

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

4G/TTR

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

2. FILL IN THIS TEXT ON LITTLE RED RIDING HOOD (LE PETIT CHAPERON ROUGE) WITH SUBJECT OR OBJECT PRONOUNS + POSSESSIVE DETERMINERS (OUBLI DE NOTRE PART DANS LA CONSIGNE)

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

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

In the forest **she** met the big bad wolf. Little Red Riding Hood greeted **him** (**car "personnifié"**) and the wolf asked: "Where are **you** going, Little Red Riding Hood?"

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

"Can you tell **me** where **your** grandma lives?"

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

"Why don't **you** pick some nice flowers for **her**?" asked the wolf.

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

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



3. COMPLETE THE TRANSLATION WITH THE APPROPRIATE POSSESSIVE DETERMINER.

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

4G/TTR

- H. Sa couleur est rouge. (N.B. La couleur d'un jouet) → **Its** colour is red.
- I. Leur grand-père est grand. → **Their** grandfather is tall.
- J. Nos amis sont fâchés. → **Our** friends are angry.

4. COMPLETE THE SENTENCES WITH THE APPROPRIATE POSSESSIVE DETERMINER.

- A. Where's Lucia? - Is she in **her** room?
- B. No, she isn't. - She's with Bastien. She must be in **his** room.
- C. Have you got **your** iPod with you? I don't have mine.
- D. It's Mr. Young's key. - It's **his** key.
- E. We've got a problem. - It's **our** problem.
- F. Stephan has got a problem. - It's **his** problem.
- G. I've got a dog outside. - It's **my** dog.
- H. Look at this lovely bird! **Its** head is red!
- I. It's Mr. and Mrs Young's house. - It's **their** house.
- J. Henri has just gone out. He has forgotten **his** umbrella.
- K. Bill and I are going to leave soon. We are packing **our** suitcases.
- L. I love Paul but I don't like **his** dog.
- M. Samantha forgot **her** bag at the party yesterday.
- N. Put the rabbit into **its** box.
- O. Jack has two sisters. **Their** names are Jane and Judith.

GRAMMAR - QUANTIFIERS

1. FILL IN THE SENTENCES WITH SOME OR ANY.

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

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

- 1. A: **How many** bananas would you like, sir?
B: Just **a few**, please.
- 2. A: Can I have **some** milk?
B: Sorry, we haven't got **any** milk.

4G/TTR

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

4G/TTR

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

→ ***I find clive more interesting than tom. His jokes are some of the funniest ones I've ever heard.***

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

→ ***Greta is better than most people at chess but she isn't the best player in the club.***

4G/TTR

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

→ *Loïc is the laziest person I've ever met. He does less than 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 **the oldest** (old) in the shop where I work. I worry **more** (much) about the future and I feel like I work **harder** (hard) for the same salary. Everything is **more expensive** (expensive) and **more complicated than** (complicated) when we were younger.

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

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

PAUL You used to talk **more optimistically** (optimistic) than that. My mother said that you were **the most positive** (positive) person she knew when we were young. Sorry, I mean when we were **younger** (young).

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

PAUL I personally take things **easier** (easy) now than I did before. Now that I'm **older** (old) and **wiser** (wise) I'm **more relaxed** (relaxed).

