

LISTENING COMPREHENSION **1** Get ready

A. Before listening, read the synopses of two famous series by Steven Bochco. Use the context to guess the meaning of the following words (not in the right order).

1. *échelle* : 4. *surmené* :
 2. *commissariat de quartier* : 5. *avocat* :
 3. *poursuivre* : 6. *barreau* :

• **Delvecchio**: Dominick Delvecchio is an honest, courageous police detective who works at the Los Angeles Police Department. When not chasing villains with his partner, he can usually be found at his father's barber shop or studying to become a lawyer.

• Set in a fictional town based on Chicago, **Hill Street Blues** is the story of an overworked anonymous police precinct. We follow the private and professional lives of a great number of characters, who occupy every rung of the hierarchical ladder.

B. Read the following words aloud and tick the correct phonetic transcriptions. Then listen to these words and check your answers.

1. miracle: ['mɪrəkl] ['maɪrəkl]
 2. television: ['telɪvɪzən] [ˌtele'vɪzən]
 3. series: ['sɪərɪz] [sɪ'ri:z]
 4. inconceivable: ['ɪnkənsɪvəbl] [ˌɪnkən'si:vəbl]
 5. media: ['mi:diə] ['medɪə]
 6. character: ['kærɪktə] [kə'ræktə]
 7. modern: ['mɒdən] ['mʌdɜ:n]
 8. aspirations: ['æspɪ'reɪʃənz] [ˌæspə'reɪʃənz]
 9. intimate: [ɪntɪ'mert] [ɪntɪmɪt]
 10. knowledge: ['nəʊlədʒ] [ˈnɒlɪdʒ]

2 Part one

C. Complete Steven Bochco's sentence while and after listening. (one blank = one word)

The of television, and television is that you can
 a... a tapestry of story and that would be in
 any other

D. Deduce the meaning of *tapestry* in the previous sentence.

- troupe tapisserie tapis ensemble équipe

E. Tick the most appropriate synonym of the fifth missing word in question C.

- impossible normal incomprehensible unexpected

F. What can you hear while Bochco is speaking?

- background music with a crescendo loud music decreasing numerous other voices

G. Which of the following words do you associate with the sound element above?

- laughter (*rire*) sorrow (*douleur*) harmony mystery serenity suspense

3 Part two

H. Who or what do you hear in this part?

- Steven Bochco the interviewer a voice-over (*commentaire en voix off*)

I. Use what is said and the synopses in question A to tick the correct definition of what *an ensemble series* is.

- a series which takes place in the future and involves speculations based on current science
- a series which is generally set in familiar domestic interiors and focuses on family life, sexual dramas, emotional and moral conflicts
- a series whose heroes are a group of characters and not one character alone

J. When was *Delvecchio* broadcast (*diffusé*)?

K. Quote three elements characters were given in Steven Bochco's series.

1. 2. 3.

L. Pick out the sentence showing that *Delvecchio* and *Hill Street Blues* were a turning point in television series.

.....

4 Part three

M. Six words have been changed in the following passage. Listen to the passage once and underline them. Then listen a second time and write the correct words below.

It was the first show that I ever worked on, that had a history. You know... and by that I mean the actors had private lives that existed throughout the series... you know, *Delvecchio* had a dad, *Delvecchio* had various, you know, ambitions beyond just being a detective. And for me, that was a real... seminal moment, because it showed me the way to situate drama.

1. 2. 3.
4. 5. 6.

N. Use the context to tick the correct meaning of *seminal* in the passage above.

- too strange or unusual to be thought real or possible
- making you feel extremely discouraged and tired
- making you feel annoyed or impatient because you cannot do what you want to do
- very important and influencing the way things develop in the future

5 Part four

O. What is necessary to appreciate one of the later episodes of a series? Complete the following sentence with words from the interview.

You must have

.....

P. Use the context to deduce the meaning of the following words.

1. canvas ['kænvəs]: *canevas* *vague* *tableau* *série*
2. wind up (past: wound): *abandonner* *partir* *s'arrêter* *se retrouver*

Q. What is Steven Bochco most proud of?

.....

.....

Quote the adverb conveying his satisfaction.

R. True or false? Circle the correct answer and justify by quoting from the interview.

- T F Steve Bochco thinks his series are more or less similar to Charles Dickens's novels.

