susan: We'll be staying at pre-booked hotels mainly.

Customs Officer: And uh, what do you have in your luggage?

Susan: Uh, well, just, just my personal belongings um . . . clothes, a few books, and a CD player.



Customs Officer: Okay. Uh, please open your bag.

Susan: Sure.

Customs Officer: Okay . . . Everything's fine. Uh, by the way, is this your first visit to India?

Susan: Well, yes, it is.

Customs Officer: Well, enjoy your trip, Madam.

Susan: Thanks, Officer.

Exercises 14 et 15

Extract #1:

Customs Officer: Uh, what is the purpose of your visit, business or pleasure?

Susan: Pleasure. We're going to be touring the country for two weeks..

Extract #2:

Customs Officer: And where will you be staying?

Susan: We'll be staying at pre-booked hotels mainly.

Extract #3:

Susan: We'll be staying at pre-booked hotels mainly.

Customs Officer: And uh, what do you have in your luggage?

Susan: Uh, well, just, just my personal belongings um . . . clothes, a few books, and a CD player.

Customs Officer: Okay. Uh, please open your bag.

Susan: Sure.

Customs Officer: Okay . . . Everything's fine.

Exercise 17

Cinnamon-cloves-mustard seeds-saffron-turmeric-bay leaves-coriander-ginger

Exercise 19

Cauliflower – garlic-onion– potatoes – turnip – spinach

Exercise 23

Ethan: Gee! The people are friendly here in Main Bazaar. This is a really nice place. Well. I'm hungry. Mum, could we just stop here? There's a nice restaurant. Oh, it's called 'Diamonds'. Funny, isn't' it?

Katie: Not really. India is often compared to a diamond, because of its shape.

Waiter: Hello, Can I help you?

John: Yes, we'd like to have some dinner. Could we see the menu please?

The Waiter: Certainly Sir. Here you are.

John: Thank you very much.

The Waiter: Take your time.

John: Thank you. Ok.

Susan: They have got a lot of different food here. This looks good.

The Waiter: Can I recommend today's special, Sir?

John: Yes, please. What is it?

The Waiter: Well it is vegetarian. Vegetarian Biryani

John: Vegetarian Biryani? I'll have that!

Susan: Ok. I'll have that too!

Ethan: (It) sounds great. But what is it exactly?

Waiter: It is Aromatic Indian basmati rice cooked with fresh herbs and spices.

Ethan: What sort of spices? Is it hot?

Waiter: Well it's a vegetable mix with Basmati Rice. There are Onions, Tomatoes, Carrots Beans, Peas, mixed with Yogurt, chili powder, Ginger, garlic, Coriander, lemon juice and Saffron.

It's not hot, it's rather mild.

Ethan: Nah...I'll have the samosas for starters and I'll have Tandoori Chicken.

Waiter: — Excellent choice!

Katie: I don't know what to have....

Waiter: May I recommend Shrimp Biryani? It's mild and very tasty.

Katie: — OK. I'll have that.

Waiter: — Fine (...) Would you like something to drink?

John: — yes, please. May I see the wine list?

Waiter: — I'm afraid we don't serve wine. Only beer.

John: — Oh, I see. Well, lemonade for me then.

Katie: Yes, and I'd like a glass of Coke, please.

Waiter: And you Ma'm?

Susan: I'd like massala chai.

Waiter: Would you like anything else to drink?

Ethan: Yes, I'd like Lassi, please. Does that taste like milk shake?

Waiter: Yes, that's right. Fruit Lassi then? We have mango lassi, banana lassi....

Ethan: Mango! My favourite!

Waiter: very well, Sir. Can I bring you anything else?

John: No, thanks. We're fine. (few minutes later)

Waiter: How is everything?

Susan and John: Great!

Exercise 24

A tomb – a burial place - A mausoleum - Mughal - mourn - architecture



Exercise 26

The Taj Mahal is a mausoleum (- or a tomb) and monument - built in the mid-17th Century In 1631, in Agra, India.

The Taj Mahal was built because of a love story! It was built by the Prince of the Mughal Empire in memory of his favourite wife. In 1607, Prince Khurram of the Mughals, at the age of 14, fell in love with a 15 year girl and became engaged. The couple had to wait 5 years for their wedding day, but then had a long and very happy marriage. Prince Khurram became Emperor in 1628 and was then known as Shah Jahan ("King of the World"), and his wife was known as Mumtaz Mahal ("Beloved Ornament of the Palace").

In 1631, Mumtaz Mahal died while giving birth to their 14th child. The Emperor was so sad he ordered that a beautiful memorial to his wife should be built.

This beautiful building is regarded as one of the Seven Wonders of the world.

The Taj Mahal is decorated with 28 different varieties of precious and semi-precious stones.

1,000 elephants and 22,000 workers were used in its construction, which took over 20 years!

The Taj Mahal was built entirely out of white marble, which was brought in from all over India and Asia.

It is said that the Emperor was so heartbroken when his wife died that he ordered his court to go into mourning for two years.

Exercise 28

1- Carl

2- pale

3- dhal

4- all

5- snarl

6- central

7- ball

8- false

9- pal

10- Paul

11- male

Exercice 29

Phonologie

Vérifie ta prononciation. Répète plusieurs fois ces mots si nécessaire.

comme dans garden, tart, Mahal, Carl

comme dans cat, fat, pal

comme dans America

comme dans any, many, ate

comme dans pale, roommate, male

comme dans fair, care

comme dans hall, ball, false, Paul, all

Exercice 30

Dis à voix haute les phrases suivantes, en essayant d'appliquer les conseils ci-dessus.

The pale American roommate called Paul didn't care why the black cat was in Carl's garden!

There were many balls in the hall and all of them belonged to Paul.

