

Mai-Juin 2020

**6G/TTR - Langue Moderne I
(ANGLAIS)**

CAHIER DE TRAVAIL

II

NOM :

PRÉNOM :

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!

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.

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.

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?

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?

GRAMMAR - COMPARATIVES AND SUPERLATIVES

1. CIRCLE THE CORRECT ANSWER.

A. I'm _____ in this class.

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

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) happier than

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

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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.
- 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.

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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?

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?
- 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.

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.

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.
- 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.

GRAMMAR – RELATIVE CLAUSES

1. CHOOSE THE BEST RELATIVE PRONOUN TO COMPLETE EACH SENTENCE. IF THERE IS NONE REQUIRED, PUT "X".

- A. It was Wilson **who** gave me the old map and he had found it in a old junk shop.
- B. My uncle apologised for his insult, **which** we accepted gracefully.
- C. Hank put the keys down on the table **which/that** was in the kitchen.
- D. Much **of what** your father left in his will is going to your mother.
- E. Unfortunately, the car hit the dog **which/that** I love so much and it was killed.
- F. That car, **whose** owner was arrested by the police, has been parked there ever since.
- G. There are several reasons for the closure of the school, most of **which** have already been explained fully.
- H. This was the room **where** we first met and spoke. Do you remember?

2. COMBINE THE SENTENCES WITH RELATIVE CLAUSES. (DECIDE WHETHER TO USE COMMAS OR NOT.)

A. A monk is a man. The man has devoted his life to God.

→ A monk **is a man who has devoted his life to God.**

B. I have one black cat. His name is Blacky.

→ I have **one black cat whose name is Blacky.**

C. A herbivore is an animal. The animal feeds upon vegetation.

→ A herbivore **is an animal that feeds upon vegetation.**

D. Carol plays the piano brilliantly. She is only 9 years old.

→ Carol, **who is only 9 years old, plays the piano brilliantly.**

E. Sydney is the largest Australian city. It is not the capital of Australia.

→ Sydney, **which is not the capital of Australia, is the largest Australian city.**

3. COMPLETE THE PASSAGE WITH SUITABLE WORDS. THERE MAY BE MORE THAN ONE CORRECT ANSWER.

March 17th is an Irish holiday **which/that** honours the patron saint of Ireland, St Patrick, **who** brought Christianity to the Irish people. According to tradition, St Patrick, **whose** father was a wealthy man, was actually born in England. At the age of 16, he was kidnapped by pirates and sold as a slave. Some years later, he escaped to France, **where** he lived for many years and became a priest. At the age of 60, **when** he returned to Ireland, he built his first church. On March 17th, the day **when** St Patrick died, people wear green clothes decorated with the shamrock, **which/that** is the national symbol of Ireland.

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.

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.

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!

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** (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).

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



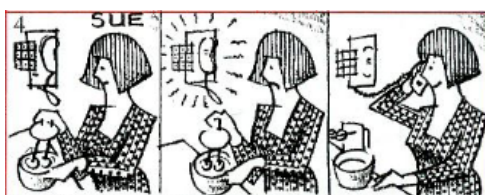
A. It **was raining** (rain) when we **went** (go) out.



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.

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**.

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?"

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- 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** .

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'mle serveur 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.**

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:

→ **I 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 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 TRANSLATE THE FOLLOWING SENTENCES.

- 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.
- 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.

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?

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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.

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.

TENSES – THE PASSIVE VOICE

1. CHANGE THE SENTENCES TO PASSIVE BY FILLING IN THE MISSING WORDS !

- A. People eat 40 million hamburgers every day.
→ 40 million hamburgers **are eaten** every day.
- B. The police didn't find the missing girl last weekend.
→ The missing girl **wasn't found** last weekend.
- C. Workers are building a new fun park in town.
→ A new fun park **is being built** in town.
- D. Some dangerous looking men were following me the whole evening.
→ I **was being followed** the whole evening by some dangerous looking men.
- E. The cleaning lady has watered the plants.
→ The plants **have been watered** by the cleaning lady.
- F. You must put coins into the slot machine.
→ Coins **must be put** into the slot machine.
- G. Sharon will meet you at the airport and take you to the hotel.
→ You **will be met** at the airport and **taken** to the hotel by Sharon.
- H. They had never opened the door before.
→ The door **has never been opened** before.
- I. When did they translate this book into English ?
→ When **was** this book **translated** into English ?
- J. You should send your children to a good school.
→ Your children **should be sent** to a good school.