.....

“Why America?”

READING COMPREHENSION

1 Part one (from the beginning to l. 27)

A. Read the whole part and use the context to answer questions 1 and 2.

1. Which verbs and expressions correspond to the following definitions (in the right order)?
 - a. to suggest in an indirect way, but so that someone can guess your meaning:
 - b. to make somebody unable to think or react:
 - c. to stop breathing (*respirer*) for a moment because something has shocked you:
2. Find the equivalents of the following verbs (in the right order).
 - a. *déferler* :
 - b. *éviter* :

B. Fill in the following grid with information about the main characters. When no information is given in the text, write Ø in the corresponding box.

Name	Age	Occupation
.....
.....
.....

C. Justify the following statements by quoting from the text.

1. Jagan’s cousin had already told Jagan about Mali’s plans.
.....
2. On first hearing the news, Jagan was too overwhelmed (*accablé*) to react.
.....
.....
3. Jagan was terrified at the thought of being separated from his son.
.....
.....
4. As an Indian, Jagan was scandalized to learn that Mali wanted to study in America.
.....

D. According to Jagan, what could any village granny (*grand-mère*) do?
.....

E. Who is *Valmiki* (l. 23)?

F. Choose the best equivalent of the word *pugnacity* (l. 24) in this context.

- sadness surprise disbelief (*incompréhension*) disgust aggressivity hatred

G. What does the sentence ... *avoiding gently any specific reference to his son.* (l. 25) imply?

- Jagan realized that Mali was no different from all the other boys of his age.
 Jagan was afraid of what his cousin might think.
 Jagan didn’t understand the behaviour of young Indians.
 Jagan loved his son dearly, in spite of everything.

2 Part two (from l. 28 to the end)

H. Read the whole part and use the context to translate the underlined words and expressions in the following sentences.

- 1. Jagan felt completely crushed... (l. 28):
- 2. ... adverse forces seemed to hem him on all sides. (l. 28):
- 3. "They also drink a lot of intoxicating drinks..." (l. 36):
- 4. "... their women [...] snap off marriages without ado..." (l. 38):
- 5. "... their women [...] bask in the sun without clothes." (l. 38):
- 6. ... to corrupt [...] his soul with other things. (l. 42):

I. Quote two clauses (*propositions*) stressing Jagan's powerlessness.

- 1.
- 2.

J. What do the underlined words refer to in the following sentence?

"... it's the only country where they teach such things." (l. 33)

K. List the failings (*défauts*) Jagan and his cousin reproach Americans with. (Quote.)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

L. Which sentence shows that Jagan's cousin doesn't really know about America?

.....

M. What are Jagan's fears? Complete the following sentences with words from the text.

- 1. Jagan fears America might
- 2. Jagan fears America might

N. What does the use of *shall* imply in the sentence: "Mali shall stay here." (l. 44)?

- Jagan is convinced that Mali won't leave.
- Jagan is determined that Mali won't leave.
- Jagan believes that Mali will change his mind.
- Jagan doesn't know about Mali's decision.

Ten words to remember

Find the equivalents of these words in the text (in the right order) and learn them by heart.

- | | |
|--|-------------------------------|
| 1. <i>suggérer</i> : | 6. <i>éviter</i> : |
| 2. <i>avoir le souffle coupé</i> : | 7. <i>écraser</i> : |
| 3. <i>scandaleux</i> : | 8. <i>corrompre</i> : |
| 4. <i>blessé</i> : | 9. <i>âme</i> : |
| 5. <i>fierté</i> : | 10. <i>impensable</i> : |

READING COMPREHENSION

1 Part one (from the beginning to l. 11)

A. Read the whole part and tick the correct translation of the following words.

- 1. I hear (l. 3): j'entends selon moi j'écoute on m'a dit que
- 2. sensible (l. 7): sensé sensible sélectif élitiste
- 3. arrangement (l. 11): organisation arrangement agencement aménagement

B. True or false? Circle the correct answer and justify by quoting from the text.

- 1. T F Lady Hunstanton seems to think highly of American society. (2 quotes)
 - a.
 - b.
- 2. T F Lady Hunstanton knows about America because she has already been there.

