

Cahier de travail Mars/Avril 2020

Gonda P. / Rousselle V.

6TQ

Mars/Avril 2020

6TQ - 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**.

Pour information, nous avons laissé dans ce dossier **certain points de grammaire que nous n'avons pas travaillés ensemble** cette année (comme passé simple et passé continu ou comparatifs et superlatifs) mais qui sont censés avoir été déjà travaillés les **années précédentes**. N'hésitez donc pas à vous exercer sur ceux-ci.

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

Cahier de travail Mars/Avril 2020

Gonda P. / Rousselle V.

6TQ

En ce qui concerne les **tests à présenter à la rentrée**:

- **Pour les élèves de Madame Gonda**: test de **vocabulaire** (p.5 et 6 de la séquence “A Working Life”) et test sur **past simple/present perfect simple and continuous**.

- **Pour les élèves de Madame Rousselle**: test de **LECTURE** (sur la séquence “A Working Life”) et test sur **past simple/present perfect simple and continuous**. Les élèves qui étaient **absents** lors du derniers jeudi de cours pour le test de vocabulaire devront le faire lors du **premier cours à la rentrée**.

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

Bon travail :-)!

Cahier de travail Mars/Avril 2020

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6TQ

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 fram 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.

6TQ

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 your 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?

6TQ

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

6TQ

- 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

6TQ

- 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**.

6TQ

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

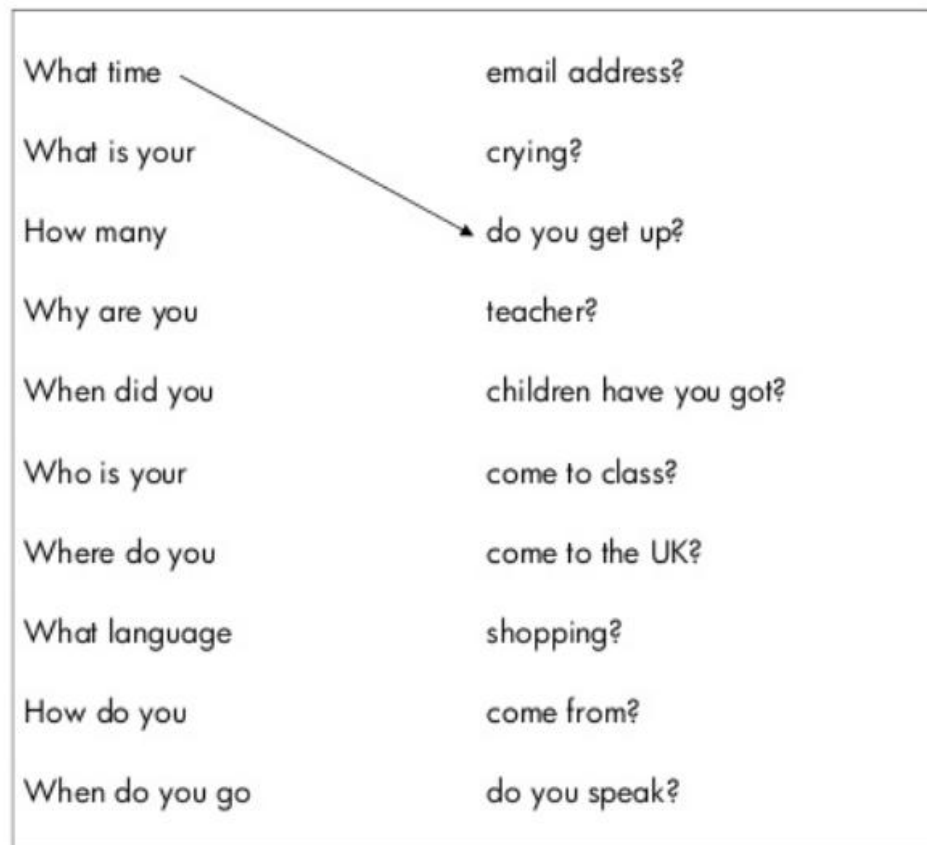
f) They go to work **by bus**.

