

Mars/Avril 2020

3LM- Langue Moderne II  
(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, je peux **proposer des exercices de remédiation** et de **consolidation**. C'est ce que j'ai 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 trois exercices de **compétences** (lecture, audition et écriture). Ces exercices ne seront **en aucun cas évalués**.

Cependant, je vous conseille 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 me les renvoyer au fur et à mesure sur mon adresse e-mail: [gonda.pauline@gmail.com](mailto:gonda.pauline@gmail.com). Je vous transmettrai 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 me 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.

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- B. Sara – a – nurse.

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

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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.**

| <b>Mon</b>   | <b>Tue</b>   | <b>Wed</b>   | <b>Thu</b>   | <b>Fri</b>   | <b>Sat</b>   | <b>Sun</b>   |
|--|--|--|--|--|--|--|
|   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |
|  |  |  |  |  |  |  |

- 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.



## 3LM2

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. Is *they / their* teacher British.

B. My name's Soraya. I'm in *you / your* class.

C. Where are *you / your* friends from?

D. We're French. *We / Our* names are Marc and Jacques.

E. Is *she / her* German?

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

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

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

I. *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?

F. \_\_\_\_\_ does your father go to work?

G. \_\_\_\_\_ is the dog's bone?

3LM2

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.

→ \_\_\_\_\_

**1. PUT THE VERBS BETWEEN BRACKETS IN THE PRESENT SIMPLE.**

- A. I \_\_\_\_\_ (be) in a café now.
- B. \_\_\_\_\_ (she/play) tennis every week?
- C. They \_\_\_\_\_ (go) to the cinema every Wednesday.
- D. \_\_\_\_\_ (she/be) a singer?
- E. You \_\_\_\_\_ (find) the weather here cold.
- F. \_\_\_\_\_ (they/be) on the bus?
- G. Lucy \_\_\_\_\_ (ride) her bicycle to work.
- H. Why \_\_\_\_\_ (he/be) in France?
- I. I \_\_\_\_\_ (not/play) the piano very often.
- J. It \_\_\_\_\_ (not/be) cold today.
- K. We \_\_\_\_\_ (be) from Portugal.
- L. \_\_\_\_\_ (we/make) too much noise at night?
- M. Where \_\_\_\_\_ (Harry/study)?
- N. \_\_\_\_\_ (it/be) foggy today?
- O. We \_\_\_\_\_ (not/be) late.
- P. They \_\_\_\_\_ (not/like) animals.
- Q. Where \_\_\_\_\_ (you/be)?
- R. He \_\_\_\_\_ (not/be) an accountant?
- S. \_\_\_\_\_ (the dog/eat) chicken?
- T. She \_\_\_\_\_ (be) my sister.

## 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.

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

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

ASSISTANT Good morning. Can I help you?

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

ASSISTANT *Some* / *Any* particular kind?

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- 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!

## 3LM2

- 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

**GRAMMAR – POSSESSIVE CASE****1. WRITE THE CORRECT FORM ON THE POSSESSIVE CASE INTO THE GAPS.**

- A. Sarah is \_\_\_\_\_ aunt. (*Emily*)
- B. These are our \_\_\_\_\_ cats. (*friends*)
- C. Let's meet at \_\_\_\_\_ for lunch. (*Giovanni*)
- D. Where is the \_\_\_\_\_ shower? (*ladies*)

3LM2

E. This is our \_\_\_\_\_ car. (*boss*)

F. My \_\_\_\_\_ dad is my uncle. (*cousin*)

G. \_\_\_\_\_ bags are black. (*Jack - Joe*)

H. Our grandparents live in an old \_\_\_\_\_ home. (*people*)

I. That sandwich would not be to \_\_\_\_\_ taste. (*everyone*)

J. This is my \_\_\_\_\_ flat. (*parents*).

## 2. WRITE 'S OR OF INTO THE GAPS.

This is my mother's sister./This is the end of the street.

