



*Exercices
d'entraînement
-
Corrigés*

Unité 3

U3 A – New Year's Resolution

Comprehension.

1. Read the dialogue again and answer the following questions.

- a. Can Mike go to the party with his brother? **No, he can't.**
b. Who is coming home? **His cousin Kevin.**

2. What are Mike's and Kevin's resolutions? Look at the example and complete the grid below.

Mike's resolutions	Kevin's resolutions
- get better marks	- spend more time practising sport outside
- do homework	- ride bike to the club
- be nicer to his little sister	- get off the couch
- be more pleasant with mum and dad	- break bad habits
- play the drums	- eat healthy food
- keep our resolutions (for a long time)	- learn to play the guitar
- tidy my room	- tidy my room

Exercise 1.

Find opposites. Trouve dans le dialogue le contraire des mots suivants.

- a. more time ≠ **less time**
b. good ≠ **bad**
c. junk food ≠ **healthy food**
d. better ≠ **worse**

Exercise 2.

Find the words corresponding to these anagrams.

- a. I flee happy. → I **feel** happy.
b. I must brake my bad habits. → I must **break** my bad habits.
c. Don't send (+ p) time on video games! → Don't **spend** time on video games!
d. English is my favourite cubes (+ j and t). → English is my favourite **subject**.

Exercise 3.

Find equivalents.

- a. (la) veille du nouvel an = **New Year's Eve**
b. as-tu ? / est-ce que tu as ? = **have you got...**
c. d'accord = **right**
d. obtenir de meilleures notes = **get better marks**
e. (se) décoller du canapé = **get off the couch**
f. quoi d'autre ? = **what else?**
g. apprendre à jouer = **learn how to play**
h. lançons un défi = **let's have a challenge**

Exercise 4.

Complete the following dialogue with some of the expressions taken from exercise 3.

- Mother: Gareth! Can you help me? It's the 31st December, it's **New Year's Eve**.
Can you stop watching TV and **get off the couch!**
- Gareth: Yes, mum, I'm coming! What can I do to help you?
- Mother: You can prepare the table, take the plates and the glasses.
- Gareth: Mum, **have you got** decorations to put on the table?
- Mother: Yes, here they are.
- Gareth: **What else?**
- Mother: That's all, thanks dear!

Grammar Help, the comparatives: observe 1.

- Qu'a-t-on rajouté devant et derrière les adjectifs good et fast ? **as.....as**
- Les trois phrases expriment un comparatif, lequel ? Coche la bonne réponse.
 - égalité
 - supériorité
- Comment traduis-tu :
 - ① ...**as good as**...? **aussi bon que**
 - ② ...**as fast as**...? **aussi rapide que**

Exercise 5.

Complete.

- a. Mike is **as young as** his cousin Kevin. (young)
- b. Veggies are **as healthy as** fruit. (healthy)
- c. Mike's room is **as untidy as** Kevin's room. (untidy)
- d. Mike is **as brilliant as** Kevin. (brilliant)
- e. Are your resolutions **as interesting as** Mike's. (interesting)

Grammar Help, the comparatives: observe 2.

- Tu as déjà vu ces formes en cours de Sixième, elles expriment un autre comparatif. Lequel ? Coche la bonne réponse.
 - égalité
 - supériorité
- Qu'a-t-on rajouté aux adjectifs - old, nice, happy ? **er**
- Quel mot a-t-on rajouté après les adjectifs dans les phrases « a » et « d » ? **than**
- Quel mot a-t-on rajouté devant l'adjectif - pleasant ? **more**
- Comment traduis-tu :
 - ① ...**older than**...? **plus âgé que**
 - ② ...**more pleasant**? **plus agréable**

Exercise 6.

Use the correct form of the comparative.

- a. The Pyramids are **older than** Big Ben. (old)
- b. The Eiffel Tower is **higher than** Big Ben. (high)
- c. Going to the cinema with friends is **more pleasant than** doing my homework. (pleasant)
- d. English is **easier than** Chinese. (easy)
- e. Chinese is **more difficult than** English. (difficult)
- f. The film is at 9 o'clock, it is **later than** the 8 o'clock news. (late)
- g. Christmas in Australia is **hotter than** Christmas in England. (hot)

Grammar Help, the comparatives: observe 3.

- A quel adjectif correspond le comparatif :
 - ① « **better** » ? **good**
 - ② « **worse** » ? **bad**

Exercise 7.

Put the adjectives in the correct comparative form, in the appropriate box. What must you add?
pretty – bad – brilliant – long – big – large – interesting – good – healthy – fat – cute – fast

Comparative of adjectives		What you must add
① <i>larger</i> (than)	② <i>cuter</i> (than) + r
① <i>longer</i> (than)	② <i>faster</i> (than) + er
① <i>prettier</i> (than)	② <i>healthier</i> (than) +(y) ier
① <i>bigger</i> (than)	② <i>fatter</i> (than) + consonant + er
① <i>more brilliant</i> (than)	② <i>more interesting</i> (than)	more +
① <i>worse</i> (than)	② <i>better</i> (than)	irregular form

Exercise 8.

Translate the following sentences.

