

Mars/Avril 2020

4G/TTR – Langue Moderne I (ANGLAIS)

CAHIER DE TRAVAIL

NOM : _____

PRÉNOM : _____

CLASSE : _____

Introduction

Chers élèves, chers parents,

Comme vous le savez, nous voici confinés pour les quelques prochaines semaines. Les directives en matière de continuité des apprentissages sont claires: par souci d'équité, **nous ne pouvons pas avancer dans la matière.**

En revanche, nous pouvons **proposer des exercices de remédiation** et de **consolidation**. C'est ce que nous avons décidé de faire.

Vous trouverez dans ce syllabus des **exercices** sur les différents points de **grammaire** et/ou **vocabulaire** travaillés tout au long de cette année ainsi que deux exercices de **compétences** (lecture et audition). Ces exercices ne seront **en aucun cas évalués**.

Cependant, nous vous conseillons tout de même de réaliser quelques exercices de temps en temps en guise de **“drill”** et pour **maintenir un certain contact avec la langue**. Une langue, pour ne pas être oubliée, **DOIT s'entretenir régulièrement**.

Vous pouvez **faire les exercices à votre rythme** et nous les renvoyer au fur et à mesure sur nos adresses e-mail: vicky.rousselle3792@gmail.com ou gonda.pauline@gmail.com (selon votre professeur). Nous vous transmettrons alors la **correction des exercices réalisés**.

Voici également un bon dictionnaire en ligne au cas où certains mots poseraient problème: <https://www.wordreference.com/>

N'hésitez pas à nous contacter si vous avez la moindre question.

En ce qui concerne les **évaluations**, nous vous rappelons que les **élèves** ayant été **absents** lors des **derniers tests** (Bilan vocabulaire/grammaire sur la séquence “A World of Difference” et test sur

pays/nationalités/langues/régions du monde) devront **repasser ceux-ci directement à la rentrée**. De même, le **test de lecture** sur la séquence “A World of Difference” est **maintenu** et aura également lieu **la semaine de la rentrée**.

Enfin, lors des **derniers cours**, nous vous avons **distribué des fiches avec différents rôles** (élèves américain, canadien, irlandais, australien et britannique) en vue d’un **oral** sur la séquence “A World of Difference”. Nous vous demandons d’**entamer/poursuivre vos recherches** pour vous informer sur la **culture** de ces **différents pays** et de **préparer votre oral à 2**. Ceux qui étaient **absents DOIVENT nous contacter** via notre adresse e-mail pour que nous leur transmettions les fiches et leur expliquions cet oral

Bon travail :-) !

PART I – GRAMMAR AND VOCABULARY

BASIC GRAMMAR - PRONOUNS & DETERMINERS

1. WRITE THE SENTENCES WITH A SUBJECT PRONOUN AND A CONTRACTION.

Mike and Hannah are students. ➤ They're students.

A. John is in room 5. ➤ _____

B. Sam and I are early. ➤ _____

C. Julia is a teacher. ➤ _____

D. The school is in Madrid. ➤ _____

2. CHANGE THE UNDERLINED WORDS TO OBJECT PRONOUNS.

I call my mother once a week. ➤ I call her once a week.

A. I can't find my wallet. ➤ _____

B. She speaks to her father in German. ➤ _____

C. He meets his friends after work. ➤ _____

D. Can you help my friend and me? ➤ _____

E. Ivan is in love with his girlfriend. ➤ _____

F. My son doesn't like cats. ➤ _____

3. COMPLETE THE SENTENCES WITH A SUBJECT PRONOUN (I, HE, ETC.) OR OBJECT PRONOUN (ME, HIM, ETC.).

John is American. He lives in California, with his parents. He argues with them a lot.

- A. Susan has a big flat. _____ likes _____ a lot. We often visit _____ on Sundays because she invites _____ for lunch.
- B. I am very happy with my neighbours. _____ often help _____ with my children. They often take _____ to school when I'm working.
- C. Mark loves Ruth but she doesn't love _____. He calls _____ every day but _____ doesn't want to speak to _____.
- D. My brother has two dogs. _____ takes _____ for a walk twice a day. I don't like _____ very much because _____ bark at _____.
- E. We often take my grandfather some magazines, but _____ never reads _____. _____ watches TV all day and never turns _____ off.

4. COMPLETE THE SENTENCES WITH A POSSESSIVE DETERMINER.

My name's Darly. I'm from Brazil.

- A. The students are from Italy. _____ names are Susanna and Tito.
- B. She's in my class. _____ name is Rebecca.
- C. We're in class. _____ teacher is Richard.
- D. London is famous for _____ parks.

