

TABLEAU RÉCAPITULANT LES CAPACITÉS, COMPÉTENCES ET COMPOSANTES ÉVALUÉES
ANGLAIS - ENSEIGNEMENT GÉNÉRAL ET TECHNOLOGIQUE

Capacités	Compétences	Composantes évaluées
Comprendre un message oral	<ul style="list-style-type: none"> - Anticiper - Prédire - Emettre des hypothèses - Repérer / identifier - Etablir des liens - Opérer le traitement de l'information 	<ul style="list-style-type: none"> - Anticiper à partir d'une séquence sonore + mots (1) - Prédire la suite d'un énoncé (4) - Compenser l'inconnu, le mal perçu (5) - Identifier le type d'énoncé (6) - Repérer les mots porteurs de sens (7) - Repérer et identifier les éléments lexicaux connus (8) - Repérer des segments dans la chaîne parlée (9) - Repérer et relier des éléments pour identifier le contexte (11) - Mettre en relation des indices pour construire le sens en cours d'écoute (12) - Vérifier la justesse des suppositions (13) - Mettre en mémoire des éléments d'information (25) - Classer des éléments d'information (26) - Faire la synthèse : résumer un dialogue en français (27)
Comprendre un message écrit	<ul style="list-style-type: none"> - Anticiper - Repérer / identifier - Etablir des liens - Déduire / inférer - Opérer le traitement de l'information 	<ul style="list-style-type: none"> - Anticiper un contenu à partir d'un titre (2) - Mettre en relation titre et contenus possibles (3) - Repérer le sujet, le verbe et le complément (10) - Mettre en relation formes et valeurs : comparaison (14) - Mettre en relation formes et valeurs : modalité (15) - Mettre en relation formes et valeurs : passivation (16) - Mettre en relation les désignateurs, pronoms et leurs référents (17) - Mettre en relation les articles et leurs valeurs (18) - Mettre en relation les quantificateurs et leurs valeurs (19) - Mettre en relation les formes verbales et leurs valeurs (temps/aspects) (20) - Mettre en relation les mots de liaison et leurs valeurs (21) - Utiliser la structure syntaxique pour déduire le rôle du mot (22) - Déduire le sens du mot (dérivation/composition) (23) - Expliciter le non-dit (24) - Faire la synthèse : dégager l'idée essentielle d'un paragraphe (28) - Faire la synthèse : dégager la fonction d'un paragraphe (29)
S'exprimer à l'écrit	<ul style="list-style-type: none"> - Analyser le sujet - Utiliser le connu - Structurer - Compenser - Contrôler une production 	<ul style="list-style-type: none"> - Associer sujets et types de tâches (30) - Mobiliser le lexique et les structures adaptées (31) - Utiliser : la détermination grammaticale (32) - Utiliser : la quantification indéterminée (33) - Utiliser : les pronoms personnels (34) - Utiliser : les pronoms interrogatifs (35) - Utiliser : la comparaison (36) - Utiliser : les formes verbales (temps et aspects) (37) - Utiliser : la modalité (38) - Utiliser : la passivation (39) - Construire des énoncés corrects du point de vue de la syntaxe (40) - Utiliser les mots de liaison (41) - Compenser par des formulations fidèles au sens (42) - Identifier et corriger des erreurs dans une production écrite (43)

Ce tableau contient des termes techniques que vous ne connaissez peut-être pas. Votre professeur pourra vous les expliquer lors de la correction des exercices.

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ÉVALUATION À L'ENTRÉE EN SECONDE GÉNÉRALE ET TECHNOLOGIQUE

ANGLAIS

Cahier de l'élève

N° DE L'ÉTABLISSEMENT (R.N.E.).....

NOM DE L'ÉLÈVE

PRÉNOM DE L'ÉLÈVE.....

N° DE LA CLASSE.....

SEPTEMBRE 1994

SÉRIE A

**ÉVALUATION DE LA COMPRÉHENSION DE L'ORAL
ET DE LA COMPRÉHENSION DE L'ÉCRIT**

Se référer à l'expérience

Passer de la forme au sens

Cette évaluation, en début d'année scolaire, est destinée à la mise en place des enseignements modulaires. Les résultats vous permettront, en outre, de faire le point sur vos forces et vos faiblesses.

Cette évaluation n'est pas un examen. Plus que sur des connaissances, elle porte sur vos capacités et compétences telles qu'elles sont décrites à la fin de ce cahier.

Elle n'est pas notée mais, comme vos professeurs l'utiliseront pour adapter au mieux l'enseignement à vos besoins, il faut que vous lui accordiez la plus grande attention.

⊗ 1. Vous allez entendre une courte séquence sonore une seule fois. D'après vous, que va-t-il se passer ensuite ? Inscrivez en français votre ou vos proposition(s) dans le cadre ci-dessous.

[Empty box for answer to question 1]

Imaginez ce que vont dire ou penser les personnages. Inscrivez en français votre ou vos proposition(s) dans le cadre ci-dessous.

[Empty box for answer to question 1]

📖 2. Quel est, selon vous, le sujet traité dans chacun des articles dont les titres suivent? Répondez en français sur la ligne prévue à cet effet. Attention, il ne s'agit pas de traduire les titres.

1. GIVING A HAND IN INDIA

2. TEN DREAM WEEKENDS

3. ALL WORK AND NO PLAY FOR A RALLY CHAMPION

4. TWO-YEAR-OLDS WHO LEARN EIN, DEUX, THREE LANGUAGES

1 2 9 0
1
cf. liv. prof.

1 9 0
2
seuil : 3

📖 3. On vous propose un titre d'article de journal suivi de quatre phrases. Choisissez, en fonction du titre, les deux phrases les plus vraisemblables que contient cet article et entourez les lettres correspondantes.

CAMPING SITES CHANGING

- A It helps you to work!
- B A political coalition which unites people from different backgrounds...
- C A minimum, a place to eat and sleep, but little more.
- D The problem is money...of course!

1 9 0
3
seuil : 2

⊗ 4. Vous allez entendre un dialogue. Certaines phrases sont inachevées. A chaque arrêt de l'enregistrement (bip sonore), terminez la phrase par un mot ou un groupe de mots.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

1 9 0
4
seuil : 3

⊗ 5. Vous allez entendre un dialogue une seule fois. Un bip sonore remplace certains mots; vous devez les deviner et, à chaque pause, écrire le mot manquant dans la case correspondante.

1er bip	
2ème bip	
3ème bip	
4ème bip	
5ème bip	

1 9 0
5
seuil : 3

⊕ 6. Vous allez entendre quatre phrases, une seule fois chacune. Indiquez à chaque fois, dans le tableau suivant, si la phrase est affirmative, interrogative, négative ou exclamative. (Pour chaque phrase, cochez la case qui vous semble convenir.)

	Affirmative	Interrogative	Négative	Exclamative
1				
2				
3				
4				

1 9 0
6
seuil : 3

⊕ 7. Vous allez entendre une phrase en anglais répétée quatre fois. A chaque répétition, l'accent porte sur un mot différent. Comment interprétez-vous la phrase? Dans le tableau suivant, inscrivez la lettre correspondant à l'interprétation choisie.

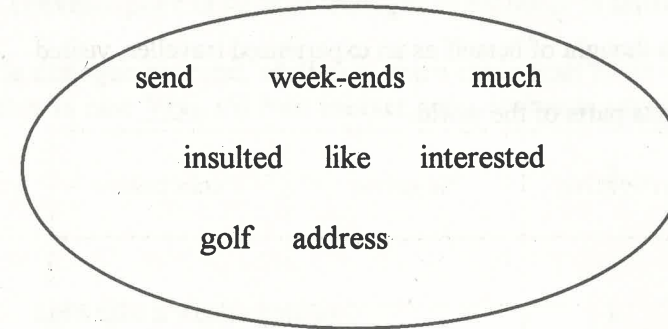
Phrases en anglais	Interprétations en français LETTRES
Phrase n°1	
Phrase n°2	
Phrase n°3	
Phrase n°4	

INTERPRÉTATIONS

- A. Pas en vacances.
- B. Ma mère, pas mon père.
- C. Pas à New York.
- D. Plus d'une fois.

1 9 0
7
seuil : 3

⊕ 8. Ecoutez ces huit mots :



Cinq de ces mots figurent dans l'enregistrement que vous allez entendre maintenant. Soulignez-les dans la bulle dès que vous les aurez repérés au cours de l'écoute.

1 9 0
8
seuil : 4

⊕ 9. Lisez les tableaux suivants. Vous allez entendre, répétés deux fois, deux groupes de trois phrases, puis deux groupes de deux phrases. Repérez à quelle forme écrite correspond ce que vous entendez (parfois sous une forme contractée). Inscrivez le numéro de la phrase dans la case prévue.

