



*Exercices
d'entraînement
-
Corrigés*

I. Here we go again!

1. Prepare

- The name of the country is **Canada**.
- The number of the map that corresponds to Canada's description is **1**.

2. Listen

1. The Jenkins are visiting the Niagara Falls.
2. It's between 9am and 9.20 am.
3. Two waterfalls are mentioned – the American one and the Canadian one.
4. The boat ride is about twenty minutes.

4. Answer

1. The weather is fine and there are not so many people around because it's early.
2. She is taking a picture because she is amused at seeing Thomas and Rosie wearing the blue waterproof raincoats.
3. Thomas was disappointed because he wasn't impressed by the American Niagara Falls.
4. They are wearing raincoats to protect themselves from the spray sent by the Niagara Falls.

5. Learn

Exercise 1

- a) There are thirty-five million inhabitants.
- b) Its waterfalls look like a horseshoe/are shaped into a horseshoe/ are horseshoe-shaped.
- c) This country is located/situated in the northern part/in the north/north of the American continent.
- d) The Jenkins are wearing a waterproof outfit.

Exercise 2

a)

- | | | | | | |
|----------------|---------|-------------|----------|-----------|--------|
| ➤ look forward | ➤ isn't | ➤ 's | ➤ 's | ➤ flow in | ➤ is |
| ➤ are | ➤ are | ➤ think | ➤ look | ➤ is | ➤ wear |
| ➤ are | ➤ read | ➤ is | ➤ says | ➤ lasts | ➤ are |
| ➤ are | ➤ is | ➤ 's | ➤ says | ➤ are | ➤ is |
| ➤ is | ➤ call | ➤ look like | ➤ sounds | ➤ have | |

b)

- | | | | |
|------------------------|----------------|--------------|--------------|
| ➤ are... photographing | ➤ am... taking | ➤ 's getting | ➤ am soaking |
| ➤ 're pushing | ➤ are wearing | | |

c)

- What a good idea to take the first morning boat, Victoria!
- But how hard it was for the kids to get ready to catch the 9 o'clock boat!
- It's such a lovely day that it is going to be much busier later on!
- I think you look so great in these blue raincoats!
- This is such a trendy outfit, especially for you, Rosie, who constantly wear sea blue!
- Isn't that disappointing!
- What an outstanding view!
- How impressive!
- Don't these falls look like a horseshoe!
- How noisy it's getting!
➔ The four words are: "**how**", "**what**", "**so**", "**such**"

d) The exclamatory sentence that is based on the same structure as the negative question:

- Don't these falls look like a horseshoe!
- Isn't that disappointing!

6. Think

- Lorsque M. Jenkins dit « *the flyer says it (= the boat ride) lasts for about 20 minutes* », il sous-entend que :
 - la croisière est en train de durer 20 minutes.
 - la croisière dure habituellement 20 minutes.
- Lorsque Madame Jenkins dit « *you are wearing your blue waterproof raincoat!* », elle affirme que :
 - Rosie a l'habitude de porter une cape imperméable bleue.
 - Rosie porte une cape imperméable bleue au moment où sa mère s'exprime.

Exercise 3

James – Where **are you going** (you/go), Barbara? You **look** (look) like you are late.

Barbara – Oh! Hello, James! I **always love** (always/love) talking to you but you're right – I **am running** (run) late at the moment. My sister **is waiting** (wait) for me. As you know, Sarah and I **have** (have) lunch every Wednesday.

James – Wait! **Do you mean** (you/mean) you **are going** (go) to Wendy's, near the mall?

Barbara – Yes, this is exactly where I **am heading** (head for)! I can't wait for you, James. I'm ashamed because I **never arrive** (never/arrive) at Wendy's on time. James – Don't rush, Barbara! It's useless. Wendy's **doesn't open** (not open) before noon.

Barbara – I **know** (know), James! When I get there on time, I **wait** (wait) in front of the entrance door!

James – And don't be late this afternoon. Mrs. Robinson **is giving** (give) us a Maths test at 2 o'clock.

Barbara – Thank you for reminding me and see you later then!

Exercise 4

- a) **How** hard it is to concentrate in **such** noise!
- b) Look at the actress over there! She is **so** elegant!
- c) The Jenkins have **such** nice children!
- d) **What** a pity! Jenna can't meet us in Brighton this weekend!
- e) I don't know **how** expensive this trip is!
- f) Our neighbours' dogs are **so** noisy and aggressive!
- g) You can guess **how** surprised they were!

Exercise 5

- a) How beautiful and modern (this building is)!
Isn't it the most beautiful modern building!
- b) How interesting (this article is)!
Isn't it an interesting article!
- c) What a mess!
Isn't Nina's bedroom/it in a mess!
- d) How scary (they look)!
Don't these manga characters/they look scary!
- e) How dirty (the baby girl's face is)!
Doesn't the baby girl/she have a dirty face!

7. Speak

A

At the moment, | the Jenkins are visiting the eastern part of Canada | where most of the country's main cities are located, | except for Vancouver, | which is situated on the Pacific coast. |

B

Traditionally, | the Maid of the Mist first sails past the American Niagara Falls | before heading for the highly impressive Canadian Falls | that are shaped in a horseshoe. |

II. Visiting a museum in Ottawa

1. Prepare

→ According to you, **which one** of the following Ottawa museums **would they like to visit**?

- | | |
|--|---|
| <input type="checkbox"/> The Canadian Museum of Nature | <input type="checkbox"/> The Canadian War Museum |
| <input checked="" type="checkbox"/> The Canadian Museum of History | <input type="checkbox"/> The Canada Aviation and Space Museum |
| <input type="checkbox"/> The National Gallery of Canada | <input type="checkbox"/> The Canada Agriculture and Food Museum |

→ Among the following topics, tick the ones the Jenkins want to know more about.

