

Cahier de travail Mars/Avril 2020

Gonda P. / Rousselle V.

6TQ

**Mars/Avril 2020**

**6TQ - Langue Moderne I  
(ANGLAIS)**

**CAHIER DE TRAVAIL  
CORRECTIF DOSSIER I**

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# **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. ➤ **He's in room 5.**
- B. Sam and I are early. ➤ **We're early.**
- C. Julia is a teacher. ➤ **She's a teacher.**
- D. The school is in Madrid. ➤ **It's 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. ➤ **I can't find it.**
- B. She speaks to her father in German. ➤ **She speaks to him in German.**
- C. He meets his friends after work. ➤ **He meets them after work.**
- D. Can you help my friend and me? ➤ **Can you help us ?**
- E. Ivan is in love with his girlfriend. ➤ **Ivan is in love with her.**
- F. My son doesn't like cats. ➤ **My son doesn't like them.**

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

**4. COMPLETE THE SENTENCES WITH A POSSESSIVE DETERMINER.**

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

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

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

**5. CIRCLE THE CORRECT WORD.**

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

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

F. Is *she* / *her* German?

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

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

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

J. *She* / *Her* is from Barcelona.

## 6. CHOOSE THE CORRECT WORD TO COMPLETE THE SENTENCES

a) Could \_\_\_\_ take a message, please?

- **you**
- her
- your

a) They showed us all \_\_\_\_ holiday photos last night.

- they
- **their**
- ours

b) Sandy and \_\_\_\_ are going to the café.

- **I**
- me
- her

c) Do you want \_\_\_\_ to turn this off?

- I
- **me**

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- my

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

- She
- **They**
- Its

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

- they
- their
- **them**

f) Let \_\_\_\_ help you with that.

- he
- my
- **me**

## *BASIC GRAMMAR - QUESTION WORDS*

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

***WHAT - WHERE- WHEN - WHY - WHO - HOW***

A. **Who** sits next to Frank? Clara.

- B. **Where** does the boy come from? He's from Newcastle.
- C. **How** old are her children? They are seven and ten.
- D. **When** is Peter's birthday? In April, I think.
- E. **Who** is best at playing tennis? It's Bob.
- F. **Where** are you going? I'm going to my friends' house.
- G. **When** does the restaurant open? It opens at six o' clock.
- H. **Where** can I get some ice cream? You can get some at the snack bar.
- I. **What** are you going to order? Fish and chips.
- J. **What** 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**.

-> ***What does he write?***

b) **Lacy** likes soccer

-> ***Who likes soccer?***

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

-> ***What did the girl watch?***

d) He discovered **the truth**.

-> ***What did he discover?***



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e) I saw Peter last night.

-> *When did you see Peter?*

f) They go to work by bus.

-> *How do they go to work?*

g) David liked cats because they are nice.