Groupe 1

HIS	HE HAS	HE IS

Groupe 2

SHE WILL	SHE WOULD	SHE HAD

Groupe 3

WAS GIVEN	WAS GIVING

Groupe 4

ARE	IS

1 3 9 0
9
seuil : 7

10. Dans la phrase suivante, soulignez ce qui constitue le message minimum : sujet, verbe et complément d'objet.

Every summer Mrs. Rose Lewis, who thought of herself as an experienced traveller, visited one of her numerous relatives in various parts of the world.

1 9 0

10

seuil : réponse.

11. Vous allez entendre trois extraits d'émissions de radio. Après chaque extrait, choisissez une proposition dans la liste suivante et inscrivez la lettre correspondante dans le tableau.

Extrait 1	
Extrait 2	
Extrait 3	

- A Résultats d'un sondage.
- B Un bulletin d'information.
- C Un feuilleton radiophonique.
- D Un entretien avec un grand cuisinier.
- E Une enquête sur un scandale financier.

1 9 0

11

seuil : 3

12 et 13. Vous allez entendre un dialogue qui donne lieu à deux activités successives :

1. A chaque pause, choisissez, parmi les trois hypothèses proposées, celle qui vous paraît le mieux convenir pour la suite du dialogue et entourez la lettre correspondante.

2. Lorsque le dialogue reprend, vérifiez si votre choix était exact ou non. S'il était exact, vous cochez la case Vrai, s'il était inexact, vous cochez la case Faux.

- | 1. | | 2. | | Vrai | Faux |
|----|---|--|----|--------------------------|--------------------------|
| 1. | a | Let's take a week's holiday! | 1. | <input type="checkbox"/> | <input type="checkbox"/> |
| | b | Do you think we could invite your mother? | | | |
| | c | Why don't we go away for a little while? | | | |
| 2. | a | Shall we go and visit New York? | 2. | <input type="checkbox"/> | <input type="checkbox"/> |
| | b | Let's go on a safari in Kenya! | | | |
| | c | They make a nice change with human beings. | | | |
| 3. | a | fishing in Scotland? | 3. | <input type="checkbox"/> | <input type="checkbox"/> |
| | b | trekking in the Himalayas? | | | |
| | c | taking cooking lessons in Paris? | | | |
| 4. | a | Very funny! | 4. | <input type="checkbox"/> | <input type="checkbox"/> |
| | b | It must be freezing cold up there! | | | |
| | c | Oh yes! It's nice and warm up there! | | | |
| 5. | a | Plenty of sun and nice beaches there. | 5. | <input type="checkbox"/> | <input type="checkbox"/> |
| | b | It 's full of tourists. | | | |
| | c | We have never been there. | | | |

1 9 0

12

seuil : 5

1 9 0

13

seuil : 4

Tous les exercices qui suivent racontent une histoire en continu; celle de Mrs. Rose Lewis.

14. Vous allez lire un paragraphe qui contient plusieurs comparaisons (sous la forme d'un comparatif ou d'un superlatif). Indiquez s'il y a deux ou plus de deux éléments ou groupes d'éléments concernés par la comparaison.

Mrs. Lewis had been to Kenya, Canada, New Zealand and Australia, but the country she liked best was Italy. Indeed it was the most genuine country she knew. Of course, compared to Australia it was smaller . Italians were not as daring as Australians . To be sure, it was richer in its historical past and, as it was less far, she could go there more often.

15. Classez les auxiliaires modaux soulignés dans le texte ci-dessous selon ce qu'ils expriment, en inscrivant leur numéro dans le tableau.

That day she was supposed to fly to Rome but something was wrong, she (1) could feel it. If only she had listened to her friends who kept telling her : "Rose, you (2) should take it easy...You (3) can't enjoy life if you keep moving all the time."
She told the air hostess : " It (4) may sound silly to you but I can't help feeling nervous. I've flown so often, I shouldn't react like this. Of course I (5) must control myself..."

Conseil	
Probabilité	
Capacité	
Obligation	
Impossibilité	

1 9 0
14
seuil : 3

1 9 0
15
seuil : 3

16. Les sept verbes en caractères gras sont-ils à la forme active ou à la forme passive? Pour chaque verbe, cochez la case qui convient. Les numéros du tableau correspondent aux numéros des verbes.

The air hostess - "What can happen to you? You'll be enjoying yourself as soon as you've landed. You won't have to worry. You'll be spoiled; you'll be driven to the town centre, shown the sights by night, taken to a typical restaurant and, when you have been served that lovely red wine that is made round Napoli and offered nice Italian specialities, you'll feel so much better."

	Actif	Passif
1		
2		
3		
4		
5		
6		
7		

Après avoir relu le paragraphe, cochez la case qui correspond au sens :

- En arrivant à Rome, Mrs. Lewis va :
- a - être autonome
- b - être prise en charge
- c - être responsable d'un groupe

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

17. A quels termes renvoient les mots en caractères gras du paragraphe suivant?

Mrs. Lewis to the air hostess - "Oh! **you** (1) are right. Once I (2) **am there** (3) I'll feel at home again. But, you see, it's the first time I've won a free trip and the people at the agency didn't tell me much about it (4). **They** (5) were a bit vague about where I was going to stay. My son, **whose** (6) job is in design, will be coming over and staying at the same hotel. I hope it's a first rate **one** (7) because he is a bit difficult to please, **you** (8) know!

- 1. _____ 5. _____
- 2. _____ 6. _____
- 3. _____ 7. _____
- 4. _____ 8. _____

1 2 9 0
16
cf. liv. prof

1 9 0
17
seuil : 6

18. Lisez ce paragraphe.

Quelle interprétation donnez-vous aux mots et groupes de mots soulignés? Inscrivez vos réponses dans les cases (un seul chiffre par case).

Mrs. Lewis - "He'll bring photographs. The last photos of my grandchildren I received were so sweet! The little boy is cheeky but you know boys will be boys. A child without energy and spirit would be most unusual in our family. I'm so much looking forward to it."

photographs	
the last photos	

Il s'agit :

- 1 de photos, pas de films
- 2 de toutes ses photos
- 3 de photos bien précises
- 4 d'une photo de ses enfants
- 5 de cinq photos

The little boy	
boys	

Il s'agit :

- 1 de quelques gamins
- 2 de tous les garçons
- 3 de garçons bien précis
- 4 d'un petit garçon
- 5 de son petit fils

1 9 0

18

seuil : 3

19. Lisez le paragraphe suivant, puis reportez les groupes de mots soulignés dans les cases appropriées.

And indeed, once in Rome, Rose enjoyed herself very much. She visited many monuments, met a few interesting people and had very little time to rest in the parks. She went shopping and found all the shops delightful. She spent some money on presents and tried some nice clothes. She felt so young again.

	Dénombrables	Non dénombrables
Totalité		////////////////////
Grande quantité		////////////////////
Petite quantité		
Quantité indéfinie		

1 9 0

19

seuil : 4

20. Lisez le paragraphe suivant. Reportez dans la colonne de droite les groupes verbaux soulignés correspondant à ce qu'ils expriment en colonne de gauche.

The last time she had come to the City, Rose was the guest of an old Roman family. Every morning her friends would ask : "What are you doing today?" and she replied : "So far I have visited the Coliseum and the Catacombs, admired so many fountains, strolled along Tivoli...I never walk so much at home, believe me..." But the next day she was out again. While she was visiting the Vatican, she met Angelo - the man she would always remember!

1. Acte caractéristique du sujet / fait habituel	
2. Evocation d'une situation particulière du présent	
3. Situation passée coupée du présent	
4. Evocation des circonstances d'un événement passé.	
5. Constat / bilan d'un événement passé	
6. Antériorité par rapport à une action passée	

1 9 0

20

seuil : 4

21. Cherchez dans le paragraphe suivant 4 mots de liaison et reportez-les dans le tableau selon ce qu'ils expriment.

Although from a family of peasants living in Southern Italy, Angelo was artistic-minded; so he spent most of his leisure visiting the monuments of Rome, beautifully sketching them. He was good at watercolours. His technique was elaborate. Instead of going to unpleasant art schools he had chosen to be a self-made artist and craftily copied the great masters in museums. That's where Rose had met him while sightseeing.

Opposition	Temps	Concession	Conséquence

1 9 0

21

seuil : 2

22. Relisez le paragraphe :

Although from a family of peasants living in Southern Italy, Angelo was artistic-minded; so he spent most of his leisure visiting the monuments of Rome, beautifully sketching them. He was good at watercolours. His technique was elaborate. Instead of going to unpleasant art schools he had chosen to be a self-made artist and craftily copied the great masters in museums. That's where Rose had met him while sightseeing.