2. COMPLETE THE SENTENCES USING ONE OF THE VERBS IN THE BOX IN THE CORRECT FORM : PRESENT OR PAST TENSE

cause - damage - hold - invite - make - overtake - show - surround - translate - write

- A. Many accidents **are caused** by dangerous driving.
- B. Cheese **is made** from milk.
- C. The roof of the building **was damaged** in a storm some days ago.
- D. You **were invited** to the wedding. Why didn't you go ?
- E. A cinema is a place where films **are shown**
- F. In the US, elections for president **are held** every four years.
- G. Originally the book **was written** in Spanish, and a few years ago it **was translated** into English.
- H. Although we were driving quite fast, we **were overtaken** by a lot of cars.
- I. You can't see the house from the road. It **is surrounded** by a lot of trees.

3. FILL IN THE CORRECT FORM OF THE VERBS IN BRACKETS: ACTIVE OR PASSIVE.

Today, paper **is used** (USE) for hundreds of things - not only books and newspapers, but also money, stamps, bags and even clothes.

In ancient times, before the invention of paper, people **wrote** (WRITE) on animal skins, bones and stones. In 2700 BC the Egyptians **started** (START) to make papyrus, which was similar to paper. But the first real form of paper **was invented** (INVENT) in 105 AD by a Chinese government official. It **was made** (MAKE) from a mixture of plants and clothes. The Chinese **kept** (KEEP) their new discovery a secret for many centuries.

Finally, in the 10th century, paper **was brought** (BRING) to Europe by the Arabs.

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The first European paper mill **was built** (BUILD) in Spain in 1150. Since the 18th century, most paper **was made** (MAKE) out of wood, because it is much stronger than cloth.

Today, each person **uses** (USE) about 300 kg of paper every year. It has become a material that we cannot do without.

PART III - SKILLS

READING SKILLS – RACISM AND DISCRIMINATION

Contexte :

Tu vas très bientôt reprendre le chemin de l'école après une longue absence due au confinement. Ton professeur d'anglais aimerait vraiment que vous discutiez de la crise sanitaire actuelle pendant le cours. Elle te demande donc de présenter une problématique en rapport direct avec un des chapitres vus pendant l'année. Tu décides de faire quelques recherches sur le net et tu trouves un article très intéressant concernant la relation entre le Coronavirus et la discrimination. Tu choisis donc ce thème à présenter à la classe.

Tâche :

Lis l'article ci-dessous. Afin de n'oublier aucun point dans ta présentation, rédige un compte-rendu de celui-ci en mentionnant les points suivants:

- Les personnes/groupes visés par cette discrimination
- Les formes de discrimination
- Les raisons de cette discrimination
- Les conséquences que le virus a sur cette partie de la population
- Les réponses/les solutions que nous pouvons apporter à ces personnes

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!).

Racism and Discrimination in COVID-19 Responses

Outbreaks create fear, and fear is a key ingredient for racism and xenophobia to thrive. The coronavirus disease 2019 (COVID-19) pandemic has uncovered social and political fractures within communities, with racialised and discriminatory responses to fear, disproportionately affecting marginalised groups.

Throughout history, infectious diseases have been associated with othering. Following the spread of COVID-19 from Wuhan, China, discrimination towards Chinese people has increased. This includes individual acts of microaggression or violence, to collective forms, for example Chinese people being barred from establishments. Rather than being an equaliser, given its ability to affect anyone, COVID-19 policy responses have disproportionately affected people of colour and migrants—people who are over-represented in lower socioeconomic groups, have limited health-care access, or work in precarious jobs. This is especially so in resource-poor settings that lack forms of social protection. Self-isolation is often not possible, leading to higher risk of viral spread. Ethnic minority groups are also at greater risk because of comorbidities—for example, high rates of hypertension in Black populations and diabetes in south Asians. Furthermore, migrants, particularly those without documents, avoid hospitals for fear of identification and reporting, ultimately presenting late with potentially more advanced disease.

