

Mai-Juin 2020

4G/TTR - Langue Moderne I
(ANGLAIS)

CAHIER DE TRAVAIL II

NOM : _____

PRÉNOM : _____

CLASSE : _____

Introduction

Chers élèves, chers parents,

Nous mettons à votre disposition ce **nouveau cahier de travail "spécial confinement"**. Nous avons divisé celui-ci en **trois volets**: grammaire, temps et compétences.

Ce second dossier d'exercices est **destiné aux élèves ayant déjà rendu et auto-corrigé le premier**. Si ce n'est pas encore le cas, n'oubliez pas de le terminer et de nous le transmettre sur nos adresses e-mail au plus vite.

Nous tenons aussi à souligner que le second dossier publié récemment (Cahier de ressources en ligne), l'a simplement été à titre informatif, afin de vous fournir des sites ludiques pour travailler votre anglais de manière autonome et plus amusante MAIS nous souhaiterions tout de même continuer à travailler avec vous via ce nouveau dossier.

Vous pouvez **faire les exercices à votre rythme** et nous les renvoyer 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**. Attention, lorsque vous faites un envoi, essayez de le faire pour **toute une partie minimum** (toute la grammaire et/ou tous les temps et/ou toutes les compétences), histoire que nous ne soyons pas assommées de mails ne comportant qu'un ou deux exercices :-).

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.

Bon travail & prenez bien soin de vous et de vos proches :-) !



PART I - GRAMMAR

GRAMMAR - PRONOUNS & DETERMINERS

1. FILL IN THE SENTENCES WITH THE CORRECT OBJECT PRONOUN.

- A. Is he marrying Leila? – Yes, he is in love with _____!
- B. Your son is making a lot of noise! – I'll ask _____ to be quiet.
- C. Please will you ask Robert to come in. – Sorry, I don't know _____.
- D. Where are my glasses? – You are wearing _____!
- E. Do you like apples? – I love _____!
- F. Why is he always talking about Liza? – He obviously likes _____!
- G. Where is my book? Oh, dear! I've lost _____!
- H. Is that Nancy's new boyfriend? – Don't ask me, ask _____!
- I. What is the title of that article? – I'm afraid I can't remember _____.
- J. Look at John! He seems so happy? – His friends offered _____ a guitar for his birthday!
- K. What are you going to do with those old papers? – I'm going to recycle _____.
- L. Let's see the latest Spielberg movie! – I have already seen _____!
- M. How are your kids? I haven't met _____ for ages!
- N. Have you met Alan and Tim? – No, I have never met _____.
- O. Do you want this book? – Yes. – Well, take _____.

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- P. My mother is fantastic! I like _____ very much.
- Q. Don't help me with this exercise! I can do _____ by myself.
- R. This fruit is poisoned! Don't eat _____.
- S. Take the children to bed. Don't let _____ watch this movie.
- T. Why is she helping John? - She probably loves _____.

2. FILL IN THIS TEXT ON LITTLE RED RIDING HOOD (LE PETIT CHAPERON ROUGE) WITH SUBJECT OR OBJECT PRONOUNS.

Once upon a time there was a girl called Little Red Riding Hood. Together with _____ mum, _____ lived in a big forest.

One fine day, Little Red Riding Hood's mother said, "_____ grandma is ill. Please go and take this cake and a bottle of wine to _____. Grandma's house is not too far from _____ house, but always keep to the path and don't stop!"

In the forest _____ met the big bad wolf. Little Red Riding Hood greeted _____ and the wolf asked: "Where are _____ going, Little Red Riding Hood?"

- "To _____ grandma's house." answered Little Red Riding Hood.

"Can you tell _____ where _____ grandma lives?"

- "_____ lives in a little cottage at the edge of the forest."

"Why don't _____ pick some nice flowers for _____?" asked the wolf.

- "That's a good idea." said Little Red Riding Hood and _____ began looking for flowers.

Meanwhile, the wolf was on his way to grandma's house. The house was quite small but nice and _____ roof was made out of straw.



3. COMPLETE THE TRANSLATION WITH THE APPROPRIATE POSSESSIVE DETERMINER.

- A. Mon frère est gentil. → _____ brother is nice.
- B. Son père est intelligent. (N.B. Le père de Valentine) → _____ father is clever.
- C. J'aime ton chien. → I like _____ dog.
- D. Leurs cadeaux sont drôles. → _____ presents are funny.
- E. Vos yeux sont bleus. → _____ eyes are blue.
- F. Sa souris est petite. (N.B. la souris de Clément) → _____ mouse is small.
- G. Ton sapin de Noël est beau. → _____ Christmas tree is beautiful.

