

Mai-Juin 2020

**5G/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**.

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- 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.
- 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?

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- 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.
- 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?

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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 shorttest

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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).

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.

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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 whole 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.*

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?

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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).

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).

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- 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.

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- 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.
- P. There was a picture of a flower **on** her T-shirt.

GRAMMAR - LINKING WORDS

1. CHOOSE THE SUITABLE LINKING WORD.

- A. The restaurant staff are happy **despite** / **although** working long hours every day.
- B. Everybody seemed to enjoy Mike's speech at the wedding **in spite of** / **even though** his terrible jokes.
- C. **Although** / **despite** she is the boss, she often goes out with her colleagues.
- D. The account manager called his client **for** / **to** arrange a meeting.
- E. The company is expanding **even though** / **in spite of** there is a recession.

2. FILL IN THE SENTENCES WITH THE CORRECT LINKING WORD.

AND - BECAUSE - MOREOVER - SO - WHEREAS -
UNLESS - ALTHOUGH - YET - HOWEVER - WHILE -
FINALLY - FIRSTLY - INSTEAD OF - WHEN - IF

- A. **Firstly** I lost my key, secondly I missed my bus and **finally** I hurt myself **when** I slipped on the pavement.
- B. **Although** he had worked a lot, he didn't get a promotion.

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- C. My sister is very shy, **whereas** I am extrovert and funny.
- D. **Instead** of going to the cinema, they decided to stay at home and watch a DVD.
- E. They couldn't come to our party **because** they were supposed to leave very early the next morning.
- F. Jess is crazy about music, online games **and** films.
- G. **Unless** you start now, you won't have finished your essay for tomorrow!
- H. Many people think that global warming is a very serious issue, **however** a lot of countries are not ready to do anything about it.
- I. It is a small house and it requires a lot of repairs. **Moreover** it's a long way from the center.
- J. **If** you work hard, you will manage to pass your exam.
- K. Mum was pretty angry at Dad **because** he had forgotten her birthday, **so** he bought her a gold ring.
- L. My neighbours had an accident **when** they were going to work.
- M. **although** planes are very safe means of transport, accidents sometimes happen.
- N. "Please can you tell me **when** you planned to visit us so that I can get everything ready?"
- O. My friends had lots of work to do, **yet** they managed to go on holiday.

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?

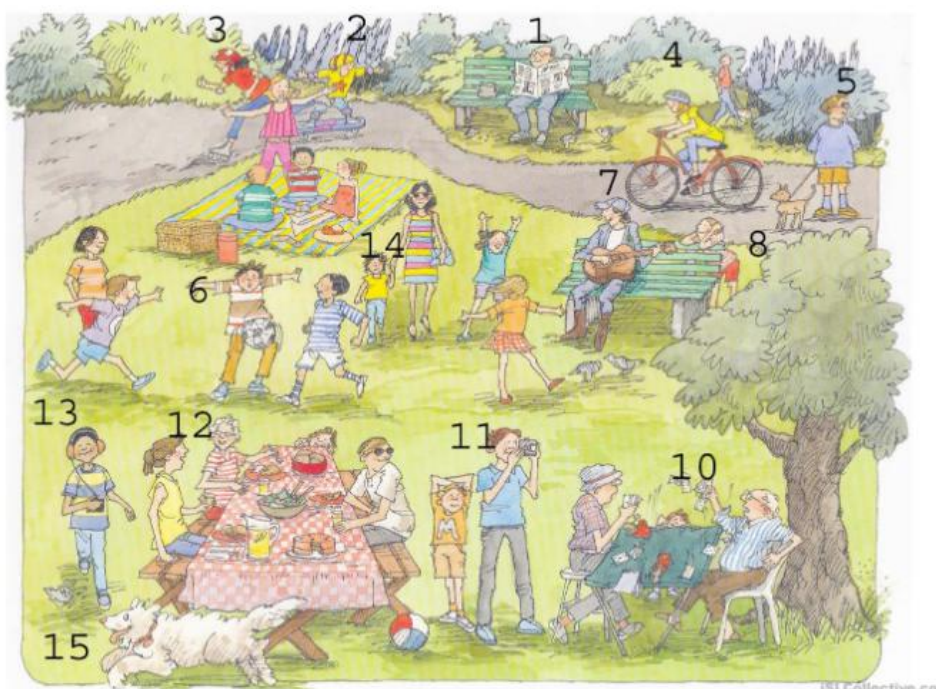
Maggie: I'm **still working** (still / work) at that awful cafe. I'm **looking for** (look for) other jobs but the problem is that I **feel** (feel) so tired when I **get in** (get in) that I **don't have** (not / have) much energy to look through all the job ads and everything.