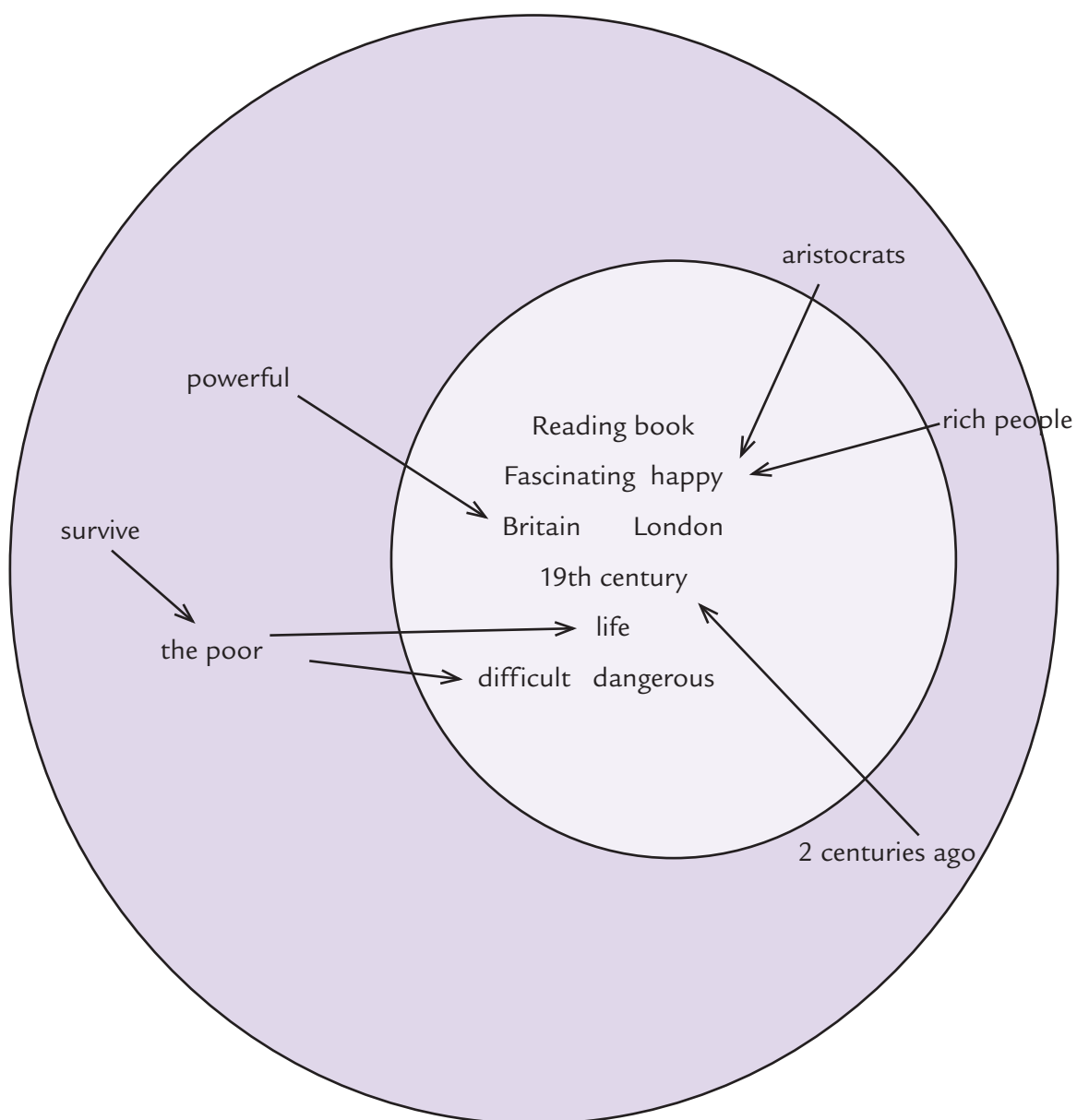
Are you sure that planes are safer than cars?

Who ate that apple tart Mary made for my mates and I?

Séance 1

Step 1

Voici un exemple de ce que tu as peut-être noté :



Step 2

Exercise 1

	Susan's book	Katie's book
Subject	Life in London	Life in London
Period	19th century	19th century
Place	London in general	London's East End
People	Aristocrats, rich people	The poor
View	Positive [X] Negative []	Positive [] Negative [X]

Exercise 2

People in Katie's book	People in Susan's book
Poor	Rich
Unhappy	Comfortable
Difficult	Privileged
Dangerous	Powerful
Underprivileged	Safe
Powerless	
Homeless	
Miserable	
Hungry	
Needy	

Exercise 3

Katie is fascinated by what she is reading

Her Mom doesn't really understand why she is [X] Fascinated [] Fascinating

"This book is really good. If you read it, you'll never get bored because this is a fascinating story.

Step 3

What I like is the atmosphere and the sense of danger in these stories.

This sentence is: Not a question

Exercise 4

Susan: 'What I like is romanticism
and love stories.

But what I prefer is stories about exotic places
and princes and princesses'

Step 4

Exercise 5

Hi, Alice !

I'm reading a fascinating book about London's East End in the 19th century. What I like is the atmosphere in it. It's about the difficult and dangerous life of poor people. When you read this book, you never get bored!

See you tomorrow in school. Katie

Séance 2

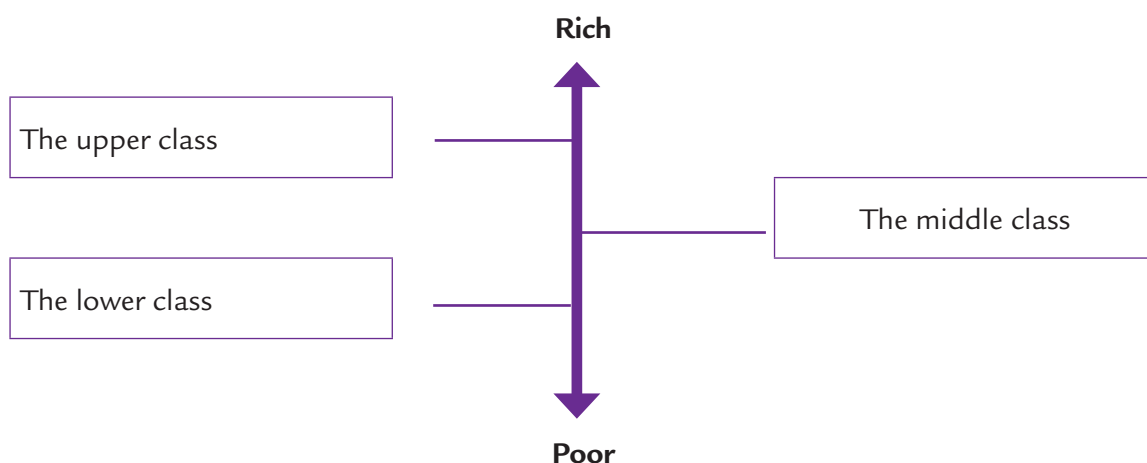
Step 5

Méthodologie

	Ton titre : Lower-class kids	Ton titre : Upper-class kids	Ton titre : Changes
Numéros de paragraphes	1, 2, 5	3,4	6, 7

Exercise 6

The lower class / the upper class / the middle class



Exercise 7

Lower-class kids

never went to school
were forced to work
had no toys

Upper-class kids

Rich kids had an easy life
had servants to look after them.
could play as long as they wanted

Step 6

Obligation, contrainte	Absence d'obligation ou de contrainte	Possibilité	Impossibilité ou incapacité
were forced to had to	didn't have to	Could were allowed to	Were not able to

Exercise 8

Voici un exemple de ce qu'on pouvait écrire. Nous avons choisi de parler à la fois des enfants riches et des enfants pauvres. Tu n'étais pas obligé de procéder ainsi.