How do you spell _____ surname, Anna ?

- E. This is my teacher. _____ name is Brad.
- F. I'm from London. _____ address is 31, Old Kent Road.
- G. Sit down and open _____ books, please.
- H. Laura is in my class. _____ desk is near the window.
- I. We're from Liverpool. _____ surname is Connor.
- J. Mr Brown had got a new car. _____ colour is red.
- K. 'Where is Sue ?' 'She's washing _____ hands.'
- L. Peter is doing _____ homework.
- M. My brother and I are tidying _____ things.
- N. They are going to the cinema tonight. They have already got _____ tickets.
- O. 'What are you doing ?' 'I'm helping _____ friends.'
- P. Don't forget to take _____ raincoat. it's raining cats and dogs.

5. CIRCLE THE CORRECT WORD.

Mark and Simon are friends. They / Their are in class 2.

- A. She's a new student. *She* / *Her* name's Ipek.
- B. Is *they* / *their* teacher British.
- C. My name's Soraya. I'm in *you* / *your* class.
- D. Where are *you* / *your* friends from?
- E. We're French. *We* / *Our* names are Marc and Jacques.

F. Is *she / her* German?

G. Peter is a teacher. *He / His* is from Ireland.

H. What's *he / his* name?

I. I'm Karen. *I / My* surname is White.

J. *She / Her* is from Barcelona.

6. CHOOSE THE CORRECT WORD TO COMPLETE THE SENTENCES

a) Could ____ take a message, please?

- you
- her
- your

a) They showed us all ____ holiday photos last night.

- they
- their
- ours

b) Sandy and ____ are going to the café.

- I
- me
- her

c) Do you want ____ to turn this off?

- I
- me

- my

d) I saw your sister's paintings yesterday. ____ were very good.

- She
- They
- Its

e) They've got two babies and they take ____ everywhere.

- they
- their
- them

f) Let ____ help you with that.

- he
- my
- me

BASIC GRAMMAR - QUESTION WORDS

1. PUT THE CORRECT QUESTION WORDS INTO THE GAPS AND FORM MEANINGFUL QUESTION.

WHAT - WHERE- WHEN - WHY - WHO - HOW

A. _____ sits next to Frank? Clara.

- B. _____ does the boy come from? He's from Newcastle.
- C. _____ old are her children? They are seven and ten.
- D. _____ is Peter's birthday? In April, I think.
- E. _____ is best at playing tennis? It's Bob.
- F. _____ are you going? I'm going to my friends' house.
- G. _____ does the restaurant open? It opens at six o' clock.
- H. _____ can I get some ice cream? You can get some at the snack bar.
- I. _____ are you going to order? Fish and chips.
- J. _____ are you going to do on Saturday? I don't know.

2. WRITE THE QUESTIONS ABOUT THE WORDS IN BOLD.

They went to **Spain**.

-> ***Where did they go?***

a) He writes **novels**.

b) **Lacy** likes soccer

c) The girls watched **a serial**.

d) He discovered **the truth**.

e) I saw Peter **last night**.

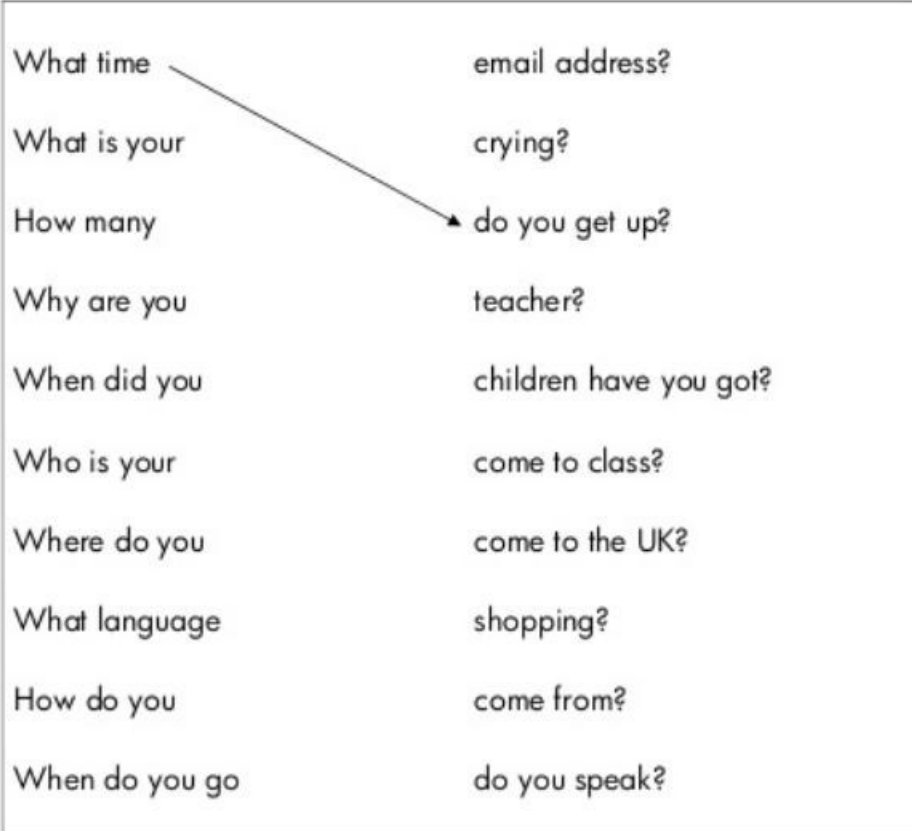
f) They go to work **by bus**.