- | | |
|--|---|
| <input type="checkbox"/> Business strategies | <input type="checkbox"/> Health matters |
| <input checked="" type="checkbox"/> Historical events | <input type="checkbox"/> Scientific topics |
| <input type="checkbox"/> Technological innovations | <input checked="" type="checkbox"/> Religious practices |
| <input checked="" type="checkbox"/> Past and present living conditions | <input type="checkbox"/> Fashion trends |

→ Answer the following questions about the text.

- What does this text deal with? **The text deals with the first encounter between the Laurentian Iroquois and Canada's first European explorers.**
- During what century does the action take place? **The action takes place during the sixteenth century.**
- Who was Jacques Cartier? **Jacques Cartier was a French explorer who explored and claimed what is now known as Canada for France and French King Francis I.**
- What action almost caused an armed conflict? **Cartier's erection of a huge cross bearing the arms of France in the heart of the Iroquois territory strongly irritated Chief Donnacona who almost started an armed conflict.**

2. Listen

1. What were Thomas and Rosie talking about this morning? **Thomas and Rosie were talking about First Nations totems.**
2. Why did Thomas call his mother? Where was she? **Thomas called his mother while she was in Liverpool because he needed some help with a presentation he had to give at school on Iroquois totems two years ago.**
3. What did Thomas do two years ago? **He gave a presentation at school on Iroquois totems two years ago.**
4. Where was Mrs Jenkins at that time?

<input type="checkbox"/> at home	<input checked="" type="checkbox"/> away from home
----------------------------------	--
5. What was Thomas's teacher's only criticism? **Her only criticism was that Thomas was speaking too fast.**

4. Answer

1. What was the topic of Thomas's presentation? **Thomas' presentation was on "Iroquois totems".**
2. Why did Thomas call his mother while she was in Liverpool? **He called his mother because he needed some help for his presentation.**
3. What was Mrs. Jenkins doing that evening? **She was resting in her hotel room.**
4. What does Thomas explain about his father? **His father was too busy to help him.**
5. What grade did his teacher give him? **His teacher gave him an "A".**

5. Learn

Exercise 6

- a) While they were hunting seals, the Saint Lawrence First Nations people met Jacques Cartier and his companions.
- b) I didn't expect such difficult negotiations.
- c) Jacques Cartier discovered Canada some five hundred years ago.
- d) John managed to rest after the presentation he gave while he was on a business trip.

Exercise 7

Past simple	Past continuous
used to – used to – looked like – didn't think – didn't expect – knew – were – gave – was – was – was – called – was – woke... up – told – did... have – gave – said – was – had – was – did... use – did... use	weren't... wondering – were going – were preparing – was working – were resting – were daydreaming – was speaking

6. Think, les deux prétérits

- a) Quel groupe verbal est au prétérit simple ? **started to rain**
- b) Quel groupe verbal est au prétérit progressif ? **was visting**
- c) Quelle action a duré le plus longtemps ?
 - John was visting the museum
 - it started to rain
- d) Quelle action est celle qui a été la plus courte ?
 - John was visting the museum
 - it started to rain
- e) Quelle action est venue « interrompre » une action initiale ?
 - John was visting the museum
 - it started to rain
- f) Quel temps utilises-tu pour traduire « John was visiting the museum » ?
 - le passé composé
 - l'imparfait
- g) Quel temps utilises-tu pour traduire « it started to rain » ?
 - le passé composé (ou le passé simple)
 - l'imparfait
- h) Combien y a-t-il de temps dans cette phrase ? **Il n'y a qu'un seul temps.**
- i) Quel est le temps utilisé ici ? **Le prétérit progressif**
- j) Comment traduis-tu cette phrase ? **John visitait le musée pendant que sa sœur se rendait en ville en voiture.**
- k) Que peux-tu dire de ces deux actions ? **Elles se déroulent en même temps (= elles sont simultanées).**

Exercise 8

- a) What **did** Ben **do** (do) last week?
- b) I know he **went** (go) to the mall and **bought** (buy) a new cellular phone.
- c) **Did** he really **need** (need) one?
- d) Yes, he **did**. The old one **broke down** (break down) on New Years' Eve.
- e) Oh! That explains why I **didn't get** (not get) hold of him at the time!
I **thought** (think) it **had** (have) to do with a network issue.

Exercise 9

- Mr. Lavezza, what **were you doing** (you/do) on April 23rd, at 4.30 pm?
- Let me think – First, it was a Monday, so I **wasn't working** (I/not work). I believe I **was shopping** (shop).
- Could you please tell me more?
- Well – if I am not wrong – I **was having** (have) a walk on Oxford Street when I decided to buy myself some fragrance.
- Can someone confirm your alibi?
- There was this shop assistant. I think her name was Betty. On that day, **she was selling** (she/sell) Radcliffe perfumes. I paid with a credit card, so I must have a receipt of some sort. I don't know if I still have it because I **was moving** (move) out of town at that time.
- Great, Mr Lavezza!

Exercise 10

- a) You are listening to Radio ABC. This is breaking news! An accident **happened** (happen) on the M1 Northbound around 4.15 pm. Mrs. Stuart, you **were driving** (drive) to Nottingham when the accident **occurred** (occur). Could you please tell us what **happened** (happen)?
- b) A lorry **was overtaking** (overtake) a car that **was driving** (drive) very slowly when suddenly we **saw** (see) a white vehicle which **was travelling** (travel) the wrong way up the motorway.
- c) It was as if the driver in the white vehicle **couldn't** (not/can) slow down. It **was using** (use) the left lane when it eventually **crashed** (crash) into the slow car which then **collided** (collide) with the lorry. It was horrible!

6. Think, used to - would

- a) Lorsque Madame Jenkins dit : « The museum used to be called the Canadian Museum of Civilization »,
 elle parle d'une situation présente qui a cours.
 elle parle d'une situation révolue qui n'est donc plus vraie aujourd'hui.
- b) Lorsque Rosie demande : « would they grow cereals? »,
 elle demande s'ils ont l'habitude de cultiver des céréales.
 elle demande s'ils avaient pour habitude de cultiver des céréales.
 elle demande s'ils continuent de cultiver des céréales.