- L'Océan Pacifique est plus grand que la Mer Méditerranée.
 → *The Pacific Ocean is bigger than the Mediterranean Sea.*
- Mes notes de français sont meilleures que mes notes de maths.
 → *My French marks are better than my maths marks.*
- Mon accent en anglais est pire que mon accent en espagnol.
 → *My English accent is worse than my Spanish accent.*
- Les légumes sont plus sains que les gâteaux.
 → *Veggies are healthier than cakes.*
- Les films d'histoire sont plus intéressants que les « reality TV shows ».
 → *Historical films are more interesting than "reality TV shows".*

Grammar Help, the comparatives: observe 4.

- Traduis la phrase « b » : *La télévision et les jeux vidéo sont moins importants que le sport.*

Exercise 9.

Write the opposite of these two sentences.

- Veggies are healthier than cakes. → Cakes are *less healthy than* veggies.
- The drums are more expensive than a guitar. → A guitar is *less expensive than* the drums.

Grammar Help, must: observe.

- Réponds en encadrant a. ou b. ou c.
 - ✓ Quelle phrase exprime une obligation ? a. b. c.
 - ✓ Quelles phrases expriment une résolution/un souhait ? a. b. c.

Exercise 10.

Tick the correct box.

phrases	obligation	interdiction	souhait
I must be nicer with my little sister.			x
You mustn't go out tonight, it's too late.		x	
I must break my bad habits.			x
You must always listen to your parents!	x		

Exercise 11.

Look at the pictures, complete the phrases in the box with **must** or **mustn't** then write them under the corresponding picture. *Complète les expressions et écris-les sous l'illustration correspondante.*

get up early – get angry with my parents – do my homework – eat a lot of cakes and biscuits – help old ladies to cross the street – watch too much TV – go to bed early on week days



a. *I mustn't eat a lot of cakes and biscuits.*



b. *I mustn't watch too much TV.*



c. *I must get up early.*



d. *I must do my homework.*



e. *I must go to bed early on week days*



f. *I must help old ladies to cross the street.*



g. *I mustn't get angry with my parents*

Exercise 12.

Read the answers and complete the corresponding questions. *Lis les réponses et complète les questions correspondantes. Chaque espace correspond à un mot.*



Mum, Dad, we're going now. What **time must we** come back?

OK, **must we** call you when we arrive?

Dad, which bus number **must we** take?

OK, **where must we wait** for it?

Thanks Mum, thanks Dad.



You must be back home at **01:30**.

Of course, **you must!**

Number 14.

You must wait **at the corner of Fleet Street.**

OK boys, have a good time!

Pronunciation, two vowels.

Listen and write the words in the correct box according to their vowel sound.

- ✓ /ʌ/ - must – cut – up – some – does – duck – mug – run
- ✓ ɔ :/ - more – horse – board – (of) course

Pronunciation, two consonants.

Listen and write the words in the correct box according to their consonant sound.

- ✓ ð / than – **there – this – these – those – together**
- ✓ θ / healthy – **theatre – Thursday – thin – three – Gareth – third**

U3 B – Discover New Zealand

Comprehension.

I. Read Pete’s blog then answer the following questions.

1. Where’s Pete? **Pete is in Wellington, New Zealand.**
2. Who are the Maori? **They are the native inhabitants.**
3. Who are the All Blacks? **They are rugby players.**
4. What’s the “haka”? **It’s a Maori chant.**
5. What’s a kiwi? **It’s a bird which can’t fly.**
6. What are the Kiwis? **They are the New Zealanders, the inhabitants of New Zealand.**

II. Read Pete’s answer and find 7 or 8 actions to protect the environment.

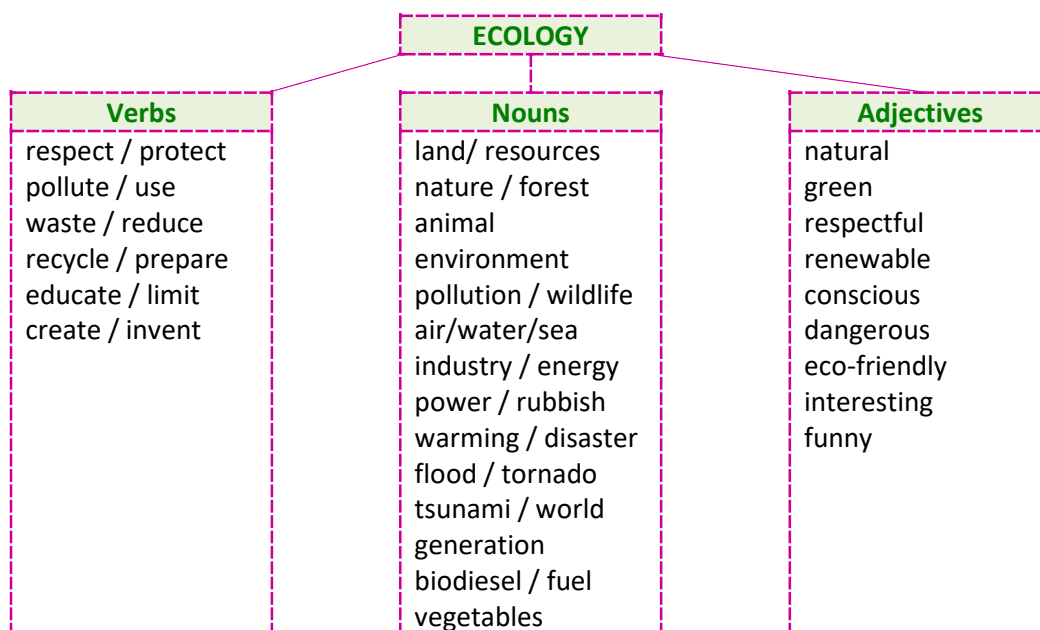
1. protect the environment
2. use renewable energy: sun, wind...
3. not waste natural resources
4. reduce rubbish
5. recycle cans, paper and glass
6. prepare projects in schools
7. educate children to be ecology conscious
8. invent biodiesel