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

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

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.

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 well and we **spent** (passer) the evening dancing and chatting. When we **left**

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(partir/quitte) 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).



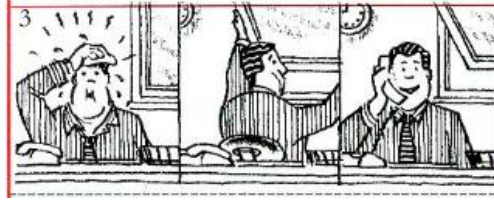
2. PUT THE VERBS BETWEEN BRACKETS IN THE PAST SIMPLE OR PAST CONTINUOUS.



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!



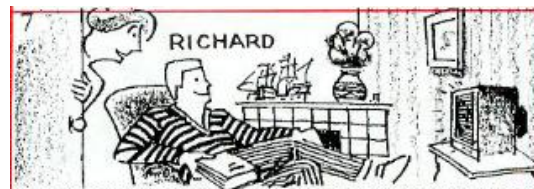
D. The phone **rang** (ring) while Sue **was cooking** (cook) dinner.



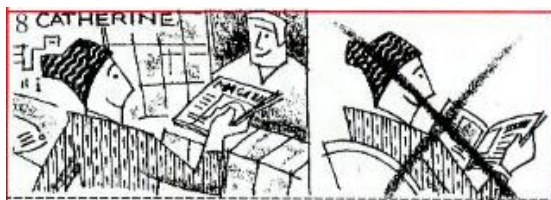
E. I **heard** (hear) a noise outside, so I **looked** (look) out of the window.



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**.
- 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**.

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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**.
- 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?

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 – PAST SIMPLE AND PRESENT PERFECT

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

A. I don't know where Lisa is. **Have you seen her** (you / see) her?

B. When I **got** (get) home last night, I **was** (be) very tired and I **went** (go) straight to bed.

C. "**Have you finished** (you / finish) painting the bedroom?"

- Not yet. I'll finish it tomorrow.

D. George **wasn't** (not / be) very well last week.

E. Mr Clark **worked** (work) in a bank for 15 years. Then he gave it up.

F. Molly lives in Dublin. She **has lived** (live) there all her life.

G. "**Did you go** (you / go) to the cinema last night?"

- Yes, but it **was** (be) a mistake. The film **was** (be) awful.

H. I don't know Carol's husband. I **have never met** (never / meet) him.

I. "Is Martin here?"

- No, he **has gone** (go) out.

J. Barbara Lively **has written** (write) a lot of books. She **wrote** (write) her first one fifteen years ago.

2. FILL IN THE BLANKS WITH THE MOST APPROPRIATE TIME EXPRESSION: EVER, NEVER, JUST, ALREADY, YET, SO FAR, RECENTLY, SINCE OR FOR.

- A. I haven't cleaned my room **yet** .
- B. Daniel has read forty pages **so far** .
- C. We haven't watched a good movie **recently** .
- D. Have you **ever** seen an elephant?
- E. I have **just** had dinner.
- F. I know Italy, I have **already** been there before.
- G. You have **just** missed him, he was here two minutes ago.
- H. Have you **ever** been to Istanbul?
- I. How many teacher have you had **since** you started school?
- J. Students have **already** written 3 essays so far in this class.
- K. They haven't responded to my e-mail **yet** .
- L. We have known each other **for** fifteen years now.

3. WHAT WOULD YOU SAY IN THE FOLLOWING SITUATIONS? (USE THE PRESENT PERFECT).

Example: Tu viens de déjeuner et un ami arrive avec des croissants. Tu lui réponds:

→ **I'm sorry, I have just had breakfast OR I'm sorry, I have just eaten.**

A. John est parti, le téléphone sonne, la personne voudrait parler à John. Tu lui réponds:

→ **I'm sorry, he has just left.**

B. Tu es au restaurant en train de manger, le serveur arrive et veut débarasser. Tu t'exclames:

→ **I haven't finished yet !**

C. Ce soir, tu vas au resto et tu as réservé une table. Plus tard, ton ami te demande si tu dois réserver une table. Tu lui réponds:

→ **I have already booked a table.**

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D. Tu sais que Sara cherche une emploi et tu aimerais savoir si elle en a déjà trouvé.