Nous avons mis en gras certains des éléments de la séance qu'il fallait réutiliser.

Il y avait bien sûr d'autres possibilités.

When I was a kid, in the 1870s, I didn't realize how happy I was.

I was born in an **upper-class family**, so I had servants **to look after me**. I **didn't have to** go to school, because **I was educated (or taught) at home**.

I **could** play **as long as I wanted**, and I **was allowed to** have big, expensive toys.

The poor kids, on the other hand, had a terrible life. They **didn't go to school** because they **had to** work as soon as they were 7 or 8 years old. That's why they **were not able to** read or write.

They **weren't allowed to** play, and they had no toys. They **were forced to** work everyday.

Séance 3

Step 7

Voici une liste des questions auxquelles tu as peut-être pensé. Il s'agit juste d'exemples...

- À partir de quel âge travaillaient-ils ?
- Quels métiers exerçaient-ils ?
- Combien de temps passaient-ils à travailler ?
- Leur travail était-il difficile / pénible / dangereux ?
- Pouvaient-ils faire des pauses ? Pouvaient-ils refuser de travailler ?
- Combien gagnaient-ils ? -

Et ci-dessous nous avons barré les questions qui n'ont pas été posées par Katie :

- À partir de quel âge travaillaient-ils ?
- Quels métiers exerçaient-ils ?
- Combien de temps passaient-ils à travailler ?
- ~~Leur travail était-il difficile / pénible / dangereux ?~~
- Pouvaient-ils faire des pauses ? - Pouvaient-ils refuser de travailler ?
- ~~Combien gagnaient-ils ?~~

Step 8

Voici un exemple de ce qui pouvait figurer dans tes notes :

Child labour started 6 or 7
 considered normal needed the money
 were beaten If they didn't want to work
 not paid as much as adults
 small -> could do things adults couldn't
 worked in factories mines dangerous jobs clean machines
 many accidents some killed

Exercise 9

In Victorian England, in poor families, kids sometimes had to work as soon as they could walk. And when they reached the age of 6 or 7 most of them were employed in factories or down the mines. Some of them were beaten.

Children were often employed because they were small so they could do things adults couldn't do.

The work they did was often very dangerous and there were lots of accidents.

Employers were very interested in child labour because they didn't have to pay the kids as much as they paid adults.

Exercise 10

The children were forced to do very dangerous things
 were employed in factories or down the mines
 were paid very little money for their work
 were beaten if they refused to work
 were not allowed to play or to stay home doing nothing

Step 9

Phonologie

Phrase n°	Work	Walk
1	✓	
2		✓
3	✓	
4		✓

Exercise 11

Voici un exemple de ce que Katie pouvait dire à sa mère :

Mom, all children weren't as happy as you think during Victorian times.

It's true that rich kids had expensive toys and were allowed to play all day. They didn't have to work and they weren't beaten.

But on the other hand, poor kids weren't so lucky. They couldn't go to school and they were forced to work in factories or down the mines. Their families needed the money, so the kids were beaten if they refused to work.

They were small, so they could do things adults couldn't do. Their work was very dangerous, so there were many accidents.

Séance 4

Step 10

Anticipation

Voici une liste à laquelle tu as pu penser. Attention, certaines des inventions ci-dessous ne sont pas apparues durant cette période !

- Bicyclette ?
- Cinéma ?
- Téléphone ?
- Automobile ?
- Avion ?
- Train ?
- Télégraphe ?
- Électricité ?

Step 11

Exercise 12

Who does the pronoun “you” in the text refer to?

The person who reads the text

Exercise 13

Which two inventions does the word ‘danger’ refer to?

It refers to the bicycle and the car

Do you think this description is objective? Were roads really dangerous, in the 1880s?

No, because there were not many cars, and they were slow and very noisy. People could see and hear them easily.

In the box below, draw a picture representing the bicycle described in the paragraph you’ve studied.



In the same paragraph, can you find two words expressing the same notion, the same idea as ‘crazy’?

Insane / lunatics

Why do you think the narrator used these words?

He wants us to know what ordinary people thought of men riding bicycles or driving cars.



Who could have called the owners of the bicycle and of the car 'crazy'?

Some of the people who lived in the 19th century

Through this example, we can see that the tone of the passage is...

humorous

Field	Invention	Consequences	People concerned
Transportation	Steam trains	Travelling became easy and affordable	All people
Transportation	The bicycle	Danger on the streets? Danger, noise...	Excentrics
Transportation	The automobile	Electricity in houses.	A few rich excentrics
Comfort	The light bulb	More comfort.	Upper classes
Leisure	Photography	Take pictures of your family Talk to friends and relatives who live far from you home	Rich people or groups, families.
Communication	The telephone		A few rich people

Exercise 14

Voici un exemple de ce que Katie pourrait dire à son professeur:

In Victorian England, **there were** many new inventions that made your life pleasant, **as long as** you had **enough** money to enjoy them.

Thanks to electricity, there were **light bulbs** and **telephones** in the houses of a few rich people.

They **could** also **ride a bicycle**, or even **drive an automobile!**

There were not many inventions for poor people. However, they **could** take the **train** to visit their relatives 50 or 100 miles away from London, and, **thanks to** a photographer, they could have pictures of their family.

Séance 5

Step 12

1	Population	900,000
2	Jobs	...worked occasionally / did not work at all / criminals
3	Families	7 or 8 kids
4	Houses	Dirty – infested with insects – vermin – One room
5	Health	Epidemics - disease – handicapped – died before the age of 5.
6	Crime	Pickpockets 1888 Jack the...(Ripper) 1,200 prostitutes

Exercise 15

How many people lived in the East End?

900,000 people lived there.

What kind of people were they?

Poor people, large families and criminals

Did they all have jobs? How else did they make money?

No, they didn't. Some of them were criminals.

How large were families?

Often with 7 or 8 kids.

How big were the apartments they lived in?

