

Mai-Juin 2020

6TQ - 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.

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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.
- 3. A: **How much** bread would you like?

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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.

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.

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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?

4. FILL IN THE FOLLOWING SENTENCES USING SOME, ANY, SOMEWHERE, ANYWHERE, SOMEONE, ANYONE, SOMETHING AND ANYTHING.

- A. **Someone** closed the door and locked us out.
- B. If you have **any** questions, please ask me.
- C. I don't know our exact location but it must be **somewhere** near Berlin.

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- D. Do you know **any** good restaurants around here?
- E. Has **anyone** seen my bag?
- F. Can I have **something** to drink, please?
- G. Hannah shouldn't smoke **any** cigarettes, she has got **some** problems with her health.
- H. We always stay at home, we never go **anywhere** .
- I. I need **some** milk. Have you got **any** ?
- J. Jane gave me **something** for my birthday.
- K. "What did you do last night?"
- I didn't do **anything** .
- H. There is **someone** at the door. Can you go and see who it is?
- I. We usually go to the bar around the corner but today we went **somewhere** else.
- J. I would like **some** sandwiches with eggs, but we don't have **any** bread left.
- K. My girlfriend is speaking to **someone** on the phone.
- L. "Does **anyone** have a red pen?"
- Yes, Betty does.
- M. If you can't tell me **anything** new, don't call me.
- N. I think I have got **something** in my eye. Can you check, please?

GRAMMAR - COMPARATIVES AND SUPERLATIVES**1. CIRCLE THE CORRECT ANSWER.**

A. I'm _____ in this class.

- a) **the shortest** b) the shorter c) the shortest

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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 ?

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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 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).

A. Are you going to work **in** the summer holidays?

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- 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.

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- 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 - SHOULD/COULD/WOULD (ADVICE)

1. CIRCLE THE CORRECT ANSWER.

1. Which sentence is correct?

- A. We should leaving soon.
- B. We should leave soon.**
- C. We should to leave soon.

2. Which word goes in the space? → "We ____ visit (**erreur de notre part**) Eric when we are in London".

- A. should**
- B. ought
- C. shouldn't

3. Which question is correct?

- A. We should call the police?
- B. Should we call the police?**
- C. Do we should call the police?

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4. Which sentence is correct?

- A. **We ought to have a party to celebrate Kate's birthday.**
- B. We ought have a party to celebrate Kate's birthday.
- C. We should to have a party to celebrate Kate's birthday.

5. Which word goes in the space? → "You _____ ride a motorbike without a helmet".

- A. ought not
- B. couldn't
- C. **shouldn't**

6. Which question is correct?

- A. Ought we tell Jane the news?
- B. **Ought we to tell Jane the news?**
- C. We ought to tell Jane the news?

7. Which question is NOT correct?

- A. When should we call you?
- B. Where ought we to park our car?
- C. **Who should he to write to?**

8. Which question is NOT correct?

- A. You could be nicer to her.
- B. You should be happy about the news.
- C. **You ought invite your grandparents.**

9. Complete the following sentence → "You _____ do that".

- A. don't ought to

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B. don't should

C. shouldn't

10. Complete the sentence -> "We _____ invite Cassie & Jack to dinner".

A. ought to

B. should to

C. ought

1. WHAT KIND OF ADVICE WOULD YOU GIVE IN THE FOLLOWING SITUATIONS (TRY TO USE DIFFERENT STRUCTURES).

Example: Your classmate has lost his/her voice.

→ ***Your piece of advice:*** You should drink a cup of milk with honey in it OR If I were you, I would go to the doctor OR You could (D'autres idées possibles, ce n'est qu'un exemple).

PLUSIEURS REPONSES POSSIBLES, CE NE SONT QUE DES EXEMPLES.

A. Your classmate is afraid of the dark.

→ ***Your piece of advice:*** **You should/could sleep with a bedside lamp.**

B. Your classmate is always late for class.

→ ***Your piece of advice:*** **If I were you, I would wake up a bit earlier.**

C. Your classmate failed his last English test.

→ ***Your piece of advice:*** **You should/could take private English lessons.**

D. Your classmate forgot to wish his/her mother "Happy birthday".

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→ *Your piece of advice:* **If I were you, I would apologize and give her a nice present.**

E. Your classmate's wallet has just been stolen.

→ *Your piece of advice:* **You should/could report it to the police.**

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?

