

Mars/Avril 2020

5TQ- 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 adresse 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/>

En ce qui concerne les élèves qui n'ont pas encore passé les oraux du chapitre “Keeping Fit”, ceux-ci sont maintenus pour la rentrée. Vous passerez l'oral ce jour-là même si votre partenaire est absent donc prévoyez votre texte !

Cahier de travail Mars/Avril 2020

Gonda P. / Rousselle V.

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

Bon travail :-) !

PART I - GRAMMAR AND VOCABULARY

GRAMMAR – BE AND HAVE

1. COMPLETE THE SENTENCES WITH THE CORRECT FORM OF THE VERB « TO BE » OR « TO HAVE ».

- A. I _____ tall.
- B. You _____ ten years old.
- C. He _____ a little dog.
- D. Anita and I _____ in the same class.
- E. Karl and Michel _____ twin brothers.
- F. They _____ a good job.
- G. She _____ a big computer.
- H. Mélina _____ Mexican.
- I. You _____ beautiful.
- J. Gino and you _____ a black dog.

2. FORM SENTENCES. ADD THE VERB « TO BE » OR « TO HAVE ».

- A. Cathy – not – a pet.

- B. Sara – a – nurse.

- C. Angela – and – I – not – best friends.

D. Mandy – and – you – beautiful eyes.

E. You – happy ?

F. My mother – not – a – teacher.

G. His aunt – not – any – childre.

H. You – any – money?

GRAMMAR – FREQUENCY ADVERBS

1. REWRITE THE COMPLETE SENTENCE USING THE ADVERB IN BRACKETS IN ITS USUAL POSITION.

A. He listens to the radio (often). _____

B. They read a book (sometimes). _____

C. Pete gets angry (never). _____

D. Tom is very friendly (usually). _____

E. I take sugar in my coffee (sometimes). _____

F. Ramon and Frank are hungry (often). _____







G. My grandmother goes for a walk in the evening (always). _____

H. Walter helps his friend in the kitchen (usually). _____

I. They watch TV in the afternoon (never) _____

J. Christie smokes. (never) _____

2. COMPLETE THE SENTENCES WITH THE CORRECT FREQUENCY ADVERB.

Mon	Tue	Wed	Thu	Fri	Sat	Sun
						
						
						

- A. Mike _____ plays football on Mondays.
- B. Mike _____ plays tennis on Sundays.
- C. Mike _____ plays basketabl on Saturdays.
- D. Mike _____ plays tennis in Tuesdays.
- E. Mike _____ plays football on Saturdays.
- F. Mike _____ plays tennis on Thursdays.
- G. Mike _____ plays basketbll on Mondays.
- H. Mike _____ plays football on Fridays.
- I. Mike _____ plays basketball on Sundays.
- J. Mike _____ plays tennis on Wednesdays.

GRAMMAR – PRONOUNS AND DETERMINERS

1. REWRITE THE SENTENCES USING 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. ➤ _____

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3. COMPLETE THE SENTENCES WITH A SUBJECT PRONOUN (I, YOU, 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 Daryl. 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.
- E. How do you spell _____ surname, Anna ?
- F. This is my teacher. _____ name is Brad.
- G. I'm from London. _____ address is 31, Old Kent Road.
- H. Sit down and open _____ books, please.

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I. Laura is in my class. _____ desk is near the window.

J. We're from Liverpool. _____ surname is Connor.

5. CIRCLE THE CORRECT WORD.

She's a new student. *She / Her* name's Ipek.

A. The students are from Italy. _____ names are Susanna and Tito.

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.

GRAMMAR – QUESTION WORDS**1. PUT IN WHAT, WHERE, WHY, WHEN, HOW INTO THE GAPS AND FORM MEANINGFUL QUESTIONS.**

A. _____ is the weather like today?

B. _____ don't you like apple juice?

C. _____ about a walk through the forest?

D. _____ day do you play volleyball?

E. _____ is my red shirt, Mum?

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F. _____ does your father go to work?