Exercise 11

- a) As a student, I never used to go to bed before two in the morning.
b) I would play hockey every day.
c) My brother would go to the movies on Saturday mornings.
d) She used to work twelve hours a day before falling sick.
e) When we were kids, we used to visit our grandparents on Sunday afternoons.

7. Speak

- o Trouve et souligne l'accent tonique dans les mots suivants :

visiting museum realized identity

While the **Jenkins** were **visiting** the **museum**, they **realized** that the **Canadian identity** was something **highly complex**.

Catégories de mots accentués	Catégories de mots inaccentués
auxiliaire négatif	auxiliaire affirmatif
verbe	article
nom	préposition
adjectif	conjonction
adverbe	pronom

III. Whale watching at Tadoussac

1. Prepare

- ✓ Where can you see whales in February? **You can see whales in the West Indies.**
- ✓ Why are they there? **They take advantage of the warm tropical waters.**
- ✓ What do they do there? **Whales breed and give birth there.**
- ✓ Where can you see whales in August? **You can see whales in Québec in August.**
- ✓ Why are they there? **They are there because the waters are milder than in the tropical seas and oceans.**
- ✓ What do they do there? **They mostly feed.**

→ Look at the map and explain the specificity of Tadoussac's location.

When you look at the map, the specificity of Tadoussac's location is quite obvious. Tadoussac is located at the confluence of the Saguenay River and of the Saint Lawrence River. Moreover, it is quite far away from any big city such as Québec City.

→ Read the document below and answer the following questions.

- a) What is the nature of this document? **This document is a flyer / brochure / leaflet.**
- b) How long ago was Tadoussac created? **Tadoussac was created more than four hundred years ago.**
- c) What is the name of the company providing the whale-watching service? **The company providing the whale-watching service is Captain Whale.**
- d) Why would you consult their website? **I would consult their website if I wanted details about hour services and other information.**
- e) Find in the document three expressions or adjectives that mean that this whale-watching experience is special, extraordinary.

1) "truly unique"

2) "outstanding"

3) "once-in-a-lifetime experience"

- f) Find the expression meaning that you shouldn't miss this Canadian town? **"a must-see"**

2. Listen

→ Listen to the dialogue and put these photos in chronological order, 1 being the first image and 5 the last one.

1	d
2	c
3	b
4	a
5	e

→ Answer the following questions after listening to the first half of the dialogue.

- a) Who shows the highest degree of impatience?
 - Rosie
 - Thomas
 - Mr. Jenkins
 - Mrs. Jenkins
- b) Who has already seen whales?
 - Rosie
 - Thomas
 - Mr. Jenkins
 - Mrs. Jenkins
- c) On what occasion did it happen? There may be more than one correct answer.
 - on holiday
 - during a business trip
 - with friends
 - with relatives
 - recently
 - more than ten years ago

4. Answer

1. Why is Mrs. Jenkins mentioning television at some point? **She mentions television because she has only seen whales on television.**
2. What does Mr. Jenkins suddenly notice? **Mr. Jenkins suddenly notices a splash of water which marks the presence of whales.**
3. According to him, how long can this animal dive underwater? **They can dive underwater up to seventeen minutes.**
4. What caused the Jenkins to be even happier? **They are even happier because they suddenly see newborn beluga whales.**
5. What do the Jenkins learn from the boat captain? **The boat captain has told Mrs. Jenkins that the female beluga whales have just given birth to the calves.**

5. Learn

Exercise 12

- a) It's really worth boarding such a boat.
- b) What an incredible sight! I must be daydreaming!
- c) Better late than never!
- d) They are about to witness a moving event.
- e) Have you ever visited such a well-located village?

Exercise 13

Present Perfect
1. have... boarded
2. have... seen
3. have... seen
4. 've... seen
5. 've... noticed

Present Perfect
6. has disappeared
7. have... dived
8. has... told
9. have... given
10. have... experienced

6. Think, present perfect

Lorsque Rosie pose cette question à son père,

- elle lui demande de faire appel à ses expériences.
- elle lui demande s'il a déjà vu des baleines à un moment précis du passé.
- elle lui demande de dresser un bilan.
- elle lui demande s'il voit des baleines habituellement.
- elle lui demande à quelle fréquence il voit des baleines.
- elle lui demande s'il voit des baleines en ce moment.
- elle lui pose une question sur un fait passé qui est important au moment où elle parle.

Exercise 14

1) Complete the dialogue by putting the verbs in parentheses into the present perfect without forgetting the suggested words.

Joe – **Have you ever been** (you/ever/be) to Brazil, Sarah?

Sarah – No. I **haven't** but I **have already visited** (already/visit) Argentina.

Joe – That's incredible! It's the third time I **have flown** (fly) there because my cousin **has lived** (live) there for seven years now.

Sarah – Does he like it there, Joe?

Joe – Yes, he does. He **has been** (be) happy in Buenos Aires up to now but it's true he **has talked** (talk) about moving to Canada recently.

2) Par ailleurs, le dialogue se déroulant à Tadoussac comporte de nombreux exemples contenant les auxiliaires « **must** » et « **can't** ». Observe cette phrase de M. Jenkins.

It must be a whale but it can't be a humpback whale. In my opinion, it must be a beluga whale!

Lorsque M. Jenkins énonce cette phrase, il exprime trois **déductions**.

On pourrait également dire qu'il tire des **conclusions** à partir de l'analyse d'une situation donnée.

Exercise 15

1) Complete the following sentences by using either "must" or "can't".