g) David liked cats **because they are nice**.

h) John is writing **a letter**.

3. MATCH THE BEGINNING OF THE QUESTION WITH ITS CORRECT ENDING.

What time	email address?
What is your	crying?
How many	do you get up?
Why are you	teacher?
When did you	children have you got?
Who is your	come to class?
Where do you	come to the UK?
What language	shopping?
How do you	come from?
When do you go	do you speak?



GRAMMAR – PRESENT SIMPLE AND PRESENT CONTINUOUS

1. PUT THE VERBS BETWEEN BRACKETS IN THE PRESENT SIMPLE OR CONTINUOUS.

A. Mister Smith _____ (teach/usually) French but he _____ (teach) history this year.

B. They _____ (study) for their exam at the moment.

C. A lot of tourists _____ (visit) this place each year.

D. _____ (you/come) with me tonight?
_____ (you/want) to go to the cinema?

E. I'm a secretary, I _____ (work) in an office. But today,
I _____ (not work), I _____
(read) a detective novel.

F. The moon _____ (go) around the earth.

G. I _____ (suppose) you
_____ (not understand) what I
_____ (want) to tell you.

H. Julia is very good at languages. She _____ (speak) for
languages very well.

I. " _____ (you/listen) to the radio?" - No, you can turn it
off.

J. " _____ (you/listen) to the radio every day?" - No, just
occasionally.

2. SAME EXERCISE BUT WITH A TEXT!

Dear Tara,

I _____ (have) a fantastic time in Florida. I _____ (stay) with my aunt and uncle and two cousins. I _____ (have got) a long list of books to read before next term, but I _____ (not read) any of them. Instead, I _____ (get) a tan and I _____ (study) the art of relaxation.

Right now, I _____ (sit) in the garden with my feet in the swimming pool. I _____ (drink) a big chocolate milkshake. The sun _____ (shine) and the birds _____ (sing). Every day, we _____ (go) to the beach. I _____ (learn) to water ski. I'm not very good yet and I _____ (fall/often) over but it's fun. I _____ (borrow/sometimes) my cousins' jet ski. It's brilliant fun but the jet-ski _____ (make) a terrible noise, I'm afraid the people on the beach _____ (not like) it.

The food here is great! I _____ (get) fat because it's so delicious. I _____ (have/usually) a milkshake and ice cream for breakfast. We _____ (not eat) a big lunch - usually sandwiches and fruit salad. In the evenings, my uncle _____ (have/always) a barbecue. I _____ (love) the hamburgers and sausages here.

Cahier de travail Mars/Avril 2020

Gonda P. / Rousselle V.