H. Sa couleur est rouge. (N.B. La couleur d'un jouet) → _____ colour is red.

I. Leur grand-père est grand. → _____ grandfather is tall.

J. Nos amis sont fâchés. → _____ friends are angry.

4. COMPLETE THE SENTENCES WITH THE APPROPRIATE POSSESSIVE DETERMINER.

A. Where's Lucia? - Is she in _____ room?

B. No, she isn't. - She's with Bastien. She must be in _____ room.

C. Have you got _____ iPod with you? I don't have mine.

D. It's Mr. Young's key. - It's _____ key.

E. We've got a problem. - It's _____ problem.

F. Stephan has got a problem. - It's _____ problem.

G. I've got a dog outside. - It's _____ dog.

H. Look at this lovely bird! _____ head is red!

I. It's Mr. and Mrs Young's house. - It's _____ house.

J. Henri has just gone out. He has forgotten _____ umbrella.

K. Bill and I are going to leave soon. We are packing _____ suitcases.

L. I love Paul but I don't like _____ dog.

M. Samantha forgot _____ bag at the party yesterday.

N. Put the rabbit into _____ box.

O. Jack has two sisters. _____ names are Jane and Judith.

GRAMMAR - QUANTIFIERS

1. FILL IN THE SENTENCES WITH SOME OR ANY.

- A. Are there _____ rabbits in the garden?
- B. Are there _____ children in the class?
- C. There aren't _____ chairs in the room.
- D. Are there _____ birds in the tree?
- E. There isn't _____ money in the bag.
- F. There is _____ coffee in the cup.
- G. There are _____ policemen in the police station.
- H. Are there _____ fish in the water?
- I. Are there _____ oranges in the basket?
- J. There isn't _____ milk in the fridge.
- K. I have _____ tea, but I don't have _____ sugar.
- L. Is there _____ meat at home?
- M. There were _____ apples here a minute ago.
- N. There aren't _____ glasses on the table.
- O. Please buy me _____ stamps at the post office.

2. FILL IN THE SENTENCES WITH SOME, ANY, HOW MUCH, HOW MANY, A FEW OR A LITTLE.

- 1. A: _____ bananas would you like, sir?
B: Just _____, please.
- 2. A: Can I have _____ milk?
B: Sorry, we haven't got _____ milk.

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3. A: _____ bread would you like?
B: Just _____, please.
4. A: _____ carrots do we have?
B: We have only _____ .
5. A: _____ oranges do we need?
B: We don't need _____ oranges.
6. A: _____ sugar would you like in your coffee?
B: Just _____, please.
7. A: Could I have _____ tea, please?
B: Of course. Would you like _____ biscuits, too?
8. A: Is there _____ wine in the fridge?
B: No, we need to buy _____ .
9. A: _____ flour does she need?
B: Just _____ .
10. A: Have you got _____ potatoes?
B: Yes _____ would you like?

3. UNDERLINE THE CORRECT SENTENCE, AS IN THE EXAMPLE.

Example: a. There aren't some tomatoes in the fridge.

b. There aren't any tomatoes in the fridge.

1. a. I'd like some soup, please.
b. I like some soup, please.
2. a. Would you like some orange juice?
b. Do you like some orange juice?

3.
 - a. How much cherries do you need?
 - b. How many cherries do you need?

4.
 - a. I'd like some rice for lunch.
 - b. I'd like a rice for lunch.

5.
 - a. Would you like some bread?
 - b. Do you like some bread?

6.
 - a. No thanks. I don't want any coffee.
 - b. No thanks. I'd like any coffee.

7.
 - a. "Here's your hamburger."
"How many is it?"
 - b. "Here's your hamburger."
"How much is it?"

8.
 - a. How much you want?
 - b. How much do you want?

9.
 - a. I'm hungry. Is there anything to eat?
 - b. I'm hungry. Is this anything to eat?

GRAMMAR - COMPARATIVES AND SUPERLATIVES

1. CIRCLE THE CORRECT ANSWER.

A. I'm _____ in this class.

a) the shortest b) the shorter c) the shortest

B. My English homework was _____ yours.

a) worst than b) worse than c) badder than

C. _____ football team in Europe is Real Madrid.

a) the more successful b) the most successful c) more successful than

D. Juan is _____ Mary

a) more happy than b) happier than c) happyier than

E. Mr Isla is _____ youngest teacher in the school.

a) than b) more c) the

2. COMPLETE THESE SENTENCES WITH THE COMPARATIVE OR SUPERLATIVE FORM OF THE ADJECTIVES IN BRACKETS (+ → SUPERIORITY, - → INFERIORITY, = → EQUALITY).