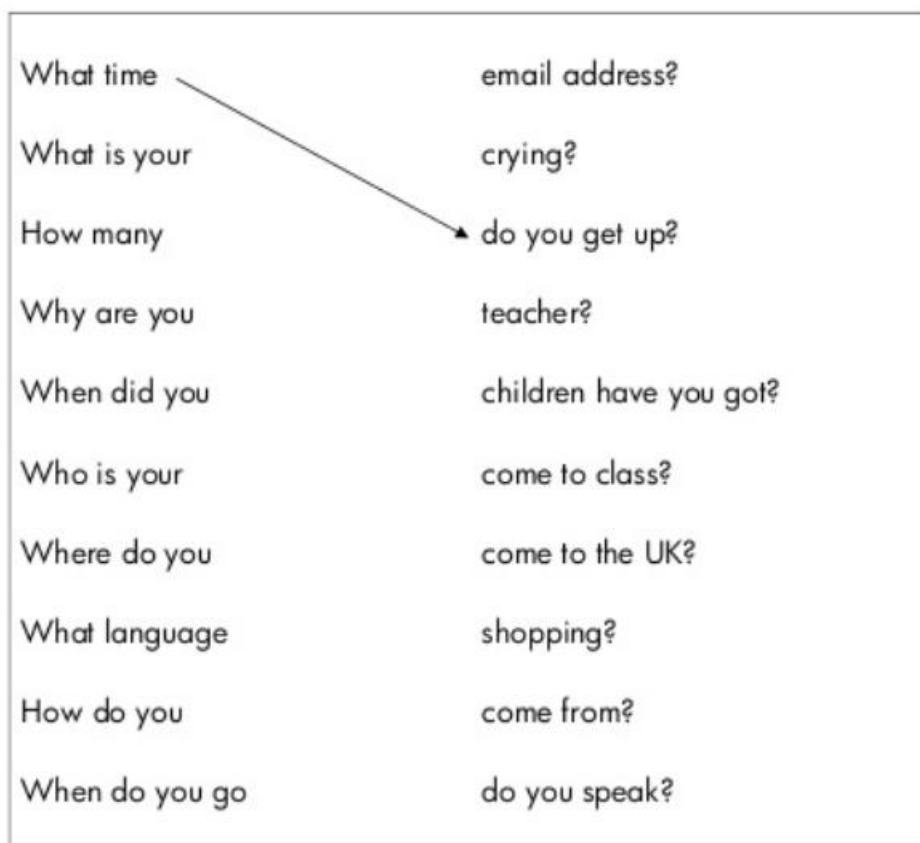
-> *Why did David like cat?*

h) John is writing a letter.

-> *What is John writing?*

**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?



- *What is your e-mail address?*
- *How many children have you got?*
- *Why are you crying?*
- *When did you come to the UK?*
- *Who is your teacher?*
- *Where do you come from?*
- *What language do you speak?*
- *How do you come to class?*
- *When do you go shopping?*

## GRAMMAR – PRESENT SIMPLE AND PRESENT CONTINUOUS

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

- A. Mister Smith **usually teaches** (teach/usually) French but he **is teaching** (teach) history this year.
- B. They **are studying** (study) for their exam at the moment.
- C. A lot of tourists **visit** (visit) this place each year.
- D. **Are you coming** (you/come) with me tonight? **Do you want** (you/want) to go to the cinema?
- E. I'm a secretary, I **work** (work) in an office. But today, I'm **not working** (not work), I'm **reading** (read) a detective novel.
- F. The moon **goes** (go) around the earth.
- G. I **suppose** (suppose) you **don't understand** (not understand) what I **want** (want) to tell you.

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

I. “**Are you listening** (you/listen) to the radio?” - No, you can turn it off.

J. “**Do you listen** (you/listen) to the radio every day?” - No, just occasionally.

## ***2. SAME EXERCISE BUT WITH A TEXT!***

Dear Tara,

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

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

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

**Are you having** (you/have) a nice time in Cambridge? Is your job at Fatsy's Pizzaz OK?

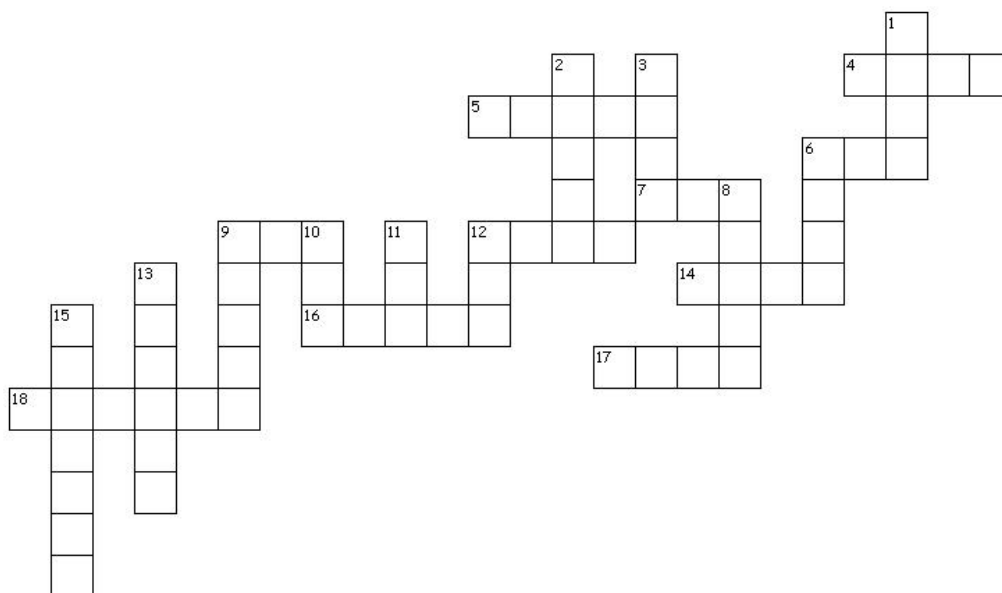
What time **do you start** (you/start) work every day? **Do you get** (you/get) a free lunch at the restaurant? **Is Martin working** (Martin/work) hard for his exams?