4G/TTR

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

PAUL That's certainly a **better** (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 **in** the summer holidays?
- B. I only ever seen my cousins **at** Christmas.
- C. What are we going to do **at (British English) / on (American English)** the weekend?
- D. My exam is **on** 7th June.
- E. I'm having my first guitar lesson **on** Friday evening.
- F. Are there any holidays **in** October?
- G. Our school cafeteria opens for lunch **at** midday.
- H. We're planning to go skiing **at** Easter.
- I. I usually phone my girlfriend **at** 10 o'clock every evening.
- J. Some people study best **at** night but I prefer the morning.
- K. Jim had a terrible journey to Wales **on** Christmas Eve 2003
- L. They are getting married **on** Friday, **at** six o'clock **in** the evening.
- M. We can move to a house **in** 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 **in** the river.
- B. Where is Julia? - She's **at** school.
- C. The plant is **on** the table.
- D. Please, put those apples **in** the bowl.
- E. I always keep some extra money **in** my bag in case of emergencies.
- F. The cat is sitting **on** the chair.
- G. There was a spider **on** the ceiling.
- H. I stayed **at** home all the weekend.
- I. She hung a picture **on** the wall.
- J. Unfortunately, Mr Brown is **in** hospital.
- K. James met us **at** the door.
- L. Did you learn English **in** Malta?
- M. Pass me dictionary! - It's **on** the bookshelf.
- N. I'll meet you **at** the airport.
- O. There was a picture of a flower **on** 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 **are watching** (watch) TV.
- B. John! Someone **is knocking** (knock) at the door.
- C. Tom **always drinks** (always / drink) coffee in the morning.
- D. I'm tired, I **want** (want) to go to bed now.
- E. Be careful, a car is **coming down** (come) down the street!
- F. Normally, I **finish** (finish) work at 5 o'clock, but this week I'm **working** (work) until 6 o'clock to earn a little more money.
- G. Good students **never neglect** (never / neglect) their homework.
- H. I'm sick so I'm **not going** (not / go) to school today.
- I. How many foreign languages **do you speak** (you / speak)?
- J. Look! The sun **is rising** (rise). - I know, it **rises** (rise) very early in June.
- K. Mr Jones **cuts** (cut) the grass every Saturday.
- L. Grandmother **is staying** (stay) with us this week.
- M. Sandy & John **are getting** (get) into a red car right now.
- N. He **watches** (watch) television every day after dinner.
- O. "What **does your father** (your father / do)? What's his job?"
- He's an architect but he **isn't working** (not / work) at the moment.
- P. The train is never late. It **always leaves** (always / leave) on time.
- Q. Hurry up! Everybody **is waiting** (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 **don't think** (not / think) we have seen each other since Jim's party last year! How **are you getting on** (you / get on) ?

Jill: Oh, fine. Everything **is going** (go) very well.

Maggie: **Are you still going out** (you / still / go out) with Dave?

Jill: No, I'm not, but I'm **going out** (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 **is talking** (talk) to Charlotte.

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

Jill: Yes, that's him.

Maggie: Oh, he **looks** (look) very nice.

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

Maggie: I'm **still working** (still / work) at that awful cafe. I'm **looking for** (look for) other jobs but the problem is that I **feel** (feel) so tired when I **get in** (get in) that I **don't have** (not / have) much energy to look through all the job ads and everything.

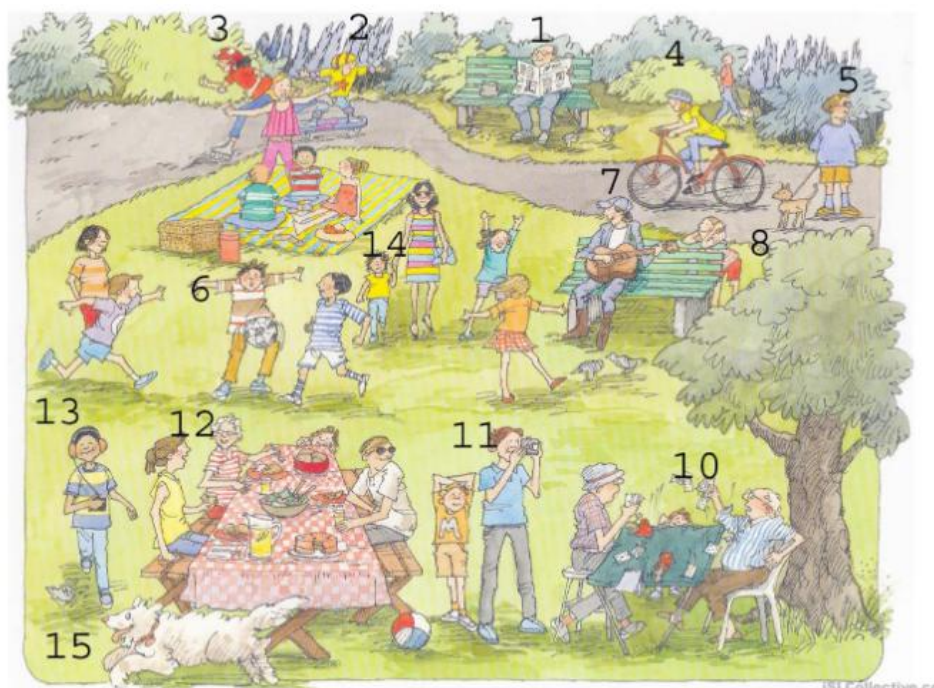
Oh well, I **suppose** (suppose) something else will come up soon.