Very small. Only one room.

Exercise 16

1-D 2-B 3-C 4-A 5-E

Exercise 17

Voici un exemple de ce qu'on pouvait écrire en utilisant tous les mots de la liste. Il y a évidemment d'autres possibilités.

The general population of London thought **that situation was intolerable**. They **couldn't** accept it (any more), and they said **something needed to be done**.

Exercise 18

When their husbands died or left them without any money, women were **kicked out** of their apartments with their kids.

They **were forced** to live on the street with nowhere to sleep. That is why most unmarried women and widows (women whose husbands had died) **had to** become prostitutes **in order to** earn a living. Their kids spent all their time on the street too, and were **obliged** to beg for charity.

Exercise 19

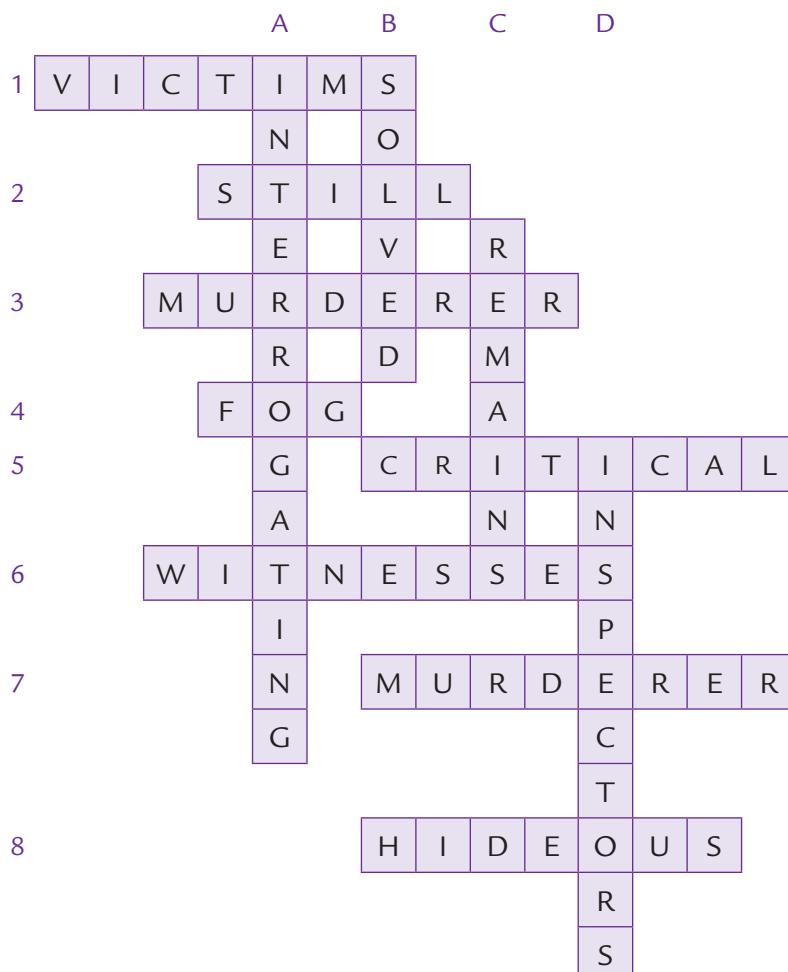
When her father died, Kelly and her mother **were forced to** leave their apartment. Because they refused they **were** beaten. Kelly's mother **had to** find a solution. So she decided to leave London, and start a new life in a small village, working as a servant.



Séance 1

Step 1

Exercise 1



Step 2

Exercise 2

Ladies and Gentlemen,

I know you may not appreciate our presence in the neighbourhood. But remember that we are not here to arrest you. We are here for your safety. We are here to ask for your cooperation.

We want this case to be **solved** as soon as possible. That is why we need **witnesses** who can give us information about the suspect. What he looks like, for example. We are looking for a dangerous **murderer** who has committed **hideous** crimes, and we know that we must find him quickly, or people will get scared and the public opinion will become very **critical**. The police will also need information about the **victims** so we will spend a lot of time **interrogating** their families and friends to try to discover why the killer murdered them and not someone else. I know you probably couldn't see much, because it was dark, and because of the **fog**.

Séance 2

Step 3

Exemples de questions possibles :

What is your name?

How old are you?

Where do you live?

Did you see anything?

Did you hear anything suspect?

Who found the victim?

What time did it happen?

Did you know the victim?

How did you discover the body?

Step 4

Exemples de notes possibles prises durant l'écoute

Witness:

Peter Hopkins 40 born 1848 London

Married 7 children no job

heard woman shouting

saw suspect elegant tall disappeared in fog

around 1 o'clock

Witness did not know victim

Exercise 3

Detective Johnson's questions	Information needed	Information obtained
What is your name?	Name	Peter HOPKINS
How old are you?	Age	40
When and where were you born?	Date and place of Birth	1848 London
Do you have a job?	Job	No job / unemployed
Are you married?	Marital status	Married
Do you have children?	Children	7
Did you hear any strange noises	Strange noises?	A woman, shouting
Did you see the suspect?	Physical details	on suspect? Tall Elegant
What time did it happen?	Time of events	Around 1:00 am
Did you know the victim?	Links with victim	No.



Exercise 4

Information needed	Information obtained
Name	Mary BAKER
Age	26
Date and place of Birth	London's East End
Job	Prostitute
Marital status	Unmarried / single
Children	3
Strange noises?	No
Physical details on suspect?	Dark suit. Well dressed.
Time of events	1:30 am
Links with victim	Friends

Voici en gras les questions que tu pouvais poser dans les blancs de l'enregistrement.

What is your name ?

My name is Mary Baker, inspector

How do you spell it?

It's B.A.K.E.R

Where were you born? (Where do you live?)

I was born in London, in the East End. I've lived here all my life, inspector.

How old are you?

I'm 26.

Are you married?

No, I'm not married.

Do you have children?

Yes, I have 3 children.

Do you have a job?

Er...do you really have to ask? Isn't that clear from the way I dress, inspector. I'm a prostitute.

What else could I do in this area? I need to feed my kids, you see...

Did you hear anything strange?

No, inspector. I didn't hear anything strange.

Did you see anything?

Yes, I did see something. I noticed this man in a dark suit. He was so well dressed... Not the kind of person you usually come across in this neighbourhood, inspector!

What time did it happen?

I suppose it was 1:30 or thereabouts.

Did you know the victim?

Well...I knew her. Just a little. She was a friend of a friend, actually.

