

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.

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

1 3 9 0

1
cf. liv. prof.

📖 2. Quel est, selon vous, le sujet traité dans chacun des textes 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. TOO YOUNG TO DIE

2. A VERY SPECIAL PET

3. ROCK AGAINST RACISM

4. PARTNERS IN CRIME

1 9 0

2
seuil: 3

3. On vous propose un titre d'article de journal suivi de quatre phrases. En fonction du titre, barrez les deux phrases qui à votre avis ne figureront pas dans l'article.
(an eagle = un aigle)

THE PHILIPPINE EAGLE IS DYING OUT

- A The eagles are disappearing because the forests are being cut down in the Philippines.
- B The Indians are moving into the towns.
- C The number of birds is growing steadily.
- D Now, there are only sixty-three of them left.

1 9 0
3
seuil: 2

4. Vous allez lire un article. Certaines phrases sont incomplètes. Complétez-les à l'aide d'un mot ou d'un groupe de mots.

STOP THAT NOISE !

Night and day Mr Vaughan's neighbours could hear strange loud _____ produced by the machine he had _____ to keep the birds away from his fruit trees. Apart from elephants shouting and dogs _____, there was also Michael Jackson _____ at the top of his voice. It was really _____ ! So, by the end of the Summer, the inhabitants of Blackdown Hills, in Somerset, were _____ their neighbour.

1 3 9 0
4
seuil: 4

5. Vous allez entendre la conversation entre deux voisins de M. Vaughan. Des bruits extérieurs couvrent certains mots que vous devrez retrouver et écrire dans les cases correspondantes.

1	
2	
3	
4	
5	

1 3 5 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 ou les case(s) qui vous semble(nt) convenir)

	Affirmative	Interrogative	Négative	Exclamative
1				
2				
3				
4				

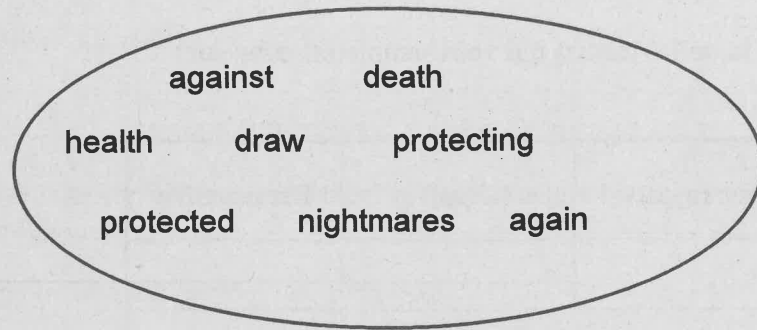
1 3 9 0
6
seuil: 4

7. Vous allez entendre cinq phrases qui expriment chacune une attitude différente. Inscrivez le numéro de la phrase qui correspond à l'interprétation dans le tableau suivant.

Attitudes	Phrase N° ...
REPROCHE	
DÉSAPPROBATION	
SURPRISE	
ORDRE	
REGRET	

1 3 9 0
7
seuil: 5

⊗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.

⊗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 HAS	WHO IS	WHOSE

Groupe 2	HIS	HE HAS	HE IS

Groupe 3	SHOWING	SHOWN

Groupe 4	ARE	IS

Ne rien écrire dans cette colonne

1 3 9 0
8
seuil: 5

1 3 9 0
9
cf. livr.prof.

Ne rien écrire dans cette colonne

⊗10. Vous allez entendre quatre extraits d'émissions de radio. Après chaque extrait, choisissez une proposition dans la liste suivante et inscrivez la lettre correspondante dans le tableau.

- A Un bulletin météorologique.
- B Un bulletin d'information.
- C Un reportage sportif.
- D Un documentaire.
- E Une publicité.

Extrait 1	
Extrait 2	
Extrait 3	
Extrait 4	

⊗11. Vous allez écouter un documentaire deux fois, sans rien noter, mais en essayant de retenir le plus grand nombre d'éléments. Après les deux écoutes, notez en anglais, dans l'espace ci-dessous, les mots importants (pas d'articles, pas d'auxiliaires, pas de prépositions).

1 9 0
10
seuil: 4

1 3 9 0
11
seuil: 7

⊗ 12. Maintenant, classez ces éléments dans les quatre colonnes ci-dessous en leur donnant un titre choisi parmi les propositions suivantes:

Noms de lieux / objets usuels / noms d'animaux / activités / quantités

⊗ 13. Vous allez entendre le même documentaire.