Tu lui demandes:

→ **Have you found a job yet?**

E. Le téléphone sonne, ta maman t'avait demandé de ranger ta chambre et elle veut savoir si tu l'as fait. Elle te demande:

→ **Have you tidied your room yet?**

F. Tu ne l'as pas fait mais tu as déjà fait tes devoirs. Tu lui réponds:

→ **No, I haven't but I have already done my homework.**

G. Ton correspondant te présente sa petite amie. Tu voudrais savoir depuis combien de temps ils se connaissent. Tu lui demandes:

→ **How long have you known each other?**

H. Ils sont ensemble depuis une semaine. Il te répond donc:

→ **We have been together for a week.**

TENSES – PRESENT PERFECT SIMPLE AND CONTINUOUS

1. MATCH A LINE IN "A" WITH A LINE IN "B".

1. Ann has been sunbathing for too long.	A. She's annoyed.
2. She has been shopping.	B. She has got paint in her hair.
3. She has been working in the garden	C. She's crying.
4. She has been reading for hours.	D. Her back hurts.
5. She has been watching a sad film	E. She hasn't got any money left.
6. She has been waiting for a bus for hours.	F. She's very red.
7. She has been doing the housework.	G. She's covered in soap and water.
8. She has been decorating the	H. The house smells of onions and garlic.

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bathroom.	
9. She has been cooking.	I. She has got a headache.
10. She has been bathing the children.	J. Everything is so clean.

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
F	E	D	I	C	A	J	B	H	G

2. CHOOSE BETWEEN PRESENT PERFECT SIMPLE AND CONTINUOUS.

- A. She **has worked** / **has been working** here since July.
- B. Your mother **has phoned** / **has been phoning** three times since this morning.
- C. The kids are exhausted because they **have run** / **have been running** around all day.
- D. Tim and Lucy **haven't seen** / **haven't been seeing** our new house.
- E. I **have never met** / **have never been meeting** her boyfriend. have you?
- F. Bill **has just gone** / **has just been going** to work. he won't be back till this evening.
- G. It **has rained** / **has been raining** all the morning.
- H. My sister **has lived** / **has been living** alone since her divorce.
- I. **Have you ever tried** / **Have you ever been trying** caviar?
- J. I **have bought** / **have been buying** a new car. Do you like it?

3. PUT THE VERBS BETWEEN BRACKETS IN THE PRESENT PERFECT SIMPLE OR CONTINUOUS.

- A. I **have been making** (make) cakes all the morning. That's why my hands are all covered with flour. I **have already made** (already / make) 3 cakes.
- B. I **have been looking** (look) at this menu for ages now, and I still **haven't decided** (not / decide) yet.

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- C. She's not crying. She **has been peeling** (peel) onions for 20 minutes.
- D. **Have you heard** (you / hear) Simon's latest record?
- E. "How long **have you been** (you / be) in Canada?
- I **have studying** (study) here for more than three years.
- F. Where **have you been** (you / be)? I **have been looking** (look) for you for about half an hour.
- G. I **have been doing** (do) paperwork all day. In all, I guess I **have signed** (sign) about 65 letters!
- H. "Wake up! You **have been sleeping** (sleep) for 10 hours!"
- I **have never slept** (never / sleep) better.
- I. I **have been trying** (try) to ring her up ever since this morning. I **have tried** (try) at least 5 times, but I can't reach her!
- J. It **has been raining** (rain) all week. I hope it stops by Saturday because I want to go to the beach.

TENSES – MIXED TENSES

1. FILL IN THE FOLLOWING DIALOGUE USING THE PRESENT SIMPLE OR CONTINUOUS, PAST SIMPLE OR CONTINUOUS, PRESENT PERFECT SIMPLE OR CONTINUOUS.

JULIA AND KEVIN ARE OLD FRIENDS. THEY MEET BY CHANCE AT THE RAIL STATION

JULIA: Hello, Kevin. I **haven't** (not / see) you for ages. How are you?

KEVIN: I'm fine. How about you? You **are looking** (look) well.

JULIA: Yes, I'm very well thanks. So, **are you going** (you / go) somewhere or **are you meeting** (you / meet) somebody off a train?

KEVIN: I **am going** (go) to London for a business meeting.

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JULIA: Oh! How often **do you go away** (you / go away) on business?

KEVIN: Quite often, yes. And you? Where **are you going** (you / go)?

JULIA: Nowhere. I **am meeting** (meet) a friend. Unfortunately, her train **has been** (be) delayed - I **have been waiting** (wait) here for nearly an hour.