Acts of discrimination occur within social, political, and historical contexts. Political leaders have misappropriated the COVID-19 crisis to reinforce racial discrimination, doubling down, for example, on border policies and conflating public health restrictions with antimigrant rhetoric. Matteo Salvini, former Deputy Prime Minister of Italy, wrongly linked COVID-19 to African asylum seekers, calling for border closures. Similarly, President Donald Trump has referred to severe acute respiratory

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syndrome coronavirus 2 as the Chinese virus, linking the health threat to foreign policy and trade negotiations.

Current emergency powers need to be carefully considered for longer-term consequences. Policies necessary to control populations (eg, restriction of movement, or surveillance) might be misappropriated, and marginalised groups have been traditionally targeted. Systems must be put in place to prevent adverse health outcomes from such policies.

The strength of a health system is inseparable from broader social systems that surround it. Epidemics place increased demands on scarce resources and enormous stress on social and economic systems. Health protection relies not only on a well functioning health system with universal coverage, but also on social inclusion, justice, and solidarity. In the absence of these factors, inequalities are magnified and scapegoating persists, with discrimination remaining long after. Division and fear of others will lead to worse outcomes for all.

Answer sheet:

- A la suite de la propagation du COVID-19 de Wuhan, la discrimination envers les personnes chinoises a augmenté.
- Ce qui comprend des actions de microagression ou de violence et de formes collectives, comme par exemple, des personnes de nationalité chinoise qui se sont vus interdire l'entrée à certains établissements.
- Les réactions politiques face au virus ont également affecté les personnes de couleur et les migrants qui sont principalement représentés dans les groupes socioéconomiques les plus faibles.
- C'est particulièrement vrai pour les groupes qui manquent de protection sociale. L'isolation est souvent impossible, ce qui rend la propagation du virus plus important.
- Les groupes ethniques minoritaires sont aussi plus à risque à cause des comorbidités, par exemple, des taux plus élevés d'hypertension dans les populations africaines et de diabète chez les Asiatiques du sud.
- De plus, les migrants, en particulier ceux sans papier, évitent les hôpitaux par peur qu'on les identifie et qu'on les signale. Ils se présentent donc plus tard avec un risque de maladie plus avancé.
- Les responsables politiques ont détourné la crise du COVID-19 pour consolider la discrimination raciale, avec leur rhétorique anti-migrant.
- La force d'un système de santé est inséparable de systèmes sociaux plus larges qui l'entourent. L'épidémie exige des ressources rares et provoque une énorme contrainte que les systèmes sociaux et économiques. La protection sanitaire ne repose pas uniquement sur un système de santé en bon état de marche avec une couverture universelle mais également sur une intégration, une justice et une

solidarité sociale. En l'absence des ces facteurs, les inégalités sont amplifiées et les boucs émissaires persistent avec une discrimination qui dure. La division et la peur des autres mènera à de pires conséquences pour tous.

LISTENING SKILLS – STUDENTS AND JOBS

Contexte:

Tu as décidé de partir un an à l'étranger après ta dernière année de secondaire. Mais tu hésites toujours : tu ne sais pas si tu vas y travailler comme étudiant ou reprendre des études. Tu en as discuté avec plusieurs personnes mais tu n'as pas encore pris ta décision finale. Tu trouve alors une interview intéressante sur internet dans laquelle deux personnes donnent leur avis sur le sujet.

Tâche:

Tu écoutes l'intervie et tu prends note des points positifs et des points négatifs des jobs d'étudiants afin de prendre la meilleure décision possible.

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/0601/T609-Greg-PartTimeJob.htm>



Answer sheet:

Points positifs	Points négatifs
<ul style="list-style-type: none"> - Quand les gens travaillent, ils apprennent qu'ils doivent travailler pour avoir quelque chose et puis in transfèrent cette pensée à l'école. Ils se disent qu'ils doivent travailler à l'école pour avoir de bons résultats ou pour aller dans les écoles qu'ils veulent. - Ils apprennent beaucoup de choses importantes qu'ils ne peuvent pas apprendre dans les livres. 	<ul style="list-style-type: none"> - Les enfants commencent à travailler et à avoir un peu d'argent. Ils commencent à acheter des choses, à faire partie de la société de consommation. Ils ne se concentrent plus sur leur étude, ne font plus partie de clubs ou ne font plus d'activités extrascolaires. - Quand les jeunes travaillent trop, ils perdent leur priorité, qui devrait être l'éducation.

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).