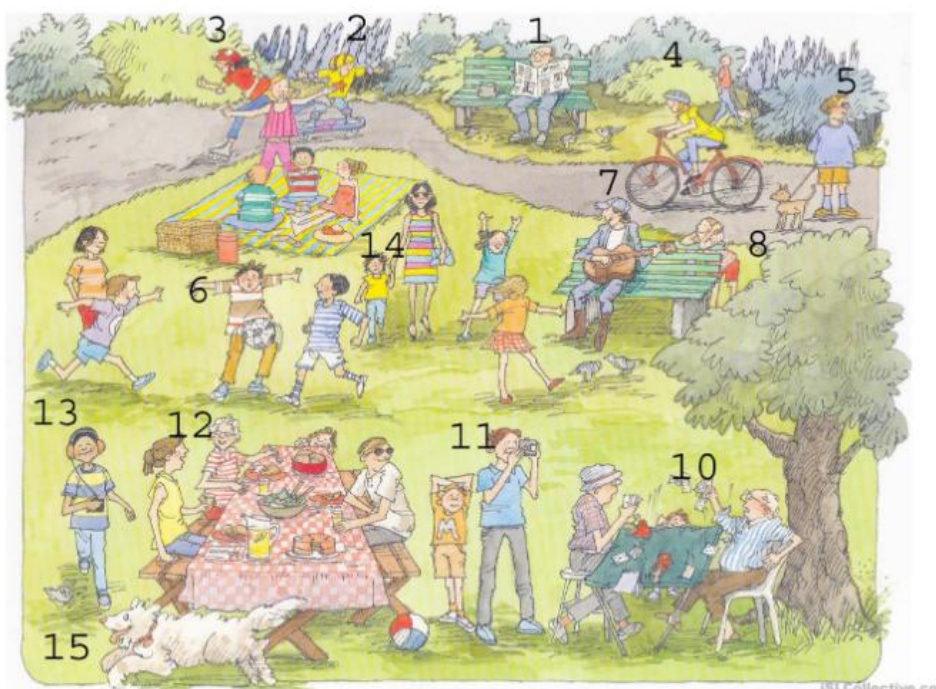
Maggie: I'm **still working** (still / work) at that awful cafe. I'm **looking for** (look for) other jobs but the problem is that I **feel** (feel) so tired when I **get in** (get in) that I **don't have** (not / have) much energy to look through all the job ads and everything.

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.

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- 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).



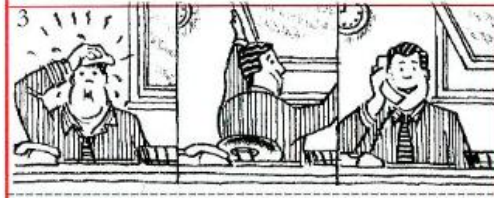
2. PUT THE VERBS BETWEEN BRACKETS IN THE PAST SIMPLE OR PAST CONTINUOUS.



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!



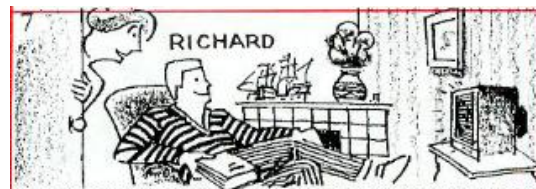
D. The phone **rang** (ring) while Sue **was cooking** (cook) dinner.



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**.

6TQ

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 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?

6TQ

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.**

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.**

6TQ

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 bathroom.	H. The house smells of onions and garlic.
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 THE 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.
- 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 studied** (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.

6TQ

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.

PART II - SKILLS

Bad Food Habits Teens Have and What Parents Can Do

About Them

As teens become more independent in their food choices, they tend to make the wrong choices - even teens who were brought up eating healthy. Here are the worst food habits teens have and what you can do about them:

Skipping breakfast is the leading bad food habit for teenagers. According to the American Dietetic Association, more than half of male teens and more than two-thirds of female teens do not eat breakfast on a regular basis. Breakfast is the most important meal of the day. Eating breakfast can upstart your teen's metabolism, which helps with weight control, mood and school performance.

You can ensure that your teen eats a healthy breakfast by making the foods readily accessible to him. Make it a part of your routine to put breakfast on the table and sit with your teen while you both enjoy a healthy breakfast. Or, if time is a problem, go for the grab and eat on the way breakfasts that are now on the market.

The next unhealthy food habit teens have is increased foods from 'other' food group. Think of the food pyramid, the 'other' food group is the smallest section at the top with what is supposed to be the least amount of servings. Teens tend to eat too much high fat and calorie snack foods that are categorized in the 'other' food group.

You can help teens break this habit by having fruits and healthy snacks available more often than having high fat and calorie snacks available. It is easier to grab a bag of chips at the grocery store then picking up a bag of oranges and remembering to wash, quarter and put them out on the table during snack time. But the benefits to your teen's health are worth the effort.

Increased eating outside of the home is another bad food habit teens have. Teens hit the fast food restaurants much more often than they did when they were younger. This tends to be because of school, sports and work schedules overlapping regular meal times.