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- A. Antartica is one of _____ (+ cold) places on Earth.
- B. Lucy is _____ (= beautiful) her sister.
- C. Freddy Mercury is _____ (+ popular) pop singer ever.
- D. Buying things from plastic is _____ (+ bad) buying things from recycled paper.
- E. New cars are _____ (+ quiet) old cars.
- F. Lidl is _____ (- expensive) supermarket in Belgium.
- G. Generally, the coffee in Italy is _____ (good) the coffee you get in Britain.
- H. Who is _____ (+ funny) person in your family ?
- I. A frog is _____ (- pretty) a real princess.
- J. Greece is _____ (+ hot) Denmark.

3. COMPLETE THE COMMENTS USING COMPARATIVE OR SUPERLATIVE FORMS OF THE ADJECTIVES GIVEN.

A. Amy is / bright / the rest of the class. Some people say she's / intelligent girl in the whole school.

→ Amy is brighter than the rest of the class. Some people say she's the most intelligent girl in the wole school.

A. I find Clive / interesting / Tom. His jokes are some of / funny / ones I've ever heard.

→

B. Greta is / good / most people at chess but she isn't / good / player in the club.

→

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C. Loïc is / lazy / person I've ever met. He does / little / anyone else.

→

4. COMPLETE THIS DIALOGUE WITH THE CORRECT COMPARATIVE OR SUPERLATIVE EXPRESSION, USING THE WORDS IN BRACKETS WHERE THEY ARE GIVEN.

PAUL Do you think life is **easier than** (easy) it was 20 years ago?

WENDY It depends. Nowadays, there's **more** (much) work for some people and **less** (little) for others compared with before. Typically, people in jobs like mine work **longer than** (long) we did when I was young.

PAUL But you're still young.

WENDY Well, all right, but I'm _____ (old) in the shop where I work. I worry _____ (much) about the future and I feel like I work _____ (hard) for the same salary. Everything is _____ (expensive) and _____ (complicated) when we were younger.

PAUL That's a funny attitude when the standard of living in this country is _____ (high) that it had ever been!

WENDY Is it? It doesn't feel like that to me!

PAUL You used to talk _____ (optimistic) than that. My mother said that you were _____ (positive) person she knew when we were young. Sorry, I mean when we were _____ (young).

WENDY But things have changed. Don't you think that things nowadays are _____ (bad) than they were?

PAUL I personally take things _____ (easy) now than I did before.

Now that I'm _____ (old) and _____
(wise) I'm _____ (relaxed).

WENDY I suppose if I could relax, I'd see things _____ (positive).
Maybe it's me that's changed.

PAUL That's certainly a _____ (good) way to look at things!

GRAMMAR - PREPOSITIONS OF TIME AND PLACE (IN, ON, AT)

1. COMPLETE THESE SENTENCES WITH IN, ON OR AT (PREPOSITIONS OF TIME).

- A. Are you going to work _____ the summer holidays?
- B. I only ever seen my cousins _____ Christmas.
- C. What are we going to do _____ the weekend?
- D. My exam is _____ 7th June.
- E. I'm having my first guitar lesson _____ Friday evening.
- F. Are there any holidays _____ October?
- G. Our school cafeteria opens for lunch _____ midday.
- H. We're planning to go skiing _____ Easter.
- I. I usually phone my girlfriend _____ 10 o'clock every evening.
- J. Some people study best _____ night but I prefer the morning.
- K. Jim had a terrible journey to Wales _____ Christmas Eve 2003
- L. They are getting married _____ Friday, _____ six o'clock
_____ the evening.
- M. We can move to a house _____ two months but only if we rent the
apartment first.

**2. COMPLETE THESE SENTENCES WITH IN, ON OR AT
(PREPOSITIONS OF PLACE).**

- A. He's swimming _____ the river.
- B. Where is Julia? - She's _____ school.
- C. The plant is _____ the table.
- D. Please, put those apples _____ bowl.
- E. I always keep some extra money _____ my bag in case of emergencies.
- F. The cat is sitting _____ the chair.
- G. There was a spider _____ the ceiling.
- H. I stayed _____ home all the weekend.
- I. She hung a picture _____ the wall.
- J. Unfortunately, Mr Brown is _____ hospital.
- K. James met us _____ the door.
- L. Did you learn English _____ Malta?
- M. Pass me dictionary! - It's _____ the bookshelf.
- N. I'll meet you _____ the airport.
- O. There was a picture of a flower _____ her T-shirt.