III. What sort of world do New Zealanders want for their children?

They want a happier, healthier, less dangerous and more eco-friendly world.

Exercise 13.

Spidergram. Write words related to Ecology in the three boxes.



Exercise 14.

Find the words corresponding to these definitions.

1. In a place which is outside: *OUTDOOR*
2. Showing respect: *RESPECTFUL*
3. Something which a country has: *RESOURCES*
4. Relationship between men and the environment: *ECOLOGY*
5. Something which you throw away (= jeter): *RUBBISH*
6. Something which causes extreme damage: *DISASTER*
7. Make air, water or land dirty: *POLLUTE*
8. Treat paper or glass and use it again: *RECYCLE*

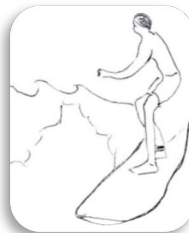
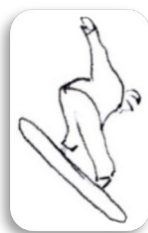
Exercise 15.

Make a sentence with the words above.

1. My favourite **outdoor** sport is beach volley.
2. Select **rubbish** before you throw it away. / Don't produce a lot of rubbish.
3. Throwing rubbish into the sea is a real **disaster** for dolphins.
4. Cars pollute the air we breathe.

Exercise 16.

Match each picture to the corresponding name of sport.



1. bungee jumping 2. sky diving 3. snowboarding 4. surfing 5. rafting

Grammar Help, past simple.

- o A quel temps sont les phrases a. b. et c. ? Coche la bonne case.

<input type="checkbox"/> présent	<input checked="" type="checkbox"/> passé	<input type="checkbox"/> futur
----------------------------------	---	--------------------------------
- o Qu'est-ce qui te permet de reconnaître le temps :
 - ✓ dans la phrase b. ? **Le verbe se termine par ED**
 - ✓ dans les phrases a. et c. ? **La présence de l'auxiliaire DID et DIDN'T**

Exercise 17.

Put the following activities in the "+", "- or "?" form.

+	?	-
They protected the environment.	Did they protect the environment?	They didn't protect the environment.
They worked a lot.	Did they work a lot?	They didn't work a lot.
They polluted the air.	Did they pollute the air?	They didn't pollute the air.
They used solar energy.	Did they use solar energy?	They didn't use solar energy.
They wasted resources.	Did they waste resources?	They didn't waste resources.
Kiwis recycled cans.	Did Kiwis recycle cans?	Kiwis didn't recycle cans.
Disasters happened in the USA.	Did disasters happen in the USA?	Disasters didn't happen in the USA.
They invented biodiesel.	Did they invent biodiesel?	They didn't invent biodiesel.

Grammar Help, past simple / present simple.

- Quels sont les mots et expressions qui te permettent de dire que ces actions sont au passé dans les phrase suivantes ?

a. *In the XIII century*

b. *b. when they arrived*

c. *c. in 1987*

Exercise 18.

Underline the time markers and the frequency adverbs and put the verbs in the appropriate tense: past or present.

Peter: Did you save water yesterday?

Alan: Yes, of course! Yesterday I **saved** water, I **washed** rapidly under the shower and I **brushed** my teeth with the water off.

Peter: What transport did you decide to take?

Alan: Yesterday morning I **decided** to take the bus, in the afternoon I **walked** back home but I usually **cycle**.

Peter: Do you often use 100% (a hundred per cent) recycled paper?

Alan: Yes, I often **use** recycled paper.

Peter: What about dinner last night?

Alan: Last night my Mum **prepared** dinner with food from the local market.

Peter: Do you always save energy?

Alan: Last night before going to bed I **turned** off my computer, of course I **turn** it off every night!

Grammar Help, who / which.

- Que remplace « who » dans les phrases a. et c. ? a. *the All Blacks* b. *New Zealanders*
- Que remplace « which » dans les phrases b. et d. ? b. *those birds* d. *natural disasters*
- Who remplace un antécédent humain non humain
- Which remplace un antécédent humain non humain

Exercise 19.

Choose the appropriate relative pronoun to complete the sentences.

1. The Prime Minister is the person **who** banned nuclear energy.
2. The law **which** is against this energy passed in the 60's.
3. Somebody **who** is eco-friendly respects the environment.
4. A disaster is a phenomenon **which** causes a damage.

Exercise 20.

Use the appropriate relative pronoun to make ONE sentence.

1. A nuclear power plant is a power station **which produces energy**.
2. The Kiwis **who don't have a big industry** don't make weapons.
3. The New Zealanders **who protect nature don't produce a lot of rubbish**.
4. Penguins **are birds which** live in the southern hemisphere.