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* -> **left**

5. speak – *past simple* -> **spoke**

6. get – *past simple* -> **got**

7. do – *past simple* -> **did**

9. see – *past simple* -> **saw**

12. make – *past simple* -> **made**

14. come – *past simple* -> **came**

16. spend – *past simple* -> **spent**

17. take – *past simple* -> **took**

18. forget – *past simple* -> **forgot**

### Down

1. go – *past simple* -> **went**

2. find – *past simple* -> **found**

3. read – *past simple* -> **read**

6. give – *past simple* -> **gave**

8. drink – *past simple* -> **drank**

9. sleep – *past simple* -> **slept**

10. be – *past simple* -> **was**

11. eat – *past simple* -> **ate**

12. meet – *past simple* -> **met**

13. buy – *past simple* -> **bought**

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

### *A lucky day*

Yesterday I **woke up** when my alarm clock **rang**. My mum **got up** immediately and she **brought** me my breakfast in bed. I **ate** cereal and **drank** cocoa with milk. Then I **had** a shower and got dressed. I **chose** a nice T-shirt and the trousers my grandma **bought**

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me in New York during the holidays. My goldfish **swam** towards me when he **saw** me and I **fed** him.

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

I **heard** Dad calling me. He asked me if I **learned / learnt** my lessons. I **told** him I **knew** them by heart and he **drove** me to school. He **gave** me some pocket money to buy a croissant. I **took** it and **said** thank you. At school I **found** a love letter in my locker. My secret girlfriend **sent** it to me. I **read** it in a hurry. She **said** I was the most handsome boy in my class and it **made** me feel great!

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

I **bought** her some earrings for her birthday. They **cost** me a lot of money but they're beautiful. After that, I **had** a maths test which I **thought** was a piece of cake. I **understood** everything. On my way home I **saw** a rainbow. After having dinner I **did** my homework and then **went** to bed. I **slept** like a log (FR: souche) in my car shaped bed. I **dreamt/dreamed** I **won** 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 **was sleeping** (sleep) when the doorbell **rang** (ring).

B. We **were eating** (eat) dinner at 8pm last night (we started eating at 7:30).

C. Yesterday I **went** (go) to the post office, **bought** (buy) some fruit at the supermarket and **read** (read) a book in the park.

D. We **were watching** (watch) TV when we **heard** (hear) a loud noise.

E. Julie **was** (be) in the garden when Laurence **arrived** (arrive).

F. A: What **were you doing** (you / do) at 3pm yesterday?

G. B: I **was cleaning** (clean) my house.

H. Last year I **visited** (visit) Paris and Rome.

I. They **were having** (have) dinner when the police **came** (come).

J. He **was working** (work) in the garden when he **found** (find) the money.

K. Laura **was studying** (study) at 11pm last night.

L. I **was walking** (walk) along the road when I **met** (meet) a friend.

M. It **was** (be) a day in December. Snow **was falling** (fall), children **were singing** (sing) carols and people **were doing** (do) their shopping.

N. My ex-boyfriend **was** (be) so annoying! He **was always missing** (always / miss) the bus and **arriving** (arrive) late. -> Agacement sur un évènement qui se répète dans le passé.