4G/TTR

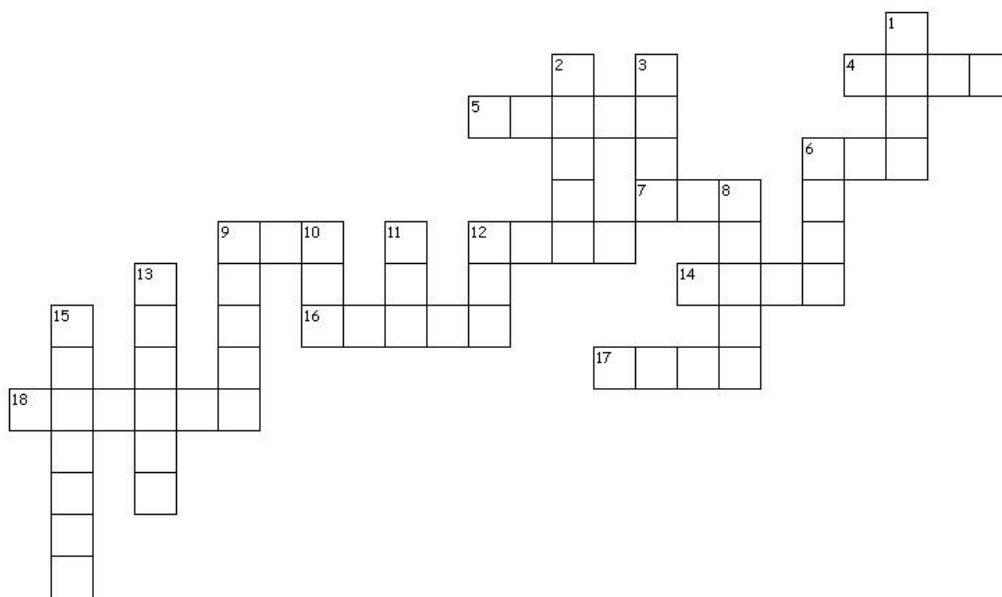
_____ (you/have) a nice time in Cambridge? Is your job at
Fatsy's Pizzaz OK? What time _____ (you/start) work
every day? _____ (you/get) a free lunch at the restaurant?
_____ (Martin/work) hard for his exams?

Write soon and tell me all your news!

Linda

GRAMMAR – PAST SIMPLE AND PAST CONTINUOUS

1. PAST SIMPLE: USE THE CUES TO FILL IN THE CROSSWORD PUZZLE BOXES.



Across

4. leave – *past simple*

5. speak – *past simple*

6. get – *past simple*

7. do – *past simple*

9. see – *past simple*

12. make – *past simple*

14. come – *past simple*

16. spend – *past simple*

17. take – *past simple*

18. forget – *past simple*

Down

1. go – *past simple*

2. find – *past simple*

3. read – *past simple*

6. give – *past simple*

8. drink – *past simple*

9. sleep – *past simple*

10. be – *past simple*

11. eat – *past simple*

12. meet – *past simple*

13. buy – *past simple*

2. PAST SIMPLE: FILL IN THE GAPS WITH THE VERBS PROVIDED BELOW (IRREGULAR VERBS).

A lucky day

Yesterday I _____ when my alarm clock _____. My mum _____ immediately and she _____ me my breakfast in bed. I _____ cereal and _____ cocoa with milk. Then I _____ a shower and got dressed. I _____ a nice T-shirt and the trousers my grandma _____ me in New York during

the holidays. My goldfish _____ towards me when he
_____ me and I _____ him.

buy – ring – see – eat – choose – drink – bring – wake up – swim – feed – get up – have

I _____ Dad calling me. He asked me if I _____ my
lessons. I _____ him I _____ them by heart and he
_____ me to school. He _____ me some pocket money to
buy a croissant. I _____ it and _____ thank you.

At school I _____ a love letter in my locker. My secret girlfriend
_____ it to me. I _____ it in a hurry. She
_____ I was the most handsome boy in my class and it
_____ me feel great!

read – hear – learn – take – say x2 – find – know – send – give – make – tell – drive

I _____ her some earrings for her birthday. They
_____ me a lot of money but they're beautiful.

After that, I _____ a maths test which I _____ was a
piece of cake. I _____ everything.

On my way home I _____ a rainbow.

After having dinner I _____ my homework and then
_____ to bed. I _____ like a log (FR: souche) in
my car shaped bed. I _____ I _____ the Grand Prix.
I wish every day could be as perfect.

do – win – buy – cost – think – see – go – dream – understand – sleep – have

3. CHOOSE BETWEEN THE PAST SIMPLE OR PAST CONTINUOUS.

A. She **saw** / **was seeing** the spider as she **bought** / **was buying** some fruit.

B. His mobile phone **rang** / **was ringing** while he **drove** / **was driving**.

- C. Neil **arrived / was arriving** late while his boss **made / was making** a speech.
- D. They **played / were playing** football when it **started / was starting** to rain.
- E. We **had / were having** a party when I **took / was taking** this photo.
- F. We **heard / were hearing** the results as we **travelled / were travelling** in France.
- G. Bill **suddenly realized / was suddenly realizing** that he **drove / was driving** the wrong direction.
- H. I **had / was having** to wait a little: he **worked / was working** when I arrived/was arriving.
- I. Unfortunately, when I **arrived / was arriving**, Ann **left / was leaving**, we only **had / were having** time for a few words.
- J. Who **did you talk to / were you talking to** when I **entered / was entering** the room?