Exercise 21.

Find the correct definition using *something* or *somebody* and *who* or *which*.

1. A surf life saver is **somebody who helps people in danger at sea**.
2. The haka **is something which is danced before a rugby match**.
3. A recycled product **is something which is transformed and used again**.
4. A vegetarian **is somebody who doesn't eat meat**.

Exercise 22.

Translate the sentences.

1. Tu connais les Aborigènes qui vivent en Australie.
You know the Aborigines who live in Australia.
2. Ils jouent du didjeridoo qui est un instrument de musique.
They play the didjeridoo which is a musical instrument.
3. Noël est une fête qui est célébrée sur la plage en Australie.
Christmas is a feast which is celebrated on the beach in Australia.
4. Le Père Noël australien qui arrive en surf porte un short.
The Australian Father Christmas who comes on a surfboard wears shorts.

Pronunciation.

- o Listen, repeat and write the words according to the sound you hear.
 - ✓ /t/: reduced helped
 - ✓ /d/: turned prepared used recycled
 - ✓ /id/: posted polluted invented protected
- o The odd one out!
 - o /d/: Yesterday I **turned** on my computer and **surfed** on the Net. **surfed**
Then my friend **called** me and **asked** me to go to the cinema. **asked**
 - o /id/: My cousin **visited** London last week end, he **created** a blog and **posted** his photos
I **looked** at his photos with my sister on the Net. **looked**
We **decided** to download his photos because we really **liked** them. **liked**

U3 C – Agatha Christie –her novels

Comprehension.

I. Read the extract "Murder on the Orient Express" then do the exercises.

1. List the different characters. Cite les différents personnages.

- ✓ Poirot
- ✓ Ratchett
- ✓ Michel
- ✓ Mrs Hubbard
- ✓ The doctor

2. Who was there? Qui était là ?

- o Mr Ratchett → in bed
- o Michel, the conductor → at the seat at the end of the corridor
- o Mrs Hubbard → in the compartment

3. True/False. Vrai/Faux

- | | TRUE | FALSE |
|--|-------------------------------------|-------------------------------------|
| a. The rest of the journey to Egypt went without any problem. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| b. M. Poirot received three letters and a message. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| c. The letters were a surprise. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| d. The train left Belgrade after dinner. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

4. Who said that? *Qui a dit cela ?*

- a. "after dinner, Monsieur – before we left Belgrade." → **Michel**
- b. "And where were you at 12:45?" → **Poirot**
- c. "Then I brought you some water." → **Michel**

II. Read the extract "Death on The Nile" then do the exercises.

1. List the different characters.

- ✓ Poirot
- ✓ Mme Doyle
- ✓ Fanthorp
- ✓ Melle de Bellefort

2. Answer these questions.

- Where was the gun before twenty past twelve (12:20)? **The gun was under the sofa.**
- Where was it after one o'clock (01:00)? **It was in the Nile** (I heard a splash)

3. True / False

- | | TRUE | FALSE |
|---|-------------------------------------|-------------------------------------|
| e. Fanthorp left the lounge after Mme Doyle. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| f. Fanthorp looked for the gun under the couch. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| g. He didn't hear any noise. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| h. Jacqueline de Bellefort killed Mme Doyle. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

4. Who said that?

- a. "Miss de Bellefort kicked the gun away". **Fanthorp**
- b. "What time was it?" **Poirot**
- c. "So, who did it?" **Poirot**

Exercise 23.

What are the other means of transport you know? Complete the sentences with one of the means.

- 1. Yesterday my mum cycled to work on her **bike**.
- 2. In Le Mans riders compete on their **motorbikes**.
- 3. Last summer holidays we travelled to California by **plane**.
- 4. It is faster to go by **train** than by car from Paris to the south of France.
- 5. We enjoyed our trip by **boat** on the Danube River.

Exercise 24.

Write these times from the extracts in full letters or in numbers.

- a. Midnight: **12:00**
- b. 2 a.m: **two o'clock in the morning**
- c. twenty to one: **12:40**
- d. a quarter past one: **01:15**
- e. 12:20: **twenty minutes past twelve**
- f. half past twelve: **12:30**

Exercise 25.

Complete the passage with words from the box.

- Last month I had a very pleasant **journey**. I **travelled** to the south of France.
- First I looked for my **seat** number 21 and I read a novel. There were people looking out of the window in the **corridor**. The **conductor** checked our tickets.
- Suddenly somebody rang the **bell** by accident but the train didn't stop.
- When the train arrived at the station, I went **straight** to my hotel.

Grammar Help, le prétérit du verbe BE, forme affirmative.

- Quelle est la base verbale du verbe « was » / « were » ? **BE**

Exercise 26.

Complete the passage with the correct form of BE in the past.

Last night Michel explained what happened on the train.

“Monsieur, I **was** in the corridor when some people **were** in the restaurant. Mr Ratchett **was** in his bed and Mrs Hubbard **was** in her compartment.

You **were** in your compartment too when I brought you some water. It **was** half past one”.

Grammar Help, le prétérit du verbe BE, forme négative.