.....
- 3. T F According to Hester, America is a classless society.

.....

C. Which sentences show that Lady Hunstanton apparently criticizes English society?

- 1.
- 2.

2 Part two (from l. 12 to l. 30)

D. Read from l. 12 to l. 18 and use the context to choose the translation of these words.

- 1. supply (l. 14): supplier fournir suppléer ravitailler
- 2. propose (l. 15): suggérer demander en mariage demander proposer

E. From l. 12 to l. 18, use the context to find the word meaning "durer".

F. Quote one sentence showing Lady Caroline's low opinion of American society.

.....

G. Which adjectives apply to Hester when she answers Lady Caroline?

- delighted (ravie) indifferent ironical sarcastic unmoved friendly hostile

H. Read from l. 19 to l. 30 and use the context to find the equivalents of these words (in the right order).

- 1. reposer : 5. simplement :
- 2. exclure : 6. faste :
- 3. mépriser : 7. manipuler :
- 4. dévouement : 8. égoïste :

I. From l. 19 to l. 30, find two expressions meaning:

- 1. refuse to see:
- 2. refuse to hear:

J. Who or what do the underlined elements refer to?

1. They say you have no ruins... (l. 13):
2. They are sent over to us every summer... (l. 14):
3. ... than life rests on here. (l. 20):
4. It is all wrong... (l. 30):

K. Which adjectives apply to Hester from l. 19 to l. 30?

- cutting (*incisive*) friendly hypocritical straightforward (*directe*) aggressive

L. Read the whole part again and find the equivalents of the following statements.

1. The English aristocracy don't realize that they're living in a world of their own (*à part*).
.....
2. The English aristocracy don't care about the lower classes.
.....
3. The English aristocracy have a very materialistic view of the world.
.....
4. The English aristocracy are unable to see beneath (*sous*) the surface of things.
.....

3 Part three (from l. 31 to the end)

M. Find the equivalents of the following words in this part (in the right order).

1. flattering:
2. expert:

N. Quote two sentences showing that Hester is well integrated into English society.

1.
2.

O. What is most important in English society according to Lady Hunstanton? Tick the right box and justify by quoting two sentences.

- money relations looks social status intelligence humour

1.
2.

P. True or false? Circle the correct answer and justify by quoting from the text.

- T F At the end of the text, Hester is proud of what she has said.
.....

Ten words to remember

Find the equivalents of these words in the text (in the right order) and learn them by heart.

- | | |
|---------------------------------------|-------------------------------|
| 1. <i>sensé</i> : | 6. <i>mépriser</i> : |
| 2. <i>fournir</i> : | 7. <i>simplement</i> : |
| 3. <i>demander en mariage</i> : | 8. <i>manipuler</i> : |
| 4. <i>débarquer</i> : | 9. <i>superficiel</i> : |
| 5. <i>durer</i> : | 10. <i>égoïste</i> : |

1 Symboles phonétiques

A. Prononcez puis écrivez les mots correspondant aux transcriptions phonétiques suivantes. Vérifiez à l'écoute.

- | | |
|------------------------|--------------------------|
| 1. [kəm'pli:t] : | 8. [sɜ:tʃ] : |
| 2. [ə'laʊ] : | 9. [streɪndʒ] : |
| 3. [helθ] : | 10. ['bʌtə] : |
| 4. ['gɑ:dɪn] : | 11. [əd'vaɪs] : |
| 5. ['bɛərəbl] : | 12. [ɔ:'ðəʊ] : |
| 6. ['bʊtʃə] : | 13. ['kwɒlɪtɪ] : |
| 7. [θru:] : | 14. [ə'prɪərəns] : |