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.

6TQ

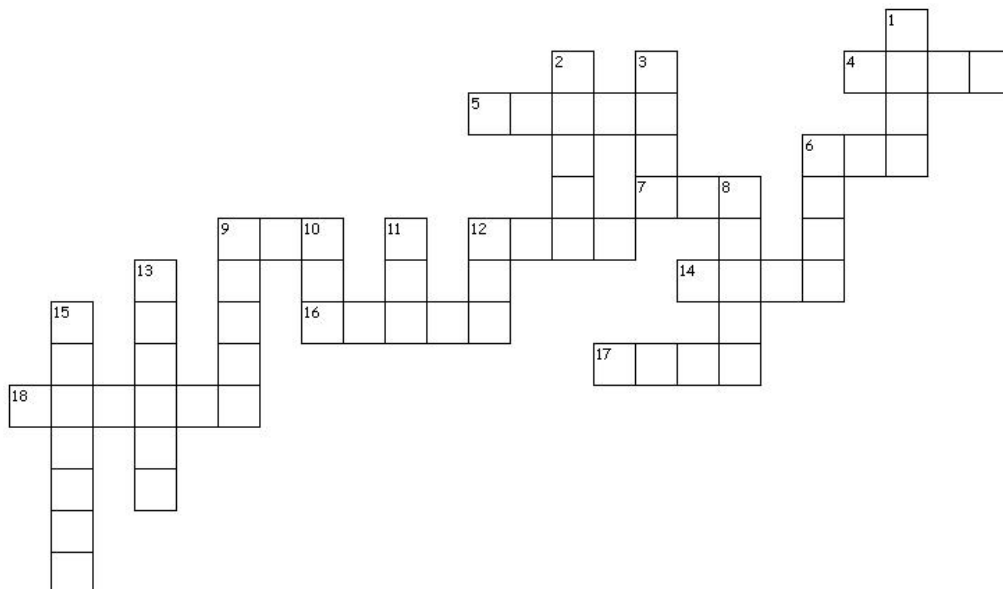
_____ (you/have) a nice time in Cambridge? Is your job at Fatsy's Pizzaz OK? What time _____ (you/start) work every day? _____ (you/get) a free lunch at the restaurant? _____ (Martin/work) hard for his exams?

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.

6TQ

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).

Cahier de travail Mars/Avril 2020

Gonda P. / Rousselle V.

6TQ

- 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).

Cahier de travail Mars/Avril 2020

Gonda P. / Rousselle V.