4G/TTR

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

Maggie: Oh yes!

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



Attention, parfois, on ne voit pas bien si c'est une fille ou un garçon. Donc si vous avez mis he à la place de she ou l'inverse, ce n'est pas grave.

1) He is reading the newspaper on a bench.

2) He is skateboarding.

3) She is rollerblading / roller-skating

4) He is riding his bike.

5) He is walking his dog.

6) They are playing football.

4G/TTR

- 7) He is playing the guitar.
- 8) She is listening to the guitar player.
- 9) Oubli (il n'y en a pas).
- 10) They are playing with their grandchild. (?)
- 11) They are taking a picture.
- 12) They are having a picnic.
- 13) He is listening to music.
- 14) They are having a walk/walking around.
- 15) The dog is running.

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 **happened** (se passer) in my first summer when I **was** (être) at Edinburgh university. I **lived** (vivre) in a room in a big house with three friends. That summer, some musicians **rented** (louer) two other rooms in our house. It **was** (être) August and the Edinburgh Music and Arts Festival was on. The musicians **were** (être) from Poland, Italy and the Netherlands. One afternoon they **told** (raconter) me about a Latin music club. My friend and I **said** (dire) that we **wanted** (vouloir) to go with them. We **met** (rencontrer) them at the club that evening at 9.00 pm. It **had** (avoir) a really friendly atmosphere and the music was fantastic. Our new friends **spoke** (speak) English very

4G/TTR

well and we **spent** (passer) the evening dancing and chatting. When we **left** (partir/quitter) the club, we **found** (trouver) that we **didn't have** (pas avoir) the money for a taxi home. It was a warm night, so we walked home through the streets. The musicians **saw** (voir) the historic buildings and monuments for the first time, they **thought** (penser) that they were very beautiful. We **got** (arriver/obtenir) home at 4.00 am , but we **didn't go** (pas aller) to bed. We **made** (faire) some coffee and chatted. Then our friends played the guitar and we **sang** (chanter) songs that we all **knew** (connaître). It was a wonderful, memorable evening and, ten years later, we are still friends!



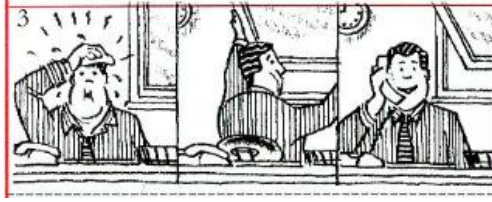
2. PUT THE VERBS BETWEEN BRACKETS IN THE PAST SIMPLE OR PAST CONTINUOUS.



A. It **was raining** (rain) when we **went** (go) out.



B. When I **arrived** (arrive) at the office, Jane and Paul **were working** (work) at their desks.



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



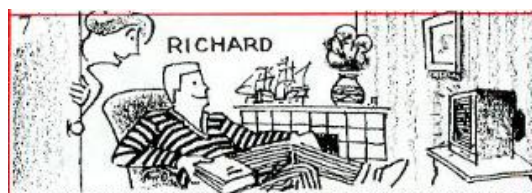
D. The phone **rang** (ring) while Sue **was cooking** (cook) dinner.