Séance 3

Step 6

Exercise 5

The victim, a 42-year-old occasional prostitute named Mary Ann Nichols **was murdered** in whitechapel on August 31, as she was going back home.

The dead woman **was found** at half past twelve by two men named Charles Cross and Robert Pole who were on their way to work. They immediately called for the police. The body was first **examined** by Police Constable John Neil who immediately saw that there was nothing he could do to save her. So the corpse **was brought** to the morgue.

After forensic examination, it appears that the multiple injuries **have been caused** by an extremely sharp knife, similar to the ones **used** by butchers or surgeons. According to the doctor who examined the body, the murderer is left-handed.

The policemen were not given any clues or details by the people who live in the street where the murder **was committed**. As usual, we have few witnesses. Probably because of the fog, or maybe because the local population is too scared to testify.

Mary Ann Nichols **was considered** a particularly nice person, who did not have any enemies.

Step 7

Dans quel cas le sujet est-il capable d'agir ? Dans quel cas n'a-t-il aucun pouvoir sur la situation ?

Sujet capable d'agir : phrase 2. Aucun pouvoir sur la situation : phrase 1

Quelle phrase est à la voix passive ?

La phrase 1

Exercise 6

'Where is the body?'

'I think it **has been** transferred to the morgue.'

On s'intéresse à la situation présente qui s'explique par un événement passé. -> Present perfect.

'The doctor says this woman **was** killed 5 or 6 hours ago'.

Événement révolu (le moment du décès n'est pas le moment présent) -> Simple past.

'Today, the streets of the East End **are** considered a very dangerous place.'

Considération générale, liée à une situation présente. -> Présent simple.



Step 8

Victim	Mary-Ann Nichols	Annie Chapman
Age	42	45
Job	Occasional prostitute	?
Date of death	August 31	Tonight
Circumstances	At night. In the fog.	At night. In the fog.
Time body was found	12:30 am	2:00 am
Location	Whitechapel	Whitechapel
Weapon used	Butcher or surgeon's knife	Same weapon (butcher's knife)
Clues	Murderer: left-handed	Murderer: left-handed
Alleged murderer	Jack the Ripper	Jack the Ripper

Exercise 7

The victim **(was 45)**.

She **was killed** tonight.

Her body **was found** in Whitechapel

The corpse **was discovered** at 2:00 am.

Both victims (M.A. Nichols and Annie Chapman)...

They **were both killed at night**, in the fog.

They **both lived in** Whitechapel

Séance 4

Step 9

Exercise 8

§ n° :	Idée directrice	Expressions utilisées dans le texte.
1	Une victime de plus.	Another atrociously mutilated body
2	La police ne dispose toujours pas d'informations précises	the detectives have not been able to collect precise information
3	La police ne parvient pas à arrêter le meurtrier	investigators are still unable to find the murderer,
4	Le tueur se permet d'envoyer des lettres aux enquêteurs	Police headquarters received a letter from Jack the Ripper himself!
5	Le contenu de la lettre devait rester secret	thanks to undisclosed sources, we are able to reveal it to our readers
6	La situation est intolérable. Il faut davantage de policiers dans les rues de l'East End	We want more policemen and we want them to be better equipped.

Exercise 9

Quel est le point de vue de l'auteur sur le travail de la police ? Cherche dans le texte des éléments qui te permettront de justifier ta réponse.

L'auteur est très critique vis-à-vis de la police. Il insiste sur les échecs des enquêteurs, et répète que l'enquête n'avance pas.

Exemples :

unable to understand

the detectives **have not been able to collect precise information**

still **unable to find the murderer**

To add to the police's growing **embarrassment**

D'après toi, quel pourrait être le sens du terme 'clueless' utilisé dans le titre de l'article ? Aide-toi contexte et de la construction du mot (clue + less)

Dans ce contexte, on peut dire : Dans l'embarras, sans la moindre piste...

Mais littéralement, clueless indique l'absence d'idée, d'élément ou d'indice pour comprendre une situation.

Vu la manière dont l'auteur présente le travail de la police, dans quel but a-t-il choisi de publier la lettre qui devait pourtant rester secrète ?

Probablement pour montrer l'inefficacité de la police.

Pour provoquer une réaction de la part des autorités, et pour montrer que la police manque de moyens pour mener correctement l'enquête.

Exercise 10

Voici un exemple de ce que tu pouvais écrire :

Sir,

I have read the article in this morning's newspaper. I must say I do not approve of the tone used by the journalist.

However, I must admit that he is right on some points.

We are unable to catch Jack the Ripper, and this situation **is proof that** we **need more** policemen to investigate these murders. We **must** do something!

I really think we **should** send more detectives to question the witnesses.

Séance 5

Step 11

Facts about JTR	Meaning / interest
He sends letters to the police	He's having fun. He may be crazy
He's well-dressed	He is not from the East End
He is left-handed	Nothing.
He knows anatomy very well	He's an educated man.
He doesn't steal money from his victims	He must be someone with money
He never makes mistakes	He's probably very intelligent



Exercise 11

Jack the Ripper killed mostly **dark-haired** women (-> with dark hair)

The witnesses saw **a well-dressed** man (-> who dresses well)

Step 12

	Suspect 1	Suspect 2	Suspect 3
Name:	Michael Ostrog	Prince Albert Victor	Henry meatloaf
Age:	45	24	52
Profession:	Medical doctor (not any more) Jobless now No money	No job (doesn't need one)	Butcher Owns 3 shops Has a lot of money
Education / studies	Medical studies	Oxford University	No Can't read or write Knows animal anatomy
Criminal record (or criminal past):	Yes	No	Yes (hitting a woman)
Psychological elements:	Went to lunatic asylum twice	Can be very violent People say he's crazy Fascinated by prostitutes	People say he's a nice fellow Loves expensive clothes

Let's recap:

Michael Ostrog	has been sent to lunatic asylum has been to University knows human anatomy very well can afford expensive clothes
Prince Albert Victor	has never been arrested well lives in the East End
Henry Meatloaf	is not an educated man well doesn't live in the East End

Step 13

Exercise 13

The most likely suspect is Prince Albert Victor, because:

He can afford expensive clothes and he must be very elegant.

He doesn't need money.

He's an educated man.

He can be very violent.

People say he's crazy.

However, Henry Meatloaf is also a potential suspect.

Exercise 14

Tu pouvais par exemple dire :

Now, detectives, I think you can **release** Mr Ostrog, because he is poor and **can't afford expensive clothes**. He's not an elegant man, and he needs money. Remember Jack The Ripper **doesn't steal** any money **from** his victims!