4. PUT THE VERBS BETWEEN BRACKETS IN THE PAST SIMPLE OR PAST CONTINUOUS.

- A. He _____ (sleep) when the doorbell _____ (ring).
- B. We _____ (eat) dinner at 8pm last night (we started eating at 7:30).
- C. Yesterday I _____ (go) to the post office, _____ (buy) some fruit at the supermarket and _____ (read) a book in the park.
- D. We _____ (watch) TV when we _____ (hear) a loud noise.
- E. Julie _____ (be) in the garden when Laurence _____ (arrive).
- F. A: What _____ (you / do) at 3pm yesterday?
- G. B: I _____ (clean) my house.

- H. Last year I _____ (visit) Paris and Rome.
- I. They _____ (have) dinner when the police
_____ (come).
- J. He _____ (work) in the garden when he
_____ (find) the money.
- K. Laura _____ (study) at 11pm last night.
- L. I _____ (walk) along the road when I _____
(meet) a friend.
- M. It _____ (be) a day in December. Snow
_____ (fall), children _____ (sing) carols and
people _____ (do) their shopping.
- N. My ex-boyfriend _____ (be) so annoying! He
_____ (always / miss) the bus and _____
(arrive) late.
- O. When I _____ (call) Julie, she _____ (work).
- P. Why _____ (you / cry) when I _____
(arrive)?
- Q. When he _____ (get) home, we started to eat dinner.
- R. At 10am yesterday I _____ (sit) on a bus.
- S. I _____ (enjoy) my book so much that I
_____ (not / notice) the train had stopped.
- T. David _____ (not / sleep) when I _____
(arrive), he _____ (study)!
- U. Mr Black _____ (not / work) in the garden at 10pm last night.
- V. It _____ (be) a day last September. The sun
_____ (shine), the birds

_____ (sing). I _____ (walk)

along the street when I _____ (meet) an old friend.

W. He _____ (live) in Russia when the Revolution

_____ (start).

X. When her train _____ (get) to the station, we

_____ (wait) on the platform.

Y. He _____ (be) so annoying! He

_____ (always / leave) his things everywhere.

Z. On holiday we _____ (visit) Rome,

_____ (see) the Vatican, and

_____ (spend) a few days at the beach.

AA. Why _____ (you / stand) on a chair when I

_____ (come) into the room?

GRAMMAR – PAST SIMPLE AND PAST PERFECT

1. MATCH THE FIRST HALVES OF THE SENTENCES WITH SECOND HALF.

<i>I COULDN'T FIND MY BIKE BECAUSE (A)</i>	<i>I HAD ALREADY SEEN THE FILM (1)</i>
<i>I DIDN'T WANT TO GO TO THE CINEMA BECAUSE (B)</i>	<i>MY SISTER HAD RECOMMENDED IT (2)</i>
<i>I DIDN'T RECOGNIZE JACK BECAUSE (C)</i>	<i>I HAD LEFT MY PASSPORT AT HOME (3)</i>
<i>I BOUGHT THE BOOK BECAUSE (D)</i>	<i>SOMEBODY HAD STOLEN IT (4)</i>
<i>I COULDN'T CATCH THE FLIGHT BECAUSE (E)</i>	<i>I HADN'T SEEN HIM FOR 30 YEARS (5)</i>
<i>I DIDN'T WANT TO CALL JANE AGAIN BECAUSE (F)</i>	<i>I HAD FORGOTTEN TO CHARGE IT (6)</i>
<i>MY PHONE DIDN'T WORK BECAUSE (G)</i>	<i>I HAD ALREADY CALLED HER 3 TIMES (7)</i>

