

## Pronunciation

### LA PRONONCIATION DE HAVE ET HAS AU PRESENT PERFECT

1 Lis les phrases suivantes et **décide** si l'on peut contracter **have** et **has** ('ve / 's). Puis, **écoute** l'enregistrement pour vérifier tes réponses.

CD: 60  
MP3: 39

- I have learned a lot of things in my new job.
- She has never worked in a shop.
- Have you ever worked as a lifeguard?
- Where has she worked before?
- I have not worked as a babysitter before.
- He has not done a good job.

2 **Entoure** les bonnes réponses ci-dessous.

- Il est **possible** / **impossible** de contracter **have** et **has** dans une phrase au **present perfect**.
- Il est **possible** / **impossible** de contracter **have** et **has** dans une question commençant par **have** ou **has**.
- Il est **possible** / **impossible** de contracter **have** et **has** dans une question s'ils sont placés après un pronom interrogatif.
- Il est possible de contracter **have** et **has** dans une phrase négative en remplaçant **have not** par ..... et **has not** par .....

### LA SEGMENTATION ET LES LIAISONS

3 **Écoute** ces phrases. Combien de segments entends-tu ? **Sépare** les segments avec le signe /.

CD: 61  
MP3: 40

- Tomorrow I'm going to attend an interview for a new job.
- What would you do if your boss was very unreasonable while you were working?
- How would you react if your neighbour asked you to be a babysitter?

4 **Écoute** ces phrases à nouveau et **répète-les**.

Puis, **réponds** aux questions et **choisis** les options correctes ci-dessous.

Combien de propositions (sujet + verbe) y a-t-il dans :

- la phrase a : ..... - la phrase b : ..... - la phrase c : .....

À l'intérieur d'un segment :  la voix ne s'arrête pas.  la voix peut s'arrêter.

Donc, à l'intérieur d'un segment :  on fait des liaisons entre les mots.  on sépare les mots.

Pourquoi y a-t-il plusieurs segments dans ces phrases ?

pour respirer.  pour réguler le débit de la phrase.

pour permettre une meilleure compréhension.  pour respecter la ponctuation.

5 **Écoute** ces phrases et **marque** la séparation des segments. Puis, **marque** les liaisons entre les mots avec un **∪** (exemple : **what ∪ about**). Enfin, **entraîne-toi** à les répéter.

CD: 62  
MP3: 41

- I love dolphins but I can't stand sharks.
- If I saw a shark, I would swim towards it to play with it.
- I would walk out of the room and leave the window open so that it could go back outside to its own environment.

## Check your skills

### A2/B1 LISTENING Working at a clothes store



CD: 63  
MP3: 42

→ Je peux comprendre quelqu'un qui parle de son petit boulot.

**Listen to** a teenager talking about her part-time job. **Decide** if the sentences below are true or false. **Explain** your answers.

- Her job doesn't give her much satisfaction.
- She thinks that she is good at her job.
- Her job doesn't have any negative aspects.
- The other girls at the store have become her friends.
- She didn't learn anything.

### A2/B1 WRITING Dream jobs



→ Je parle de ce que je ferais si j'exerçais la profession de mes rêves.

**Think about** the job of your dreams (pop star, football player, famous author, etc.).

**Write** a paragraph about what your life would be like if you had this job.

If I were a... I would have to...

### B1 INTERACTING Job interview



→ Je peux mettre en scène et jouer un entretien d'embauche.

**Read** the ad and **prepare** the job interview.

**Student A** is the applicant.

**Student B** is the recruiter.

Summer Drama course  
We are looking for a drama teacher for our 6-week summer course for all ages. Classes every morning, rehearsals every afternoon and a show at the end of the six weeks!  
Course starts on 21 July.

### B1 READING Today's teen jobs



→ Je peux comprendre un texte sur les petits boulots d'aujourd'hui.

**Read** the text and **answer** the questions.

Once upon a time it was fairly easy to pick up a part-time job in your teens. A healthy supply of paper rounds, waitressing and 'Saturday girl or boy' roles could be found to fund purchases of the latest LP/CD (depending on your age), or saving for that post sixth form Inter-railing trip.

Now paper rounds seem to have fallen from favour and Saturday jobs in retail or leisure are less forthcoming than they once were. Some of the traditional options remain - babysitting for instance - but modern kids are having to turn to modern jobs, with the internet at the heart of the new opportunities.

Take the example of young super-entrepreneur Ollie Forsyth, 17, who started an online gift shop at the age of only 13, bringing in a turnover of £13,000 a year even at that tender age.

↑ Liat Hughes Joshi, '10 Pocket Money-Boosting Jobs For Today's Teenagers', **Huffington Post** (2016)

- Name three jobs which were common for teens in the past.
- Name two ways that teens spent their money in the past.
- Are 'Saturday jobs' still popular today?
- Name two ways which teens can make money these days.
- How did Ollie Forsyth make money?

### A2/B1 SPEAKING Talking about a friend



→ Je peux présenter un(e) camarade.

The owner of the restaurant where a friend of yours is going to work has phoned you to ask you about his / her character. **Present** him / her briefly. Also **mention** some of his / her weaknesses.

He / she is quite... but...