I want you to keep Prince Albert Victor **in custody**, because he is a potential suspect.

I think we **should** also keep Henry Meatloaf in custody. He's a suspect too.



Séance 1

Step 1

Describe what the men are wearing?

They are wearing kilts.

Do men in France dress like this?

No, they don't.

What, do you think, is the nationality or origin of these men?

Irish or Scottish.

This photograph was taken on the 17th of March. Who celebrates on the 17th of March?

Irish people.

Try to complete this table:

John's ancestors: **Italian.**

Erin's ancestors: Irish. **Arrived in the 19th century.**

Reason for leaving Ireland: **They left because of the big famine (The Potato Famine)**

Number of victims: 1 million Number who emigrated: **1 million.**

Number of Irish-Americans today: **40 million.**

Step 2

Observe les verbes qu'Erin utilise dans son exposé.

Quel temps utilise-t-elle ? **Le prétérit**

Quelle est la marque de ce temps (pour des verbes réguliers) ? **ed**

Mary emploie-t-elle des verbes irréguliers ? Si oui, lesquels ?

base verbale → forme du prétérit

be → was/were

have → had

catch → caught

can → could

fall → fell

Séance 2

Step 3

They travelled by ship

How long do you think the journey took?

two weeks

Read the first part of Mary's letter to a friend in Ireland and check your answers.

1- Mary wrote this letter: **before she travelled to America**

2- Where is Mary when she writes the letter? **In Liverpool**

- 3- Her reasons for going to America:
 - a) There is no work for her in Ireland.
 - b) All her family died in the Famine.
- 4- How does she feel about going to America? (3 adjectives):
 - a) sad
 - b) excited
 - c) frightened
- 5- How did she travel:
 - a) from her village to Kilkenny ? **She walked.**
 - b) from Kilkenny to Dublin ? **By coach.**
 - c) from Dublin to Liverpool? **By ship.**
 - d) from Liverpool to the house where she is staying? **She walked.**
- 6- Can you find a word in the text which corresponds to “voyage” in French? **Journey**
- 7- Look at Mary’s description of her journey from her village to Liverpool. Find the words or expressions that tell us in which order Mary travelled.
 - a) **First** b) **Then** c) **After that** d) **Finally**

Observe les verbes que Mary utilise pour décrire son voyage de son village à Liverpool

Quel temps utilise-t-elle ? **Le prétérit**

Quelle est la marque de ce temps (pour des verbes réguliers) ? **ed**

Est-ce que Mary emploie des verbes irréguliers ? Si oui, lesquels ?

be (was/were), have (had)

Step 4

Remember the four words or expressions that Mary uses to help describe the chronological order of her journey. Include them in the letter.

First – Then – After that – Finally

Réponse possible, lettre de Tom Kelly:

My dear Peter,

This is my last letter before I leave Europe!

Tomorrow my ship leaves for America! I am excited but frightened too. It will take two weeks to cross the Atlantic.

I arrived in Liverpool three days ago. It was a long and tiring journey. First I had to walk to Cork from our village. Then I travelled to Queenstown by coach. After that I travelled by ship to Liverpool. Finally I had to walk from the port of Liverpool to our uncle’s house....



Séance 3

Step 5

« unpleasant » est composé d'un adjectif transparent et un préfixe. **un+pleasant**

Propose une traduction en français : **désagréable**

Le contexte t'a permis d'inférer le sens de « *to cross the Atlantic* » dans la première partie de la lettre. Alors comment dire « crossing » en français ? **traversée (voyage)**

« seasick » est un mot composé. Trouve les deux mots qui le composent puis propose une traduction : **mal de mer.**

« storms » précède « seasick » dans la lettre et semble en être la cause. Quel mot pourrait correspondre à « storm » en français ? **tempête**

Now read the letter again and complete this table

1- Problems on the ship:

a- too many people (not much room)

b- a big storm

2- The Lennon family are:

a- Irish

3- Why don't the Lennons want to travel to America?

They are too afraid of the long voyage

4- What does Mary promise to do?

She promises to write.

Exercise 1

Complete these sentences and put the verbs in the correct form.

1- Mary will try to find work when she **arrives** in America.

2- She will stay with friends until she **finds** work

3- As soon as she **gets** a job she will look for an apartment.

Séance 4

Step 6

Mary Cantrell left Liverpool on the 6th of December 1849. Her ship crossed the Atlantic in winter. Can you imagine her journey?

Circle the adjectives you think describe it:

long terrible unpleasant exciting frightening terrifying tiring

Circle the difficulties you think she experienced:

weather storms too many people food water seasickness -

How do you think she felt?

sad excited scared frightened terrified seasick tired hungry thirsty sick lonely

Step 7

The journey (chronology): goodbye – walk to ship.... **went on board, met a boy, could see America, landed, were accepted.**

The problems: no family, no friends, **storms, bad, food, little water,**

The consequences: lonely, seasick.... **seasick, frightened, hungry,**

Tense or form (temps du récit) **Le prétérit**

Mary wrote some verbs in her diary but others are missing. Here are some that you will use:
be – feel – have – meet (irregular)

Are they regular or irregular ? Find the forms of the irregular verbs. Write them here:

be was/were **feel** felt **have** had **meet** met

What words or expressions do you know?

a) to describe the order of events?

first – then – after that - finally

b) to explain the consequence of something

so

c) to explain the cause or the reason for something

because

Exercise 2

Mary's letter

Réponse possible :

New York, 28th December, 1849

My dear Kitty,

I arrived in New York four days ago. It was a long and tiring journey from Liverpool. First I said goodbye to the Lennons. Then I walked to the ship and went on board. There were too many people on the ship. The other passengers were nearly all Irish but I was lonely because I didn't have any family or friends on the ship.

There were many storms and I was seasick. I was frightened and also hungry because the food was bad. We only had biscuits. Many passengers were ill and two children died.

I met a nice boy on the ship, his name is Tom Kelly.

On the 22nd December we were very happy because we could see America. Finally we landed, on the 24th December. Some passengers were not allowed to land because they were sick. They were put into quarantine. Myself and Tom were accepted! I promise to write again soon.