A: ____ / B: ____ / C: ____ / D: ____ / E: ____ / F: ____ / G: ____

2. PUT THE VERB BETWEEN BRACKETS IN THE PAST SIMPLE OR PAST PERFECT.

A. After we _____ (eat) at the cafeteria, we
_____ (go) to the zoo.

B. Pat _____ (watch) TV after she _____
(finish) her homework.

C. When I _____ (arrive) to the car park, I _____
(find out) that my car _____ (disappear) .

D. The children _____ (be) amazed because they _____
(see/never) a bear before.

E. By the time the film _____ (end) Sonia _____ (eat)
a lot of popcorn.

F. We _____ (have) the car for ten years before it _____ (break)
down.

G. She _____ (understand) the film she saw yesterday
because she _____ (read) the book.

H. John Smith _____ (go) to prison because he
_____ (steal) a lot of money.

I. The fire _____ (reach) the roof by the time the firemen
_____ (arrive).

J. My father _____ (buy) the new car after he
_____ (try) it several times.

GRAMMAR – WHILE, FOR AND DURING

1. FILL IN THE SENTENCES WITH WHILE, FOR OR DURING.

- A. My uncle died _____ the war.
- B. The phone rang _____ I was having supper.
- C. I lived in Paris _____ several years.
- D. _____ I was in Paris, I made a lot of friends.
- E. I was in hospital _____ three weeks.
- F. _____ my stay in hospital, the nurses looked after me very well.
- G. He lived in London _____ ten years.
- H. I hurt my leg _____ I was playing football yesterday.
- I. I hurt my leg _____ the second half of the match.
- K. The traffic is always very bad _____ the rush hour.
- J. Last week, I was held up _____ 3 hours because of the traffic.
- K. Peter came round _____ we were eating.

GRAMMAR – COMPARATIVES AND SUPERLATIVES

1. FILL IN THE FOLLOWING SENTENCES WITH THE COMPARATIVE OR SUPERLATIVE (OF SUPERIORITY).

- A. Her dress is (pretty) _____ than mine.
- B. Cheetahs are (fast) _____ animals we can find.

- C. Eating fruit and vegetables is (healthy) _____
than eating hot dogs.
- D. I like milk (good) _____ than coffee.
- E. China has (many) _____ people than any other
country in the world.
- F. The blue whale is (heavy) _____ animal in the
world.
- G. Which is (big) _____, Portugal or Spain?
- H. Travelling by plane is (comfortable) _____ than
travelling by car.
- I. He is (untidy) _____ person in class.
- J. Buying things from plastic is (bad) _____ than
buying things from recycled paper.

2. TRANSLATE THE FOLLOWING SENTENCES INTO ENGLISH.

- A. Tim est le garçon le plus intelligent de la classe.
- B. Cette actrice est la plus connue au monde.
- B. Ce smartphone est plus puissant que cet ordinateur.
- C. Ta soeur est aussi amusante que ton frère.
- D. C'est la robe la moins chère du magasin.

E. Aujourd'hui est le pire jour de ma vie.

F. Cette chaise est moins confortable que ce canapé.

G. Il ne fait pas aussi froid en Suède qu'au Groenland.

H. Tu parles plus lentement que le professeur.

I. Maria n'est pas aussi forte que son frère.

J. Hier était le jour le moins chaud de l'année.

GRAMMAR – DO YOU MIND & WOULD YOU MIND

1. CHOOSE THE CORRECT FORM OF THE VERB.

- A. Do you mind **fix** / **fixing** the chair?
- B. Would you mind if I **don't** / **didn't** **join** you tonight?
- C. Do you mind if I **stay** / **stayed** with you tonight?
- D. Do you mind **take** / **taking** my car to the service?
- E. Would you mind **passed** / **passing** me the salt?
- F. Would you mind if I **turn** / **turned** the music down?
- G. Do you mind if I **close** / **closed** the window?

2. GIVE THE CORRECT FORMS OF THE VERBS BETWEEN BRACKETS.

- A. It's cold in here . Would you mind (close) _____ the window?
- B. Would you mind if I (bring) _____ these flowers into the living room?
- C. Do you mind if I (stay) _____ with the kids?
- D. Would you like (come) _____ to dinner on Friday?
- E. Would you mind if I (turn) _____ on the TV?
- F. Do you mind if I (borrow) _____ your car today?

GRAMMAR – QUANTIFIERS

1. FOUR FRIENDS SHARE A FLAT AND PUT THINGS ON THE SHOPPING LIST. THEY PUT THINGS UNDER “URGENT” WHEN THE ITEM IS FINISHED AND UNDER “OTHER” WHEN THE ITEM IS ALMOST FINISHED. COMPLETE THE STATEMENT USING:

ANY – NO – A LITTLE – A FEW

- A. There are _____ apples left, but they've still got _____ pepper.
- B. They've got _____ bananas but they haven't got _____ sugar.
- C. There's _____ butter and only _____ olive oil.
- D. They've got _____ paper napkins but there are _____ biscuits at all.
- E. They've still got _____ vinegar but they haven't got _____ potatoes.

<u>URGENT</u>	<u>OTHER</u>
apples	pepper
sugar	bananas
biscuits	paper napkins
butter	olive oil
potatoes	vinegar

2. COMPLETE THESE SHOP CONVERSATIONS BY CIRCLING THE RIGHT EXPRESSION IN EACH CASE.

ASSISTANT Good morning. Can I help you?