Choisissez dans l'encadré ci-dessous 6 mots qui peuvent remplacer les éléments soulignés dans le texte :

skill	sophisticated	pleasant
visiting	farmers	
lonely	cleverly	during
		spare time

Ecrivez les mots choisis dans les espaces prévus :

Although from a family of _____ living in Southern Italy, Angelo was artistic-minded; so he spent most of his _____ visiting the monuments of Rome, beautifully sketching them. He was good at watercolours. His _____ was _____. Instead of going to unpleasant art schools he had chosen to be a self-made artist and _____ copied the great masters in museums. That's where Rose had met him while _____.

1 2 9 0
22
seuil : 4

23. Relisez le paragraphe. Repérez deux mots dérivés (exemple : *comfortable*) et deux mots composés (exemple : *seaside*).
Inscrivez-les dans les deux colonnes ci-dessous.
Un exemple vous est fourni.

Although from a family of peasants living in Southern Italy, Angelo was artistic-minded; so he spent most of his leisure visiting the monuments of Rome, beautifully sketching them. He was good at watercolours. His technique was elaborate. Instead of going to unpleasant art schools he had chosen to be a self-made artist and craftily copied the great masters in museums. That's where Rose had met him while sightseeing.

MOTS DERIVES	MOTS COMPOSES
artist	art schools
_____	_____
_____	_____

Quel sens donnez-vous aux mots dérivés ou composés suivants?
Entourez pour chacun la lettre qui correspond à votre réponse.

1. watercolours

- a les couleurs de l'eau
- b les eaux colorées
- c l'aquarelle
- d couleurs d'eau

2. Southern

- a de Southern
- b du Sud
- c Sudiste
- d Sud

1 2 9 0
23
cf. liv. prof.

Voici le texte en entier.

Every summer Mrs. Rose Lewis, who thought of herself as an experienced traveller, went and visited one of her numerous relatives in various parts of the world. She had been to Kenya, Canada, New Zealand and Australia, but the country she liked best was Italy. Indeed it was the most genuine country she knew. Of course, compared to Australia it was smaller and Italians were not as daring as Australians. To be sure, Italy was richer in its historical past and less far. She could go there more often. That day she was supposed to fly to Rome but something was wrong, she could feel it. If only she had listened to her friends who kept telling her : "Rose, you should take it easy...You can't enjoy life if you keep moving all the time."

She said to the air hostess : "It may sound silly to you but I can't help feeling nervous. I've flown so often, I shouldn't react like this. Of course I must control myself..."

Air hostess - "What can happen to you? You'll be enjoying yourself as soon as you've landed. You won't have to worry. You'll be spoilt; you'll be driven to the town centre, shown the sights by night, taken to a typical restaurant and, when you've been served that lovely red wine that is made round Napoli and offered nice Italian specialities, you'll feel so much better."

Mrs. Lewis - "Oh! you are right. Once I am there I'll feel at home again. But, you see, it's the first time I've won a free trip and the people at the agency didn't tell me much about it . They were a bit vague about where I was going to stay. My son, whose job is in design, will be coming over and staying at the same hotel. I hope it's first rate because he is a bit difficult to please!"

Air hostess - "Don't worry! At least it's something to look forward to!"

Mrs. Lewis - "Oh yes, and he'll bring photographs. The last photos of my grandchildren I received were so sweet! The little boy is cheeky but you know boys will be boys. A child without energy and spirit would be most unusual in our family. I'm so much looking forward to this holiday."

And indeed, once in Rome, Rose enjoyed herself very much. She visited many monuments, met a few interesting people and had very little time to rest in the parks. She went shopping and found all the shops delightful. She spent some money on presents and tried some nice clothes. She felt so young again.

The last time she had come to the City, she was the guest of an old Roman family. Every morning her friends would ask : "What are you doing today?" and she replied : "So far I have visited the Coliseum and the Catacombs, admired so many fountains, strolled along Tivoli...I never walk so much at home, believe me..." But the next day she was out again. While she was visiting the Vatican, she met Angelo - the man she would always remember! Although from a family of peasants living in Southern Italy, Angelo was artistic-minded; so he spent most of his leisure visiting the monuments of Rome, beautifully sketching them. He was good at watercolours. His technique was elaborate. Instead of going to unpleasant art schools he had chosen to be a self-made artist and craftily copied the great masters in museums. That's where Rose had met him while sightseeing.

That was a long time ago. Nostalgia would lead her nowhere...

24. La compréhension d'un texte va plus loin que la simple compréhension des mots. En conséquence, qu'impliquent les expressions suivantes tirées du texte? Entourez la lettre qui correspond à la bonne réponse.

1. ...who thought of herself as an experienced traveller (l. 1)

- a Mrs. Rose Lewis a une réputation de grande voyageuse.
- b Mrs. Rose Lewis doit être une grande voyageuse.
- c Mrs. Rose Lewis ne voyage que rarement.
- d Mrs. Rose Lewis souhaiterait acquérir de l'expérience.

2. "Rose, you should take it easy." (l. 7)

- a Rose trouve la vie facile.
- b Rose envisage d'arrêter de voyager.
- c Rose pense qu'elle devrait mener une vie plus calme.
- d Rose mène une vie trop active.

3. He is a bit difficult to please! (l. 18)

- a Mrs. Rose Lewis aimerait que l'hôtesse fasse connaissance de son fils.
- b Mrs. Rose Lewis connaît bien son fils.
- c Le contact avec son fils est difficile.
- d Mrs. Rose Lewis aime donner des ordres.

4. A child without energy and spirit would be most unusual in our family. (l. 21/22)

- a Rose aurait souhaité avoir des enfants plus énergiques.
- b Rose préfère les enfants calmes.
- c Rose est fière de ses enfants et petits enfants.
- d Rose a honte de l'attitude de ses enfants

⊗ 25. Vous allez écouter un monologue deux fois, sans rien noter, mais en essayant de retenir le plus grand nombre d'éléments. Après les deux écoutes, notez-les en anglais dans l'espace ci-dessous.

[Empty box for notes]

⊗ 26. Maintenant, classez ces éléments dans les quatre colonnes ci-dessous en leur donnant un titre choisi parmi les propositions suivantes :

noms de lieux / indications de temps / émotions / objets usuels / description physique / noms de personnes.

Table with 4 columns and 5 rows for classification.

⊗ 27. Vous allez entendre le même monologue. Ecrivez maintenant dans le cadre prévu le résumé de ce que vous avez compris, en quelques mots et en français.

[Empty box for summary]

1 9 0 / 25 / seuil : 10

1 9 0 / 26 / cf. liv. prof.

1 9 0 / 27 / seuil : 3

Tournez la page et continuez les exercices

25. Vous allez trouver un monologue dans une pièce. Vous allez lire le texte et répondre à des questions plus grandes d'élèves. Après les questions, vous allez lire le texte.

Every summer Mrs. Rose Lewis, who thought of herself as an experienced traveller, went and visited one of her numerous relatives in various parts of the world. She had been to Kenya, Canada, New Zealand and Australia, but the country she liked best was Italy. Indeed it was the most genuine country she knew. Of course, compared to Australia it was smaller and Italians were not as daring as Australians. To be sure, Italy was richer in its historical past and less far. She could go there more often. That day she was supposed to fly to Rome but something was wrong, she could feel it. If only she had listened to her friends who kept telling her : "Rose, you should take it easy...You can't enjoy life if you keep moving all the time."

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Mrs. Lewis - "Oh yes, and he'll bring photographs. The last photos of my grandchildren I received were so sweet! The little boy is cheeky but you know boys will be boys. A child without energy and spirit would be most unusual in our family. I'm so much looking forward to this holiday."

And indeed, once in Rome, Rose enjoyed herself very much. She visited many monuments, met a few interesting people and had very little time to rest in the parks. She went shopping and found all the shops delightful. She spent some money on presents and tried some nice clothes. She felt so young again.

The last time she had come to the City, she was the guest of an old Roman family. Every morning her friends would ask : "What are you doing today?" and she replied : "So far I have visited the Coliseum and the Catacombs, admired so many fountains, strolled along Tivoli...I never walk so much at home, believe me..." But the next day she was out again. While she was visiting the Vatican, she met Angelo - the man she would always remember! Although from a family of peasants living in Southern Italy, Angelo was artistic-minded; so he spent most of his leisure visiting the monuments of Rome, beautifully sketching them. He was good at watercolours. His technique was elaborate. Instead of going to unpleasant art schools he had chosen to be a self-made artist and craftily copied the great masters in museums. That's where Rose had met him while sightseeing.

That was a long time ago. Nostalgia would lead her nowhere...

28. Dégagez l'idée essentielle de chaque paragraphe du texte. Entourez la lettre correspondant à la bonne réponse.

1. Premier paragraphe :

- a Le dernier voyage.
- b Un choix difficile : l'Australie ou l'Italie?
- c Inquiétude d'une voyageuse expérimentée.
- d Fatigue d'une voyageuse expérimentée.