O. When I **called** (call) Julie, she **was working** (work).

P. Why **were you crying** (you / cry) when I **arrived** (arrive)?

Q. When he **got** (get) home, we started to eat dinner.

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- R. At 10am yesterday I **was sitting** (sit) on a bus.
- S. I **was enjoying** (enjoy) my book so much that I **didn't notice** (not / notice) the train had stopped.
- T. David **wasn't sleeping** (not / sleep) when I **arrived** (arrive), he **was studying** (study)!
- U. Mr Black **wasn't working** (not / work) in the garden at 10pm last night.
- V. It **was** (be) a day last September. The sun **was shining** (shine), the birds **were singing** (sing). I **was walking** (walk) along the street when I **met**(meet) an old friend.
- W. He **was living** (live) in Russia when the Revolution **started** (start).
- X. When her train **got** (get) to the station, we **were waiting** (wait) on the platform.
- Y. He **was** (be) so annoying! He **was always leaving** (always / leave) his things everywhere. -> Agacement sur un évènement qui se répète dans le passé.
- Z. On holiday we **visited** (visit) Rome, **saw** (see) the Vatican, and **spent** (spend) a few days at the beach.
- AA. Why **were you standing** (you / stand) on a chair when I **came** (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 **haven't heard** (not/hear) from Susan since she **moved** (move) to Edinburgh last November.
- B. They **have been** (be) married for 10 years and are very happy together.



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- C. “When **did they get** (they/get) engaged?” - I think they **got** (get) engaged last July.
- D. I **have just seen** (see/just) the postman across the road.
- E. I **phoned** (phone) the office at ten. “Steve isn’t there today”, they said.
- F. Karen **loved** (love) Mexico when she first **saw** (see) it.
- G. “**Have you ever been** (you/ever/be) to New York?” - No, but I **went** (go) to Miami five years ago.
- H. It **has been** (be) dry so far this week, but last week **was** (be) very wet.
- I. I’m sorry but I **haven’t finished** (not finish) the job yet.
- J. She **worked** (work) there for ten years and then she **moved** (move).
- K. Columbus **discovered** (discover) America more than 400 years ago.
- L. I **haven’t seen** (not see) you for more than a year. I miss you!
- M. How long **have you known** (know) him?
- N. I **started** (start) translating this book last month but I **haven’t finished** (not finish) yet.
- O. I **haven’t seen** (not see) any plays this season.
- P. When he **got** (get) off the plane, he **went** (go) to get some aspirin. That was quite a while ago.
- Q. I **haven’t seen** (not see) you since we **met** (meet) a year ago.
- R. How long ago **did the last war happen** (happen/the last war)?
- S. I **haven’t eaten** (not eat) caviar since I **was** (be) in Moscow.
- T. My brother **has already written** (already/write) 5 mails today!

**2. FILL IN THESE SENTENCES WITH SINCE OR FOR.**

- A. You haven’t sent me any money **since** last April.
- B. They have lived in this street **for** the last ten years.

- C. She hasn't spoken to me **since** ten o'clock.
- D. They have lived in this street **for** quite a long time.
- E. I haven't driven a car **since** I got my driving licence.
- F. There hasn't been a famine here **for** centuries.
- G. It hasn't rained here **for** more than a month.
- H. She has worn the same old dress **since** last week.
- I. You haven't called me **since** Easter Day.
- J. There hasn't been a war here **since** 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) **prettier** than mine.
- B. Cheetahs are (fast) **the fastest** animals we can find.
- C. Eating fruit and vegetables is (healthy) **healthier** than eating hot dogs.
- D. I like milk (good) **better** than coffee.
- E. China has (many) **more** people than any other country in the world.
- F. The blue whale is (heavy) **the heaviest** animal in the world.
- G. Which is (big) **the biggest**, Portugal or Spain?
- H. Travelling by plane is (comfortable) **more comfortable** than travelling by car.
- I. He is (untidy) **the untidiest** person in class.
- J. Buying things from plastic is (bad) **worse** than buying things from recycled paper.

### 2. TRANSLATE THE FOLLOWING SENTENCES INTO ENGLISH.

- A. Tim est le garçon le plus intelligent de la classe.  
-> **Tim is the smartest/the most intelligent boy in the class.**
- B. Cette actrice est la plus connue au monde.  
-> **This actress is the most famous (actress) in the world.**
- B. Ce smartphone est plus puissant que cet ordinateur.  
-> **This smartphone is more powerful than this computer.**
- C. Ta soeur est aussi amusante que ton frère.