- a) What? Three hundred dollars? This dress **can't** be so expensive!
- b) Giorgio **must** be Italian, unless he is Argentinian...
- c) This meat **must** be beef. I **can't** think of anything else!
- d) Look how self-confident he is! He **can't** be lying!
- e) Jenna is so sophisticated that she **must** be from out of town. People here are so behind the times!

2) La brochure sur Tadoussac et le dialogue des Jenkins proposent de nombreuses expressions du comparatif et du superlatif.

- ✓ Regarde la brochure sur Tadoussac et le dialogue des Jenkins et compile les formes au comparatif et au superlatif dans un tableau comparable à celui qui suit.

Formes au comparatif	Formes au superlatif
better late - even more impatient - as good as gold - the more - the more - as far as - less than - farther - later - more - more than - more moving	the most beautiful - Canada's oldest villages - most beautiful bays - the most outstanding

- ✓ Observe les phrases suivantes. Quelles règles peux-tu dégager?

- Comme son nom l'indique, le comparatif sert à **comparer** deux (groupes de) choses ou de personnes.
- Le superlatif sert à parler de quelque chose d'**unique** en son genre. Il désigne donc l'extrême d'un groupe donné.
- Dans le cadre de la construction du comparatif ou superlatif de supériorité, il est fondamental de compter le nombre de **syllabes**. Selon ce nombre, l'adjectif sera soit **court** ou **long**.
S'il est **court**, l'adjectif prendra la terminaison **-er**.
- Par contre, s'il est **long**, l'adjectif sera **précédé** du mot « **more** ».
- Pour bien exprimer le comparatif d'égalité, on encadre l'adjectif avec le mot « **as** ».
- Le superlatif est généralement précédé de « **the** ».

Exercise 16

- a) Barbara is much **older than** (old) her sister.
- b) Christopher was **the happiest** (happy) man ever after he had won **the biggest** (big) jackpot in Florida's history.
- c) This is very strange – Doris looked **fatter** (fat) when she had finished her diet.
- d) Driving fast on motorways is not **as dangerous** (dangerous) as on small roads.
- e) The Amazon River area is one of **the rainiest** (rainy) and **wettest** (wet) places on earth.

7. Speak

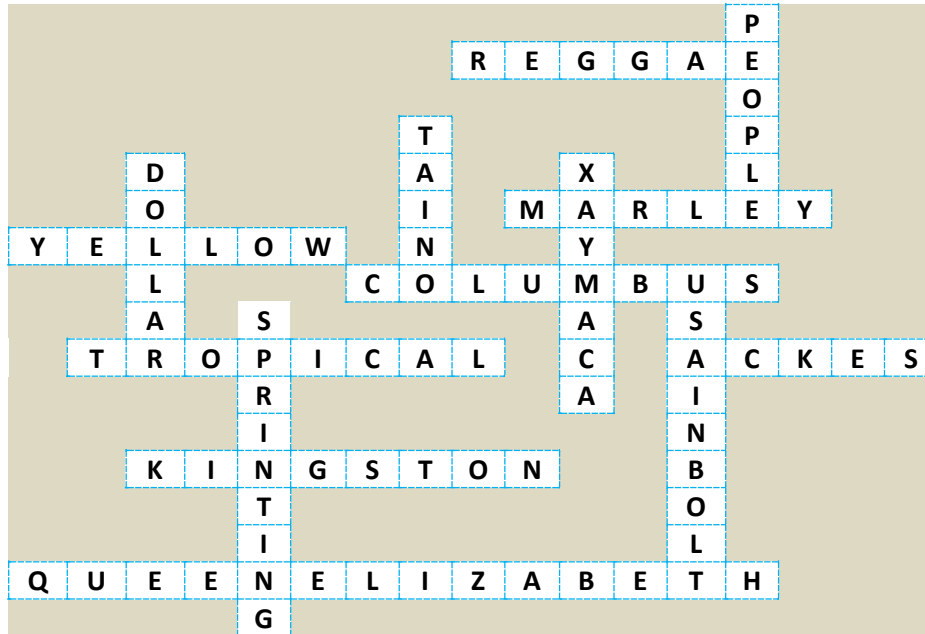
Exercise 17

[t]		[ɪd]	[d]
brushed	bumped	targeted	survived
bathed	laughed	avoided	destroyed
dwarfed	voiced	invested	surprised
mixed		decided	showed
mocked		represented	

IV. Why don't we go to Jamaica!

1. Prepare

→ How well do you know Jamaica? You can use the internet to find the answers to the following definitions and riddles.



→ Look at the following pictures and match them with the names of these famous Jamaican sightseeing/tourist sites.

1 - The Dolphin Cove	f
2 - The Bob Marley Museum	c
3 - The Seven Mile Beach	e
4 - The Blue Mountains	b
5 - Mystic Mountain	d
6 - Dunn's River Falls	a

2. Listen

→ Listen to the document and **number** these pictures in chronological order.

The Dolphin Cove	The Bob Marley Museum	The Seven Mile Beach	The Blue Mountains	Mystic Mountain	Dunn's River Falls
2	3	6	1	4	5

→ Who wants to go where? Listen to the audio document **again** and **determine** which one of the Jenkins wants to visit a specific place in Jamaica. Tick the corresponding box once you have established the good match.

	The Dolphin Cove	The Bob Marley Museum	The Seven Mile Beach	The Blue Mountains	Mystic Mountain	Dunn's River Falls
Mr Jenkins				X		
Mrs Jenkins			X			X
Rosie	X				X	
Thomas		X			X	

4. Answer

1. What are the two things that Mr. Jenkins says about Jamaica?

- a) He has already been there once.
- b) He didn't have the time to visit the country.