2. Deuxième paragraphe :

- a Un séjour gastronomique.
- b Un séjour agréable en perspective.
- c Réunion de famille.
- d Retour au pays.

3. Troisième paragraphe :

- a Le plaisir d'acheter.
- b Un séjour réussi à Rome.
- c Enfin seule!
- d Trop de soucis.

4. Quatrième paragraphe :

- a Rome, ville d'art.
- b La peinture italienne.
- c Une famille accueillante.
- d La rencontre d'une vie.

5. Cinquième paragraphe :

- a Il faut vivre au présent.
- b Un avenir sombre.
- c Tristesse et regrets.
- d Une grand-mère ruinée.

29. Parmi les fonctions suivantes, choisissez celle qui s'applique à chaque paragraphe du texte. Reportez les lettres correspondantes dans le tableau. Attention, il y a plus de propositions que de réponses attendues.

- A Annoncer ce qui va se passer.
- B Présenter le personnage.
- C Apporter une conclusion.
- D Mettre en garde.
- E Evoquer une expérience passée.
- F Décrire l'événement en cours.
- G Présenter les conséquences d'un choix.

	Fonction
Paragraphe 1	
Paragraphe 2	
Paragraphe 3	
Paragraphe 4	
Paragraphe 5	

1 9 0

28
seuil : 4

1 9 0

29
seuil : 4

30. Lisez les 5 sujets suivants :

1. Tom writes home about his visit to Bombay.
2. Write the scenario of a film about a trip to the moon.
3. Cycling : a pleasant way to visit a country?
4. A holiday in Greece or in Ireland?
5. You explain to your friend how to come to your holiday cottage.

Dans quel sujet s'agit-il surtout de :

N° de sujet

Argumenter	
Donner des instructions	
Comparer	
Décrire	
Imaginer	

31. Lisez le sujet suivant :

"Cycling : a pleasant way to visit a country?"

De quels mots et structures -autres que ceux du sujet-, allez-vous avoir besoin pour rédiger un paragraphe en anglais?

- Ecrivez dans la première colonne : 8 mots dont 3 verbes.
- Ecrivez dans la deuxième colonne : 2 structures.

NOMS - ADJECTIFS	GRAMMAIRE : 2 STRUCTURES
1.	1.
2.	2.
3.	
4.	
5.	
VERBES	
1.	
2.	
3.	

1 9 0
30
seuil : 5

1 9 0
31
seuil : 7

32. Complétez avec : the, a, ou Ø (ensemble vide).

When planning a holiday, _____ tourists generally think that _____ cruise in the Mediterranean is very peaceful, but there can be _____ problems.

Last year, our cruise had to be shortened by _____ Captain Smith because of _____ weather. As you can imagine, most of _____ tourists on board were furious.

1 9 0
32
seuil : 4

33. Complétez le texte à l'aide des mots choisis dans la liste suivante pour exprimer la quantité appropriée :

few / little / many / all / much

Chaque mot ne peut être utilisé qu'une seule fois

At the end of the holiday, I had _____ money left. My brother didn't have _____ money left either. The reason was, we had bought too _____ presents for our family and friends. I guess it was certainly the same for _____ the other passengers. Very _____ people realize how expensive presents can be!

1 9 0
33
seuil : 5

34. Complétez chaque phrase par le pronom personnel approprié.

"Darling! Gosh, we're late! The plane isn't going to wait for _____! Tom and Mary must already be at the airport. I'm sure _____ are worried. Shall we phone _____ at the British Airways desk?"

"Where's my handbag? I can't see _____ anywhere. The tickets are in there. Help _____ find it!"

1 9 0
34
seuil : 5

35. Dans le dialogue suivant, complétez les quatre questions à l'aide d'expressions ou de mots interrogatifs en tenant compte des réponses données.

Travel agent "Mexico or Peru? _____ country have you chosen?"

Mrs. Robinson "Mexico."

Travel agent "All right. _____ do you intend to stay there?"

Mrs. Robinson "As long as I can."

Travel agent "And _____ will you travel with?"

Mrs. Robinson "My friend Lily and my daughter."

Travel agent "_____ address shall I send the tickets to? Yours or your friend's?"

Mrs. Robinson "Mine, please."

36. A partir du tableau ci-dessous, complétez les phrases en mettant au comparatif ou au superlatif les adjectifs entre parenthèses. Chacun ne doit être utilisé qu'une fois.

CHOOSING A HOTEL

	Excelsior	Grand Hotel	Imperial
Food	+	+++	+
rooms	+++	++	+
service	+++	+	+++
cost	\$\$\$	\$\$\$\$\$	\$\$
distance from airport	21 miles	3 miles	9 miles

- The Grand Hotel is _____ the Imperial for the food. (*good*)
- Rooms at the Excelsior are _____ at the Imperial. (*clean*)
- Service at the Excelsior is just _____ at the Imperial. (*quick*)
- The Grand Hotel is _____ of all (*expensive*), probably because it is _____ to the airport. (*near*)

1 9 0
36
seuil : 4

37. Une personne parle de ses voyages aux États-Unis; complétez en mettant les verbes aux formes qui conviennent.

"_____ to New York?"
(you / be)

"Yes, twice. I first _____ there in March 1991 and then in August
(go)

1992 to visit friends. I met them while I _____ there. I hope they
(work)

_____ to France and stay with me next summer. I like New York very
(come)

much and every time I go there I _____ at home.
(feel)

1 9 0
37
seuil : 4

38. Ceci est un extrait du règlement d'AIR INTER en anglais. Lisez-le. Puis complétez les phrases proposées en utilisant le "modal" approprié :

MUST / MUSTN'T / CAN / WILL / SHOULD

Chacun n'est utilisé qu'une seule fois.

For your comfort and safety, put all your luggage in the overhead lockers; we advise you to keep your seatbelt fastened until the "seatbelt" sign is off and during the flight if you don't have to move around. We would like to remind you that you are on a no-smoking flight and we draw your attention to our inflight reading material.

It means that :

- You _____ put your luggage in the overhead locker
- You _____ keep your safety belt fastened.
- You _____ leave your seat if you want to but only after the seatbelt sign is off.
- You _____ smoke.
- You _____ find reading materials on board if you wish.

1 9 0
38
seuil : 3

39. Complétez les énoncés suivants en utilisant à la voix passive et à la forme demandée les verbes donnés dans les parenthèses. N'utilisez pas de formes contractées.

The Channel tunnel _____ the Chunnel. (to nickname / présent simple)

In 1880, a tunnel _____ by the British and the French. (to plan / prétérit simple)

Work on the present tunnel started on 6 September 1986.

A lot of money _____ on the project so far. (to spend / présent perfect)

Passengers and vehicles _____ by shuttle trains. (to transport / futur)

1 9 0 39 seuil : 3

40. Lisez le dialogue suivant en entier. Complétez soit par la question directe, soit par la question indirecte qui a permis d'obtenir la réponse soulignée.

On a plane

Son "Daddy! I'd like to know how fast _____."

Father "Well!..."

Son "Please Daddy! How fast _____?"

Steward "The Concorde flies at 2,385 km/h."

Son "Now Dad! Tell me what time _____"

Father "Leave me alone!"

Son "Daddy! What time _____?"

Air hostess "We'll arrive in one hour."

1 9 0 40 seuil : 3

41. Reliez les phrases suivantes à l'aide des mots de liaison ci-dessous :

but / that's why / although / because

Ils vous sont donnés dans l'ordre, mais attention, certains espaces doivent rester vides.

Dear Mum and Dad,

You'll never believe this! _____ I arrived safely in London _____

my suitcase didn't! _____ I'm wearing Paul's jeans and David's sweatshirt,

_____ the jeans are too big and the sweatshirt is too small. _____

Don't worry too much, _____ I'm sure the case will be found soon.

1 9 0 41 seuil : 4

42. Complétez le paragraphe en anglais pour exprimer du mieux possible les éléments soulignés.

Deux types d'avions supersoniques ont

Two types of supersonic planes

vu le jour en Europe, le Tupolev et le

(1) _____

Concorde.

in Europe, the Tupolev and Concorde.

Le Concorde met Washington à moins

(2) _____

de trois heures de Paris mais le prix

_____ but

du billet est inabordable.

(3) _____

1 9 0 42 seuil : 2

43. Dans le devoir qui suit figurent 6 erreurs que le professeur a signalées dans la marge (g = grammaire, o = orthographe).

Soulignez ces erreurs et corrigez-les sur la ligne prévue à cet effet.

o Going on holliday is not as easy

g g than it seems to be; there is

many difficulties: high prices, traffic jams,-

children who want to stop in

g places where you cannot parking,

and noisy hotels.

g What terribles experiences sometimes!

g You would have more funny if you

stayed at home!