-> **Your sister is as funny as your brother.**

D. C'est la robe la moins chère du magasin.

-> **It's the cheapest dress in the store.**

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

-> **Today is the worst day of my life.**

F. Cette chaise est moins confortable que ce canapé.

-> **This chair is less comfortable than this couch/sofa.**

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

-> **It is not as cold in Sweden as it is in Greenland.**

H. Tu parles plus lentement que le professeur.

-> **You talk/speak slower than the teacher.**

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

-> **Maria isn't as strong as her brother.**

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

-> **Yesterday was the coldest day of the year / Yesterday was the least hot day of the year.**

## 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.

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- 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.
- 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.

-> Perhaps you ought to decide if you want to be on call 24-7

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

-> Maybe you should look for job advertisements online.

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

-> You probably ought to tell your family about your plans.

D. really / shouldn't / get discouraged.

-> You really shouldn't get discouraged.

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

-> **I think you should ask for advice from a career counselor.**

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



**SUGGESTIONS DE REPONSES**

- ✓ Suggestion n°1: You should go to bed earlier / you could go to bed earlier/ If I were you, I would go to bed earlier.
- ✓ Suggestion n°2: **If I were you, I would buy a new suit / You could buy a new suit / You should buy a new suit.**
- ✓ Suggestion n°3: **If I were you, I would get a haircut / You could get a haircut / You should get a haircut.**
- ✓ Suggestion n° 4: **If I were you, I would try to keep calm / You could try to keep calm / You should try to keep calm.**
- ✓ Suggestion n°5: **If I were you, I would try to anticipate the questions / You could try to anticipate the questions / You should try to anticipate the questions.**

## GRAMMAR – QUANTIFIERS

### 1. COMPLETE THE FOLLOWING STATEMENTS USING:

**A LITTLE – LITTLE – A FEW – FEW**

- A. I have **a little** water left. There's enough to share.
- B. I have **a few** good friends. I'm not lonely.
- C. We've got **a little** time at the weekend. Would you like to meet?
- D. Julie gave us **a few** apples from her garden. Shall we share them?
- E. I've got **a few** cakes to give away. Would you like one?
- F. **Few** children from this school go on to university, unfortunately.
- G. Do you need information on English grammar? I have **a few** books on the topic if you would like to borrow them.
- H. She's lucky. She has **few** problems.
- I. London has **little** sunshine in the winter. That's why so many British people go on holiday to sunny places!
- J. There are **few** programmes on TV that I want to watch. I prefer to download a film.
- K. He has **little** free time. He hardly ever even manages to call his mother!
- L. Unfortunately, I have **a few** problems at the moment.
- M. Are you thirsty? There's **a little** 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 **no** apples left, but they've still got **a little** pepper.
- B. They've got **a few** bananas but they haven't got **any** sugar.
- C. There's **no** butter and only **a little** olive oil.
- D. They've got **a few** paper napkins but there are **no** biscuits at all.
- E. They've still got **a little** vinegar but they haven't got **any** 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.



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*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.

-> **He has been unemployed/out of work for two years.**

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.

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-> **The company is looking for a trainee for a part-time job as a computer sales assistant. He will be paid by the hour.**

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

-> **Your CV summarizes your work experience, qualifications and skills for a potential employer.**

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

-> **There are a lot of interesting things on their website but it could be more stylish.**

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

-> **To get a job interview, you should write a well-balanced CV/resume and a cover(ing) letter.**

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.

-> **Exhaust fumes cause a lot of pollution in big cities. You should stop using your car to reduce your carbon footprint.**

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

-> **Don't let the water run when you brush your teeth.**

H. J'essaie 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 have been trying to help the planet for a few years now so I eat organic vegetables, I recycle my waste and I don't buy mass-produced clothes.

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

-> I have always loved this store! It sells a lot of environmentally friendly/eco-friendly products.

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

-> She eats a lot of fruit and vegetables, she has a healthy lifestyle.

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

-> Some restaurants offer balanced meals but they are more expensive.

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.

-> I like "home-made" dishes but I don't have time to cook in the evening so I eat a lot of frozen and take-away food.