PART II - TENSES

TENSES- PRESENT SIMPLE & PRESENT CONTINUOUS

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

- A. It's Saturday evening, all my family is in the living room. We _____ (watch) TV.
- B. John! Someone _____ (knock) at the door.
- C. Tom _____ (always / drink) coffee in the morning.
- D. I'm tired, I _____ (want) to go to bed now.
- E. Be careful, a car _____ (come) down the street!
- F. Normally, I _____ (finish) work at 5 o'clock, but this week I _____ (work) until 6 o'clock to earn a little more money.
- G. Good students _____ (never / neglect) their homework.
- H. I'm sick so I _____ (not / go) to school today.
- I. How many foreign languages _____ (you / speak)?
- J. Look! The sun _____ (rise). - I know, it _____ (rise) very early in June.
- K. Mr Jones _____ (cut) the grass every Saturday.
- L. Grandmother _____ (stay) with us this week.
- M. Sandy & John _____ (get) into a red car right now.
- N. He _____ (watch) television every day after dinner.
- O. "What _____ (your father / do)? What's his job?"
- He's an architect but he _____ (not / work) at the moment.
- P. The train is never late. It _____ (always / leave) on time.
- Q. Hurry up! Everybody _____ (wait) for you!

2. MAGGIE AND JILL, TWO FRIENDS, ARE TALKING AT A PARTY. PUT THE VERBS BETWEEN BRACKETS IN THE PRESENT SIMPLE OR CONTINUOUS.



Maggie: Jill, how nice to see you! I _____ (not / think) we have seen each other since Jim's party last year! How _____ (you / get on) ?

Jill: Oh, fine. Everything _____ (go) very well.

Maggie: _____ (you / still / go out) with Dave?

Jill: No, I'm not, but I _____ (go out) with someone called Jamie: I met him at my pottery class.

Maggie: Is he here now?

Jill: Yes look, he's over there. He _____ (talk) to Charlotte.

Maggie: Oh yes, I _____ (see) him. _____ (he / wear) a yellow jumper?

Jill: Yes, that's him.

Maggie: Oh, he _____ (look) very nice.

Jill: He is. I'll introduce you to him when he comes over here! What about you?

Maggie: I _____ (still / work) at that awful cafe. I _____ (look for) other jobs but the problem is that I _____ (feel) so tired when I _____ (get in) that

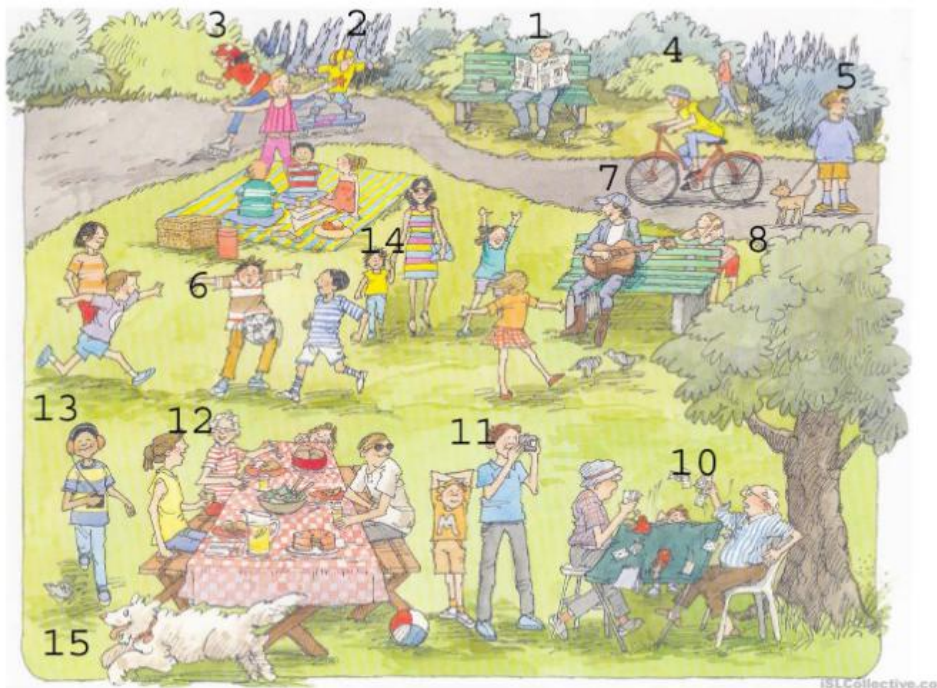
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I _____ (not / have) much energy to look through all the job ads and everything. Oh well, I _____ (suppose) something else will come up soon.

Jill: I _____ (hope) so! Oh look, that's Jamie! He _____ (come over) here! _____ (you / want) to meet him?

Maggie: Oh yes!