2. What is Rosie's dream? **Rosie's dream consists in swimming with dolphins.**

3. Thomas's wish: **Thomas says he wants to visit the Bob Marley Museum.**

Location: **Kingston**

Extra reason: **the capital city**

4. About Mystic Mountain

The two available activities: **bobsled, tree climbing**

What area does Thomas last mention? **A waterpark**

What adjective does he use to define it? **Awesome**

5. What was Mr. Jenkins's promise? **Mr. Jenkins has promised his wife to visit Dunn's River Falls the following day.**

How does his wife know about the place she wants to go to? **Mrs. Jenkins has heard about Dunn's River Falls from a friend of hers.**

What adjective does she use? **She uses the adjective "romantic" to refer to this place.**

6. The duration of the Jenkins' stay: **Mr. Jenkins says they are due to stay for three weeks.**

Dad's suggestion concerning tomorrow: **He suggests that they just drive around the island.**

What he wants to do beforehand: **He wants to go for a swim beforehand.**

5. Learn

Exercise 18

- a) It's really worth visiting all these tourist sites.
- b) It sounds brilliant!
- c) There shouldn't be any problem spending some time in the rainforest.
- d) I'd love to talk about my future plans.
- e) Even though the hotel resorts are not far from the capital city, renting a car is a must.

Exercise 19

Sentences expressing suggestion
1. Why don't we take a look at these two travel guides and see what we should do?
2. How about starting with this travel guide - "Jamaica - wonders and treasure"?
3. This way, we could <u>experience</u> the capital city <u>at the same time</u> .
4. Let's go then!
5. What about going there tomorrow?
6. Let's get organized!
7. How about driving around tomorrow?
8. This way, we could just discover the island!
9. Shall we go to the rental car agency now?

Exercise 20

- ✓ List the different auxiliaries that appear in the transcription of the dialogue.

couldn't - should - must - must - can - must - shouldn't - can't - could - can - could - could - should – could

- ✓ When you have finished compiling these auxiliaries, match them with the notion they express by inserting them in the corresponding column.

Incapacity	Possibility	Obligation	Probability
couldn't	can	should	must
can't	could	must	must
	can		shouldn't
	could		should
	could		
	could		

Exercise 21

- be going to (It's going to be such a great moment!)
- be going to (we are going to spend three weeks on the island...)
- will (I'll have a swim first)

6. Think, les auxiliaires de modalité

- Lorsque Rosie affirme ceci « There's a place called the Dolphin Cove where you can swim with dolphins », parle-t-elle :

- d'un endroit où elle est capable de nager avec des dauphins ?
 d'un endroit où il lui est possible de nager avec des dauphins ?

- Il en est de même lorsque Thomas déclare : « You can **bobsled on a track, tree climb** while enjoying the seaview ».

- Mais que dire de cette autre phrase de Thomas : « I **can't imagine spending some time in Jamaica and not visiting the Bob Marley Museum** » ?

- Evoque-t-il ici : de l'impossibilité
 ou de l'incapacité ?

- A la fin du dialogue, il déclare « **we have to rent a car** ». Regarde le contexte de cette phrase dans le dialogue. Avec cette formulation, **qu'affirme-t-il** ?

- Qu'ils doivent tous louer une voiture ? Qu'ils loueront peut-être une voiture ?
 Qu'il leur faut louer une voiture ? Qu'il leur est possible de louer une voiture ?

- **Que sous-entend M. Jenkins quand il dit « We must check the price ? »**

- Qu'ils doivent vérifier le prix ? obligation
 → Qu'il y a de grandes chances qu'ils vérifient le prix ? probabilité

- **Fais-en de même avec cette réplique de Thomas : « It must be gorgeous, Dad but there must be more exciting venues than just mountains! »**

- Il y a de grandes chances que ce soit magnifique mais il y a une forte probabilité qu'il y ait d'autres lieux plus enthousiasmants que des montagnes ! probabilité

- Il est obligatoire que ce soit magnifique et qu'il y ait d'autres lieux plus enthousiasmants que des montagnes ! obligation

- Relis le contexte de la phrase énoncée par M. Jenkins quand il dit « we should have enough time to do all this! ». Tu sais que « **should** » se traduit par le verbe « **devoir** » au **conditionnel**.

- Dans ce cas, dirais-tu que la probabilité avec « should » est plus forte, plus vraisemblable qu'avec « must » ? oui non

- M. Jenkins dispose-t-il de l'ensemble des éléments de réponse pour évaluer le temps nécessaire à la réalisation de toutes ces activités touristiques ? oui non

Exercise 22

Jim – How hot it is in here! It **must** be over thirty degrees this afternoon.

Lena – I **can** open the window if you like!

Jim – Thank you but you don't **have to**, Lena! There is no wind today, so this would be useless

Lena – I have heard the air conditioning was out of order last week but it **should** be repaired by now.

Jim – Actually, I don't think so! Walter **can** easily repair such a faulty system but he has been on vacation lately.

Lena – This is very unfortunate. I watched the weather forecast this morning and it was said that temperatures **should/must** slightly increase in the next few days unless the north wind suddenly blows and brings rain.

Jim – Well! I **have to** talk to the HR manager then. I will take a few days off if this situation lasts.

6. Think, la suggestion

o Peux-tu **relire** le dialogue et **donner les six structures de ces expressions** sans oublier de joindre leur ponctuation ?

- 1) Why don't we + verbe ...?
- 2) How about + verbe-ing!
- 3) We could + base verbale (= infinitif sans « to »).
- 4) Let's + base verbale (= infinitif sans « to »)!
- 5) What about + verbe-ing!
- 6) Shall we + base verbale ...?

o **Traduis** la phrase ci-dessous afin d'**exprimer la même suggestion de six manières différentes**.

« Et si nous achetions un nouveau guide de voyages ? »

- 1) Why don't we buy a new travel guide?
- 2) How about buying a new travel guide?
- 3) We could buy a new travel guide.
- 4) Let's buy a new travel guide!
- 5) What about buying a new travel guide?
- 6) Shall we buy a new travel guide?