6TQ

- 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 PRESENT PERFECT

1. PUT THE VERBS BETWEEN BRACKETS IN THE PAST SIMPLE OR PRESENT PERFECT SIMPLE. HIGHLIGHT THE WORDS THAT HELPED YOU.

A. We _____ (not/hear) from Susan since she _____ (move) to Edinburgh last November.

B. They _____ (be) married for 10 years and are very happy together.

C. “When _____ (they/get) engaged?” - I think they _____ (get) engaged last July.

D. I _____ (see/just) the postman across the road.

E. I _____ (phone) the office at ten. “Steve isn’t there today”, they said.

F. Karen _____ (love) Mexico when she first _____ (see) it.

G. “ _____ (you/ever/be) to New York?” - No, but I _____ (go) to Miami five years ago.

H. It _____ (be) dry so far this week, but last week _____ (be) very wet.

I. I’m sorry but I _____ (not finish) the job yet.

J. She _____ (work) there for ten years and then she _____ (move).

K. Columbus _____ (discover) America more than 400 years ago.

6TQ

L. I _____ (not see) you for more than a year. I miss you!

M. How long _____ (know) him?

N. I _____ (start) translating this book last month but I _____ (not finish) yet.

O. I _____ (not see) any plays this season.

P. When he _____ (get) off the plane, he _____ (go) to get some aspirin. That was quite a while ago.

Q. I _____ (not see) you since we _____ (meet) a year ago.

R. How long ago _____ (happen/the last war)?

S. I _____ (not eat) caviar since I _____ (be) in Moscow.

T. My brother _____ (already/write) 5 mails today!

2. FILL IN THESE SENTENCES WITH SINCE OR FOR.

A. You haven't sent me any money _____ last April.

B. They have lived in this street _____ the last ten years.

C. She hasn't spoken to me _____ ten o'clock.

D. They have lived in this street _____ quite a long time.

E. I haven't driven a car _____ I got my driving licence.

F. There hasn't been a famine here _____ centuries.

G. It hasn't rained here _____ more than a month.

H. She has worn the same old dress _____ last week.

I. You haven't called me _____ Easter Day.

J. There hasn't been a war here _____ 1996.

GRAMMAR – PRESENT PERFECT SIMPLE AND PRESENT PERFECT CONTINUOUS

1. CIRCLE THE CORRECT FORM OF THE VERB (PRESENT PERFECT SIMPLE OR CONTINUOUS).

- A. We **have known** / **have been knowing** Jack and Ann for years.
- B. You look very hot! **Have you worked out** / **have you been working out** at the gym?
- C. Emily **hasn't done** / **hasn't been doing** her homework yet, so I'm afraid she can't go out.
- D. They don't live in London. They **have moved** / **have been moving**.
- E. I **haven't had** / **haven't been having** time to cook anything.
- F. We **have walked** / **have been walking** for hours. Is this the right way?
- G. **Have you read** / **have you been reading** my diary again?
- H. Oh no! I **have cut** / **have been cutting** myself with this knife.
- I. I **have shopped** / **I have been shopping** all day. I'm exhausted.
- J. "Take your shoes off. They're filthy" - I know, I **have worked** / **have been working** in the garden.

GRAMMAR – COMPARATIVES AND SUPERLATIVES

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

- A. Her dress is (pretty) _____ than mine.

6TQ

- 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 – WOULD / SHOULD / COULD (GIVING ADVICE)

1. CIRCLE THE CORRECT ANSWER.

- A. You **would** / **could** eat more vegetables.
- B. Should she **bring** / **brings** anything?
- C. You **should not** / **would not** smoke.
- D. I **should** / **would** buy these shoes if I were you.
- E. I can't decide. What **would you** / **would I** do?
- F. I **would no** / **wouldn't** do that if I were you.
- G. She **should** / **would** pay attention in class.
- H. If I were you, I **should** / **would** take a different course.
- I. I **shouldn't** / **wouldn't** wear those pants if I were you.

6TQ

J. The children **wouldn't / shouldn't** play soccer in the house. They may break something.

K. How **should I / I should** make the cake?

L. You **would / should** change your shoes.

M. My car is broken. I **would / should** take it to a mechanic.

2. UNSCRAMBLE THE WORDS AND ADD "YOU" TO WRITE SENTENCE THAT GIVE ADVICE.

Ex: decide what you want from a job / should / really

-> You really should decide what you want from a job.

A. ought to / decide if you want to be on call 24-7 / perhaps.

B. maybe / look for job advertisements online / should.

C. tell your family about your plans / ought to / probably.

D. really / shouldn't / get discouraged.

E. should / ask for advice from a career counselor / I think.

3. READ ABOUT ALEX. HE HAS A JOB INTERVIEW IN A FEW DAYS . WRITE SOME SUGGESTIONS/ADVICE FOR HIM .



- ✓ Suggestion n°1: You should go to bed earlier.
- ✓ Suggestion n°2: _____
- ✓ Suggestion n°3: _____
- ✓ Suggestion n° 4: _____
- ✓ Suggestion n°5: _____

GRAMMAR – QUANTIFIERS

1. COMPLETE THE FOLLOWING STATEMENTS USING:

A LITTLE - LITTLE - A FEW - FEW

- A. I have _____ water left. There's enough to share.
- B. I have _____ good friends. I'm not lonely.
- C. We've got a _____ time at the weekend. Would you like to meet?
- D. Julie gave us a _____ apples from her garden. Shall we share them?
- E. I've got _____ cakes to give away. Would you like one?
- F. _____ children from this school go on to university, unfortunately.