3. WHAT ARE THE PEOPLE DOING? DESCRIBE THE PICTURE.



- 1) He is reading the newspaper on a bench.
- 2) _____
- 3) _____
- 4) _____

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5) _____

6) _____

7) _____

8) _____

9) _____

10) _____

11) _____

12) _____

13) _____

14) _____

15) _____

TENSES- PAST SIMPLE AND PAST CONTINUOUS

1. TRANSLATE THE VERBS BETWEEN BRACKETS AND PUT THEM IN THE PAST SIMPLE. THE VERBS ARE REGULAR AND IRREGULAR.

MY MEMORABLE NIGHT AT THE EDINBURGH FESTIVAL

This _____ (se passer) in my first summer when I _____ (être) at Edinburgh university. I _____ (vivre) in a room in a big house with three friends. That summer, some musicians _____ (louer) two other rooms in our house. It _____ (être) August and the Edinburgh Music and Arts Festival was

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on. The musicians _____ (être) from Poland, Italy and the Netherlands. One afternoon they _____ (raconter) me about a Latin music club. My friend and I _____ (dire) that we _____ (vouloir) to go with them. We _____ (rencontrer) them at the club that evening at 9.00 pm. It _____ (avoir) a really friendly atmosphere and the music was fantastic. Our new friends _____ (speak) English very well and we _____ (passer) the evening dancing and chatting. When we _____ (partir/quitter) the club, we _____ (trouver) that we _____ (pas avoir) the money for a taxi home. It was a warm night, so we walked home through the streets. The musicians _____ (voir) the historic buildings and monuments for the first time, they _____ (penser) that they were very beautiful. We _____ (arriver/obtenir) home at 4.00 am, but we _____ (pas aller) to bed. We _____ (faire) some coffee and chatted. Then our friends played the guitar and we _____ (chanter) songs that we all _____ (connaître). It was a wonderful, memorable evening and, ten years later, we are still friends!



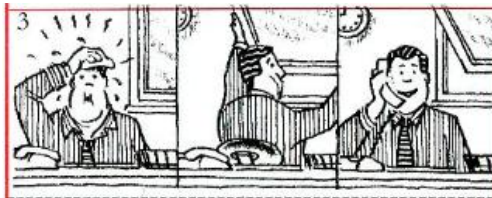
2. PUT THE VERBS BETWEEN BRACKETS IN THE PAST SIMPLE OR PAST CONTINUOUS.



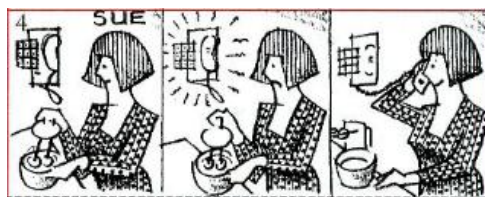
A. It _____ (rain) when we
_____ (go) out.



B. When I _____ (arrive) at the office, Jane and Paul
_____ (work) at their desks.



C. I _____ (open) the door because it was hot!



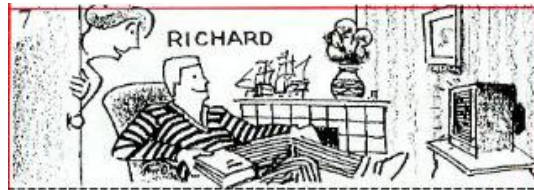
D. The phone _____ (ring) while Sue
_____ (cook) dinner.



E. I _____ (hear) a noise outside, so I
_____ (look) out of the window.



F. Tom _____ (look) out of the window when the accident
_____ (happen).



G. Richard had a book in his hand but he _____ (not /
read) it. He _____ (watch) TV.



H. Catherine bought a magazine but she _____ (not /
read) it. She didn't have time.



I. I _____ (finish) my meal,

(pay) the bill and _____

(leave) the restaurant.



J. I _____ (see) Kate this morning. I

(walk) along the street and she

(wait) for the bus.

3. CHOOSE BETWEEN THE PAST SIMPLE AND THE PAST CONTINUOUS.

- A. Sheila **walked / was walking** along the river when she **saw / was seeing** a bull.
- B. When he **met / was meeting** them, they **waited / were waiting** for the bus.
- C. He **lied / was lying** on the road when I **got / was getting** there.
- D. It **began / was beginning** to rain heavily while we **played / were playing** golf.
- E. The dog **lied / was lying** under the table while I **studied / was studying**.
- F. While I **walked / was walking** back home, it **started / was starting** to rain.
- G. We **ran / were running** down the road when the accident **happened / was happening**.
- H. He **drove / was driving** fast when he **had / was having** an accident.
- I. I **dreamed / was dreaming** when you **woke / were waking** me up.
- J. We **played / were playing** chess when John **came / were coming** in.