Exercise 23

- a) I'm disappointed! I think I **will** phone Vera.
- b) John **is going to** buy Phil a nice present for his birthday.
- c) It's very noisy! I **will** close the window!
- d) They are on their way to the mall – they **are going to** buy Neil Sattel's new album.
- e) Hurry up or we **will** miss the beginning of the game!

7. Speak

Exercise 24

- Will Mr Brandshaw answer my questions if we meet face to face?

P

- Of course he will. His contract stipulates he must answer the journalists' interviews as long as they don't

P

F

exceed twenty minutes each.

- Could you be kind enough to join him then?

P

- I am afraid I can't. I have no authority in the matter. You should get in touch with his PR manager.

P

F

V. Yesterday's Jamaica

1. Prepare

→ Look at the Jamaican Coat of Arms and write down its different elements on a piece of paper.

Pour la correction, se référer au texte de la partie III.

→ Most of the elements on a coat of arms symbolize values and characteristics that are important for the related country. Among the different values and characteristics mentioned below, tick the boxes to select the ones Jamaica has chosen to put forward. Don't forget to look up the words and phrases you don't understand.

1. Democracy	<input type="checkbox"/>
2. Unity and brotherhood	<input checked="" type="checkbox"/>
3. A one-dimensional, limited cultural identity	<input type="checkbox"/>
4. Pride in its original inhabitants	<input checked="" type="checkbox"/>

5. Colonial history	<input checked="" type="checkbox"/>
6. Economic wealth	<input type="checkbox"/>
7. A land of plenty	<input checked="" type="checkbox"/>
8. Tribute to labour	<input type="checkbox"/>

→ Fill-in the following text with the words provided below to describe Jamaica's Coat of Arms.

colony – bottom – roots – holds – granted – shield – motto –
inhabitants – helmet – specific – indigenous – crowned – flag – pineapples

The original Jamaican Arms were designed in 1662 by William Sancroft, who later became Archbishop of Canterbury.

The coat of arms is centered on a white **shield** which bears a red cross on a white background, which represents an English **flag** that is also known as Saint George's cross. Needless to say that the five golden **pineapples** that are superimposed on the shield have been placed there in order to assert Jamaica's **specific** identity and wealth.

The shield is **crowned** with a Royal Helmet and the Mantlings of the British Monarchy is displayed which stands as another emblem of the royal monarchy. These associated elements are distinctions which have been granted to Jamaica. They symbolize the fact that Jamaica had been a British **colony** for a long time until it was **granted** independence in 1962.

On top of it, so as to further insist on Jamaica's cultural identity, the crest represents an **indigenous** Jamaican crocodile that is mounted on the **helmet**.

On either side of the shield, a male and female member of the Taino ethnic group is standing.

The Jamaican Coat of Arms has a male and female member who are said to be of the Taino tribe (Jamaica's first **inhabitants**).

They are both wearing skirts with a red waistband.

On the one hand, the male Taino wears a head-dress with alternating short white and red feathers and **holds** a bow in his left hand.

On the other hand, the female Taino wears a similar head-dress but with a red feather and white ermine headband and she holds a basket of fruits in her right hand.

Jamaica's **motto** has been inserted at the **bottom** of the Coat of Arms.

The original Latin watchword, "Indus Uterque Serviet Uni" has been changed to one in English: "Out of Many, One People".

As previously explained, this motto is based on the population's multiracial identity and ethnically diverse **roots**.

→ Match these parts of sentences to make logical sentences.

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

- ✓ The Taino were the people who inhabited Jamaica when Columbus first landed in 1494.
- ✓ The Taino were also the inhabitants that populated most of Cuba, Puerto Rico and Hispaniola (the Dominican Republic and Haiti).
- ✓ Jamaica comes from the Taino word 'Xaymaca', which means 'the land of wood and water'.
- ✓ The Taino lived in communal villages which were headed by a chief called 'cacique'.
- ✓ The Taino lived in organized societies that were composed of two classes – the noblemen and the working class.
- ✓ Sweet potato, tobacco, cotton, manioc and corn were crops that were all cultivated by the Taino in Jamaica.
- ✓ The Taino were crafts people whose expertise ranged from carpentry to pottery and weaving.
- ✓ The Taino were frightened by the Spanish whom they had never seen before.
- ✓ After taking hold of Jamaica, the Spanish brutally subjected the Taino who became slaves.
- ✓ After about fifty years, the Taino population was wiped out by the harsh treatment that was inflicted upon them and the diseases that were brought by the Spanish.
- ✓ The Spanish decided to replace the Taino with slaves from Africa who were more resistant.

2. Listen

→ Listen to the audio document and **answer** these "wh-" questions.

1. The Jenkins are at the National Museum Jamaica in Kingston.
2. Thomas and Rosie are about to go on a children's exhibition tour.
3. Mr. Jackson is a museum guide who specializes in Jamaican history.
4. The topic of this cultural event is the Maroon community.

→ Listen to the audio document **again** and **fill** in this comprehension worksheet. **Focus** on the dates and numbers to find out their related events. By doing so, you will reconstruct Jamaica's Maroon history.

1. **344 years**: the duration of slavery in Jamaica.
2. **1494**: the beginning of the Spanish rule over Jamaica.
3. **1655**: the island's takeover by the British.
4. **1838**: the abolition of slavery in Jamaica.
5. **The eighteenth century**: the century during which the 'Maroon Wars' opposing the Maroons to the British took place.
6. **15,000**: the estimated number of the Maroons' descendants living today.
7. **Early January**: the time when the annual Maroon celebration takes place.

4. Answer

1. Jamaica was called Santiago between 1494 and 1655 since the island was under Spanish rule at that time.
2. The Europeans established slavery in Jamaica to cultivate the land and tap the island's natural resources.
3. The Maroons were slaves who had run away from the plantations where they used to live and who created independent settlements in the mountains.
4. The Maroons often mixed with the remaining Taino population.
5. The "Palenques" was the name given to the independent settlements created by the Maroons at the time of slavery.
6. What is special about this place of residence is that it consists of lands that were granted to the Maroons under a peace treaty.