KEVIN: How are your children?

JULIA: They are all fine, thanks. The youngest **has just started** (just / start) school.

KEVIN: **Does she like** (she / like) it?

JULIA: Yes, she **thinks** (think) it's great!

KEVIN: **Are you working** (you / work) at the moment? When I last **spoke** (speak) to you, **you were working** (you / work) in a travel agency.

JULIA: That's right. Unfortunately, the company **went** (go) out of business a couple of months after I **started** (start) work there, so I **lost** (lose) my job.

KEVIN: And **have you had** (you / have) a job since then?

JULIA: Not a permanent job. I **have had** (have) a few temporary jobs. By the way, **have you seen** (you / see) Joe recently?

KEVIN: Joe? He's in Canada!

JULIA: Really? How long **has he been** (he / be) in Canada?

KEVIN: About a year now. I **saw** (see) him a few days before he **went** (go).

JULIA: So what **is he doing** (he / do) there?

KEVIN: I've no idea. I **haven't heard** (not / hear) from him since he **left** (leave).

Anyway, I must go and catch my train. It was really nice to see you again.

JULIA: You too. Bye. Have a good trip.

KEVIN: Thanks, bye.



2. TRANSLATE THE FOLLOWING SENTENCES USING THE PRESENT SIMPLE/CONTINUOUS, THE PAST SIMPLE/CONTINUOUS, THE PRESENT PERFECT SIMPLE /CONTINUOUS OR THE PAST PERFECT

A. Ce livre traîne (lie around) sur la table depuis des semaines. Tu ne l'as pas encore lu?

This book has been lying around for weeks. Have you read it yet?

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

I was listening to the radio when you rang at the door. That's why I didn't hear you.

C. J'économise depuis des mois pour acheter le nouvel Iphone.

I have been saving for months to buy the new Iphone.

D. Nous sommes beaucoup plus heureux depuis lors.

We have been way happier since then.

E. Nous vivions à Londres lorsque la guerre commença.

We were living in London when the war began.

F. Quand nous sommes arrivés, le souper avait déjà commencé.

When we arrived, dinner had already started.

G. 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.

H. Appelle vite un médecin. Cet homme est en train de mourir!

Call a doctor rapidly. This man is dying.

- Le docteur arrive, il vient juste de quitter son domicile!

The doctor is coming, he has just left his home.

I. Le repas n'est pas encore prêt même si je cuisine depuis des heures.

Meal isn't ready yet even though I have been cooking for hours.

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J. Mon père est fatigué. Il creuse (dig) dans le jardin depuis plus de 3 heures.

My father is tired. He has been digging in the garden for more than 3 hours.

K. “Que faisais-tu lorsque ton père t’as vu dans le parc hier?”

- Je ne veux pas te le dire!

What were you doing when your father saw you in the park yesterday ?

I don't want to tell you.

L. Ils ont quitté la Belgique il y a deux mois et ils sont en Italie depuis lors.

They left Belgium two months ago and they have been in Italy since then.

PART III - SKILLS

READING SKILLS - FOOD FOR THOUGHT

Contexte:

Dans le cadre du cours d'anglais, tu dois réaliser une petite présentation orale sur un article (en anglais, bien sûr!) lié à l'alimentation. Tu viens justement de tomber sur un article qui te semble intéressant et tu décides de te pencher sur celui-ci.

Tâche:

Lis l'article ci-dessous et rédige un compte-rendu de celui-ci en mentionnant les points suivants:

- Les jeunes américains et le surpoids.
- Ce qui est en train de se passer au niveau des certaines écoles/cantines d'école + l'exemple concret de la Brekke School à Oxnard.
- Les "nouveaux" types de burgers proposés.

Modalités:

Rédige ce compte-rendu en français, sous forme de phrases complètes. Tu as droit au dictionnaire 10 minutes en cours d'épreuve (essaye de jouer le jeu!).



Food for thought

You're sitting in your last class before lunch, daydreaming about sinking your teeth into a juicy hamburger and golden fries. That big, soft brownie would taste scrumptious too.

Hold on! The hamburger served in your cafeteria isn't an all-beef patty but a blueberry burger. The fries are actually baked, low-salt sweet potato wedges. There is no brownie for dessert today. Instead, how about a nice granola bar? What's happened to your school lunch? It's getting a more nutritious makeover.

More and more kids around the United States are overweight and out of shape. Experts say that 15 out of every 100 American children aged 6 to 11 weigh more than they should. The experts blame poor diets and lack of exercise. Research shows that many overweight kids become overweight adults with chronic diseases.