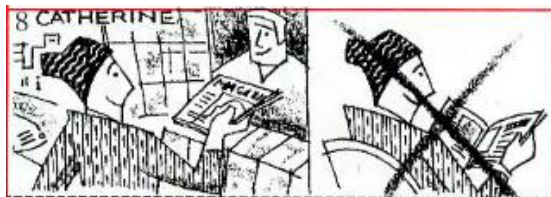
E. I **heard** (hear) a noise outside, so I **looked** (look) out of the window.



F. Tom **was looking** (look) out of the window when the accident **happened** (happen).



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



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



I. I **finished** (finish) my meal, **paid** (pay) the bill and **left** (leave) the restaurant.



J. I **saw** (see) Kate this morning. I **was walking** (walk) along the street and she **was waiting** (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**.

4G/TTR

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 **was playing** (play) the guitar outside his house when someone **opened** (open) the window and **threw** (throw) a bucket of water.

B. The boy **was** (was) knocked down by a bus while he **was crossing** (cross) the street.

C. When we **came** (come) out of the water, the children **were lying** (lie) on the sand.

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

E. "What **were you doing** (you / do) when the phone **rang** (ring)?" - I **was watching** (watch) TV!

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

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

H. Carole **broke** (break) her arm last week. It **happened** (happen) while she **was painting** (paint) her bedroom. She **fell** (fall) off the ladder.

I. Yesterday, Sue **was walking** (walk) along the road when she **met** (meet) Jim. He **was going** (go) to the station to catch a train and **was carrying** (carry) a bag. They **stopped** (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.

1.	2.	3.	4.	5.	6.	7.
B	E	A	D	G	C	F

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 us 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**.

4G/TTR

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 **got** (get) to the station, the train **had already left** (already / leave).

B. She **was** (be) very cold because she **hadn't taken** (not / take) her coat.

C. The printer (not / work) **didn't work** because he **had not turned it on** (not / turn it on).

D. I **couldn't** (not / can) take a photo of the crocodile because I **had forgotten** (forget) to charge the battery.

E. They **had never flown** (never / fly) before and they **were** (be) nervous.

F. When he **arrived** (arrive) at the swimmingpool he realized that he **hadn't brought** (not / bring) his swimsuit.

G. She **had just had** (just / have) **lunch** (oubli), so she **wasn't** (not / be) hungry.

H. The waitress **ran** (run) after him because he **hadn't paid** (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?

4G/TTR

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

-> **Correction: He went to the office because somebody had told him.**

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

-> **Correction: I recognized him because I had seen him before.**

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

-> **Correction: I didn't go out because I hadn't finished my homework.**

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

-> **Correction: When I met Jim, he had already been a soldier for three years.**

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

-> **Correction: She had played the flute and then she sang in the choir.**

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 **is shining** (shine) hard here. At the moment, we **are sitting** (sit) at the local swimming pool and we **are drinking** (drink) a cup of coffee.

B. “**Do you want** (you / want) a beer?”

- Oh no, thank you. I **don't like** (not / like) beer. I **drank** (drink) my first and last beer when I was 15!

C. Every week, Tom **writes** (write) a long mail to his parents, but he **isn't writing** (not / write) at the moment because he **hurt** (hurt) his hand yesterday while he **was playing** (play) football.

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

E. It **is raining** (rain) very hard tonight. It's a pity, yesterday **was** (be) such a beautiful day, it **didn't rain** (not / rain) at all.

4G/TTR

F. My mum **was cooking** (cook) while I **was watching** (watch) my favourite show yesterday.

G. Please, move. You **are standing** (stand) in the way.

H. “**Did you go out** (you / go out) last night or **did you stay** (you / stay) at home?”

- I **went** (go) to the cinema but I **didn't enjoy** (not / enjoy) the movie because people **were talking** (talk).