5. Learn

Exercise 25

- a) Jamaica's inhabitants have a multiracial identity.
- b) The former exhibition, which was devoted to slavery in the West Indies, was unbelievable!
- c) Even though / though slavery was the worst of nightmares in Jamaica, the Maroon colonies / settlements were fascinating.
- d) In Jamaica, music is a cultural custom handed down by the ancestors / forefathers.

Exercise 26

Sentences in the passive voice
1. is located
2. organized
3. is devoted
4. are interested
5. was called
6. was captured
7. was renamed
8. were emancipated
9. were (...) feared
10. granted
11. were handed down

6. Think, la voix passive

- 1) Dans quelle phrase le sujet fait-il l'action ? **La phrase a)**
Dans ce cas, on utilise l'auxiliaire **l'auxiliaire « be »** + un verbe se terminant en « **-ing** »
- 2) Dans quelle phrase le sujet subit-il l'action ? **La phrase b)**
Dans ce cas, on utilise l'auxiliaire **l'auxiliaire « be »** + un verbe au **participe passé**
- 3) Quelle phrase signifie que l'on a emmené les étudiants à l'école en voiture ? **La phrase b)**
- 4) Quelle phrase signifie que les étudiants se rendaient à l'école en voiture ? **La phrase a)**

Exercise 27

✓ Fill in the following sentences by using the verbs in parentheses in the passive voice. Pay attention to tenses.

- a) The telephone **was invented** by Graham Bell. (invent)
- b) I am sure that even smaller smartphones **will be made** in the next few years. (make)
- c) You can check your mailbox! The mailman **has just delivered** the mail! (just/deliver)
- d) Can't you hear that noise? The building down the road **is being destroyed** (destroy)
- e) Every day, thousands of travellers **are flown** into Dublin Airport. (fly)

✓ Turn these sentences into the passive voice. Don't use the agent starting with "by" when possible.

a) Mrs. Jones makes beautiful sculptures.

Beautiful sculptures are made by Mrs. Jones.

b) Jane accidentally broke a window three days ago.

A window was accidentally broken by Jane three days ago.

c) Everyone will watch the football game tonight.

The football game will be watched by everyone tonight.

d) The guests have drunk a lot of champagne.

A lot of champagne has been drunk by the guests.

e) Bob is making important phone calls at the moment.

Important phone calls are being made by Bob at the moment.

6. Think, les propositions relatives

→ Les pronoms relatifs sont les mots que l'on retrouve en début de certaines phrases **interrogatives**

Pour déterminer quel pronom relatif on utilise, il faut regarder :

ce qui le précède

ce qui le suit

Lorsque l'antécédent...	On emploie	Phrase numéro...
est un être humain	who/that	1
n'est pas un être humain	which/that	2
est le possesseur	whose	3
donne une indication de lieu	where	4
donne une indication de temps	when	5

Exercise 28

a) This is the hotel **where** the Jenkins are staying.

b) Mr. Jackson is the man **who / that** works as a museum guide.

c) I remember the day **when** they first arrived in America.

d) Rosie is the girl **whose** brother is called Thomas.

e) This is the car **which / that / Ø** the Jenkins rented.

f) Can you see the swimming-pool **which / that** is located near the bar?

7. Speak

o Placez les liaisons à établir dans les phrases suivantes.

1. The interior part of Jamaica is similar to the one in other Carribean islands.

2. A lot of Jamaican artists developed their own styles.

3. If I am not there at eleven o'clock, go in without delay!

VI. Bob Marley, a Jamaican icon

1. Prepare

→ *Brainstorming.*

This brainstorming could lead to this set of words and phrases: reggae – Jamaica – dreadlocks – guitar – freedom – militancy – resistance – “I shot the sheriff” – “No Woman, No Cry” – Africa – brotherhood

→ *Based on the titles of the following Bob Marley’s songs and albums (in parentheses and in bold letters), select the themes and topics that were dear to the Jamaican singer. Look up the words you don’t understand on the internet.*

Themes and topics	True	False
Sports	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Inequality	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Business	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rebellion and resistance	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Religion and spirituality	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ecology	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Literature	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Freedom	<input checked="" type="checkbox"/>	<input type="checkbox"/>

→ *Cross the odd man out. Choose the words and phrases that apply to Bob Marley and cross the ones that don’t apply to him.*

salsa – ~~Babylon~~ – ~~Europe~~ – Rastafarianism – ~~saxophone~~ – dreadlock – reggae – ~~cinema~~ – the Wailers – Ethiopia – Jazz – football – more than 10 children – Zion

→ *Match some of these words and phrases with the following definitions.*

- Intentionally matted and sculpted ropes of hair. → **Dreadlocks**
- Name used by the Rastas to refer to the sinful, oppressive and exploiting system of the materialistic modern World. → **Babylon**
- A religion and way of life that emerged in Jamaica in the 1920s in Jamaica believing in the divinity of Ethiopian Emperor Haile Selassie I and asserting pride in African heritage. → **Rastafarianism**
- A utopian place of unity, peace and freedom often described by the Rastas as being Ethiopia. → **Zion**
- First composed of Bob Marley, Peter Tosh and Bunny Livingstone, it referred to Bob Marley’s backing band of musicians when Marley became a solo artist. → **The Wailers**

2. Listen

→ *Listen to the audio document and answer the following questions.*

- Which of the Jenkins knows more about Bob Marley? **Thomas Jenkins is the one who knows more about Bob Marley. He particularly knows a lot about Marley’s pre-fame life.**
- How did this person get to know so much about Marley? **Thomas obtained all this information about Marley from Mr. Jackson, the National Museum guide.**
- Under what condition would Thomas accept to be his parents’ museum guide? **Thomas would accept to be his parents’ museum guide if they gave him a substantial tip for his services.**