- Quelle est la forme négative avec « we were » ? **we were not / we weren't**
- Quelle lettre a disparu et a été remplacée par l'apostrophe ? **La lettre « o »**

Exercise 27.

Write the following sentences in the negative and interrogative forms.

+	-	?
It was 11 o'clock.	It wasn't 11 o'clock.	Was it 11 o'clock?
She was very sad.	She wasn't very sad.	Was she very sad?
My friend and I were in our cabin.	My friend and I weren't in our cabin.	Were we in our cabin?
They were in the lounge.	They weren't in the lounge.	Were they in the lounge?

Grammar Help, le prétérit des autres verbes irréguliers.

- **Kicked** et **went** sont au passé, quelle est leur base verbale ?

Prétérit	kicked	→	BV	kick
	went	→		go

Exercise 28.

Find in the two extracts other regular and irregular verbs.

Regular verbs (BV+ED)		Irregular verbs	
ask → asked	kick → kicked	have → had	speak → spoke
reply → replied	look → looked	say → said	bring → brought
answer → answered	explain → explained	leave → left	take → took
		see → saw	think → thought
		hear → heard	do → did
		ring → rang	

Exercise 29.

Do the same. Put the sentences in the positive (+), negative (-) or interrogative (?) form.

(+)	(-)	(?)
The journey went calmly.	The journey didn't go calmly.	Did the journey go calmly?
Mr Ratchett went to bed.	Mr Ratchett didn't go to bed.	Did Mr Ratchett go to bed?
You saw or heard Mr Ratchett.	You didn't see or hear Mr Ratchett.	Did you see or hear Mr Ratchett?
He rang his bell.	He didn't ring his bell.	Did he ring his bell?
I spoke to Mrs Hubbard.	I didn't speak to Mrs Hubbard.	Did I speak to Mrs Hubbard?
I brought you a glass of water.	I didn't bring you a glass of water.	Did I bring you a glass of water?
Melle de Bellefort shot Mme Doyle.	Melle de Bellefort didn't shoot Mme Doyle.	Did Melle de Bellefort shoot Mme Doyle?

Unité 4

U4 A – Agatha Christie –her life

Comprehension.

I. Complete the missing information about Agatha Christie's biography.

Date	Age	Event
1890		Agatha Christie was born.
1901	11 years old	her father died.
1901	11 years old	She published her first poem
1906	16 years old	She went to school in Paris
1910	20 years old	returned to Devon.
1914-1918	24 – 28	She was a nurse/she became a pharmacist
1920	30 years old	She published her first novel
1930	40 years old	She married an archeologist
1976	86	She died

II. Match the two parts of the sentences.

1.	2.	3.	4.	5.	6.
<i>c</i>	<i>f</i>	<i>e</i>	<i>b</i>	<i>d</i>	<i>a</i>

Exercise 31.

1. Find names of jobs ending in: er – or – ist -...
- Someone who plays in a film: **an actor**
 - Someone who digs to find ruins: **an archeologist**
 - Someone who treats sick people: **a doctor**
 - Someone who writes books: **a writer**
 - Someone who writes novels: **a novelist**
 - Someone who sells medicine: **a pharmacist**
 - Someone who checks the tickets on a train: **a conductor**
 - Someone who teaches students: **a teacher**

2. Classify the names of jobs in the table below.

-er	-or	-ist
- a writer	- an actor	- an archeologist
- a teacher	- a doctor	- a novelist
	- a conductor	- a pharmacist

Exercise 32.

1. Put the following adjectives in the appropriate column: physical appearance or character.

Physical appearance	Character	
- bald	- malicious	- proud
- fat	- fussy	- sensible
- short	- bright	- bright
- smart	- brainy	- meticulous
- young	- curious	- serious
	- brilliant	- intelligent

2. Complete the passage with the underlined adjectives.

Sherlock Holmes, the greatest detective.

Sir Arthur Conan Doyle was born in Scotland in 1859 and died in 1930. He created the character of Sherlock Holmes.

S. Holmes is a very **smart** man, he usually wears a suit, a cape and a cap. He is interested in science and philosophy. He is **curious**, that's why he could see the smallest detail.

When he was a **young** boy at school, he met his best friend Doctor Watson.

Holmes is very **bright**, he could solve the most difficult enigmas.

He isn't as **proud** of himself as Poirot, but the two detectives are both very **sensible**, they always find the criminal. They are the best detectives.

Exercise 33.

Write these numbers in full letters.

1. 11: **eleven**
2. 12: **twelve**
3. 70: **seventy**
4. A hundred and fifty: **150**
5. 20: **twenty**
- ✓ Comment dis-tu 130 ? **A hundred and thirty**

Exercise 34.

Do the same with these dates.

- a. 1890: **eighteen ninety**
- b. 1906: **nineteen o six** (o prononcé comme un "o")
- c. 1910: **nineteen ten**
- d. 1930: **nineteen thirty**

Exercise 35.

Number crossword puzzle.