12930

43

seuil : 4

SÉRIE B

ÉVALUATION DE LA COMPRÉHENSION DE L'ORAL ET DE LA COMPRÉHENSION DE L'ÉCRIT

Se référer à l'expérience

Passer de la forme au sens

⊕ 1. Vous allez entendre une courte séquence sonore une seule fois. D'après vous, que va-t-il se passer ensuite ? Inscrivez en français votre ou vos proposition(s) dans le cadre ci-dessous.

Imaginez ce que vont dire ou penser les personnages. Inscrivez en français votre ou vos proposition(s) dans le cadre ci-dessous.

1 2 9 0
1
cf. liv. prof.

⊕ 2. Quel est, selon vous, le sujet traité dans chacun des articles dont les titres suivent? Répondez en français sur la ligne prévue à cet effet. Attention, il ne s'agit pas de traduire les titres.

1. SEA AND SAND

2. LIVERPOOL'S MAGIC

3. DRIVING WITHOUT A MAP

4. BURN OR RECYCLE ?

1 9 0
2
seuil : 3

⊕ 3. On vous propose un titre d'article de journal suivi de quatre phrases. Choisissez, en fonction du titre, les deux phrases les plus vraisemblables que contient cet article et entourez les lettres correspondantes.

TOP TEN PETS

- A Their heroes are American rockers like Aerosmith and Van Halen.
- B Fashion was the biggest problem when women started playing in 1884.
- C You must be prepared to go for a walk at least twice a day, come rain or shine.
- D A free copy of *Animal World* will be sent to you.

1 9 0
3
seuil : 2

⊕ 4. Vous allez entendre un dialogue. Certaines phrases sont inachevées. A chaque arrêt de l'enregistrement (bip sonore), terminez la phrase par un mot ou un groupe de mots.

1. _____
2. _____
3. _____
4. _____
5. _____

1 9 0
4
seuil : 3

⊕ 5. Vous allez entendre un dialogue une seule fois. Un bip sonore remplace certains mots; vous devez les deviner et, à chaque pause, écrire le mot manquant dans la case correspondante.

1er bip	
2ème bip	
3ème bip	
4ème bip	
5ème bip	

1 9 0
5
seuil : 3

⊕ 6. Vous allez entendre quatre phrases, une seule fois chacune. Indiquez à chaque fois, dans le tableau suivant, si la phrase est affirmative, interrogative, négative ou exclamative. (Pour chaque phrase, cochez la case qui vous semble convenir.)

	Affirmative	Interrogative	Négative	Exclamative
1				
2				
3				
4				

1 9 0
6
seuil : 3

⊕ 7. Vous allez entendre une phrase en anglais répétée quatre fois. A chaque répétition, l'accent porte sur un mot différent. Comment interprétez-vous la phrase? Dans le tableau suivant, inscrivez la lettre correspondant à l'interprétation choisie.

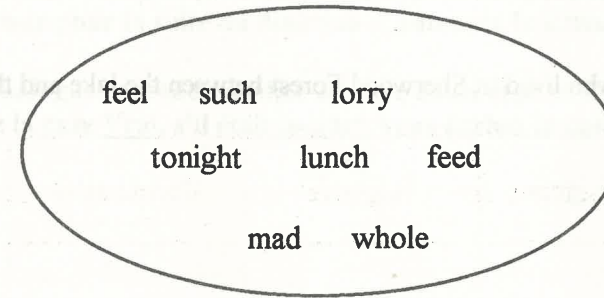
Phrases en anglais	Interprétations en français LETTRES
Phrase n°1	
Phrase n°2	
Phrase n°3	
Phrase n°4	

INTERPRÉTATIONS

- A. Ce gâteau n'est pas pour l'anniversaire de Maman..
- B. Ce n'est pas moi qui l'ai fait.
- C. Ils n'ont pas acheté ce gâteau.
- D. Ce n'est pas un petit gâteau!

1 9 0
7
seuil : 3

⊕ 8. Ecoutez ces huit mots :



Cinq de ces mots figurent dans l'enregistrement que vous allez entendre maintenant. Soulignez-les dans la bulle dès que vous les aurez repérés au cours de l'écoute.

1 9 0
8
seuil : 4

⊕ 9. Lisez les tableaux suivants. Vous allez entendre, répétés deux fois, deux groupes de trois phrases, puis deux groupes de deux phrases. Repérez à quelle forme écrite correspond ce que vous entendez (parfois sous une forme contractée). Inscrivez le numéro de la phrase dans la case prévue.

Groupe 1

WHO IS	WHO HAS	WHOSE

Groupe 2

WEEK IS	WEEK HAS	WEEK'S

Groupe 3

WAS SHOWN	WAS SHOWING

Groupe 4

ARE	IS

1 3 9 0
9
seuil : 7

10. Dans la phrase suivante, soulignez ce qui constitue le message minimum : sujet, verbe et complément d'objet.

The Topps, our eccentric neighbours who lived in Sherwood Forest between the lake and the motorway, had strange habits.

1 9 0
10
seuil : réponse.

11. Vous allez entendre trois extraits d'émissions de radio. Après chaque extrait, choisissez une proposition dans la liste suivante et inscrivez la lettre correspondante dans le tableau.

Extrait 1	
Extrait 2	
Extrait 3	

- A Un bulletin météorologique
- B L'indicatif d'une station de radio
- C Une émission sportive
- D Une publicité
- E Une analyse économique

1 9 0
11
seuil : 3

12 et 13. Vous allez entendre un dialogue qui donne lieu à deux activités successives :

1. A chaque pause, choisissez, parmi les trois hypothèses proposées, celle qui vous paraît le mieux convenir pour la suite du dialogue et entourez la lettre correspondante.

2. Lorsque le dialogue reprend, vérifiez si votre choix était exact ou non. S'il était exact, vous cochez la case Vrai, s'il était inexact, vous cochez la case Faux.

- | | | | | | |
|----|---|---|----|--------------------------|--------------------------|
| 1. | | 2. | | <u>Vrai</u> | <u>Faux</u> |
| 1. | a | Are you feeling all right? | 1 | <input type="checkbox"/> | <input type="checkbox"/> |
| | b | Did you sleep well? | | | |
| | c | You can't go to school on an empty stomach! | | | |
| 2. | a | Honestly Mum! | 2. | <input type="checkbox"/> | <input type="checkbox"/> |
| | b | I am too fat! | | | |
| | c | I don't like corn flakes. | | | |
| 3. | a | if you want to stay healthy. | 3 | <input type="checkbox"/> | <input type="checkbox"/> |
| | b | to have a well-balanced diet. | | | |
| | c | if you love me. | | | |
| 4. | a | I am on a diet. | 4 | <input type="checkbox"/> | <input type="checkbox"/> |
| | b | I will look awful in my swimsuit! | | | |
| | c | diETING is stupid. | | | |
| 5. | a | you'll never pass your exams. | 5 | <input type="checkbox"/> | <input type="checkbox"/> |
| | b | you'll get a good job. | | | |
| | c | you'll be sorry. | | | |

1 9 0
12
seuil : 5

1 9 0
13
seuil : 4

Tous les exercices qui suivent racontent une histoire en continu; celle de la famille Topps.

14. Vous allez lire un paragraphe qui contient plusieurs comparaisons (sous la forme d'un comparatif ou d'un superlatif). Indiquez s'il y a deux 2 ou plus de deux >2 éléments ou groupes d'éléments concernés par la comparaison.

There were seven of them. The father, Honesimus Topps, was forty but he looked much older than his brother Horatius [] who wasn't married and lived with them. Honesimus' wife had been the most charming girl in the province [] when she got married and now her only daughter was just as pretty as she had been []. Rip and Rick, the twins, were very intelligent children although Rip was more imaginative. Robin was the eldest. He helped his father a lot because he was less lazy than his uncle [].

1 9 0 14
seuil : 3

15. Classez les auxiliaires modaux soulignés dans le texte ci-dessous selon ce qu'ils expriment, en inscrivant leur numéro dans le tableau.

Honesimus Topps was a terrific inventor. One of his neighbours kept saying : "This man (1) must be a genius. You (2) should go and see his workshop. It's full of fantastic, mysterious gadgets. He (3) can take a small piece of metal and turn it into a flying bicycle. At times you (4) may even hear unusual noises. I'm sure he (5) can't always control his inventions."

Table with 2 columns: Conseil, Probabilité, Capacité, Forte probabilité, Impossibilité

1 9 0 15
seuil : 3

16. Les sept verbes en caractères gras sont-ils à la forme active ou à la forme passive? Pour chaque verbe, cochez la case qui convient. Les numéros du tableau correspondent aux numéros des verbes.