G. _____ is the dog's bone?

H. _____ are we going for a holiday by the sea again?

I. _____ do you like coffee?

2. WRITE QUESTIONS ABOUT THE WORDS.

A. They drive to work twice a week.

→ _____

B. She's wearing jeans and a white blouse.

→ _____

C. Her school is 5 miles away from the village.

→ _____

D. The tickets are \$10.

→ _____

E. He can speak 3 languages.

→ _____

F. His mother cooks very well.

→ _____

G. She's listening to Lady Gaga's new album now.

→ _____

H. She usually travels there by plane.

→ _____

I. It's quarter to eight.

→ _____

J. My daughter is four months old.

→ _____

GRAMMAR – PRESENT SIMPLE AND PRESENT CONTINUOUS

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

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

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

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

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

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

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

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

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

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

T. " _____ (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.

_____ (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 – 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. John est plus lent que Bob mais il est aussi sympathique que lui.

B. Andrew est plus petit que Max.

C. Bob est plus jeune que ton frère mais moins jeune que toi.

D. Tu es plus vieux que Sue.

E. Sue est plus belle que ma sœur.

F. Je peux jouer de la guitare mais vous jouez mieux que moi.

G. Mes parents sont les plus intéressants.

H. Mon père est le plus vieux de la famille.

I. La chanteuse la plus connue aux Etats-Unis est Madonna.

J. C'est la personne la plus intelligente de la classe.

GRAMMAR & VOCABULARY

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

A. Je vais à la salle de sports deux fois par semaine.

B. Je me lève tous les jours à 8h du matin et puis je prends une douche et prends un petit-déjeuner dans la cuisine.

C. Pour rester en forme, tu ne dois pas boire de café mais tu dois manger un régime équilibré.

D. Je préfère faire de l'exercice à l'extérieur. J'adore faire de la course à pied.

E. Mon frère est très fainéant ! Il passe ses journées dans le divan et joue aux jeux vidéos.

F. Quand tu es sur Facebook, tu dois juste te connecter avec tes amis et ne pas partager ton mot de passe.

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G. Aujourd'hui, la communication est devenue plus difficile car nous utilisons internet et les réseaux sociaux pour discuter.

H. Tu bois trop de boissons pétillantes. Tu dois boire plus d'eau et éviter la malbouffe.

I. Pour utiliser les réseaux sociaux comme Facebook, il faut créer un profil en ligne et publier sur son mur.

J. C'est mauvais pour la santé de passer trop de tant à surfer sur internet.

PART II - SKILLS

READING SKILLS – ONLINE SAFETY

Contexte :

Dans le cadre de ton cours de langues, tu professeur te demande de préparer une présentation orale sur le chapitre que vous venez d'aborder et qui traite des dangers d'internet et des réseaux sociaux. Tu te documentes sur la question et tu trouves un article sur la sécurité des jeunes sur internet. Tu décides de le lire attentivement pour en discuter plus tard avec tes camarades de classe.

Tâche :

Tu écris un compte rendu en français sur les points importants du texte. Tu mentionnes (1) les dispositions que les jeunes peuvent prendre pour être en sécurité sur internet et tu donnes (2) des exemples. Tu dresses également (3) une liste des « astuces » données par le texte pour favoriser la sécurité en ligne. Enfin, tu parles du (4) jour dédiée à la sécurité sur internet.



Online safety

In the UK 96 per cent of young people regularly use the internet to communicate, according to a survey of 24,000 British people aged from 9 to 11. A report shows that only 40 per cent of young people know that personal information shared online stays online forever. There are about 250 million tweets generated every day and around 800 million Facebook users – that means a lot of information is shared online. So are young people using the internet safely?

➤ *Private or public*

Do you know how to change your privacy settings on social media? For example, you can click on the ‘flower’ icon or on ‘settings’ on Facebook to get to your privacy settings. Then you can decide who sees your posts and personal information: friends, friends of friends or everyone. Do you want everyone in the world to be able to see your email address or just friends?