MARK Yes, I'd like to look at **some / any** shirts, please.

ASSISTANT **Some / Any** particular kind?

MARK Plain ones, with **no / any** pattern, or perhaps with just **a little / a few** decoration.

SAPNA Have you got **some / any** nice skirts or trousers in the sale? I need them for work.

ASSISTANT We've got **a little / a few** nice skirts in the sale but I'm afraid we haven't got **some / any** trousers. But there **are some / any** nice new trousers that have just come in and they aren't very expensive.

KIRSTEN I'm looking for **some / any** shoes to go with this suit. I can't see **some / any** suitable ones in the window.

ASSISTANT There isn't **much / many** room in the window so we only have **a little / a few** pairs there. If you look at the back of the shop you'll find **much / a lot of** styles to choose from.

FABIAN Excuse me, are these socks all cotton?

ASSISTANT Yes, they're all cotton. There's **any / no** other material in **some / any** of the

socks on this shelf, but these over here have *a little / a few* lycra in them.

Let's see. Yes, 90% cotton, 10% lycra. These days, *a lot of / much* socks have *a little / little* lycra in them.

3. A STUDENT IS TALKING TO A UNIVERSITY TEACHER IN THE COFFEE BAR. COMPLETE THE DIALOGUE BY CIRCLING THE RIGHT EXPRESSION IN EACH CASE.

STUDENT Hello Professor Winston. Would you like *some / any* coffee?

PROFESSOR Yes, please.

STUDENT Milk and sugar?

PROFESSOR Just *a little / a few* milk, but *any / no* sugar. Oh, and a biscuit, please!

STUDENT I'm afraid there aren't *any / some*. I've looked *everywhere / somewhere* but I couldn't find any.

PROFESSOR That's all right. I shouldn't really eat *anything / nothing* between meals.

STUDENT Please sit down *anywhere / nowhere* that you'd like, Professor. May I ask you *some / any* questions about doing a research degree?

PROFESSOR Sure. Do you know *much / many* about what's involved?

STUDENT Well, I've thought *a lot of / a lot* about it. I've read *everything / something* on the university website and I've also spoken to *a few / a little* students who have already started.

PROFESSOR Have you read *much / many* research papers?

STUDENT Well, we had to read *a lot of / a lot* them for our degree project.

PROFESSOR And have you written *any / some* articles?

STUDENT *A few / a little*, but *none/nothing* that have been published, I'm afraid.

PROFESSOR Hmm... Well, you're not an ideal candidate, but you can take the

preparatory course, and I'll make a decision after that.

GRAMMAR & VOCABULARY

1. TRANSLATE THE FOLLOWING SENTENCES. THEY ALL MIX ELEMENTS OF GRAMMAR AND VOCABULARY WE HAVE BEEN WORKING ON THIS YEAR.

A. Pourrais-tu fermer la fenêtre stp?

B. Nous nous disputons souvent à propos d'argent.

C. Pour l'amour de dieu, peux-tu arrêter de bouger?

D. J'ai raté mes examens l'année passée car j'étais déprimé.

E. L'an dernier, je suis allé à Tomorrowland pour mon anniversaire. Ce jour-là, il faisait chaud et le soleil brillait.

F. J'écoutais de la musique quand le voisin est entré et m'a demandé d'arrêter d'arrêter car son bébé dormait.

G. J'avais rangé ma chambre mais quand ma mère est venue vérifier, elle n'était pas contente.

H. Les familles chinoises sont souvent soudées et les parents sont fiers de leurs enfants.

I. En Angleterre, les gens disent "pardon" quand quelqu'un marche sur leur pied.

J. Ils dépensent leur argent avec parcimonie.

K. Si tu n'as pas de frère et soeur, tu es un enfant unique.

L. L'homme maladroit a cassé un vase d'une valeur inestimable. Il descendait les escaliers lorsqu'il a glissé sur le sol humide et brillant.

M. Elle est tombée à la renverse dans les escaliers il y a un mois. Elle s'est cassée la jambe mais elle est en voie de guérison.

N. Lorsqu'il est arrivé à l'asile, il avait déjà tranché son oreille avec un rasoir.

PART II - SKILLS

READING SKILLS - NEVER GIVE UP

Contexte :

Ton meilleur ami est déprimé car il s'est récemment fracturé le bras. Cette blessure risque d'avoir des séquelles irréversibles qui l'empêcheront de jouer au tennis à un niveau professionnel. Il t'explique que cela était son rêve mais que celui-ci semble désormais compromis.