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

A. He _____ (play) the guitar outside his house when someone _____ (open) the window and _____ (throw) a bucket of water.

B. THE BOY _____ (was) knocked down by a bus while he _____ (cross) the street.

C. When we _____ (come) out of the water, the children _____ (lie) on the sand.

D. Two days ago, I _____ (go) to town and _____ (buy) an alarm clock.

E. "What _____ (you / do) when the phone _____ (ring)?" - I _____ (watch) TV!

F. _____ (your team / win) the football match yesterday?

G. "How fast _____ (you / drive) when the police _____ (stop) you?" - I don't know exactly but I _____ (not / drive) very fast.

H. Carole _____ (break) her arm last week. It _____ (happen) while she _____ (paint) her bedroom. She _____ (fall) off the ladder.

I. Yesterday, Sue _____ (walk) along the road when she _____ (meet) Jim. He _____ (go) to the station to catch a train and _____ (carry) a bag. They _____ (stop) to talk for a few minutes.

TENSES – PAST SIMPLE AND PAST PERFECT

1. MATCH THE FIRST HALF OF THE SENTENCE WITH THE SECOND HALF.

1. I couldn't go swimming because ...	A. He had cut my hair too short.
2. I had a big argument with my husband last night because ...	B. I had left my towel at home.
3. I nearly cried when I came out of the hairdresser's because ...	C. I hadn't brought my glasses.
4. I couldn't sleep because ...	D. I had drunk too much coffee.
5. I failed the exams because ...	E. He had forgotten our wedding anniversary.
6. I had problems reading the menu because ...	F. The chef hadn't cooked it enough.
7. I couldn't eat the fish because ...	G. I hadn't studied enough.

<i>1.</i>	<i>2.</i>	<i>3.</i>	<i>4.</i>	<i>5.</i>	<i>6.</i>	<i>7.</i>

2. CHOOSE BETWEEN PAST SIMPLE AND PAST PERFECT

- A. When we **got / had got** home, we saw that somebody **broke / had broken** the kitchen window.
- B. Luckily, it **stopped / had stopped** snowing when we left / had left.
- C. When our friends **arrived / had arrived**, we already **finished / had already finished** cooking the dinner.
- D. I **took / had taken** the jacket back because I **bought / had bought** the wrong size.
- E. Jill **didn't come / hadn't come** with because she **made / had made** other plans.
- F. We **didn't get / hadn't got** a table in the restaurant because we **didn't book / hadn't booked**.

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G. I **didn't recognize / hadn't recognized** him when I met him yesterday because he **changed / had changed** so much.

H. My friend **phoned / had phoned** last night to tell me that I **left / had left** my wallet in his car.

I. When I **turned on / had turned on** the radio, the news **already finished / had already finished**.

J. The bar **closed / had closed** by the time we **arrived / had arrived**.

3. PUT THE VERBS BETWEEN BRACKETS IN THE PAST SIMPLE OR PAST PERFECT.

A. When they _____ (get) to the station, the train _____ (already / leave).

B. She _____ (be) very cold because she _____ (not / take) her coat.

C. The printer (not / work) because he _____ (not / turn it on).

D. I _____ (not / can) take a photo of the crocodile because I _____ (forget) to charge the battery.

E. They _____ (never / fly) before and they _____ (be) nervous.

F. When he _____ (arrive) at the swimmingpool he realized that he _____ (not / bring) his swimsuit.

G. She _____ (just / have), so she _____ (not / be) hungry.

H. The waitress _____ (run) after him because he _____ (not / pay) the bill.

4. CORRECT THE MISTAKES IN THE FOLLOWING SENTENCES.

Example: Did you ever see her before you met her at school?

-> **Correction:** Had you ever seen her before you met her at school?

A. He had gone to the office because somebody had told him.

-> **Correction:**

B. I recognized him because I did see him before.

-> **Correction:**

C. I hadn't gone out because I hadn't finished my homework.

-> **Correction:**

D. When I met Jim, he was already a soldier for three years.

-> **Correction:**

E. She played the flute and then she had sung in the choir.

-> **Correction:**

TENSES – MIXED TENSES (ALL TENSES)

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

A. Dear friends, the sun _____(shine) hard here. At the moment, we _____ (sit) at the local swimming pool and we _____ (drink) a cup of coffee.

B. “ _____ (you / want) a beer?”

- Oh no, thank you. I _____ (not / like) beer. I _____ (drink) my first and last beer when I was 15!

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C. Every week, Tom _____ (write) a long mail to his parents, but he _____ (not / write) at the moment because he _____ (hurt) his hand yesterday while he _____ (play) football.