To combat that problem, schools around the country are making an effort to change kids' eating habits by offering more healthful choices at lunchtime.

Out With the Bad

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Many school districts in the United States have already banned vending machines that sell soft drinks and other junk foods. Some people want the U.S. Congress to improve the federal school lunch program.

The program, run by the U.S. Department of Agriculture, feeds 27 million children every day. Nutritionists, however, say those lunches are too fatty and have too many calories. They want lawmakers to change the federal department's guidelines for school lunches. Some schools are so concerned with the health of their students that they are not waiting for Congress to act. For example, school officials in New York City are cutting the amount of sugar, fat, and salt in school lunches. That means beef ravioli, potato salad, macaroni and cheese, and ice cream might disappear from lunch trays. Instead, cafeterias will offer vegetables five days a week.

Fresh Approach

Food that is good for you doesn't have to taste bad. Just ask the students at Brekke School in Oxnard, California. Students there can now choose from a menu of only healthful food items. Nothing is fried. Fizzy, sugary soft drinks are out. Skim milk and juices are in. The school serves giant tacos made with soft tortilla shells, not the hard, deep-fried kind. Toppings include lettuce, broccoli, and refried beans. At Carmel High School in Carmel, Indiana, Caitlin Galligan, 17, thinks it's a good idea for school lunches to be healthful and tasty. "I eat the school lunch every day, and I usually choose the hot entree," she said. "I like the food." Other students disagree. "Teens want to eat fries and fattier stuff," Erin Meyer, a pizza-loving, soda-drinking tenth grader in Atlanta, recently told a reporter from the Cox News Service. "They don't care if it's good for you."

Berry Good Burgers?

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Erin probably wouldn't like one food item that may soon debut on many school lunch menus--the blueberry burger. Researchers in Maine are stirring a blueberry mixture into beef, chicken, and turkey patties to boost the sandwich's nutritional content. Health experts say blueberries make burgers juicier and tastier. As a bonus, blueberries contain a cancer-fighting substance.

If blueberries aren't to your liking, how about prunes? Some students in Colorado, Maryland, and Florida are biting into burgers that contain that fruit. School kids in 17 other states eat cherry burgers.

"You don't see the cherry, and you don't taste the cherry," said Ray Pleva, a Michigan butcher who makes cherry-meat products. Pleva said many people at first are turned off by the idea of his fruit burgers. However, once they buy them and grill them, they say, "Wow, that was great!"

Answer sheet:

De plus en plus de jeunes Américains sont en surpoids et en mauvaise forme physique. Des experts affirment que 15 enfants Américains entre 6 et 11 ans sur 100 pèsent plus qu'ils ne le devraient. Ils mettent en cause les mauvais régimes alimentaires et le manque d'exercice physique. Des recherches montrent que beaucoup d'enfants en surpoids deviennent des adultes en surpoids présentant des maladies chroniques.

Afin de lutter contre ce problème, des écoles dans tout le pays font un effort pour changer les habitudes alimentaires des enfants en offrant des alternatives plus saines pour le dîner.

Beaucoup de secteurs scolaires aux USA ont déjà interdit les distributeurs qui offrent des sodas et d'autres sortes de malbouffe. Certaines personnes veulent que le Congrès améliore les cantines scolaires qui proposent des repas trop gras et avec trop de calories.

Certaines écoles sont tellement concernées par la santé de leurs étudiants qu'elles n'attendent pas que le Congrès agisse. Elles diminuent, par exemple, la quantité de sucre, de graisse et de sel dans les repas scolaires. Ce qui signifie que certains plats

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pourraient disparaître des cantines et qu'elles offriraient à la place des légumes cinq jours par semaine.

Les élèves de Breeke School à Oxford peuvent maintenant choisir parmi un menu de nourriture saine. Rien n'est frit. Les sodas pétillants et sucrés ont disparu. L'école sert des tacos géants fait à partir de tortilla molle non frite. Les garnitures comprennent de la salade, des brocolis et des haricots.

Le burger de myrtille va bientôt faire son apparition dans les cantines scolaires. Des chercheurs ont mélangé une préparation de myrtilles avec des pâtés de bœuf, de poulet et de dinde afin d'augmenter le contenu nutritionnel de ce sandwich. Les experts de la santé affirment que la myrtille rend les burgers plus juteux et plus gouteux. De plus, les myrtilles contiennent une substance qui lutte contre le cancer.