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

-> There are no vending machines in schools in Belgium.

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## **PART II - SKILLS**

## *READING SKILLS - PROS AND CONS OF FAST FOOD*

### Comment vous évaluer?

Selon la consigne, vous étiez censés choisir **DIX** pour et contre **minimum ET maximum** sur les **ONZE** proposés. Cela signifiait qu'il fallait **en laisser tomber un**. Chaque pour ou contre compte pour **2,5 points au total**, répartis comme ceci:

- **0,5 point** pour le **“titre”**

- **2 points** pour le **développement**.

2,5 points X 10 pour/contre = **25 points** (c'est donc le **MAXIMUM** que vous pouvez avoir si vous faites un sans faute).

Certains **points** étaient plus **développés** que d'autres, nous avons donc accepté **plusieurs réponses possibles** (d'où les **“OU”**). Pour ceux étant **moins développés**, il n'y a qu'**une réponse possible**/attendue (il n'y a **pas de “OU”**).

Comme mentionné ci-haut, le **développement** compte pour 2 points. Là c'est à vous de vous **auto-évaluer** et de voir si vous avez été très précis (2 points), plutôt précis (1,5 points), moyennement précis (1 point), peu précis (0,5 point) ou pas du tout précis/à côté de la plaque (0 points).

**Bonne correction :-)**

	REPONSES ATTENDUES
<b>CONTRE</b>	<p><b>1. Plein de calories ( /0,5)</b> -&gt; Oui, il y a un certain apport calorique requis mais trop de sucre, glucide et lipides dépasse ce besoin et est mauvais pour la santé: risques d'obésité, maladies cardio-vasculaires, diabètes et hypertension ( /2)</p> <p><b>2. Des sacrifices de santé physique sont faits ( /0,5)</b> -&gt; Les aliments produits en masse (comme ceux des fast-food) sacrifient certaines pratiques sanitaires et de santé, surtout la transformation de viande. <b>OU</b> Il y a des quantités élevées de conservateurs et de produits chimiques qui ne sont pas censés être consommés régulièrement ( /2).</p> <p><b>3. Ingrédients mystères ( /0,5)</b> -&gt; Les fournisseurs de ces chaînes ne sont pas toujours révélés au public. Donc, il n'y a pas de garantie que la viande ou autres substances utilisées dans les chaînes de fast-food ont été transformées de façon propre et humaine. <b>OU</b> Il y a aussi des ingrédients inconnus qui peuvent être nocifs pour la santé humaine. Les nuggets de poulet et les hot-dogs, par exemple, ne sont pas toujours fait à partir de vrai poulet ( /2).</p> <p><b>4. Aucune garantie pour la qualité des aliments ( /0,5)</b> -&gt; La plupart des chaînes de fast-food utilisent des</p>

	<p>ingrédients bon marché qui ne correspondent pas aux normes établies par l'Administration des produits alimentaire et médicamenteux des Etats-Unis. <b>OU</b> On ne peut pas être sûr que les repas servis dans ces chaînes de restaurants soient préparés et cuits dans des conditions sanitaires ( /2).</p> <p><b>5. Prive les familles de bon temps/moments ( /0,5)</b>          -&gt; Comme les repas de fast-food sont souvent pris à la hâte ou hors de la maison, les familles n'ont pas l'occasion de créer des liens ou de passer du bon temps aux heures de repas ( /2).</p>
<p><b>Pré-total</b>  (nombre de points)</p>	
	<b>REPONSES ATTENDUES</b>
<p><b>POUR</b></p>	<p><b>1. C'est rapide ( /0,5)</b>          -&gt; Ce genre de nourriture est pratique pour les gens qui sont toujours pressés ou n'ont pas le temps de préparer et de cuisiner des aliments pour elles-mêmes ou leurs proches <b>OU</b> économie de temps et d'énergie pour les parents qui doivent se dépêcher pour conduire leurs enfants à l'école et puis aller au boulot. ( /2)</p> <p><b>2. C'est bon marché ( /0,5)</b></p>



-> Les plats sont vendus à des prix bons marchés car ils ne prennent pas beaucoup de temps à préparer ou à cuisiner. C'est la meilleure solution pour les parents qui se dépêchent et ne veulent pas dépenser beaucoup en nourriture. **OU** Cuisiner des plats à la maison avec des ingrédients simples peut être beaucoup moins cher mais souvent ce qui manque au gens pour le faire, c'est le temps. ( /2).