I. “What **did you do** (you / do) last weekend?”

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

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

K. “How **did you break** (you / break) the window?”

- We **were playing** (play) football, I **kicked** (kick) the ball and it **hit** (hit) the window.

L. When I went to Sarah's house, I **knew** (know) that she **was** (be) busy, so I **didn't want** (not / want) to disturb her. When I **arrived** (arrive), she **was studying** (study) in her bedroom.

M. Mary **usually phones** (usually / phone) me on Fridays but she **didn't phone** (not / phone) yesterday.

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

A. Yesterday afternoon Sharon **went** (go) to the station to meet Paul. When she **got** (get) there, Paul **was already waiting** (already / wait) for her. His train **had arrived** (arrive) early.

B. When I got home, Bill **was lying** (lie) on the sofa. The television was on but he **wasn't watching** (not / watch) it. He **had fallen** (fall) asleep and **was snoring** (snore) loudly. I **turned** (turn) the television off and just then he **woke** (wake) up.

4G/TTR

C. Last night, I **had just gone** (just / go) to bed and **was reading** (read) a book when suddenly, I **heard** (hear) a noise. I (get) up to see what it was but I **didn't see** (not / see) anything, so I **went** (go) back to bed.

D. Mary had to go to New York last week, but she almost **missed** (miss) the plane. She **was standing** (stand) in the queue at the check-in-desk when she suddenly **realized** (realize) that she **had left** (leave) her passport at home. Fortunately, she doesn't live very far from the airport, so she **had** (have) time to take a taxi home to get it. She **got** (get) back to the airport just in time for her flight.

E. I **met** (meet) George and Linda yesterday as I **was walking** (walk) through the park. They **had been** (be) to the Sports Centre where they **had played** (play) tennis. They (go) to a café for a drink and **invited** (invite) me to join them but I **had arranged** (arrange) to meet a friend and **didn't have** (not / have) time.

3. TRANSLATE THE FOLLOWING SENTENCES.

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

When we arrived, dinner had already started.

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

She is always talking about her boyfriend. It's annoying!

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

I was listening to the radio when you knocked on the door, that's why I didn't hear you.

D. "Que faisais-tu hier à 22H?"

- Je lisais un livre dans le canapé.

4G/TTR

“What were you doing yesterday at 10:00 p.m?”

- I was reading a book on the couch/sofa.

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

As you were having breakfast at the time, I didn't want to disturb you.

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

Today she is wearing a skirt, but yesterday she was wearing trousers/pants.

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

The plane took off from China at 7:00 a.m. It was flying high when it suddenly crashed.

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

Yesterday, I was watching TV while my husband was listening to a concert on the radio.

I. Je suis allé en Espagne pendant les vacances.

I went to Spain during the holidays.

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

I lost my keys yesterday. I'm looking for them everywhere.

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

The students were impressed because they had never seen it before.

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

4G/TTR

When she got home, she realized that her wallet had disappeared.

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

They met at the station. She was getting on the train when he spoke to her.

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

Answer sheet:

✓ **Scolarité des filles et des garçons + différences:**

- En 1950, ils apprenaient dans des **classes séparées**.
- Les **filles** apprenaient les sujets « **domestiques** », comme la **couture** et l'**hygiène**.
- Les **garçons** apprenaient les **maths** et les **sciences**.
- Les **garçons** avaient tendance à être **meilleurs** que les filles.
- Les **filles** avaient **moins de devoirs** car elles avaient beaucoup de choses à faire à la maison.
- Les garçons et les filles apprennent **maintenant** dans les **mêmes écoles**.
- Aujourd'hui, Ils suivent **les mêmes cours** et ont la **même quantité de devoirs**.
- Les **filles** sont **meilleures** que les garçons **sauf en physique et bio**.