Your dear friend, Mary

Séance 5

Step 8

Place the Cherokees lived before 1838	On their ancestral lands in Georgia
Place the Cherokees lived after 1838	“Indian territory” (now part of Oklahoma).
Why the government forced them to move	The white people wanted the Cherokees’ land
What happened if they refused	The soldiers dragged them from their houses and used their bayonets to make them leave
Number of Cherokees forced to move	17,000
Total distance	1200 miles
How long the journey took	Six months
Obstacles	Hills, mountains and rivers
Weather	Rain, sleet and snow
Number who died	4,000
Why they died (causes)	Hunger, exposure, exhaustion and disease

Read the text again and use the context to find equivalents for these French words or expressions:

chemin	trail
larmes	tears
la neige fondue	sleet
même si	even if
pied nus	barefoot
couvertures	blankets

Step 9

Before you start decide what tense you will use. Write it here: **the preterit (past tense)**

Remember the obstacles the Cherokees faced: **Hills, mountains and rivers**

Remember the weather: **Rain, sleet and snow**

Think of adjectives to describe the journey: **terrible, unpleasant, tiring, long, frightening...**

Think of adjectives to describe the feelings of the Indians: **sad, frightened, hungry, cold, tired..**

Think of expressions you know

a) to explain the consequence of something: **so**

b) to explain the cause or the reason for something: **because**

Exercise 3

Réponse possible :

My name is John Ross. I was 14 years old in 1838 when, one night in October, soldiers came to our house in Georgia. They forced me and my family to leave. They said we had to go to Indian territory. We walked for 6 months. The weather was terrible, it was very cold and there was a lot of rain and snow. We had to cross big rivers and mountains. I was always cold and hungry. My little brother, who was only 5 years old, died on the trail. When we arrived in “Indian territory”

I was really tired, sad and angry. I feel very angry today too.

Séance 6

Exercise 1

1- Quel temps en anglais est utilisé pour le récit d'événements passés ?

Le preterit (simple past)

2- Quelle est la marque de ce temps (pour des verbes réguliers) ?

ED

3- Ces verbes sont irréguliers. Écris la forme du prétérit pour chaque verbe.

be: **was**

have: **had**

catch: **caught**

can: **could**

fall: **fell**

feel: **felt**

Exercise 2

Complete these sentences with « so », « because », « in addition to » or “due to »:

1- The passengers on the ship were hungry **because** there wasn't enough food.

2- **In addition to** being hungry they were tired and frightened.

3- There wasn't any food in Ireland **so** many of the inhabitants emigrated to America.

4- Many people on the ship were seasick **due to** bad storms.

5- My ancestors had lots of difficulties in America **because** they were very poor.

6- The Cherokees didn't have any blankets **so** they were very cold at night.

Exercise 3

Complete these sentences with a word from the box:

terrifying terrified excited exciting boring bored

1- The children were **terrified** when the soldiers came and made them leave their homes.

2- The storms were **terrifying** for people on their first sea journey.

3- The emigrants were **excited** when they saw New York.

4- Passengers were often **bored** on the long sea journey because they had nothing to do.



Exercise 4

Complete this text and put the verbs in the correct form:

Paddy Walsh is going to America next week. When Paddy (arrive) **arrives** in America he (look) **will look** for a job. As soon as he (find) **finds** a job he (search) **will search** an apartment. Until he (find) **finds** an apartment he (stay) **will stay** with a cousin in the Bronx.

Exercise 5

Have you got a good memory? Answer these questions and find out!

- 1- In what century did the Potato Famine take place in Ireland?
a) 18th century **b) 19th century** c) 20th century
- 2- How many people died because of the Potato Famine? **about one million**
- 3- How many Irish people emigrated because of the Potato famine? **one million**
- 4- In what state did the Cherokees live before they were forced off their land? **Georgia**
- 5- What was the name given to their journey? The Trail of **Tears**.



Séance 1

Step 1

☒ Canada.

- 1- Detroit
- 2- Michigan
- 3- Ottawa
- 4- a- English b- French
- 5- Canada is much bigger than the USA (in size). H True
- 6- Winnipeg
- 7- Niagara Falls
- 8- Queen Elizabeth
- 9- The maple tree
- 10- Ice-hockey

What general impression of Canada do you get from the article.

☒ a big country

Find three adjectives which confirm your answer:

a- enormous b- vast c- huge

(autres possibilités: *largest, bigger*)

Exercise 1

- 1- Which country is bigger than Canada?
- 2- What is the population of Canada?
- 3- What is the name of the currency used in Canada? (What is the national currency of Canada?) (money)
- 4- What is the weather like in winter?

Exercise 2

Link these sentences with « although »:

- 1- Although Canada is an independent country the Queen is the official Head of State.
- 2- Although Toronto is the biggest city Ottawa is the capital.
- 3- Although Canada has got two official languages many Canadians aren't bilingual.

Séance 2

Step 2

Exercise 3

Now match an element from column A to column B:

1 i	2 f	3 a	4 e	5 g	6 h	7 c	8 b	9 d
-----	-----	-----	-----	-----	-----	-----	-----	-----



Now, find nine irregular verbs in the text and complete the table

Verb	Preterit form
build	built
be	was
have	had
teach	taught
learn	learnt
make	made
burn	burnt
go	went
can	could (couldn't)

Les verbes qui relatent ces faits sont donc conjugués au **prétérit**.

Exercise 4

Place les mots suivants dans le tableau en fonction de la prononciation de la voyelle « i » :

[ɪ]	[aɪ]
native fishing live	right colonize arrived rivalry exile

Séance 3

Step 3

Look at this quiz and see what you know about the native inhabitants of North America.

- 1- All Native American peoples speak the same language. ☒ False
- 2- Christopher Columbus was the first person to arrive in North America. ☒ False
- 3- First Nations people and Native Americans all live in teepees today. ☒ False
- 4- The native people of Canada that the Europeans called Indians are now called First Nations people ☒ True
- 5- The carvings* on a totem pole tell the life story of the owner*. ☒ True
- 6- Information and family histories came from storytellers. ☒ True
- 7- The Inuit in Canada were once called Eskimos. ☒ True
- 8- The Inuit live in igloos today. ☒ False
- 9- All Inuit, Native Americans and First Nations people live in Canada. ☒ False
- 10- Each First Nation or Native American tribe has got its own traditions. ☒ True

Answers

- 1 d 2 h 3 e 4 a 5 g 6 b 7 f 8 c 9 j 10 i

Exercise 5

Réponse possible :

Before European explorers arrived in North America, there was a vast, and diverse native population there. When Christopher Columbus arrived in North America he thought he was in India so he called the inhabitants Indians. Today, in Canada, these people are called First Nations people. They speak more than 30 different languages. Some live on reserves and others in cities and towns. Each tribe has its own traditions but some traditions are shared (*partagées*).