- Across: →
- ① 10 (three letters)
 - ② 18 (eight letters)
 - ③ 15 (seven letters)
 - ④ 12 (six letters)
 - ⑤ 14 (height letters)
- Down: ↓
- ① 16 (seven letters)
 - ② 13 (eight letters)
 - ③ 20 (six letters)
 - ④ 19 (height letters)
 - ⑤ 11 (six letters)
 - ⑥ 17 (nine letters)

	① S		① ② T																		
② E	I	G	H	T	E	E	N														
	X	③ F	I	F	T	E	E	④ N												⑥ S	
	T		R					I													E
	E		T					③ T	N	⑤ E											V
	E		E				④ T	W	E	L	V										E
	N		E					E	T	E											N
			N					N	E	V											T
			⑤ F	O	U	R	T	E	E	N	E										E
								Y	N	N											N

Exercise 36.

Write the numbers in full letters.

- a. Sir Arthur Conan Doyle was born in (1859) **eighteen fifty-nine** and died in (1930) **nineteen thirty**.
- b. He wrote (56) **fifty-six** short stories about the detective.
- c. S. Holmes lived at (221) **two hundred and twenty-one** Baker Street in London.

Grammar Help, le superlatif de supériorité des adjectifs courts.

- Qu'a-t-on mis devant l'adjectif young ? **the**
- Qu'a-ton rajouté à cet adjectif ? **est**
- Comment traduis-tu cette phrase ? Choisis la bonne traduction.
 - a. Elle était plus jeune que ...
 - b. Elle était aussi jeune que...
 - c. Elle était la plus jeune enfant.
- Comment dis-tu : Hercule Poirot est le détective le plus brillant ?
Hercule Poirot is **the brightest** detective. (= De **tous** les détectives, **H. Poirot** est le **plus** brillant)

Exercise 37.

1. What is the superlative of these adjectives?

- small: **the smallest**
- late: **the latest**
- cold: **the coldest**
- easy: **the easiest**
- slow: **the slowest**
- hot: **the hottest**

2. Put the superlatives of the adjectives above in the grid.

+ est	- the smallest - the coldest - the slowest
+ st	- the latest
+(y)iest	- the easiest
+consonne + est	- the hottest

Grammar Help, le superlatif de supériorité des adjectifs longs.

- Cette phrase aussi exprime un superlatif, est-il formé de la même façon que dans le « 1. » ?
 OUI NON
- Comment dis-tu : Agatha Christie est l'écrivain le plus célèbre ?
Agatha Christie is **the most** famous writer.

Exercise 38.

1. What is the superlative of these adjectives?

- ✓ malicious: **the most** malicious
- ✓ polite: **the most** polite
- ✓ sensible: **the most** sensible

2. Use the correct form of the superlative in these sentences.

- a. Ann is older than her 3 sisters, she's **the oldest** girl in the family.
- b. Patrick is stronger than his 3 brothers, he's **the strongest** in the family.
- c. Agatha is younger than her brother Louis and her sister Margaret, she's **the youngest** child in her family.
- d. Shakespeare is more popular than Agatha Christie, he's **the most popular** writer in Britain.
- e. Shakespeare's tragedies are more famous than his comedies, Romeo and Juliet is **the most famous** play.

Exercise 39.

Do the same in these sentences.

- a. My friend has got a better accent than all the students in the class. My friend has got **the best** accent in English.
- b. I am very bad at Spanish, I think I am **the worst** student at Spanish.

U4 B – A trip to India

Comprehension.

1. TRUE/FALSE.

- | | | | |
|--|-------------------------------------|--|-------------------------------------|
| 1. Steve liked visiting New Delhi | <input checked="" type="checkbox"/> | | <input type="checkbox"/> |
| 2. Hawa Mahal is a white marble palace. | <input type="checkbox"/> | | <input checked="" type="checkbox"/> |
| 3. Steve visited the Taj Mahal in New Delhi. | <input type="checkbox"/> | | <input checked="" type="checkbox"/> |
| 4. Agra is the capital of India. | <input type="checkbox"/> | | <input checked="" type="checkbox"/> |
| 5. The Ganges River is sacred for Indian people. | <input checked="" type="checkbox"/> | | <input type="checkbox"/> |
| 6. There were a lot of people at the Ganges. | <input checked="" type="checkbox"/> | | <input type="checkbox"/> |
| 7. The Ganges water isn't polluted. | <input type="checkbox"/> | | <input checked="" type="checkbox"/> |
| 8. Steve liked Indian cuisine. | <input checked="" type="checkbox"/> | | <input type="checkbox"/> |
| 9. Steve had a nice sunny holiday. | <input checked="" type="checkbox"/> | | <input type="checkbox"/> |

2. Answer the following questions.

1. What different places did Steve visit? **He visited New Delhi. In Jaipur he visited Hawa Mahal. In Agra he visited the Taj Mahal. In Varanasi he saw the Ganges and then he went to the Himalayas.**
2. What three means of transport did he take? **He took the plane, a rickshaw and the train.**
3. Did he feel comfortable on the elephant's back? **No, he didn't.**
4. Did he buy a present for his brother? **No, he didn't.**
5. Who is Shiva? **It's an Indian god.**
6. Who is the Indians' national hero? **He is Mahatma Gandhi, the Indian leader.**

3. Here is a map of India. Write the names of the different towns and trace the route Steve and his friend Laura followed.



Exercise 40.