B. Prononcez les mots suivants et cochez la transcription phonétique correcte de chacun. Vérifiez à l'écoute.

- | | |
|---|---|
| 1. labour: <input type="checkbox"/> ['leɪbə] <input type="checkbox"/> ['laɪbə] | 6. yesterday: <input type="checkbox"/> ['jestədeɪ] <input type="checkbox"/> ['jestədeɪ] |
| 2. theatre: <input type="checkbox"/> ['θɪətə] <input type="checkbox"/> ['θɪætə] | 7. essential: <input type="checkbox"/> [ɪ'senʃəl] <input type="checkbox"/> [ɪ'sentʃəl] |
| 3. though: <input type="checkbox"/> [ðəʊ] <input type="checkbox"/> [ðəʊ] | 8. tongue: <input type="checkbox"/> [tʌŋ] <input type="checkbox"/> [tɒŋ] |
| 4. language: <input type="checkbox"/> ['læŋgwɛɪdʒ] <input type="checkbox"/> ['læŋgwɪdʒ] | 9. favourite: <input type="checkbox"/> ['fɑ:vərɪt] <input type="checkbox"/> ['feɪvərɪt] |
| 5. European: <input type="checkbox"/> [jʊərə'pi:ən] <input type="checkbox"/> [ʊərə'pi:ən] | 10. tyrant: <input type="checkbox"/> ['taɪrənt] <input type="checkbox"/> ['tɪrənt] |

2 Accent de mot

C. Prononcez puis écrivez les mots correspondant aux transcriptions phonétiques suivantes. (L'accent de mot n'a pas été indiqué.) Entourez la syllabe portant l'accent principal. Vérifiez à l'écoute.

- | | |
|--------------------------|------------------------|
| 1. [təmə:ɪtəʊ] : | 5. [əmerɪkə] : |
| 2. [flɒrɪdə] : | 6. [refjʊdʒɪ:] : |
| 3. [kætəstɹɒfɪk] : | 7. [selɪbreɪt] : |
| 4. [kɒnfɪdəns] : | 8. [ɪmplɪsɪt] : |

D. Lisez la phrase suivante à haute voix et entourez les syllabes accentuées (accent principal) des mots de plusieurs syllabes. Vérifiez à l'écoute.

The United States is the world's leading exporter and importer, and its companies spend more money establishing and expanding overseas operations than those of any other nation.

3 Accentuation des mots à suffixes

E. Lisez ces mots à haute voix puis entourez la syllabe qui porte l'accent principal. Vérifiez à l'écoute. Expliquez brièvement pourquoi l'accent principal a changé de place.

- | | |
|--------------------------|--------------------------|
| 1. music – musician | 5. educate – education |
| 2. imagine – imagination | 6. person – personality |
| 3. courage – courageous | 7. access – accessible |
| 4. science – scientific | 8. artifice – artificial |

.....

4 Réduction des voyelles

F. Prononcez puis écrivez les mots correspondant aux transcriptions phonétiques suivantes. (La syllabe accentuée n'a pas été indiquée.) Entourez chaque fois la syllabe accentuée et barrez la (les) voyelle(s) orthographique(s) réduite(s). Vérifiez à l'écoute.

- | | |
|-----------------------|-----------------------|
| 1. [prəfesə] : | 6. [dɒlə] : |
| 2. [lɪtəɪtʃə] : | 7. [sɪgnətʃə] : |
| 3. [tʃaɪnə] : | 8. [ældʒɪbrə] : |
| 4. [ɪnɔ:məs] : | 9. [praɪvɪt] : |
| 5. [səpɔ:t] : | 10. [beɪkən] : |

G. Lisez cette phrase à haute voix et barrez les voyelles orthographiques réduites des mots de plusieurs syllabes. Vérifiez à l'écoute.

Yesterday, I spent an hour with my virtual therapist. I tried to explain to her why I often miss interacting with human beings, but she didn't understand.

5 Prononciation de la marque s

H. Prononcez les mots suivants, puis classez-les dans la case appropriée en fonction de la prononciation de la marque -s : [z], [s] ou [ɪz]. Vérifiez à l'écoute.

gaps – cages – watches – turns – parts – amazes – months – stops – fountains – prefers – guesses – works – dishes – rings

[z]
[s]
[ɪz]

6 Prononciation de la marque -ed

I. Prononcez les mots suivants, puis classez-les dans la case appropriée en fonction de la prononciation de la marque -ed : [d], [t] ou [ɪd]. Vérifiez à l'écoute.

finished – added – pointed – liked – presented – faxed – watched – dreamed – ended – enjoyed – called – dated – analyzed – believed

[d]
[t]
[ɪd]

7 Consonnes muettes

J. Écoutez et écrivez les mots que vous entendez. Dans ces mots, certaines consonnes ne se prononcent pas. Barrez-les.

- | | |
|---------|----------|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

1 Repérer les mots porteurs de sens

A. Écoutez les phrases suivantes et soulignez les mots qui sont accentués.

1. He's been sleeping for hours.
2. You can go with her if you want to.
3. Jennifer says that she gave it to him.
4. She handed me the French dictionary which was on my desk.
5. The Browns should have been able to do it, but they gave up immediately.