Just the other day he built a revolutionary, automatic gardener that was supposed to keep the garden tidy. Unfortunately something went wrong. After he had used it the grass was cut irregularly, the flowers were all over the place, the flower beds were spoilt and the bushes were torn. It was as if the machine was enjoying the damage that was done. Then suddenly it exploded. But Honesimus wasn't discouraged and created a nice, new robot.

Table with 2 columns: Actif, Passif and 7 rows numbered 1-7

Après avoir relu le paragraphe, cochez la case qui correspond au sens :

- a - Honesimus domine la machine
b - Honesimus ne maîtrise pas la situation
c - Honesimus contrôle l'expérience

1 2 9 0 16
cf. liv. prof.

17. A quels termes renvoient les mots en caractères gras du paragraphe suivant?

No need to say the twins were very proud of their father's robot and they told their friends at school how frightened their (1) uncle was when it first entered the dining-room where (2) they were all (3) having a meal. They laughed at him (4) and clapped their hands when it (5) started speaking. Honesimus was there (6), both happy and confident. They congratulated him (7) warmly and agreed to say it was much better than the previous one (8).

- 1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____ 8. _____

1 9 0 17
seuil : 6

18. Lisez ce paragraphe.

Quelle interprétation donnez-vous aux mots et groupes de mots soulignés? Inscrivez vos réponses dans les cases (un seul chiffre par case).

Mrs. Topps to her husband : "Why on earth do we need a robot?"

Mr. Topps : "But, darling, robots are very useful for science and at home, too. 001 cut the grass and..."

Mrs. Topps : "Oh yes, and it also cut all the flowers in our garden!"

Mr. Topps : "Well! Something went wrong. But this time the robot I've made is intelligent and able to do the housework, peel the potatoes and even arrange flowers."

a robot	
the robot	

Il s'agit :

- 1 de quelques robots
- 2 d'un robot bien précis
- 3 de robots en général
- 4 de tous ses robots
- 5 de n'importe quel robot

the flowers	
flowers	

Il s'agit :

- 1 de fleurs en général
- 2 de n'importe quelle fleur
- 3 de fleurs bien précises
- 4 de ses fleurs préférées
- 5 d'une fleur bien précise

1 9 0 / 18 / seuil : 3

19. Lisez le paragraphe suivant, puis reportez les groupes de mots soulignés dans les cases appropriées.

Mrs. Topps spent very little time in her kitchen since it was so small. She had a few pots and pans but also too many gadgets bought by Mr. Topps who loved to spend some money on all the bizarre inventions he could find.

To tell you the truth he had also imagined some machines "to make his wife's life easier", he said!

	Dénombrables	Non dénombrables
Totalité		////////////////////
Grande quantité		////////////////////
Petite quantité		
Quantité indéfinie		

1 9 0 / 19 / seuil : 4

20. Lisez le paragraphe suivant. Reportez dans la colonne de droite les groupes verbaux soulignés correspondant à ce qu'ils expriment en colonne de gauche.

One afternoon Mr. Topps was working on a gadget he had thought of during the night when his wife entered the workshop.

Mr. Topps : "Hello, darling! Problems with 002?"

Mrs. Topps : "No, thank God, it's playing video games... Look! I've had a terrible morning. Why don't we go to town and buy new curtains for the kitchen?"

Mr. Topps : "What? Again? Darling, really!..."

Mrs. Topps : "You know pretty well your stupid robot ruined them yesterday."

Mr. Topps : "I know, but you have to admit it cleans the house so well, though! Well, what else can you ask for?"

1. Acte caractéristique du sujet / fait habituel	
2. Evocation d'une situation particulière du présent	
3. Situation passée coupée du présent	
4. Evocation des circonstances d'un événement passé.	
5. Constat / bilan d'un événement passé	
6. Antériorité par rapport à une action passée	

21. Cherchez dans le paragraphe suivant 4 mots de liaison et reportez-les dans le tableau selon ce qu'ils expriment.

Mrs. Topps was clearly tired of robots walking around the house but the children simply doted on 002 - it made their beds and cleaned their rooms. It was not the case with the other oddly-shaped contraptions invented by their father. Before sounding like human voices they emitted appalling noises or ghost-like moans. Although his other inventions were up to date, they were considered so preposterous that even innovative businessmen refused to buy them.

Opposition	Temps	Concession	Conséquence

1 9 0 / 20 / seuil : 4

1 9 0 / 21 / seuil : 2

22. Relisez le paragraphe :

Mrs. Topps was clearly tired of robots walking around the house but the children simply doted on 002 - it made their beds and cleaned their rooms. It was not the case with the other oddly-shaped contraptions invented by their father. Before sounding like human voices they emitted appalling noises or ghost-like moans. Although his other inventions were up to date, they were considered so preposterous that even innovative businessmen refused to buy them.

Choisissez dans l'encadré ci-dessous 6 mots qui peuvent remplacer les éléments soulignés dans le texte :

enjoys	machines	strangely
loved	gorgeous	
experiences	lamentations	absurd horrible

Ecrivez les mots choisis dans les espaces prévus :

Mrs. Topps was clearly tired of robots walking around the house, but the children simply _____ 002 - it made their beds and cleaned their rooms. It was not the case with the other _____-shaped _____ invented by their father. Before sounding like human voices they emitted _____ noises or ghost-like _____. Although his other inventions were up to date, they were considered so _____ that even innovative businessmen refused to buy them.

1 2 9 0 / 22 / seuil : 4

Conscience	Concession	Toppe	Toppeur

23. Relisez le paragraphe. Repérez deux mots dérivés (exemple : confortable) et deux mots composés (exemple : seaside). Inscrivez-les dans les deux colonnes ci-dessous. Un exemple vous est fourni.

Mrs Topps was clearly tired of robots walking around the house but the children simply doted on 002 - it made their beds and cleaned their rooms. It was not the case with the other oddly-shaped contraptions invented by their father. Before sounding like human voices they emitted appalling noises or ghost-like moans. Although his other inventions such as the juicy square tomatoes, the skinless potatoes and sweet-tasting lemons were up-to-date, they were considered so preposterous that even innovative businessmen refused to buy them.

MOTS DERIVES	MOTS COMPOSES
simply	businessmen
_____	_____
_____	_____

Quel sens donnez-vous aux mots dérivés ou composés suivants. Entourez pour chacun la lettre qui correspond à votre réponse.

1. sweet-tasting

2. skinless

- a tendrement goûté
- b doucement testé
- c au goût sucré
- d au chocolat

- a cuite avec la peau
- b à la peau épaisse
- c moins que la peau
- d sans peau

1 2 9 0 / 23 / cf. liv. prof.

Voici le texte en entier.

5 The Topps, our eccentric neighbours who lived in Sherwood Forest between the lake and the motorway, had really strange habits. There were seven of them. The father, Honesimus Topps, was forty but he looked much older than his brother Horatius who wasn't married and lived with them. Honesimus' wife had been the most charming girl in the province when she got married and now her only daughter was just as pretty as she had been. Rip and Rick, the twins, were very bright children although Rip was more imaginative. Robin was the eldest. He helped his father a lot because he was less lazy than his uncle.

10 Honesimus Topps was a terrific inventor. One of his neighbours kept saying : "This man must be a genius. You should see his workshop. It's full of fantastic, mysterious gadgets. He can take a small piece of metal and turn it into a flying bicycle. At times you may even hear unusual noises. I'm sure he can't always control his inventions." Just the other day he built a revolutionary, automatic gardener that was supposed to keep the garden tidy. Unfortunately something went wrong. After he had used it, the grass was cut irregularly, the flowers were scattered all over the place, the flower beds were spoilt and the bushes were torn. It was as if the machine was enjoying the damage that was done. Then suddenly it exploded. But Honesimus wasn't discouraged and created a nice, new robot.

15 No need to say the twins were very proud of their father's robot and they told their friends at school how frightened their uncle was when it first entered the dining-room where they were all having a meal. They laughed at him and clapped their hands when it started speaking. There was Honesimus, both happy and confident. They congratulated him warmly and agreed to say it was much better than the previous one.

"Why on earth do we need a robot?" Mrs. Topps asked her husband.

"But, darling, robots are very useful for science and at home, too. 001 cut the grass and..."

"Oh yes, and it also cut all the flowers in our garden!"

25 "Well! Something went wrong. But this time 002, the robot I've made, is intelligent and able to do the housework, peel the potatoes and even arrange flowers."

Mrs. Topps didn't spend much time in her kitchen since she had so little room in it. She had a few pots and pans but also too many gadgets bought by Mr. Topps who loved to spend some money on all the bizarre inventions he could find. To tell you the truth he had also imagined some machines "to make his wife's life easier", he said! One afternoon Mr. Topps was working on a gadget he had thought of during the night when his wife entered the workshop.