A. (a glass) milk →

B. (my friend) bike →

C. (the window) room →

D. (Mr Smith) car →

E. (ten minutes) walk →

F. (the headteacher) office →

G. (the number) house →

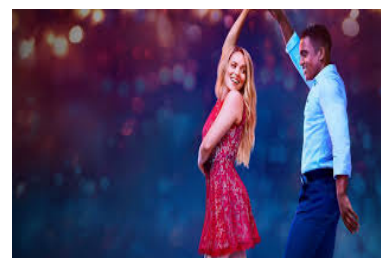
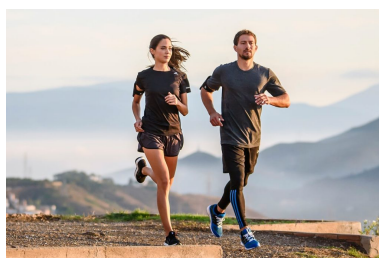
H. (two days) work →

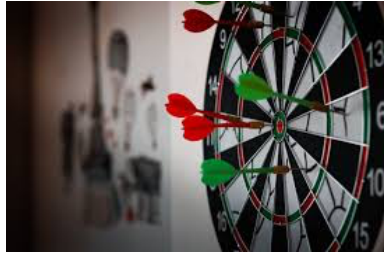
I. (the waiter) shoes →

J. (Britain) economy →

## VOCABULARY – HOBBIES AND SPORTS

### 1. NAME THE DIFFERENT SPORTS AND HOBBIES.









## VOCABULARY – THE TIME

1. WRITE THE CORRECT TIME INTO THE GAPS.



It's \_\_\_\_\_



It's \_\_\_\_\_



It's \_\_\_\_\_



It's \_\_\_\_\_



It's \_\_\_\_\_



It's \_\_\_\_\_



It's \_\_\_\_\_



It's \_\_\_\_\_



It's \_\_\_\_\_



It's \_\_\_\_\_

## VOCABULARY – DAILY ROUTINE

### 1. COMPLETE THE GAPS WITH THE CORRECT VERB.

- A. I usually \_\_\_\_\_ up at 6.00 a.m. when my alarm clock goes off.
- B. I \_\_\_\_\_ lunch in the school canteen at 1 p.m.
- C. In my family we usually \_\_\_\_\_ dinner at about 6 p.m.
- D. My school finishes at 3 p.m. and then I \_\_\_\_\_ home by bus.
- E. On the weekends, I \_\_\_\_\_ to bed later than on weekdays.
- F. My alarm clock goes off at 8 a.m. on Sunday but I don't \_\_\_\_\_ up until 8.30 a.m.

3LM2

G. I always \_\_\_\_\_ my teeth before I go to bed.

H. On weekdays, I \_\_\_\_\_ to school with my friends at 9.00 a.m.

## VOCABULARY – COUNTRIES, NATIONALITIES AND LANGUAGES

### 1. WHAT ARE THEIR NATIONALITIES AND LANGUAGES?



He's.....

He speaks.....



She's .....

She speaks.....



He's.....

He speaks.....



She's.....

She speaks.....



He's .....

He speaks.....



He's .....

He speaks .....

## VOCABULARY – FOOD AND DRINKS

1. WRITE THE CORRECT NUMBER FOR THESE FOOD AND DRINKS. THEN FIND THE WORD IN THE WORD SEARCH.

- |           |            |               |           |               |             |
|-----------|------------|---------------|-----------|---------------|-------------|
| 1. bacon  | 5. chicken | 9. egg        | 13. juice | 17. salmon    | 21. sushi   |
| 2. bread  | 6. chips   | 10. ham       | 14. milk  | 18. soup      | 22. tea     |
| 3. cake   | 7. coffee  | 11. hamburger | 15. pizza | 19. spaghetti | 23. toast   |
| 4. cheese | 8. coke    | 12. icecream  | 16. salad | 20. steak     | 24. yoghurt |

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| H | A | M | B | U | R | G | E | R | I | B | A | S | T | E | A |
| N | R | E | B | A | Q | K | O | T | R | L | B | R | E | A | D |
| M | Z | A | H | J | C | I | C | H | I | C | K | E | N | X | I |
| F | I | E | W | V | H | O | C | N | R | U | O | C | E | H | C |
| P | A | L | V | T | E | G | N | U | J | U | I | C | E | Y | E |
| I | T | S | K | O | E | R | B | E | W | L | P | O | F | B | C |
| Z | E | P | S | A | S | Y | I | P | G | C | A | K | E | W | R |
| Z | F | A | T | S | E | A | S | U | S | H | I | O | D | S | E |
| A | C | G | D | T | T | S | E | C | O | B | R | Q | G | A | A |
| C | F | H | C | Z | Z | T | C | O | F | F | E | E | V | L | M |
| F | L | E | I | N | U | E | O | K | A | E | M | F | E | A | L |
| C | E | T | I | P | D | A | P | E | F | H | A | M | S | D | M |
| E | U | T | S | B | S | K | E | O | G | A | D | P | O | G | H |
| Y | G | I | E | Q | Z | L | P | F | Y | O | G | H | U | R | T |
| V | A | G | D | S | A | L | M | O | N | A | S | J | P | D | I |