1) Find the equivalent in English:

1. C'était super ! : **it was great!**
2. Une ville pleine de contrastes : **a city of contrasts.**
3. Un sac à dos : **a backpack**
4. Surpeuplé : **overcrowded**
5. Se diriger vers : **head towards**

2) Find the equivalent in French:

1. Too bad!: ***tant pis !***
2. Precious stones: ***pierres précieuses***
3. Filled with wonder: ***emmerveillé***
4. Trekking: ***randonnée***
5. A soul: ***une âme***

Exercise 41.

Complete the passage with the following words or expressions.

backpacks – headed – trekking – great – overcrowded

Last week end we decided to go ***trekking*** in a forest. We started our journey by train. At seven o'clock. There weren't many people on the train, so it wasn't ***overcrowded*** because it was very early in the morning.

When we arrived, we ***headed*** towards the forest of Sherwood. At 12 o'clock we stopped to have our sandwiches which were in our ***backpacks***.

After lunch we walked again for 2 hours. We were tired but it was ***great*** to walk in the middle of the trees.

Exercise 42.

Put the words in the correct column.

Transport	Places	Verbs	Adjectives
- plane	- Hawa Mahal	- flow	- colourful
- rickshaw	- bazaars	- say	- golden
	- the world	- hire	- sacred
	- airport	- head	- typical
		- forget	- next
		- reach	- historical
			- holy

Grammar Help, link words.

o Tick the correct answer. *Coche la bonne réponse.*

- ✓ because exprime : une cause / une raison une conséquence / un résultat
✓ so exprime : une cause / une raison une conséquence / un résultat

o Find other sentences in the blog with **because** and **so**. *Trouve d'autres phrases dans le blog avec because et so.*

- ✓ So start here.
✓ Well, because they purify their bodies and souls
✓ I'm not sure the water was clean and pure so we didn't join them.
✓ the food was excellent, so we enjoyed everything we ate!

Exercise 43.

Complete the sentences with **because** or **so**.

- a. I travelled to India **because** I like Indian culture.
- b. My friends went with me **so** we booked three rooms.
- c. The flight took a long time **so** we were tired.
- d. It was my first ride on an elephant's back **so** it was a new experience for me.
- e. I took a lot of photos **because** my friends wanted to see the monuments.
- f. We had a very good time **so** we were all very happy.

Exercise 44.

Match the two parts to make a coherent sentence.

1. The sun was very hot **so we sat under a tree.**
2. I took the sandwiches **and the drinks out of the bag.**
3. I looked for the knife **but I couldn't find it.**
4. Unfortunately we couldn't eat our food **because a cow walked on our picnic.**
5. I was very hungry **so we went back home and had a nice meal.**

Grammar Help, le déterminant indéfini a / an.

- On utilise **a** quand le mot qui suit commence par : une voyelle une consonne
- On utilise **an** quand le mot qui suit commence par : une voyelle une consonne
- **a / an** est utilisé devant une profession : She is a guide. ; He is an archeologist.
 - ✓ He drives a rickshaw. He is **a** rickshaw driver.
 - ✓ He takes tourists for a ride on his elephant's back. He is **an** elephant driver.

Exercise 45.

Complete with **a** or **an**.

- a. After we visited **a** wonderful monument.
- b. Laura was hungry, I gave her **an** apple.
- c. We had **a** cheese sandwich too.
- d. Later we visited **an** old palace.
- e. Then I bought **an** Indian present to my mum, and **a** statue to my brother.

Exercise 46.

Complete the sentences with **a / an** or **the**.

Laura has got **an** excellent camera, so we took pictures. Unfortunately the next day we couldn't take any photo because the battery of **the** camera was empty.

I bought **a** scarf and **a** bracelet. **The** scarf was cheap but **the** bracelet was expensive.

New Delhi is **an** amazing place. **The** city is a mix of old and new. We visited different places, **the** old monuments were fabulous and **the** high buildings were impressive.

Exercise 47.

Complete the passage with: **a/an, the, (ø)**.

Last week I visited **a** museum in London. **The** museum was in Exhibition Road. I saw **ø** planes and **ø** huge engines. **The** planes and engines were old but very impressive!

There was **a** rocket and I specially liked **the** Apollo Space Capsule which was used by Neil Armstrong and Buzz Aldrin, **the** famous astronauts who walked on **the** moon.

I was at **the** Science Museum.

U4 C – A holiday in Mumbai

I. True / False

	TRUE	FALSE
1. Ashley went to Mumbai with her friends.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Mumbai is situated in the west of India.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. She went there in May.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. She had beautiful weather.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. She was hit by an elephant.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. She ordered a mild curry.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. She didn't enjoy her food at the restaurant.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. The cricketers are the players of the team.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. Bollywood Studios produce a bigger number of films than Hollywood.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. Ashley didn't really like her trip.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

II. Answer the questions.

1. What sort of trip did Ashley win? ***She won a package tour trip.***
2. Was it a good season to go there? Why not? ***No, it wasn't because it was the monsoon.***
3. What beautiful things did Ashley see in the streets of Mumbai? ***She saw beautifully coloured elephants, cows, young women in colourful saris and young men.***
4. What happened to her at the cricket game? ***A ball missed her.***
5. Did she like her holiday? ***No, she didn't.***
6. Why was she glad to go back home? ***Because in India she couldn't sleep or eat and she got into trouble.***

Exercise 48.