✓ **Le temps de scolarité:**

- Seuls **quelques privilégiés** restaient à l'école **après l'âge de 14 ans**.
- **Rares** étaient ceux qui allaient à l'**université**.
- **Aujourd'hui**, les enfants doivent **commencer** l'école à **5 ans** mais la **plupart** commencent à **4**.
- Ils doivent y rester **jusque 16 ans** mais **beaucoup** y vont **jusqu'à 18**.
- L'**université** est maintenant beaucoup **plus accessible**, 71% des élèves y posent leur candidature.

✓ **La discipline:**

- La **discipline** était très **stricte**.
- Les professeurs étaient autorisés à utiliser des **punitions corporelles**.
- Les élèves n'étaient **pas autorisés à parler**.
- Ils devaient aller aux **toilettes à l'extérieur**.
- Aujourd'hui, les profs ne sont **plus autorisés à frapper** les élèves.

✓ Le matériel scolaire:

- Il était **basique**.
- Les **profs** utilisaient des **tableaux** et les **élèves** des **ardoises**.
- Les classes disposent d'un **matériel high-tech**, la plupart ont des **ordis** et des **tableaux interactifs**.
- Les élèves peuvent utiliser un **système d'intranet** pour suivre les leçons quand ils sont malades.

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>



Answer sheet:

Personne A (garçon)	
Objet préféré	Raisons
<p>- Sa nouvelle tablette</p>	<ul style="list-style-type: none"> - C'est vraiment léger et assez petit donc il sait l'emmener partout avec lui. - Il envoie tout le temps des messages à ses amis. - C'est assez gros pour faire ses devoirs dessus. - Elle prend de bonnes photos. - Il écoute de la musique et joue à des jeux dessus. - Il télécharge souvent des films dessus et les regarde dans son lit. - Il lit des choses dessus au déjeuner le matin.
Personne B (fille)	
Objet préféré	Raisons
<p>- Son chat</p>	<ul style="list-style-type: none"> - C'est un très beau petit chat. - Elle l'a depuis qu'elle a 4 mois. - Elle est affectueuse et vient vers elle dès qu'elle rentre à la maison (en ronronnant comme une folle). - Elle adore être caressée et vient se blottir contre elle quand elle est sur le canapé.

	- Elle est de très bonne compagnie .
Personne C (garçon)	
Objet préféré	Raisons
- Son nouveau scooter	<ul style="list-style-type: none">- Il est assez petit mais amusant .- C'est juste ce qu'il lui faut pour se déplacer en ville.- Il n'a pas de problème de stationnement/parking, il y a toujours de la place pour son scooter.- Il peut prendre un ami à l'arrière (il a un casque supplémentaire pour ça).- Rouler le fait se sentir libre.
Personne D (fille)	
Objet préféré	Raisons
- Sa machine à coudre	<ul style="list-style-type: none">- Elle étudie la mode et aime créer des choses et les concevoir.- Elle aime les habits et en achète en seconde-main. Sa machine lui permet de les adapter à sa taille et c'est plus facile que de le faire à la main.- Elle fait aussi des retouches pour sa mère et sa soeur.

Personne E (garçon)	
Objet préféré	Raisons
- Son ensemble de couteaux japonais	<ul style="list-style-type: none">- Ce sont des couteaux de chefs et les meilleurs viennent du Japon.- Cuisiner est son nouveau loisir (il a commencé à s'y intéresser en regardant Master Chef à la TV).- Il est ensuite allée à un cours du soir pour débutant. <p><u>BONUS (pas obligé):</u></p> <ul style="list-style-type: none">- Il essaie d'organiser un repas pour 4 à 8 amis une fois toutes les 2 ou 3 semaines.- Cela lui donne quelque chose à travailler et il essaie toujours des nouveaux plats pour que ses amis puissent essayer et donner leur avis.- C'est un passe-temps assez couteux si on utilise de bons ingrédients mais maintenant, ses amis l'aide à couvrir les frais.