Des étudiants du Colorado essaient également des burgers à base de pruneaux. Des élèves de 17 autres états mangent des burgers de cerise.

LISTENING SKILLS - ADDICTIONS

Contexte:

Ton correspondant anglophone te contacte et t'explique qu'il ne se sent pas en grande forme depuis un moment. En effet, il passe de plus en plus de temps à jouer à des jeux vidéos: il est devenu accro! Tu souhaites l'aider et ça tombe bien, tu viens de tomber sur un Forum où des gens parlent de leurs addictions. Tu veux lui montrer qu'il n'est pas seul dans sa situation et décide de lui envoyer un petit podcast dans lequel plusieurs personnes parlent de leurs addictions.

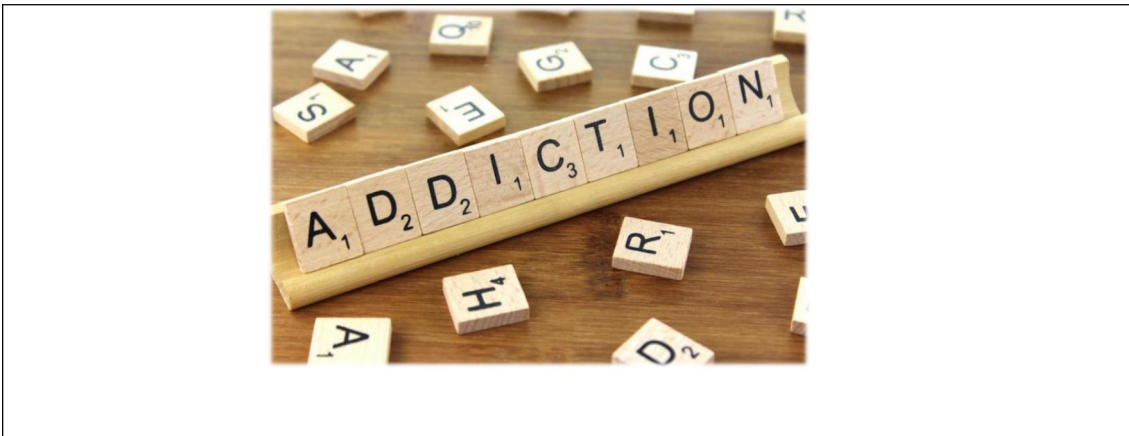
Tâche:

Tu écoutes le podcast et pour chaque personne, tu mentionnes la chose à laquelle elle est accro et tu donnes des informations supplémentaires sur cette addiction.

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:

<http://www.ello.org/english/Mixer051/T068-Addiction.htm>



Answer sheet:

1. Arieane est accro à la cigarette. Ce qui est très mauvais pour notre corps et pour notre santé. En Norvège, d'où elle provient, ils ne peuvent pas fumer dans les restaurants alors que dans d'autres endroits du monde les gens peuvent le faire. Quand elle est à l'étranger c'est donc très difficile pour elle d'essayer d'arrêter de fumer, ce qu'elle a déjà fait plusieurs fois.
2. Jeff est accro à l'exercice physique. Il a fait du sport toute sa vie. Il en fait et a besoin d'en faire tous les jours. S'il n'en fait pas, il ne se sent pas très bien. Il est donc accro aux sports.
3. Fred est accro à la salle de sports. Quand il a beaucoup de travail pour l'école ou qu'il se sent stressé, ça lui permet de se lâcher un peu la pression et il pense que se rendre à la salle de sports est une bonne chose pour lui.
4. Kevin est accro aux friandises. Il aime manger du chocolat, des biscuits et particulièrement les desserts. Il y en a toujours au moins trois au quatre dans son frigo, prêt à les manger.
5. Beky est accro à la télévision. Pour le moment il y a un programme très intéressant qui s'appelle *Heroes*. Ça passe tous les lundis soirs donc elle le

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télécharge et elle peut le regarder. Elle aime ce programme parce que c'est une histoire de fiction et qu'il y a beaucoup de personnages intéressants. Ils ont des pouvoirs surnaturels par exemple, ils peuvent disparaître ou lire dans la pensée. Elle pense que c'est très intéressant.

6. Rebecca est accro au chocolat. Elle peut en manger tous les matins, au diner et au souper. Son chocolat préféré est le chocolat au lait. Elle aime aussi le chocolat blanc. Elle aime également les bananes, le chocolat et la glace ensemble. C'est son repas préféré de la journée.

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 180 mots. Tu as droit au dictionnaire 10 minutes (essaye de jouer le jeu).