30 *Mr. Topps* : "Hello, darling! Problems with 002?"

Mrs. Topps : "No, thank God, it's playing video games... Look! I've had a terrible morning. Why don't we go to town and buy new curtains for the kitchen?"

Mr. Topps : "What? Again? Darling, really!..."

35 *Mrs. Topps* : "You know pretty well your stupid robot ruined them yesterday."

Mr. Topps : "I know, but you have to admit it cleans the house so well, though! Well, what else can you ask for?"

40 Mrs. Topps was clearly tired of robots walking around the house but the children simply doted on 002 - it made their beds and cleaned their rooms. It was not the case with the other oddly-shaped contraptions invented by their father. Before sounding like human voices they emitted appalling noises or ghost-like moans. Although his other inventions such as the juicy square tomatoes, the skinless potatoes and sweet-tasting lemons were up to date, they were considered so preposterous that even innovative businessmen refused to buy them.

45 But Honesimus never gave up. He kept inventing more and more extraordinary devices. He felt sure one day he would find the perfect idea!

24. La compréhension d'un texte va plus loin que la simple compréhension des mots. En conséquence, qu'impliquent les expressions suivantes tirées du texte? Entourez la lettre qui correspond à la bonne réponse.

1. He can't always control his inventions. (l. 10)

- a Honesimus prend trop de risques.
- b Honesimus est un excellent technicien.
- c Honesimus n'a aucune chance de succès.
- d Honesimus ne perd pas souvent courage.

2. ...that was supposed to keep the garden tidy. (l. 12)

- a C'était un bon jardinier.
- b Il devait remplacer le jardinier.
- c Il était mal construit.
- d Il n'a pas rempli sa mission.

3. But Honesimus wasn't discouraged. (l. 15)

- a Il était orgueilleux.
- b Il avait confiance en lui-même.
- c Il ne voulait pas reconnaître ses torts.
- d La prudence était sa qualité principale.

4. ...even innovative businessmen refused to buy them. (l. 42/43)

- a L'innovation n'était plus à la mode.
- b Les industriels les produisaient depuis longtemps.
- c Ses inventions étaient démodées.
- d Ses inventions ne répondaient pas à la demande du marché.

25. Vous allez écouter un monologue deux fois, sans rien noter, mais en essayant de retenir le plus grand nombre d'éléments. Après les deux écoutes, notez-les en anglais dans l'espace ci-dessous.

Empty rectangular box for writing the answer to question 25.

1 9 0 25
seuil : 10

26. Maintenant, classez ces éléments dans les quatre colonnes ci-dessous en leur donnant un titre choisi parmi les propositions suivantes :

objets usuels / noms de personnes / loisirs / fêtes (événements heureux) / activités ménagères / événements historiques.

Table with 4 columns and 5 rows for classification of elements.

1 9 0 26
cf. liv. prof.

27. Vous allez entendre le même monologue. Ecrivez maintenant dans le cadre prévu le résumé de ce que vous avez compris, en quelques mots et en français.

Empty rectangular box for writing the summary for question 27.

1 9 0 27
seuil : 3

Tournez la page et continuez les exercices

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45 But Honesimus never gave up. He kept inventing more and more extraordinary devices. He felt sure one day he would find the perfect idea!

28. Dégagez l'idée essentielle de chaque paragraphe du texte. Entourez la lettre correspondant à la bonne réponse.

1. Premier paragraphe :

- a Une famille isolée.
- b Une famille trop nombreuse.
- c Une famille étonnante.
- d Une famille à problèmes.

2. Deuxième paragraphe :

- a Un voisin encombrant.
- b Un inventeur de génie.
- c Un bricoleur raté.
- d Un révolutionnaire dangereux.

3. Troisième paragraphe :

- a Une machine infernale.
- b Un robot à la maison : le pour et le contre.
- c La solution idéale.
- d L'avenir est aux robots.

4. Quatrième paragraphe :

- a Une maison hantée.
- b L'imagination au pouvoir.
- c Des robots à commande vocale.
- d Un inventeur incompris.

5. Cinquième paragraphe :

- a L'avenir lui appartient.
- b Découragement et solitude.
- c Un avenir sombre.
- d Quel gâchis!

29. Parmi les fonctions suivantes, choisissez celle qui s'applique à chaque paragraphe du texte. Reportez les lettres correspondantes dans le tableau. Attention, il y a plus de propositions que de réponses attendues.

- A Annoncer un événement.
- B Présenter des personnages.
- C Ouvrir des perspectives d'avenir.
- D Rapporтер des opinions.
- E Apporter une conclusion.
- F Présenter des opinions divergentes
- G Décrire des personnages / des objets.

	Fonction
Paragraphe 1	
Paragraphe 2	
Paragraphe 3	
Paragraphe 4	
Paragraphe 5	

18. Décrivez l'aspect essentiel de chaque paragraphe du texte. Répondez à la question en choisissant la bonne réponse.

1. Pourquoi Horatius Topps a-t-il écrit ce livre ?

a. Pour raconter l'histoire de sa famille.
 b. Pour décrire l'aspect de son pays.
 c. Pour raconter l'histoire de son invention.
 d. Pour décrire l'aspect de son invention.

2. Pourquoi Horatius Topps a-t-il écrit ce livre ?

a. Pour raconter l'histoire de sa famille.
 b. Pour décrire l'aspect de son pays.
 c. Pour raconter l'histoire de son invention.
 d. Pour décrire l'aspect de son invention.

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 b. Pour décrire l'aspect de son pays.
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5. Pourquoi Horatius Topps a-t-il écrit ce livre ?

a. Pour raconter l'histoire de sa famille.
 b. Pour décrire l'aspect de son pays.
 c. Pour raconter l'histoire de son invention.
 d. Pour décrire l'aspect de son invention.

19. Parmi les fonctions suivantes, choisissez celle qui s'applique à chaque paragraphe du texte. Reportez les lettres correspondantes dans le tableau.

Attention : il y a plusieurs propositions que des réponses attendues.

Paragraphe	Fonction
1	
2	
3	
4	
5	

ÉVALUATION DE L'EXPRESSION ÉCRITE

Passer du sens à la forme

SÉRIE B	
1	
2	
3	
4	
5	

30. Lisez les 5 sujets suivants :

- Your room has just been redecorated. Write down what it looks like.
- Draw up a project for the typical 21st century house.
- "Should children and parents watch TV while they are eating?"
- Family life in the past and today. Show that there has been a real change.
- You tell your Dad how to use the new video.

Dans quel sujet s'agit-il surtout de :

	N° de sujet
Argumenter	
Donner des instructions	
Comparer	
Décrire	
Imaginer	

31. Lisez le sujet suivant :

"Family life in the past and today. Show that there has been a real change."

De quels mots et structures - autres que ceux du sujet - allez-vous avoir besoin pour rédiger un paragraphe en anglais?

- Ecrivez dans la première colonne : 8 mots dont 3 verbes.
- Ecrivez dans la deuxième colonne : 2 structures.

NOMS - ADJECTIFS	GRAMMAIRE : 2 STRUCTURES
1.	1.
2.	2.
3.	
4.	
5.	
VERBES	
1.	
2.	
3.	

1 9 0
30
seuil : 5

1 9 0
31
seuil : 7

32. Complétez avec : the, a, an, Ø (ensemble vide).

Nowadays, people think that _____ family life is essential. But most of _____ parents I know say that it's very difficult to build up _____ family. Indeed _____ education requires _____ awful lot of patience. I think _____ best parents are those who try to understand their children.

1 9 0
32
seuil : 4

33. Complétez le texte à l'aide des mots choisis dans la liste suivante pour exprimer la quantité appropriée :

all / much / many / little / few

Chaque mot ne peut être utilisé qu'une seule fois.

My father has got a new job in London; so we are going to move there. We are going to live in a flat; there will not be _____ room and we will have _____ friends at the beginning.

But Mum is certain we will enjoy it because there are so _____ cinemas that we will have _____ time to be bored. _____ our neighbours say we are lucky!

1 9 0
33
seuil : 5

34. Complétez chaque phrase par le pronom personnel approprié.

Mother "John? Pat? It's getting late! _____ should do your homework, you know!"

Pat "Please Mum, the film is super; it is about dinosaurs and the history teacher told _____ so many interesting things about _____!"

John "Our schoolfriends are allowed to watch TV every night... They go to bed when _____ want to... But _____ are always sent to bed at 9!..."

Mother "All right! All right! But just for tonight."

1 9 0
34
seuil : 5

35. Dans le dialogue suivant, complétez les quatre questions à l'aide de mots ou expressions interrogatifs en tenant compte des réponses données.

Mrs. Smith : "The Renault or the Austin? _____ car did you take, Tim?"

Tim : "The Austin."

Mrs. Smith : "_____ did it take you to get here?"