D. Lucy is over there! She _____ (sit) on the chair. She _____ (like) sitting here.

E. It _____ (rain) very hard tonight. It's a pity, yesterday _____ (be) such a beautiful day, it _____ (not / rain) at all.

F. My mum _____ (cook) while I _____ (watch) my favourite show yesterday.

G. Please, move. You _____ (stand) in the way.

H. "_____ (you / go out) last night or _____ (you / stay) at home?"

- I _____ (go) to the cinema but I _____ (not / enjoy) the movie because people _____ (talk).

I. "What _____ (you / do) last weekend?"

- I _____ (go) to the zoo with my nephew.

J. Our house _____ (burn) 5 months ago, so we _____ (live) at my aunt's at the moment.

K. "How _____ (you / break) the window?"

- We _____ (play) football, I _____ (kick) the ball and it _____ (hit) the window.

L. When I went to Sarah's house, I _____ (know) that she _____ (be) busy, so I

_____ (not / want) to disturb her. When I
_____ (arrive), she _____
(study) in her bedroom.

M. Mary _____ (usually / phone) me on Fridays but she
_____ (not / phone) yesterday.

2. PUT THE VERBS BETWEEN BRACKETS IN THE PAST SIMPLE/CONTINUOUS OR PAST PERFECT

A. Yesterday afternoon Sharon _____ (go) to the station
to meet Paul. When she _____ (get) there, Paul
_____ (already / wait) for her. His train
_____ (arrive) early.

B. When I got home, Bill _____ (lie) on the sofa. The
television was on but _____ (not / watch) it. He
_____ (fall) asleep and _____
(snore) loudly. I _____ (turn) the television off and just
then he _____ (wake) up.

C. Last night, I _____ (just / go) to bed and
_____ (read) a book when suddenly, I
_____ (hear) a noise. I _____
(get) up to see what it was but I _____ (not / see)
anything, so I _____ (go) back to bed.

D. Mary had to go to New York last week, but she almost
_____ (miss) the plane. She
_____ (stand) in the queue at the check-in-desk when she
suddenly _____ (realize) that she

_____ (leave) her passport at home. Fortunately, she doesn't live very far from the airport, so she _____ (have) time to take a taxi home to get it. She _____ (get) back to the airport just in time for her flight.

E. I _____ (meet) George and Linda yesterday as I _____ (walk) through the park. They _____ (be) to the Sports Centre where they _____ (play) tennis. They _____ (go) to a café for a drink and _____ (invite) me to join them but I _____ (arrange) to meet a friend and _____ (not / have) time.

3. TRANSLATE THE FOLLOWING SENTENCES.

A. Quand nous sommes arrivés le souper avait déjà commencé.

B. Elle parle tout le temps de son petit ami! C'est agaçant!

C. J'écoutais la radio quand tu as frappé à la porte, c'est pourquoi je ne t'ai pas entendu.

D. "Que faisais-tu hier à 22H?"

- Je lisais un livre dans le canapé.

E. Comme tu prenais ton petit-dejeuner à ce moment-là, je n'ai pas voulu te déranger.

4G/TTR

F. Aujourd'hui, elle porte une jupe mais hier, elle portait un pantalon.

G. L'avion décolla à 7h de Chine. Il vola très haut quand il s'écrasa tout à coup.

H. Hier, je regardais la télévision pendant que mon mari écoutait un concert à la radio.

I. Je suis allé en Espagne pendant les vacances.

J. J'ai perdu mes clés hier. Je les cherche partout.

K. Les élèves étaient impressionnés car ils n'avaient jamais vu cela avant!

L. Quand elle est rentrée à la maison, elle a réalisé que son portefeuille avait disparu.

M. Ils se sont rencontrés à la gare. Elle montait dans le train quand il lui a parlé.

PART II - SKILLS

READING SKILLS - CHANGING SCHOOLS

Contexte:

Dans le cadre du cours d'anglais, vous avez discuté des différences entre l'école d'hier et d'aujourd'hui. En lisant un magazine anglophone « Club », tu tombes sur un article qui présente la vie à l'école dans les années 1950 et celle dans les années 2000. Tu décides de le lire afin de pouvoir en discuter en classe le lendemain.

Tâche:

Lis l'article (*Then : 1950s* et *Now : 2009*) ci-joint. Pour préparer au mieux l'explication de l'article à la classe, écris un compte-rendu faisant la comparaison entre l'école des années 50 et celle des années 2000 en reprenant des informations concernant les points suivants (dans l'ordre) :

- La scolarité des filles et des garçons (et les différences)
- Le temps de scolarité
- La discipline
- Le matériel (+ témoignage d'élève/professeur)



Changing schools

Think your teachers are tough and school is strict? Rewind back 50 years, CLUB¹ takes you back to school...