To circumvent this bad habit, talk to your teen about only eating fast food once a week. Then make dinner and healthy food available to him when he has the time. This is as easy as fixing a plate for him and allowing him to heat it up when he gets home from his sports practice. Or having sandwich fixings ready when he gets home from school and has to run off to work.

Last, but not least, in this list of bad food habits is soft drink consumption. A study looking at American youths aged 6-17 found an increase in the prevalence of soft drink consumption from 37% in 1978 to 56% in 1998. You can help your teen choose a healthier drink by having fruit juice and water available and not buying soda. Or try fruit flavored carbonated water instead of soda. My teens really like these.

One common denominator for getting teens to eat healthier and avoid these bad food habits is your active role in providing healthy foods. When you get in the habit of making these foods more readily available to your teen, you will see a change in their eating habits.

Answer sheet:

PROBLEME 1 = SAUTER LE PETIT-DEJEUNER

1) Pourquoi c'est problématique?

- C'est le repas le plus important de la journée.
- Le petit déjeuner peut améliorer le métabolisme de l'ado, ce qui aide à contrôler le poids, l'humeur et les performances scolaires.

2) Trucs pour corriger cela:

- Rendre la nourriture accessible.
- Mettre le petit-déjeuner sur la table et prendre le temps de déjeuner avec son ado.
- Si le temps est un problème, prévoir quelque chose à emporter/à manger en chemin.

PROBLEME 2 = MANGER TROP D'EXTRAS

1) Pourquoi c'est problématique?

- Les jeunes mangent trop d'extras qui sont riches en calories.

2) Trucs pour corriger cela:

- Avoir des fruits et des collations sain(e)s à disposition plus souvent que des collations grasses et caloriques.

PROBLEME 3 = PRENDRE SES REPAS EN DEHORS DE LA MAISON

1) Pourquoi c'est problématique?

- Les jeunes vont souvent au fast-food car il est difficile de combiner les horaires d'école, du sport et du travail avec des repas réguliers.

2) Trucs pour corriger cela:

- Demander à son ado de limiter le fast-food à une fois par semaine.
- Mettre à sa disposition des repas et aliments sains lorsqu'il en a le temps.
- Lui préparer une assiette et lui permettre de la réchauffer lorsqu'il rentre du sport.
- Avoir des ingrédients/garnitures prêt(e)s de sandwich prêt pour quand il rentre de l'école.

PROBLEME 4 = CONSOMMER BEAUCOUP DE BOISSONS SUCREES

1) Pourquoi c'est problématique?

- (Les jeunes boivent de plus en plus de boissons sucrées).

2) Trucs pour corriger cela:

- Prévoir des jus de fruits ou de l'eau.
- Ne pas acheter de sodas et essayer de l'eau aromatisée à la place.

LISTENING SKILLS - THE INTERVIEW

Contexte:

Ton prof d'anglais vous a demandé de réaliser un entretien d'embauche en guise d'oral pour conclure la séquence "A Working Life". Sur Internet, tu cherches des exemples pour te donner quelques idées et tu tombes sur l'entretien d'embauche d'Erina, une étudiante japonaise en échange linguistique au Canada qui voudrait obtenir un job d'étudiant dans une pizzeria. Tu décides de prendre quelques notes.

Tâche:

Tu écoutes le podcast et tu mentionnes les éléments suivants:

- Les deux jobs disponibles
- Le job qui lui est finalement attribué et explications données sur ce job
- Ses disponibilités et l'horaire finalement convenu (combien d'heures elle va travailler et quels jours/à quels moments).
- Ce qui lui reste à faire pour décrocher le job

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/Scenes/035-Interview.htm>



6TQ

Answer sheet:

- ✓ **Les deux jobs disponibles:**
 - Faire les pizzas
 - Faire les livraisons

- ✓ **Job finalement attribué et explications sur le job:**
 - Faire les pizzas
 - Elle travaille dans une équipe (habituellement équipe de 4 personnes)
 - Elle va commencer par les “basiques”: mettre la garniture sur les pizzas et les pizzas au four.

- ✓ **Ses disponibilités et l’horaire qui est finalement convenu:**
 - Elle dit qu’elle peut travailler le mardi, le jeudi et le weekend et qu’elle peut travailler 5 ou 6 heures par jour.
 - L’horaire finalement convenu est 4 heures le samedi et le dimanche + peut-être 2 heures un soir pendant la semaine.

- ✓ **Ce qui lui reste à faire pour décrocher le job:**
 - Ramener tous ses documents (passeport et ce genre de choses)
 - Passer un entretien supplémentaire avec le directeur et si cela se passe bien, elle commencera.