

Your Way 1res : fichier de l'élève

Numéro d'inventaire : 2015.16.22

Auteur(s) : François Guary

Josette Starck

Sylvie Persec

Type de document : travail d'élève

Éditeur : Nathan

Imprimeur : Pollina

Inscriptions :

- lieu d'impression inscrit : 85400 Luçon
- ex-libris : (au crayon en 2e de couverture)

Matériau(x) et technique(s) : papier

Description : Livre broché. Quelques pages remplies au crayon.

Mesures : hauteur : 27,5 cm ; largeur : 18,9 cm

Notes : Complément au manuel 2011.01622.

Mots-clés : Anglais

Filière : Lycée et collège classique et moderne

Niveau : 1ère

Autres descriptions : Nombre de pages : 127 p.
ill.

couv. ill. en coul.

Langue : anglais

Langue : français

Table des matières

ISBN / ISSN : 2091752843

F. GUARY
J. STARCK
S. PERSEC
M. FORT-
COUDERC

YOUR



1^{res}

WAY

FICHER DE L'ÉLÈVE

NATHAN

2 Pronoms

À partir des indications données entre parenthèses, complétez les phrases avec le pronom (personnel, réfléchi, réciproque) ou le possessif qui convient. Inscrivez la réponse correspondant aux lettres (a, b, c, d, e, f, g, h) dans le tableau.

"What did you think of (a. Paul and Juliet)?"

"Not much. (b. Paul and Juliet) never stopped talking to (c. Paul and Juliet) and Juliet kept looking at (d. Juliet) in the mirror, which was very embarrassing.

Everyone could overhear (e. Paul and Juliet) conversation.

Everybody said (f. everybody) disliked (g. Paul and Juliet).

"Juliet is particularly boring according to Mary."

"Oh, I thought Mary was a good friend of (h. Juliet)?"

a	
b	
c	
d	
e	
f	
g	
h	

3 Quantifieurs

À partir du tableau ci-contre (*What subject they choose*), complétez chacun des énoncés avec l'un des mots suivants : *many - much - few - fewer - little - no*. (Chaque mot ne doit être utilisé qu'une fois.)

	Boys	Girls
Maths	33%	30%
Physics	20%	7%
Chemistry	7%	9%
English	17%	30%
History	14%	14%
Foreign languages	9%	10%

- Strangely enough, there is very difference between boys and girls concerning maths.
- There isn't difference concerning foreign languages either.
- Very girls choose physics or chemistry.
- It is a well-known fact that there aren't as girls in sciences as boys.
- There is difference concerning history.
- There are boys studying English.

4 Comparatifs, superlatifs et quantifieurs

Utilisez le tableau de l'exercice précédent pour compléter le texte ci-dessous avec l'un des mots suivants : *better - best - the best - more - most - the most*. Introduisez les mots de liaison nécessaires.

What girls like is English. of the girls interviewed declared that English was interesting subject, far interesting history or foreign languages. Boys like physics chemistry, though they also say that mathematics is subject. people think that a degree in sciences is valuable a degree in foreign languages.

4

5 Relatifs

Complétez avec le relatif qui convient. Utilisez le relatif zéro (Ø) chaque fois que c'est possible.

- Eddie "The Eagle", the ski jumper exploits in the 1988 Olympic Games brought him to prominence, is to present a weekly programme on the BBC. The programme, is to be about great losers, will probably appeal to those saw him in Calgary a few years ago.
- A Welsh rugby fan sold his TV set to go to Twickenham for the game against England was offered a video recorder by the Welsh rugby team. The recorder, he was presented with cost twice as much as the TV set he had sold.

6 Auxiliaire

Déterminez la valeur de la forme "s" dans chaque phrase et cochez la case correspondante dans le tableau.

- There's very little time left now.
- It's been so amusing!
- He's so hard-working!
- He's been dead for a very long time now.
- Go and have a look at the house that's being built next door.
- Paula's swimming suit is not to be found anywhere.
- The answer to today's crossword will appear in tomorrow's paper.
- What a horrible smell! He's been smoking!

	has	is	génitif
a			
b			
c			
d			
e			
f			
g			
h			

7 Valeur du passé

L'action désignée par le verbe en gras s'est-elle réalisée dans le passé ? Cochez la bonne case dans le tableau.