CROWDED CLASSROOMS: Classes had an average size of 60.

Then

In the 1950s comprehensive² schools were very new. In some school, girls and boys were still taught separately. Girls learnt domestic³ subjects, such as sewing and hygiene, while boys concentrated on maths and science. Boys tended to do better than girls. Girls were given less homework because of 'the heavy domestic duties performed by them in their homes'. There was no National Curriculum, so the school decided what they taught and how they taught each subject.

Only a few privileged pupils stayed at school after the age of 14. Even fewer would go on to university. Discipline was very strict. Teachers were allowed to use corporal punishment⁴ - to hit pupils who misbehaved or did not do well enough in lessons. This was outlawed⁵ in 1986.

Materials were basic – teachers used chalkboards to communicate with the whole class and pupils used slates⁶. A pupil at Roath School in Wales remembers: “... *writing on slates with slate pencils, not being allowed to talk and sitting at a desk in rows. We also had to go to the outside toilets during playtime which were horrid.*”

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- 1 Source: CLUB MARCH / APRIL 2009, pp12-13.
 - 2 établissement d'enseignement secondaire général
 - 3 domestic (adj) : in the home
 - 4 corporal punishment (n) : to hit the body
 - 5 to outlaw something (v) : to make something illegal
 - 6 slate (n) : a small board to write on

NOW

Most state schools are co-educational, meaning boys and girls are taught the same subjects together and get the same amount of homework. Girls now outperform boys in most subjects except physics and biology. Children have to be in school from the age of five, but most start at four and must stay at school until at least 16, and many stay until 18. Now, university is much more accessible. Over half a million British students apply to university 71% of all school pupils.

British classrooms are high-tech and most are kitted out⁷ with computers and interactive whiteboards. "The demand for whiteboards and technology has grown faster in England than anywhere else in the world," says Nancy Knowlton, chief executive of Smart Technologies. Former Prime Minister Tony Blair introduced whiteboards for every class in 2005. Now pupils can access school work and materials, hand in homework and even take part in lessons from home when they are ill, using intranet systems.

Some people think discipline in schools is not strict enough. Teachers are certainly not allowed to hit pupils!

"When I was growing up and I acted up⁸ at school, I had four people to worry about: my teacher, my principal and my mum and dad. Now, when a kid acts up, the teacher has to worry about the head teacher, the head teacher has to worry about the parent's lawyers and the kid doesn't have to worry about a thing."

7 to be kitted out (v, informal) : to be equipped with

8 to act up: misbehave, faire des siennes, faire l'idiot

LISTENING SKILLS - FAVOURITE THINGS

Contexte:

Au cours d'anglais, vous venez juste de terminer la séquence "Good times, bad times" (sur les bons et les mauvais moments de la vie). Ton professeur voudrait bien que vous réalisiez une expression orale sur cette séquence. Il s'agirait de choisir un objet à vous, qui vous tient à coeur et expliquer pourquoi, ainsi que les bons moments que cet objet vous fait/a fait passer. En panne d'inspiration, tu cherches quelques idées sur Internet et tu tombes sur un petit podcast que tu décides d'écouter ...

Tâche:

Tu écoutes le podcast et pour chaque personne, tu mentionnes son objet préféré et les raisons qui pour lesquelles c'est son objet préféré (ce qu'il/elle en fait, avantages, moments passés avec, ...).

Modalités:

Tu écouteras la piste audio 3 fois dont une fois avec pauses et rédigeras des réponses sous forme de phrases complètes en français. Voici le lien de l'audition:
<https://learnenglishteens.britishcouncil.org/skills/listening/intermediate-b1-listening/favourite-things>



WRITING SKILLS - LIFE IN LOCKDOWN

Contexte: Nous voilà confinés depuis presque 2 mois. Hormis, quelques e-mails échangés concernant les travaux d'anglais, nous n'avons plus beaucoup de nouvelles de vous et ne savons rien de comment se déroule vos vies durant cette période si particulière.

Tâche: Nous souhaiterions que vous nous parliez de votre confinement et ce, de façon très libre. Vous pouvez nous parler du déroulement d'une journée "type" de confinement, de ce qui vous manque le plus, de vos émotions/votre ressenti, d'une anecdote qui s'est produite durant ce lockdown ... Tout ce que vous voulez!

Modalités:

Ton texte sera rédigé en anglais et comptera environ 160 mots. Tu as droit au dictionnaire 10 minutes (essaye de jouer le jeu).