The BBC Share Take Care campaign is all about helping everybody, from little kids to the over-55s, to make their online activity safer and protect themselves on the web. The campaign says adults and teenagers need to be more careful with personal information and images online. An online security expert from the BBC was given only the names and the home town of two pairs of mothers and daughters in the UK and then he searched online for information that they had shared in social media. One mother and daughter pair are keen Twitter users. They had frequent personal Twitter chats that they thought were private but were in fact public! Now they both know that Twitter has a private messaging function and their chats really are private. The other mother was very embarrassed when the security expert showed her a picture of her partner in his underpants! She had forgotten about posting the photograph and quickly removed it. The security expert also found lots of their personal details like

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dates of birth, addresses, maiden names, favourite football teams and popstars.

Nothing embarrassing, but potentially useful information for a cyber criminal.

➤ *Be kind and stay safe*

Everybody knows that we should be polite and kind to people in real life and online.

Unfortunately sometimes this doesn't always happen. Where can you report online

abuse or unkind messages to yourself or your friends? Do you know how to report

inappropriate content online? For example, if you see an inappropriate tweet on

Twitter you can click on 'more' and then choose 'Report tweet'. You can then block all

further tweets from that user.

Even well-liked celebrities can be targeted by cyberbullies. Tom Daley, the British

Olympic diver, was abused online. His father died during the 2012 Olympic Games and

Tom received some very cruel tweets about this.

Here are our top five tips for staying safe online:

1. Be nice! Treat people online as you do in real life.
2. Don't post anything online that you wouldn't want people in real life to see.
3. Check your privacy and security settings on social media sites and keep them as private as possible. Make sure you know exactly who can see your posts.
4. Don't ever post personal information like your home address, your email or your phone number.
5. If you see something online that worries or upsets you, tell an adult about it straight away.

➤ *Safer Internet Day*

Safer Internet Day, or SID for short, tries to help people to use the internet correctly. SID started in 2004 and is organised in February every year in 74 countries around the world to promote safe and responsible use of online technology and mobile phones. Each year there is a different topic such as cyberbullying or social networking. The focus for SID's next campaign is 'Let's create a better internet together'. SID organisers want children and young people, parents and carers, teachers and educators, as well as industry and politicians to work together to build a better internet for all of us, but particularly for children and young people.

There are special lessons prepared for schoolchildren on Safer Internet Day in Britain. The UK Safer Internet Centre will be working with schools in the UK to encourage young people to help other people stay safe. You can find out about SID on this website: <http://www.saferinternet.org.uk/>

LISTENING SKILLS – THE GYM

Contexte :

Ton meilleur ami et toi vous avez décidé de partir à l'étranger mais vous avez entendu que beaucoup de personnes prenaient du poids en prenant une année sabbatique. Tu décides donc de te renseigner et tu trouves une interview sur internet qui pourrait t'aider pour rester en forme.

Tâche :

Prends-note des différentes informations données par Yoko lors de sa discussion avec Todd. Mentionne les points suivants :

1. la fréquence à laquelle elle va la salle de sports
2. les raisons pour lesquelles elle va la salle de sports
3. les résultats qu'elle a obtenus
4. les activités qu'elle pratique à la salle de sports (ce qu'elle préfère et pourquoi)
5. son régime alimentaire.

Voici le lien où tu trouveras la piste audio :

<http://www.ello.org/english/0051/077-Yoko-Gym.htm>



WRITING SKILLS – KEEPING FIT

Contexte :

Ton correspondant américain et toi-même utilisez énormément internet et vous avez quelque peu mis l'exercice physique de côté pour l'instant. Vous pensez tous les deux qu'il serait temps de vous remettre au sport et de moins surfer sur le net.

Tâche :

Tu écris un e-mail à ton correspondant en lui expliquant les bienfaits du sport. Tu lui dresses également une liste des activités qu'il pourrait faire chez lui pour rester en forme. Enfin, tu lui fais part des dangers qui peuvent présenter l'utilisation d'internet et des réseaux sociaux.

Ton email devra compter 140 mots minimum.

Tu peux utiliser le dictionnaire pendant 10 minutes.