6TQ

- G. Do you need information on English grammar? I have _____ books on the topic if you would like to borrow them.
- H. She's lucky. She has _____ problems.
- I. London has _____ sunshine in the winter. That's why so many British people go on holiday to sunny places!
- J. There are _____ programmes on TV that I want to watch. I prefer to download a film.
- K. He has _____ free time. He hardly ever even manages to call his mother!
- L. Unfortunately, I have _____ problems at the moment.
- M. Are you thirsty? There's _____ juice left in this bottle, if you'd like it.

2. 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

3. 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.

4. A STUDENT WANTS TO DO A RESEARCH DEGREE AND 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. Il est au chômage depuis deux ans.

B. L'entreprise cherche un stagiaire pour un emploi à temps partiel en tant que vendeur de matériel informatique. Il sera payé à l'heure.

C. Ton CV résume ton expérience professionnelle, tes qualifications et tes compétences pour un potentiel employeur.

D. Il y a beaucoup de choses intéressantes sur leur site internet mais il pourrait être plus élégant/stylé.

E. Pour obtenir un entretien d'embauche, tu devrais écrire un CV bien équilibré et une lettre de motivation.

Cahier de travail Mars/Avril 2020

Gonda P. / Rousselle V.

6TQ

F. Les gaz d'échappement causent beaucoup de pollution dans les grandes villes. Tu devrais arrêter d'utiliser ta voiture pour réduire ton empreinte carbone.

G. Ne laisse pas l'eau couler lorsque tu te brosses les dents!

H. J'essaye d'aider la planète depuis quelques années donc je mange des légumes bio, je recycle mes déchets et je n'achète pas de vêtements produits en masse/série.

I. J'ai toujours adoré ce magasin! Il vend beaucoup de produits respectueux de l'environnement.

J. Elle mange beaucoup de fruits et légumes, elle a un mode de vie sain.

K. Certains restaurants proposent des repas équilibrés mais ils sont plus chers.

L. J'aime les plats "faits maison" mais je n'ai pas le temps de cuisiner le soir donc je mange beaucoup de plats surgelés et de nourriture à emporter.

M. Il n'y a pas de distributeurs automatiques dans les écoles en Belgique.

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PART II - SKILLS

READING SKILLS - PROS AND CONS OF FAST FOOD

Contexte :

Ton correspondant anglophone et toi n'êtes pas d'accord au sujet des fast food. Lui est totalement contre et n'y voit que des inconvénients. De ton côté, tu es plus nuancé. Certes, des points en défaveur des fast food, il y en a MAIS selon toi, il y a aussi des aspects positifs. Tu viens justement de tomber sur un texte qui prouvait qu'il y avait un peu des deux.

Tâche :

Etablis, en guise d'aide-mémoire **une liste en français** des “**pour**” et des “**contre**” des fast food afin de pouvoir en discuter avec ton correspondant. Relève **10 éléments** au total et **développe-les**. Sois **précis** et essaye d’être **équilibré** dans tes réponses (plus ou moins autant de pour que de contre)