Tâche :

Afin de le rassurer, tu lui fais part d'un article que tu as pu lire il y a quelques temps sur Internet. Cet article relate l'histoire de deux sportives de haut niveau ayant chacune vécu un grave accident et explique comment celles-ci ont remonté la pente. Tu décides de résumer l'article à ton meilleur ami en te basant sur les points suivants:

- le **sport pratiqué** par ces deux jeunes filles
- **où en était leur carrière** au moment de leur accident
- **ce qui s'est produit** et **comment** cela s'est produit
- ce qu'elles ont décidé de faire pour **remonter la pente**
- le **résultat**

**NEVER
GIVE UP.**

Bethany, the surfer who lost an arm

Bethany Hamilton was the best girl surfer of her age when she lost an arm in a shark attack. She was only thirteen years old and was surfing in Hawaii when a tiger shark attacked her and tore off her left arm. *It happened so fast that she didn't even scream.*

But Bethany was determined to get back on a surf board as soon as possible. When she left the hospital, she began practising her surfing exercises on the beach. Everyone was amazed to see her surfing so quickly after her accident. Incredibly, she finished 5th at the National Surfing Championships.

« The first time I went back into the sea, I was so happy that I cried. » she said. « It was easier than I thought. But of course, it's much more difficult than with both arms, and I have to accept that I will probably never be world champion, which used to be my dream. »

Since then, Bethany has signed a contract with Rip Curl, and has written a book about her experiences. *« I always dream of the sea », she says. When you surf a wave, it's like walking on water, and you're in the air, it's like flying. »*



Natalie, the swimmer who lost a leg

Nathalie du Toit, the South African swimmer, was only seventeen when she lost her leg in a road accident. She was going to a training session at the swimming pool on her motorbike when a car hit her. Her leg had to be amputated at the knee. At the time, she was one of South Africa's most promising young swimmer. Everybody thought that she would never be able to take part in competitions again.

But Nathalie was determined to carry on. She went back into the pool only three months after the accident. And just one year later, at the Commonwealth Games in Manchester, she swam 800 metres in 9 minutes 11.38 seconds and qualified for the final – but not for disabled swimmers ! Even if she didn't win a medal, she made history !

« I remember how thrilled I was the first time after recovering from the operation – I felt like my leg was there, » says NaThalie. « The water is the gift that gives me back my leg. I'm still the same person I was before the accident. I believe everything happens for a reason. You can't go back and change anything. Swimming was my life and still is. My dream is to go faster than before the accident. »



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LISTENING SKILLS - PORTUGUESE CULTURE

Contexte: Les vacances arrivent à grand pas mais avant, les examens! Pour te donner un peu de courage et de motivation, tu commences déjà à chercher des idées de voyage pour cet été. Tu tombes sur cet interview d'une jeune portugaise qui donne toute une série d'informations sur son pays. Intéressé(e) par ce pays qui te semble bien différent du tien, tu décides de prendre note de ces informations afin de les partager avec tes amis pour planifier vos prochaines vacances.

Tâche: Rédige un compte-rendu précis et détaillé des informations données par Ana sur le Portugal. Intéresse-toi aux informations suivantes:

- Le **temps/climat**
- Les **plages**
- L'endroit **où elle habite au Portugal** (situation, environnement, ce qu'elle en pense)
- Les **spécialités culinaires** du pays (raisons de ces spécialités et recommandations)
- La **langue**

Modalités: Rédige ce compte-rendu **en français**. Tu disposes de **3 écoutes** dont une avec pauses. Tu trouveras la piste à l'adresse suivante:
<http://www.elllo.org/english/1301/T1303-Ana-Portugal.htm>

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WRITING SKILLS - YOUR LAST HOLIDAY

Contexte :

Lors de tes dernières vacances, **quelque chose d'un peu spécial** t'est arrivé. Tu as justement pris **une photo avant que cela n'arrive**.

Tâche :

Envois la photo à ton correspondant/ta correspondante anglais(e) et **raconte-lui cette histoire**. Parle-lui de ce que tu **étais en train de faire** juste avant cet évènement et explique-lui **ce qui est venu perturber tes vacances tranquilles**. Pose-lui également **quelques questions sur ses vacances à lui/elle**.

Modalités:

Ton texte comptera **environ 160 mots** et tu as droit au **dictionnaire 10 minutes** en cours d'épreuve. Veille à **structurer ton texte**!



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