- I wish you **were** nicer to your sister.
- I wish you had not **thanked** him.
- It's time you **made** a decision.
- She said she would come and she **did** come eventually.
- I'd rather you left them.
- If only you hadn't **insulted** him!

	Oui	Non
a		
b		
c		
d		
e		
f		

5

8 Compléments de temps

Indiquez pour chacune des phrases en A quels éléments de B pourraient la compléter. Cochez les réponses correctes dans le tableau.

A	B	1	2
1. He got married ...	a) ... since then.	<input type="checkbox"/>	<input type="checkbox"/>
2. Things have changed a lot ...	b) ... in 1980.	<input type="checkbox"/>	<input type="checkbox"/>
	c) ... over the past two years.	<input type="checkbox"/>	<input type="checkbox"/>
	d) ... lately.	<input type="checkbox"/>	<input type="checkbox"/>
	e) ... ten years ago.	<input type="checkbox"/>	<input type="checkbox"/>
	f) ... the year Mary was born.	<input type="checkbox"/>	<input type="checkbox"/>

9 Temps

1. Lisez l'interview suivante et complétez avec le présent simple ou continu, le **present perfect** ou le prétérit.

"I (feel) very insecure economically," says Brian Jones, who (now / be unemployed) for two years. "Just look at the facts: problems in education and the health service (get) worse and worse. I (just / be told) by my dentist that I can no longer get National Health treatment from him. I (think) that things (deteriorate) a lot since they (introduce) those new measures. I (actually / think) of moving abroad soon."

2. Complétez avec la forme verbale qui convient.

Two six-year-old boys (cause) more than £ 1,000 damage by vandalising a house. When detectives (see) the damage, they (declare) that it (be) the worst they (ever / see) in a private house. "When we (speak) to the boys they (give) no reason for what they (do)"

10 Modaux

1. Cochez pour chaque phrase la solution qui exprime le mieux le sens du passage en gras.

- a) She **can't be sleeping!** I saw her two minutes ago in the garden.
☐ She finds it impossible to sleep...
☐ I'm sure she is not sleeping...
☐ She is not allowed to sleep...
- b) She **can't have finished so soon!**
☐ She wasn't able to finish...
☐ Maybe she hasn't finished...
☐ I'm sure she hasn't finished...

c) A: Why is he so late? B: He **may not know** where we are.

- ☐ Maybe he doesn't know...
☐ He has no right to know...
☐ He can't know...

d) You **must not open** that door, darling ...

- ☐ You don't have to open that door...
☐ You have to keep that door shut...
☐ You don't have to keep that door shut...

e) He has a new car. He **must have sold** the old one.

- ☐ He probably sold...
☐ He had to sell...
☐ He will be obliged to sell...

f) You **needn't tell** him the truth. He's so young ...

- ☐ You don't have to tell him...
☐ You mustn't tell him...
☐ You must tell him...

2. Trouvez la traduction appropriée pour chacune des formes en gras. Cochez la case correspondante dans le tableau.

- a) He **could** change his mind before the end of the week. e) He **should have told** us before.
b) As a child, he **could** swim for hours. f) He **must have lost** it in the park.
c) He **could have helped** us if only he had been there. g) He **had to** leave very early.
d) He **may** arrive any minute. h) He **should stop** smoking.

	Il peut	Il pouvait	Il aurait pu	Il pourrait	Il a dû	Il devrait	Il aurait dû
a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Complétez avec **will, won't, would, wouldn't** ou **should**.

When interviewed about the coming election, Ronald Hardy declared: "I have been a Tory for 30 years but I vote for them next time. I think they have handled the economy differently. The biggest blow for me was hearing about the new taxes. I have minded a penny or two on income tax, but this way we seem to be paying more and more for less and less." Asked who he vote for, he said: "Probably no one."

Robert Taylor, aged 35, said: "I don't know who I vote for. I probably bother."