PROS	CONS
<p>1. It Is Fast.</p> <p>Meals you can buy from these chains are served quickly unlike what restaurants offer. This makes such food convenient for people who are always in a hurry and do not have the luxury of time to prepare and cook food for themselves or for their loved ones. So, when parents are rushing to get the kids to school and make their way to their office, buying fast food saves them a lot of time and effort. All they need to do is to get to a drive-thru or order by phone.</p> <p>2. It Is Cheap.</p> <p>Another trademark of fast food is its price. Meals are sold at relatively cheap prices because they do not take a lot of time to prepare or cook. So, if for parents who are in a hurry and do not want to spend a lot on food, fast food is the best solution. Although cooking meals at home with simple ingredients can be a lot cheaper, time is what many people do not have to do so.</p> <p>3. It Is Convenient.</p> <p>Fast food chains are everywhere. Just a quick drive to a nearby store will already make the whole family full. Aside from that, there are plenty of options when it comes to fast food. Aside from all-American</p>	<p>1. Packed with Calories.</p> <p>Yes, there is a certain required amount of calorie intake, but consuming too much sugar, carbohydrates and fats exceeds that requirement and is bad for the health. Some of the effects of unhealthy fast food include obesity, cardiovascular disease, hypertension and diabetes.</p> <p>2. Physical Health Sacrifices Are Made.</p> <p>Aside from that, mass produced food like those offered in fast food chains, sacrifices certain health and sanitary practices, especially when it comes processing meat. There is also high amounts of preservatives and chemicals that are not meant to be consumed on a regular basis.</p> <p>3. Mystery Ingredients.</p> <p>Suppliers for these chains of stores are not always revealed to the public. This means that there is no guarantee that the meat and other materials used in fast food chains were processed in a clean and humane manner. There are also unknown ingredients that may be harmful to human health. Chicken nuggets and hotdogs, for example, are not always made from real chicken.</p>

favorites, like pizza, pasta, burgers and French fries, there are other varieties to choose from, including Asian, Mexican, Indian and Middle-Eastern.

4. Most People Are Accustomed.

Fast food has been a part of many American homes. This means that many people have been accustomed to eating it. This also means that parents won't have a hard time making their children it since they're all used to it. Plus, people just can't resist the taste of a juicy burger, a cheesy pizza or crispy fries. What's more, fast food can satisfy hunger really fast.

5. Same Taste Across the Board.

Wherever you are in the country or even abroad, you will always know what you are getting when you order food from a fast food chain. This is especially true if you are in a place where you don't exactly know where to eat. You can always choose to dine in at a fast food store whenever you are doubtful of what a restaurant or diner serves.

6. It Offers Healthy Options.

A lot of fast food chains now offer salads or vegetarian food choices to cater for those who are health conscious. This means that you can eat healthy food even when you're in a hurry.

4. No Guarantee for Food Quality.

Most fast food chains use cheap ingredients that do not meet the standards set by the U.S. Food and Drug Administration. You also can't be too sure that meals served at these restaurant chains are prepared and cooked in sanitary conditions.

5. Takes Away Quality Time with Family.

Because fast food meals are often taken in a hurry or outside the home, families do not get to bond or spend quality time at mealtimes.

LISTENING SKILLS - 10 TIPS TO BECOME ECO-FRIENDLY

Contexte: Ta famille et toi-même souhaiteriez vous tourner vers un mode de vie plus respectueux de l'environnement. En effet, tu as participé aux marches "Claim the Climate" l'an dernier et tu te sens très impliqué dans la lutte pour le climat. Tu viens justement de tomber sur une chouette vidéo donnant 10 conseils pour être plus écologique mais celle-ci est en anglais.

Tâche: Comme tes parents ne comprennent pas l'anglais, tu rédiges un **petit compte-rendu** de la vidéo en listant et en expliquant les **10 conseils** expliqués dans celle-ci. Tu essayes de donner **des détails**.

Modalités: Rédige ce compte-rendu **en français**. Tu disposes de **3 écoutes** dont une avec pauses. Tu trouveras la piste à l'adresse suivante:

<https://www.youtube.com/watch?v=Wd7Xwf-IxHE>



WRITING SKILLS - GET A JOB

Contexte :

Comme tu le sais déjà, maîtriser une langue étrangère, en particulier l'anglais, est un atout incontestable sur le marché du travail. Tu as d'ailleurs déjà rédigé ton CV en anglais. Dans le cadre de son salon des professions et de l'information sur les études, le SIEP organise un concours intitulé "GET A JOB".

Tâche :

Rédige un texte **en anglais** dans lequel tu décriras les **démarches** et les **conseils** utiles afin de **décrocher un emploi**, que ce soit pour les **documents** (CV/lettre de motivation), **l'attitude** lors de l'entretien d'embauche ou les **moyens de recherche**.

Modalités:

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