1) Find the French equivalent. *Trouve l'équivalent en français.*

- | | |
|---|----------------------------|
| ➤ Package tour: voyage organisé | ➤ Sunbathe: bronzer |
| ➤ Get into trouble: avoir des ennuis | ➤ Wooden: en bois |

2) Find the English equivalent. *Trouve l'équivalent en anglais.*

- | | |
|----------------------------|-------------------------------|
| ➤ Mousson : monsoon | ➤ Sagesse : wisdom |
| ➤ Chanceux : lucky | ➤ Occidental : western |

Exercise 49.

Complete the passage with four words or expressions from exercise 48.

- Last summer I went to the beach with my friends. We were very **lucky** because it was sunny. We enjoyed swimming but our friend Kelly preferred **sunbathing** on her **wooden** beach chair.
- We played beach volley but the ball hit a man on the beach. We **got into trouble** because the man was very angry and he was also very big and strong!

Exercise 50.

Find the opposite of these adjectives in the text.

- | | | |
|--------------------------|----------------------------|------------------------|
| ➤ good ≠ bad | ➤ short ≠ long | ➤ cold ≠ hot |
| ➤ mild ≠ hot | ➤ dry (sec) ≠ humid | ➤ light ≠ heavy |
| ➤ lucky ≠ unlucky | | |

Grammar Help, les pronoms personnels sujets.

- Tick the correct answer. Coche la bonne réponse.
 - ✓ A qui se réfère 1 ?
 - ✓ Ashley
 - a bike
 - ✓ A qui se réfère 2 ?
 - Ashley
 - a bike

Grammar Help, les pronoms personnels compléments.

- Tick the correct answer. Coche la bonne réponse.
 - ✓ A qui se réfère 3 ?
 - Ashley
 - a bike
 - ✓ A qui se réfère 4 ?
 - Ashley
 - a bike

Exercise 51.

Complete the grid.

Pronoms Personnels								
Sujets	I	you	he	she	it	we	you	they
	je	tu	il	elle	il-elle	nous	vous	ils-elles
Compléments	me	you	him	her	it	us	you	them
	me - m'-moi	te-t'-toi	lui	elle	il-elle-le-la-l'	nous	vous	eux-elles-les-leur

Exercise 52.

Replace the names with the appropriate subject or object pronouns.

- The waiter was sorry, I thanked **him** when **he** brought me a glass of water.
- The studios were huge and terrific but we didn't have enough time to visit **them**.
- Ashley danced with a girl and **she** bumped into **her**.
- People read romance stories in many countries and **they** watch **them** at the cinema and on TV.
- Agatha didn't study at school when **she** was a child. A governess taught **her**. **She** gave **her** a lot of books.

Exercise 53.

You have the subject pronouns, find the corresponding object pronouns.

- Hey, I'm here! Look at **me**!
- You can open the present, it's for **you**.
- He's hungry, give **him** a sandwich!
- She fell down, help **her**!
- It's too hot, don't eat **it**!
- Hey, we're here! Come and join **us**!
- They're on holiday, don't phone **them**.

Grammar Help, too hot / warm enough.

- Comment traduis-tu **trop** ? too
- Quels mots se trouvent **après** l'adverbe TOO ? **humid ; hot and spicy** → Ce sont des adjectifs.
- Comment traduis-tu **assez** ? enough
- Où se trouvent les adjectifs dans ces deux phrases ? après enough avant enough
- Complète la règle :

L'adjectif qualificatif se place *après* too et *avant* enough.

Exercise 54.

Place **too** or **enough** in the sentences.

- Are you old **enough** to drive? No, I'm only twelve years old.
- After a long night in the plane, she was **too** tired to visit the city.
- Bollywood Studios are **too** big.
- The rickshaw isn't big **enough** for five people.

Grammar Help, enough time / enough money.

- Quels mots suivent enough ? **time ; money** → Ce sont des noms.
- Complète la règle :

Le nom se place *après* enough.

Exercise 55.

Find other sentences with **too** and **enough** in Steve's blog and Ashley's answer.

	Steve's blog	Ashley's answer
Too + adjective	- too bad for him! - it was not too hot, not too humid	The air was too humid...
Adjective + enough		- but he wasn't fast enough to score. - It was warm enough to swim
enough + noun	I didn't have enough money...	- there wasn't enough (fresh) air! - we didn't have enough time to visit them.

Exercise 56.

Change the sentences using opposites and **too** or **enough**.

- They are too young to drive. → They aren't **old enough** to drive.
- The food was too hot. → The food wasn't **mild enough**.
- The drink wasn't cold enough. → The drink was **too hot**.
- The jewels weren't cheap enough. → The jewels were **too expensive**.

Exercise 57.

Translate the following sentences.

- Je ne peux pas boire ce chocolat, il est trop chaud ! **I can't drink this chocolate, it's too hot!**
- Je ne comprends pas l'exercice, c'est trop difficile. **I don't understand the exercise, it's too difficult.**
- Nous n'avons pas assez de temps, le film est à 08h20 ! **We haven't got enough time, the film is at twenty past eight!**
- Il y a assez de boissons sur la table. **There are enough drinks on the table.**

Pronunciation.

Souligne le son /f/ : **f**ish – sur**f** – **ph**otograph – en**ough**