Séance 4

Step 4

- 1- They lived in wooden houses.
- 2- They ate corn, beans, berries, wild animals (deer...)
- 3- They travelled on foot, by canoe, by toboggan and by sleigh.
- 4- They wore clothes made from animal furs.
- 5- They were taken to a shaman (a medicine man or woman)
- 6- The older women of the clan elected them.

Read the story again and see if you can find the equivalent of these French words:

de bois	wooden
cultures	crops
haricots	beans
baies	berries
sauvage	wild
ours	bear
cervidés (biches, cerfs...)	deer
loups	wolves
fourrures	furs
traîneaux	sleighs
guérir	cure

Exercise 6

The Plains Cree People

The Plains Cree People were nomads. They lived in teepees on the plains of central and western Canada. To get food they hunted wild animals such as buffalo. The Plains Cree wore clothes made from buffalo hides. They wore moccasins on their feet. They travelled on horseback. If people were sick they were taken to see a shaman. A chief was elected but was usually the son of a chief.

*buffalo herd: *troupeau de buffles/bisons*

Séance 5

Step 5

You are going to listen to a discussion about an ice hockey game.

team win ice court lose hockey gym

goal stadium captain spectators

Find the verbs in the list. Write them here: **win, lose**

Are they regular or irregular verbs? **They are irregular verbs.**

Write their past (preterit) forms here: **won, lost**

Circle them if you think you will hear them : **team, hockey, stadium, won**

Now look at this table. Use your notes to complete it.

John looks **tired**.

Reason: he got home **late (didn't get much sleep)**

Where he was: at a **hockey game (match)**

Two teams **Toronto** and **Montréal**

Winner: **Toronto**

Exact Result: **Toronto 4, Montréal 3**

Atmosphere: **Incredible**

Problem: **The traffic was terrible.**

After the match John got **some of the players'** autographs (even the goalie's).

Listen to these sentences again:

Was it difficult for John to get into the stadium for the start of the match? **Yes**

Do you think it was difficult to get the autograph of the star of the game? **Yes**

Exercise 7

The match was difficult but Toronto **managed** to win.

Montreal **didn't manage to beat** Toronto.

The goalie **managed** to save a great shot.

Exercise 8

Before you start, list all the verbs you will use (in your exercise book). What tense or form will you use? **The preterit (past tense).**

Write your email here.

Réponse possible :

Dear (ou Hi) prénom inventé

How are you? I hope you are having a good time in France. Last night I went to see the hockey game with Brian. Toronto were playing against Montréal. The traffic was very bad but we managed to get to the stadium for the start of the game. The game was very exciting and the atmosphere was incredible. Toronto won, 4-3. After the game we stayed around and managed to get some of the players' autographs.

Love, John



le coin des curieux

- 1- Maple Leafs → Toronto
- 2- Canadiens → Montréal
- 3- Canucks → Vancouver
- 4- Oilers → Edmonton
- 5- Senators → Ottawa
- 6- Flames → Calgary

Séance 6

Step 6

Do you remember the colours of the Canadian flag? What are they?

red and **white**.

The national symbol of Canada, the **maple** leaf is in the centre of the flag.

Do you know what the maple tree is called in French? **L'érable**.

Read these sentences. Circle the correct answer, right or wrong. If the sentence is wrong, write a correct sentence.

- 1- Maple syrup is a sweet liquid ☒ Right
- 2- It comes from a tree ☒ Right
- 3- It was discovered by European settlers in Canada H Wrong ☒ wrong

Maple syrup was discovered by the First Nation tribes of Canada many years ago, long before the first Europeans reached North America.

- 4- In the past it was more expensive than sugar ☒ Wrong

Maple syrup production quickly developed because other types of sugar were hard to find and very expensive at that time.

- 5- The sap from the maple tree is collected in winter ☒ Wrong

Every spring, when the snow began to melt, they would cut holes in maple trees and collect the liquid (called sap).

- 6- The sap is collected from young maple trees ☒ Wrong

A maple tree must be at least 40 years old before it can be tapped for its sap

- 7- Maple syrup has got lots of calories ☒ Wrong

There are only 40 calories to 1 tablespoon of maple syrup

Now use the sentences (from 1 to 7) to write a paragraph about maple syrup. Write it in your exercise book.

Maple syrup is a sweet liquid which comes from a tree. Maple syrup was discovered by the First Nation tribes of Canada many years ago, long before the first Europeans reached North America.

Every spring, when the snow began to melt, they would cut holes in maple trees and collect the liquid (called sap).

When European settlers arrived in Canada maple syrup production quickly developed because other types of sugar were hard to find and very expensive at that time.

A maple tree must be at least 40 years old before it can be tapped for its sap.

Maple syrup hasn't got lots of calories. There are only 40 calories to 1 tablespoon of maple syrup!

Séance 7

Exercise 1

Have you got a good memory? Test your memory by answering these questions about Canada.

1- Write the names of three Canadian cities here.

Réponses possibles : Montreal, Toronto, Calgary, Edmonton, Winnipeg, Ottawa...

2- Write the names of three of the Great Lakes (on the border between the USA and Canada).

Réponses possibles : Lake Superior, Lake Michigan, Lake Huron, Lake Erie, Lake Ontario.

3- Who is the official head of state of Canada? **The Queen (of the United Kingdom)**

4- What are the colours of the Canadian flag? Red and white

5- What are the two official languages of Canada? a) English b) French

6- What's the most popular sport in Canada? **Ice hockey**

7- Which country is bigger, the USA or Canada? **Canada**

8- What name is given to the French speakers who were expelled from Nova Scotia in the 18th century? **The Acadians**

9- Name two First Nation peoples.

Réponses possibles : The Wendat (The Huron), The Plains Cree, The Mohicans...

10- What Canadian product do people pour on pancakes? **Maple syrup**

Exercise 2

a) **Although Montréal is in Québec many people (in Montréal) speak English.**

b) **Although Canada is an independent country the Queen is the head of state.**

c) **Although Canada is a very big country the population is quite small.**

Exercise 3

Write the preterit form of these irregular verbs:

- | | |
|----------|---------------|
| a) burn | burnt |
| b) build | built |
| c) learn | learnt |
| d) lose | lost |
| e) win | won |

Exercise 4

Look at these words. Say each word aloud. In which word is the pronunciation of the letter « i » different?

right - arrive - **native** - five - night - light.