## VOCABULARY – MONTHS, SEASONS AND DAYS

### 1. FILL IN THE GAPS WITH THE MISSING WORDS FROM ABOVE.

|          |       |        |        |
|----------|-------|--------|--------|
| February | hours | days   | months |
| 30 day   | days  | season |        |

A year has got 12 \_\_\_\_\_. Some months have got \_\_\_\_\_  
\_\_\_\_\_ and some 31 days. \_\_\_\_\_

has got 28 day. There are 4 months in each \_\_\_\_\_. Each week has  
got 7 \_\_\_\_\_. There are 24 \_\_\_\_\_ in a  
\_\_\_\_\_.

### 2. FILL IN THE MISSING LETTERS TO GET THE MONTHS OF THE YEAR.

J \_ N \_ A \_ \_

J \_ L \_

F E \_ R U \_ \_ Y

A U \_ U S \_

M \_ R C \_

S E \_ \_ E M \_ \_ R

A \_ R \_ L

O C \_ O \_ E \_

M \_ \_

N \_ V \_ M B \_ \_

J \_ N \_

D E \_ \_ M \_ E R

**3. Order the letter to get the days of the week  
and write the number of the day it is:**

TUDESAY → \_\_\_\_\_

MOANDY → \_\_\_\_\_ 1

FIDRAY → \_\_\_\_\_

WNEADDES Y → \_\_\_\_\_

TDHARSUY → \_\_\_\_\_

STADAURY → \_\_\_\_\_

SDAUNY → \_\_\_\_\_

**4. FILL IN THE MISSING LETTERS TO GET THE SEASONS  
AND MATCH THEM TO THE PICTURES:**

S \_ M M \_ \_    A U \_ U \_ N    W \_ N \_ E R    S P \_ I \_ G



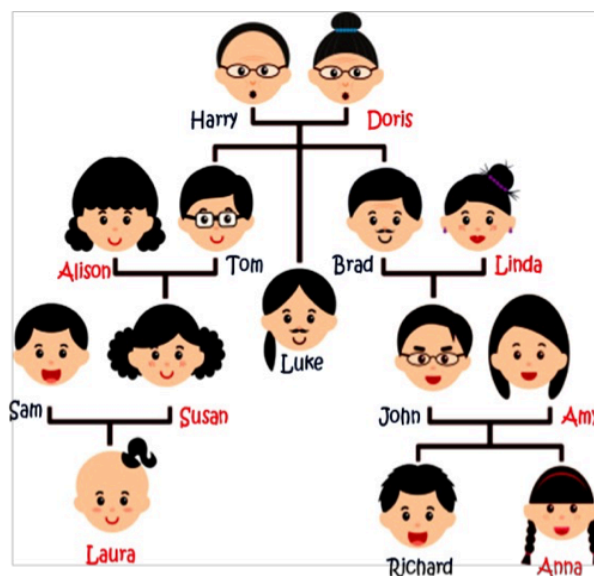
## VOCABULARY – FAMILY

1. COMPLETE THE TABLE WITH THE WORDS FROM THE BOX.

• aunt • brother • children • cousins • daughter • father • grandchildren • granddaughter • grandfather • grandmother • grandparents • grandson • great grandchildren • great grandparents • husband • mother • nephew • niece • parents • sister • son • uncle • wife •

| men   | women | plural |
|-------|-------|--------|
| _____ | _____ | _____  |
| _____ | _____ | _____  |
| _____ | _____ | _____  |
| _____ | _____ | _____  |
| _____ | _____ | _____  |
| _____ | _____ | _____  |
| _____ | _____ | _____  |
| _____ | _____ | _____  |
| _____ | _____ | _____  |

2. COMPLETE THE SENTENCES WITH THE RIGHT FAMILY MEMBER.



A my is A nna's \_\_\_\_\_.

Sam is Susan's \_\_\_\_\_.

Harry and D oris are Susan's \_\_\_\_\_.

Richard is J ohn's \_\_\_\_\_.

Tom is L uke's \_\_\_\_\_.

Richard and A nna are A my's \_\_\_\_\_.

A nna is Sam's \_\_\_\_\_.