B. Avant écoute, soulignez les mots qui, selon vous, vont être accentués dans les phrases suivantes. Écoutez ensuite pour vérifier vos réponses.

1. He might have phoned when I was at Philip's.
2. I expected him to apologize before he arrived.
3. She thought that Henry had heard of the accident.
4. You are more intelligent than your brother.
5. He should have told me that he would do it at once.

2 Repérer les formes réduites

C. Écoutez les phrases suivantes. Les mots-outils en gras sont-ils prononcés en forme pleine ou en forme réduite ? Cochez la bonne case.

	Forme pleine	Forme réduite
1. We can do it right now.		
2. Do you really believe you can ?		
3. The Thompsons have been there.		
4. I haven't seen her.		
5. They really are !		
6. Your friends are funny.		
7. And what happened?		
8. I met Sam and Eric.		
9. It's the girl I'm speaking of .		
10. Would you like a cup of tea?		
11. Who is he staring at ?		
12. He's staring at her!		

3 Repérer les liaisons

D. Écoutez l'exemple en repérant bien les liaisons. Marquez ensuite les liaisons qui doivent être faites dans les autres phrases. Vérifiez vos réponses à l'écoute.

Exemple : But_I know his_uncle_is_a doctor, not_a dentist.

1. When I went in what I saw was amazing.
2. Would you mind if I reserved at an Italian restaurant?
3. Peter arrived in America in October. That is unbelievable!
4. I must have made a mistake: she's back in Alabama.
5. Should I tell you all about it, or aren't you interested at all?

4 Repérer l'intonation

- E1. Vous allez entendre huit phrases une première fois. Repérez l'intonation montante ou descendante à la fin de chaque phrase et inscrivez la flèche correspondante (↗ ou ↘) dans chaque case.
- E2. Vous allez entendre les huit mêmes phrases une deuxième fois. Repérez chaque fois le type de phrase (affirmative, négative, etc.) et cochez la case correspondante dans le tableau.

	1	2	3	4	5	6	7	8
Intonation								
Phrase affirmative								
Phrase négative								
Énumération								
Ordre								
Yes / No question								
Wh- question								
Tag (vraie question)								
Tag (fausse question)								

5 Repérer la mise en relief

- F. En tenant compte des indications entre parenthèses, soulignez le mot qui sera particulièrement mis en relief dans chaque phrase. Vérifiez ensuite à l'écoute.
1. She lost her mobile phone yesterday. (*C'est elle qui a perdu son portable hier, pas moi.*)
 2. She lost her mobile phone yesterday. (*Elle a perdu son portable hier, pas avant-hier.*)
 3. She lost her mobile phone yesterday. (*Elle a perdu son portable hier, pas ses clés.*)
 4. She lost her mobile phone yesterday. (*Elle a perdu son portable hier, elle ne l'a pas acheté.*)
 5. She lost her mobile phone yesterday. (*C'est son portable qu'elle a perdu, pas le mien.*)

6 Repérer les groupes de sens

- G. Écoutez la traduction anglaise des phrases ci-dessous. Écrivez 1 ou 2 devant chaque phrase, selon l'ordre dans lequel vous les entendez.
1. a. Sam ajouta : « Tom a été magnifique. »
b. « Sam », ajouta Tom, « a été magnifique. »
 2. a. « Sais-tu qui ? » ai-je demandé.
b. « Sais-tu à qui j'ai demandé ? »
 3. a. Il a donné ses biscuits pour chien.
b. Il a donné des biscuits à son chien.
 4. a. « Tu es stupide. » Voilà ce qu'elle a dit.
b. « Tu es stupide, voilà tout, » a-t-elle dit.
 5. a. C'est pourquoi je le lui ai dit.
b. « Voilà pourquoi ! » lui ai-je dit.
 6. a. Une femme sans son homme n'est rien.
b. Une femme : sans elle, l'homme n'est rien.