Tim : "All afternoon."

Mrs. Smith : "_____ paid for the petrol?"

Tim : "I did."

Mrs. Smith : "_____ was the traffic like?"

Tim : "Heavy as usual."

36. Vous voulez acheter une maison. Voici trois annonces. Lisez-les et comparez les trois habitations décrites. (Mettez les adjectifs proposés au comparatif ou au superlatif.)

Old mansion - 16th century - in large park (2 acres) - 8 bedrooms - £ 850,000 - 50 miles from London.

Pleasant detached house with garden - 4 bedrooms - fully equipped kitchen - central heating - 15 min from city centre by tube - £ 300,000.

Luxury flat in Canary Wharf - Superb view - Balcony - 2 bedrooms - Small kitchen - lift - 10 min from the City - £ 300,000.

- 1. The mansion is by far _____ of the three with 8 bedrooms. (large)
2. It's also _____ the other two, being in a large park. (peaceful)
3. The detached house is _____ the flat. They are both £ 300 000. (expensive)
4. The flat is _____ to the city centre _____ the two houses. (near)
5. All things considered (size, price, convenience) the detached house seems to be _____ of all. (good)

1 9 0 35
seuil : 3

37. Mettez les verbes entre parenthèses à la forme qui convient.

Mother "Look! You _____ TV since 4 p.m.! You should go and (watch) finish your homework."

Son "Mum, you know how hard I _____ every day. So I need (work) a rest on Saturdays!"

Mother "Really? Last night you _____ dancing while your sister (go) _____ at the Martins' !"

Son "No wonder! She _____ her leg last week and besides, she (babysit) _____ (break) needs the money badly."

38. Voici quelques lignes laissées par une mère à ses enfants.

Lisez-les. Puis, complétez les phrases proposées en utilisant le "modal" approprié.

MUST / MUSTN'T / CAN / MAY / SHOULD

Chacun n'est utilisé qu'une seule fois.

I've gone to Grandma's for the day. I'll be back late. It's O.K. if you watch TV, but do your homework first.

You'd better not stay up too late. If Uncle Jack rings, tell him I'll call back tomorrow and don't forget to lock the front door.

It means that :

- 1. You _____ watch TV.
2. You _____ do your homework first.
3. Uncle Jack _____ ring.
4. You _____ go to bed early.
5. You _____ forget to lock the front door.

1 9 0 37
seuil : 4

1 9 0 38
seuil : 3

39. Complétez les phrases suivantes en utilisant à la voix passive et à la forme demandée les verbes donnés dans les parenthèses. N'utilisez pas de formes contractées.

There have been a lot of alterations at home for the past few days and repairs will still go on for a couple of days. The roof _____ three days ago. (to mend/prétérit simple)

The living room _____ The front door _____ (to redecorate/présent perfect) (to repaint/futur)

tomorrow. Everything _____ by a decorator. (to supervise/présent simple)

1 9 0 39 seuil : 3

40. Lisez le dialogue suivant en entier. Complétez soit par la question directe soit par la question indirecte qui a permis d'obtenir la réponse soulignée.

Father "Tomorrow is your mother's birthday. You'll never guess what _____"

Son "Another cookbook!"

Father "Ah, ah...How funny!"

Son "Come on! What _____, then?"

Father "I'm going to give her a leather coat."

Son "Wow! How generous of you! And how much _____?"

Father "So you want to know how much _____"

Son "Of course I do."

Father "It cost me £ 400."

Son "Wow!"

1 9 0 40 seuil : 3

41. Reliez les phrases suivantes à l'aide des mots de liaison ci-dessous :

although / because / when / if

Ils vous sont donnés dans l'ordre, mais attention, certains espaces doivent rester vides.

Paul lives in a block of flats . _____ lots of his friends live there too,

_____ Paul hates living in a flat. He thinks it's too

small _____ he has to sleep in the same room as his little brother, Mike.

_____ Mike is in bed, _____ Paul can't listen to his

CDs. He knows his parents will be furious _____ he wakes Mike up.

1 9 0 41 seuil : 4

42. Complétez le paragraphe en anglais pour exprimer du mieux possible les éléments soulignés.

Pour les Anglais, Noël est

la fête par excellence. Les

gens ont beaucoup de plaisir

à se réunir en famille

autour d'un repas qui

comporte des

plats traditionnels.

In England, Christmas is

(1) _____

People (2) _____

getting together with their

families, and having a dinner

(3) _____

traditional dishes.

1 9 0 42 seuil : 2

43. Dans le devoir qui suit figurent 6 erreurs que le professeur a signalées dans la marge (g = grammaire, v = vocabulaire).

Soulignez ces erreurs et corrigez-les sur la ligne prévue à cet effet.

g I hate Sundays! There isn't nothing to do!

g Dad read his newspaper and goes to the pub.

g But I am too young for to go with him, I am

v only forty! Everything is closed except the

church. We always eat the same things and

g the same family cake with too many rum.

g After lunch, Daddy wants that we go for a

walk. "It is good for you", he says ...!

12930

43

seuil : 4

Compétences et composantes évaluées	Codage
(Se référer à l'expérience)	
Anticiper	
Anticiper à partir d'une séquence sonore + mots (1) ⊕	1 2 9 0
Anticiper un contenu à partir d'un titre (2) ⊕	1 9 0
Mettre en relation titre et contenus possibles (3) ⊕	1 9 0
Prédire	
Prédire la suite d'un énoncé (4) ⊕	1 9 0
Emettre des hypothèses	
Compenser l'inconnu, le mal perçu (5) ⊕	1 9 0
(Passer de la forme au sens)	
Repérer/identifier	
Identifier le type d'énoncé (6) ⊕	1 9 0
Repérer les mots porteurs de sens (7) ⊕	1 9 0
Repérer et identifier les éléments lexicaux connus (8) ⊕	1 9 0
Repérer des segments dans la chaîne parlée (9) ⊕	1 3 9 0
Repérer le sujet, le verbe et le complément (10) ⊕	1 9 0
Etablir des liens	
Repérer et relier des éléments pour identifier le contexte (11) ⊕	1 9 0
Mettre en relation des indices pour construire le sens en cours d'écoute (12) ⊕	1 9 0
Vérifier la justesse des suppositions (13) ⊕	1 9 0
Mettre en relation formes et valeurs : comparaison (14) ⊕	1 9 0
Mettre en relation formes et valeurs : modalité (15) ⊕	1 9 0
Mettre en relation formes et valeurs : passivation (16) ⊕	1 2 9 0
Mettre en relation les désignateurs, pronoms et leurs référents (17) ⊕	1 9 0
Mettre en relation les articles et leurs valeurs (18) ⊕	1 9 0
Mettre en relation les quantificateurs et leurs valeurs (19) ⊕	1 9 0
Mettre en relation les formes verbales et leurs valeurs (temps/aspects) (20) ⊕	1 9 0
Mettre en relation les mots de liaison et leurs valeurs (21) ⊕	1 9 0
Déduire / inférer	
Utiliser la structure syntaxique pour déduire le rôle du mot (22) ⊕	1 2 9 0
Déduire le sens du mot (dérivation / composition) (23) ⊕	1 2 9 0
Expliciter le non-dit (24) ⊕	1 9 0
Opérer le traitement de l'information	
Mettre en mémoire des éléments d'information (25) ⊕	1 9 0
Classer des éléments d'information (26) ⊕	1 9 0
Faire la synthèse	
résumer un dialogue en français (27) ⊕	1 9 0
dégager l'idée essentielle d'un paragraphe (28) ⊕	1 9 0
dégager la fonction d'un paragraphe (29) ⊕	1 9 0
(Passer du sens à la forme)	
Analyser le sujet pour cerner la tâche	
Associer sujets et types de tâches (30) ✎	1 9 0
Utiliser le connu	
Mobiliser le lexique et les structures adaptées (31) ✎	1 9 0
Utiliser : la détermination grammaticale (32) ✎	1 9 0
Utiliser : la quantification indéterminée (33) ✎	1 9 0
Utiliser : les pronoms personnels (34) ✎	1 9 0
Utiliser : les pronoms interrogatifs (35) ✎	1 9 0
Utiliser : la comparaison (36) ✎	1 9 0
Utiliser : les formes verbales (temps et aspects) (37) ✎	1 9 0
Utiliser : la modalité (38) ✎	1 9 0
Utiliser : la passivation (39) ✎	1 9 0
Structurer	
Construire des énoncés corrects du point de vue de la syntaxe (40) ✎	1 9 0
Utiliser les mots de liaison (41) ✎	1 9 0
Compenser	
Compenser par des formulations fidèles au sens (42) ✎	1 9 0
Contrôler une production	
Identifier et corriger des erreurs dans une production écrite (43) ✎	1 2 9 3 0