L aura is Richard and A nna's \_\_\_\_\_.

Sam and Susan are L aura's \_\_\_\_\_.

Susan is A nna's \_\_\_\_\_.

A lison is L aura's \_\_\_\_\_.

J ohn is Richard and A nna's \_\_\_\_\_.

L uke is Sam's \_\_\_\_\_.

J ohn is Tom's \_\_\_\_\_.

A nna is Richard's \_\_\_\_\_.

A lison is Tom's \_\_\_\_\_.

L aura is Sam and Susan's \_\_\_\_\_.

Harry is L aura's \_\_\_\_\_.

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## **PART II - SKILLS**



| <u>Kelly</u>           |  |
|------------------------|--|
| <u>Matin</u>           |  |
| <u>Midi/Après-midi</u> |  |
| <u>Soirée</u>          |  |

| <u>Greg</u>            |  |
|------------------------|--|
| <u>Matin</u>           |  |
| <u>Midi/Après-midi</u> |  |
| <u>Soirée</u>          |  |

### WHAT'S YOUR DAILY ROUTINE?

#### **KELLY FINCH**

Well, I almost always get up very early, at about five-thirty. I get up early because I like to go jogging along the beach and watch the sun rise. After that, I have breakfast and I go to work. I work in a bank near my home. I don't drive to work, I take a bus. It only takes about twenty minutes to get to work.

After work, I like to go to my favorite bakery and buy some fresh bread. I get home between five o'clock and five-thirty. My husband Michael usually makes dinner because he loves to cook. In fact, he is a chef in a restaurant. His hobby is painting, and my hobby is growing flowers in our garden. We also have a pet dog called Wolfie. In the evenings we take Wolfie for a walk, and then get to bed by nine-thirty because we have to get up so early again the next morning.

#### **GREG HUNTER**

Some of my friends think I have a boring daily routine, but I like it. I usually get up at about 6:00 or 6:30 in the morning, after my alarm clock wakes me up. First, I brush my teeth, and shave, and wash my face. Then, I get dressed and go downstairs to have breakfast with my family. I always have coffee, cereal, and lots of fruit. I take a bus to work because I don't like to drive, and I always arrive at my office before 8:00. I'm never late for work.

Five o'clock is my favorite time of the day because I finish work and go back home and see my wife and children again. I have two boys, Thomas, who is six years old and Patrick, who is eight. We eat dinner together in our dining room at around 6:00, and after that I hang out with my wife and kids at home. We really enjoy watching our

**3LM2**

favorite TV programs together. We like to watch shows about travel. However, two or three times a week I do exercise in the evening, so I can stay strong and healthy. I think that this is very important! Finally, at about 9:30, I go to bed, read for a while, and then fall asleep.

## LISTENING SKILLS – INTERVIEW WITH A SWIMMER

### Contexte :

Tu aimerais vraiment te remettre au sport sérieusement mais tu as peur que tes parents ne soient pas d'accord à cause de l'école. Ton meilleur ami veut vraiment t'aider et t'envoie une interview d'un nageur.

### Tâche :

Comme tes parents ne parlent pas anglais, tu prends note en FRANCAIS des activités journalières du nageur. N'oublie pas d'être précis et détaillé.

Voici le lien où tu trouveras la piste audio :

<https://learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/interview-swimmer>









## WRITING SKILLS – STUDENTS FROM ENGLAND

### Contexte :

Cette année, ton école accueillera des élèves de Canterbury (Angleterre). Lors de leur séjour à Huy, les élèves anglophones seront logés dans vos familles. Ton professeur d'anglais te demande d'envoyer un e-mail à ton nouveau correspondant et de te décrire ainsi que ton mode de vie afin de lui donner un maximum d'infos à ton sujet.

### Tâche :

Écris un e-mail structuré de 140 mots minimum **en anglais** à ton futur correspondant. Veille à bien introduire et conclure ton e-mail ainsi qu'à intégrer des informations concernant les points suivants :

- Une **présentation** de toi et de ta famille
- Tes **habitudes en semaine** (que fais-tu lors d'une journée ordinaire ?) et durant le weekend.
- Tes temps libres
- Tes habitudes alimentaires.

### Modalités :

Tu disposes de **50 minutes** ainsi que du dictionnaire **10 minutes** en cours d'épreuve et rédiges cet **e-mail** en **anglais**. Veille à être **précis, complet** et à respecter **l'ensemble de la consigne**.