**3. C'est pratique( /0,5)**

-> Les chaînes de fast food sont partout. Un simple trajet en voiture jusqu'à un magasin voisin suffit déjà à remplir toute la famille. **OU** Il y a plein d'options autres que les trucs américains (pizzas, pâtes, burgers, frites), il y a d'autres variétés au choix (asiatiques, mexicaines, indiennes, moyen-orientales) ( /2).

**4. La plupart des gens sont habitués ( /0,5).**

-> La restauration rapide fait partie de nombreux foyers américains. Cela signifie que beaucoup de personnes ont été habituées à en manger et que les parents n'auront pas de mal à en faire manger leurs enfants puisqu'ils y sont habitués. **OU** Les gens ne peuvent pas résister au goût du burger, d'une pizza au fromage ou de frites croustillantes. De plus, les fast-food peuvent satisfaire la faim très rapidement ( /2).

**5. Le même goût partout ( /0,5).**

-> Où que vous soyez dans le pays ou à l'étranger, vous saurez toujours ce que vous aller obtenir si vous

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	<p>commander dans une chaîne de fast-food. <b>OU</b> Si vous êtes à l'étranger et ne savez pas quoi manger, vous pouvez toujours choisir un fast-food si vous avez des doutes sur ce sert un resto ( /2).</p> <p><b>6. Ils proposent des options saines ( /0,5).</b></p> <p>-&gt; De nombreuses chaines de restauration rapide proposent maintenant des salades ou plats végétariens pour les personnes soucieuses de leur santé. Vous pouvez donc manger des aliments sains même lorsque vous êtes pressés ( /2).</p>
<p><b>Pré-total</b> (nombre de points)</p>	

<p><b>TOTAL</b></p>	<p>/25</p>
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## LISTENING SKILLS - 10 TIPS TO BECOME ECO-FRIENDLY

REponses ATTENDUES		POINTS
<b>1. Utilise un gobelet/mug réutilisable ( /1)</b>	- Pour se dégrader complètement, un gobelet en plastique prend au moins 450 ans ( /1).	/2
<b>2. Utiliser un sac de course réutilisable ( /1)</b>	- Cela économisera au moins 500 sac de course en plastique par an ( /1).	/2
<b>3. Utiliser des récipient et couverts réutilisables ( /1)</b>	- Les couverts en plastiques finissent dans les océans et tuent la vie marine ( /1).	/2
<b>4. Utiliser des ampoules LED ( /1)</b>	- Les vieilles ampoules utilisent 12 fois plus d'énergie que les LED et durent qu'un petit moment tandis que les LED durent 50 000 heures ( /1).	/2
<b>5. Eteindre l'air-co, le ventilateur et la lumière pour économiser de l'énergie quand tu quittes une pièce/ la maison ( /2)</b>	Pas d'infos supplémentaires.	/2
<b>6. Utiliser des piles rechargeables ( /1)</b>	- Idéal par rapport à celles à usage unique qui polluent l'environnement et causent des risques chimiques pour la santé ( /1).	/2
<b>7. Ne pas tout jeter ( /1)</b>	- Le surcyclage/recyclage peut donner à beaucoup de choses une seconde voire une troisième vie ( /1).	/2
<b>8. Planter un palétuvier (type d'arbre -&gt; OK si juste arbe et pas le nom exacte, c'est normal!)( /1)</b>	- Ce genre d'arbre abrite de nombreuses formes de vies différentes ( /1).	/2

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<b>9. Ne pas tous utiliser sa voiture ( /1)</b>	- Il faut essayer de faire du covoiturage ou de rencontrer de nouvelles personnes en prenant le bus ( /1).	<b>/2</b>
<b>10. Ne pas toujours aller dans une chaîne de supermarché ( /1)</b>	- Essayer d'acheter des produits d'origine locale, tels que les fruits et les légumes ( /1).	<b>/2</b>
<b>TOTAL</b>		<b>/20</b>