→ Listen to the audio document again and **reconstruct** Bob Marley's biography by numbering the sentences below in **chronological order**.

	number
a. Bob Marley enjoyed listening to American music, especially to R&B, before being a musician.	3
b. Bob Marley found a job in America before he could launch his music career.	6
c. Bob Marley used to play with young musicians who would later become reggae stars.	4
d. Bob Marley didn't die in Jamaica but in Miami after he had tried to fight his cancer.	8
e. Bob Marley was a worldwide recognized artist in the 70s.	7
f. Bob Marley lived in Jamaica's capital city after leaving his birthplace.	2
g. Bob Marley used to play older Jamaican musical styles before becoming the 'king of reggae'.	5
h. Bob Marley was born and bred in rural Jamaica.	1

4. Answer

Answer the following questions **after reading the transcription** of the audio document.

- What are the names of the three Jamaican music forms mentioned in the transcription? **The three Jamaican music forms mentioned in the transcription are ska, rocksteady and reggae.**
- What musicians formed the Wailers? **The Wailers were formed by Bob Marley, Bunny Livingston and Peter Tosh.**
- According to Rosie, what can you infer about the concerts filmed before the 1970s? **By listening to Rosie, we can infer that the concerts filmed before the 1970s were in black and white.**
- What is the synonym of a "factory"?
 - a manufacturing site
 - an office
 - a study
- What is the definition of a "tip"?
 - the remaining time during which the museum is open
 - an amount of money given to someone who has provided you with a service

5. Learn

Exercise 29

- Bob Marley was born and bred in Jamaica in the nineteen forties and fifties.
- It seems that Marley was impressed by the R&B American artists before becoming famous.
- Marley's concerts were shot in colour.
- By the way, Marley couldn't help writing songs that became international hits.

Exercise 30

Sentences in the past perfect			
1. had lived	3. had (...) lived	5. had played	7. had played
2. had grown up	4. had listened	6. had worked	

Exercise 31

The question tags		
1. wasn't he?	3. do you?	5. aren't you?
2. isn't it?	4. doesn't it?	

6. Think, *le past perfect*

- a) Indiquez les deux verbes ou groupes verbaux de cette phrase.
✓ **had been**
✓ **achieved**
- b) Lequel d'entre eux décrit l'action qui s'est déroulée en premier ?
 had been
 achieved
- c) Lequel d'entre eux est plus proche du présent ?
 had been
 achieved
- d) A quoi sert donc le temps utilisé pour décrire l'action qui s'est déroulée en premier ? **Ce temps sert à décrire une action qui s'est déroulée avant une autre action au passé.**

Exercise 32

- a) The children ate all the cake that my mother **had made** (make)
b) Mr. Brown **had been** (be) to the swimming-pool before he returned to the office.
c) Bill couldn't talk about the movie he **had watched** (watch) the day before.
d) The farmer didn't collect the apples that **had fallen** (fall) from the trees.
e) When Vicky went to bed, she **had already brushed** (already/brush) her teeth.

Exercise 33

- a) After we **had paid** (pay) for the dinner, we **walked out** (walk out) the restaurant.
b) He **had finished** (finish) his homework before he **played** (play) video games.
c) The tsunami **destroyed** (destroy) the museum that we **had visited** (visit) one week before.
d) I **had never studied** (never/study) Japanese before I **started** (start) learning it last September.
e) They **didn't like** (not like) the movie because they **had read** (read) the book.
f) The concert **had already begun** (already/begin) when they **entered** (enter) the concert hall.

6. Think, *les question tags*

- 1) Le « question tag » est toujours placé en fin de phrase, après une **virgule**
- 2) La première partie de la phrase constitue une **affirmation**
- 3) Le « question tag » est toujours composé d'un **auxiliaire** suivi d'un **pronom personnel** sujet.
- 4) Lorsqu'un **auxiliaire** est présent dans la première partie de la phrase, il est repris au début du « question tag ».
- 5) Lorsque celui-ci n'apparaît pas à cet endroit, il faut le créer et prendre comme base « **do** » qui devra ensuite être conjugué au temps qui convient.
- 6) Enfin, tu remarqueras que :
- a) lorsque la première partie de phrase est affirmative, le « question tag » est obligatoirement **négatif**
- b) lorsque la première partie de phrase est négative, le « question tag » est obligatoirement **affirmatif**

Exercise 34

- a) Bob Marley loved playing football...?
 wasn't he didn't he did he was he
- b) Marley still sells a lot of records...?
 doesn't he does he did he didn't he
- c) There were a lot of musicians in Jamaica in the 1960s...?
 was there wasn't there were there weren't there
- d) Sandra and I won't go to London tomorrow...?
 won't we would we will we will they
- e) Some of Bob Marley's children have demonstrated remarkable musical skills...?
 haven't they do they did they didn't they
- f) Marley's songs are still played on the radio...?
 don't they are they do they aren't they

Exercise 35

- a) Bob Marley hardly ever met his father, **did he?**
- b) He had more than ten children, **didn't he?**
- c) He had lived in London before he fell sick, **hadn't he?**
- d) Marley died of cancer in 1981, **didn't he?**
- e) He was only 36 years old when he died, **wasn't he?**
- f) He isn't buried in Kingston, **is he?**

7. Speak

Exercise 36

- a) Isn't Jamaica an amazing place! ↘
- b) How pleasant this album is! ↘
- c) I must be wrong! Where did she go yesterday? ↘
- d) Let's listen to the "Uprising" album again! ↘
- e) Reggae also comes from a Jamaican traditional music form called "mento". ↘
- f) Do you know a place where we can listen to reggae? ↘
- g) Which album is your favourite one – "Exodus" or "Kaya"? ↘
- h) I don't have any clues about what you think – "Talking Blues" is definitely Marley's best album, isn't it? ↘