Rédigez **en une phrase et en français**, dans le cadre prévu, ce qui représente pour vous l'essentiel de ce qui a été dit.

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

The park ranger, a tall middle-aged man, smiled at the young people resting in the shade of the big tree.

Ne rien écrire dans cette colonne

1 3 9 0
12
cf. liv. prof

1 3 5 9 0
13
cf. liv. prof

1 9 0
14
seuil: réponse

Ne rien écrire dans cette colonne

📖 15 et 16. Vous allez lire un court passage qui donne lieu à deux activités successives.

1. A chaque interruption, choisissez parmi les trois hypothèses proposées, celle qui vous paraît le mieux convenir pour la suite du texte et cochez la case correspondante.

Park ranger: *You know big animals frighten people, but they are rarely dangerous when you meet one.*

1)

<input type="checkbox"/>	They run away.
<input type="checkbox"/>	They hide in forests.
<input type="checkbox"/>	They attack campers.

Park ranger: *They are more frightened than you are. Of course, Indians living with nature all the time, are close to animals. I remember a young Indian who had adopted a baby lion which had lost his mother.*

2)

<input type="checkbox"/>	She had been killed by a hunter.
<input type="checkbox"/>	She had died fighting a bear.
<input type="checkbox"/>	She had abandoned her baby.

Park ranger: *At the beginning of autumn, the lion was too big.*

3)

<input type="checkbox"/>	The Indians tied him to a tree.
<input type="checkbox"/>	The Indian family left for their winter camp and set him free.
<input type="checkbox"/>	The family left but the young Indian stayed behind with his lion.

Park ranger: *When the Indians moved back to the mountains the next year, ...*

4)

<input type="checkbox"/>	the lion had become wild.
<input type="checkbox"/>	the lion was old.
<input type="checkbox"/>	the lion came back to the camp.

Park ranger: *They couldn't approach him but could only see him from a distance. Yet, they could see him quite often.*

5)

<input type="checkbox"/>	They thought he recognized them.
<input type="checkbox"/>	They thought he wanted to attack them.
<input type="checkbox"/>	They thought he would run away.

1 3 9 0
15
seuil: 5

2. Vérifiez maintenant si votre choix était exact ou non, à l'aide des reformulations proposées et cochez la case correspondante.

Ne rien écrire dans cette colonne

1.

Reformulation Big animals escape as fast as possible. exact inexact

2.

Reformulation The mother had been killed by a bear. exact inexact

3.

Reformulation The Indians went down from the mountains to the valley without the lion. exact inexact

4.

Reformulation The lion was clearly afraid of men. exact inexact

5.

Reformulation The Indians thought he remembered the time when he lived with them. exact inexact

1 3 9 0
16
seuil : 5

17. 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.

«Probably the most misunderstood animal in our country is the mountain lion. Lions are like big domestic cats, only they are much larger , and they can move as silently . These big cats are carnivores, meat-eaters; they hunt all kinds of animals but they like deer (*) best . They're much more difficult to see than bears.»

(*) deer = cerf, biche

1 3 9 0
17
seuil : 5

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

Ne rien écrire dans cette colonne

«We speak about 'Environmental Awareness'. All that it means really is that each one of us (1) can do a lot to make our world a better place in which to live and show some sense of responsibility. In National Parks, there are a few rules to respect: you (2) mustn't disturb the wild life; some rare species will leave if disturbed; so you (3) must keep to the paths. Of course, parks are nice but you (4) may live far from one. Why not look around your own neighbourhood? Too many people forget about what they (5) should do to make their everyday environment more pleasant. It doesn't take much time, just a little work now and then.»

Obligation	
Conseil	
Interdiction	
Capacité	
Probabilité	

1 3 9 0
18
seuil : 5

19. Les huit 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.

Ne rien écrire dans cette colonne

The park ranger **smiled** at the young people resting in the shade of the big tree.

(1)

«Did you know that Yellowstone was the first National Park **to be founded** in the

(2)

world? Congress decided in 1872 to preserve the things that you **are enjoying**

(3)

here now. At the time, immigrants **were moving** west in such large numbers that

(4)

politicians **were worried**. They **hadn't imagined** the different gold rushes.

(5)

(6)

Today in the United States there are more than 208 parks which **are visited** by

(7)

millions of people every year. Many other countries in the world **have followed**

(8)

our example and set aside natural and historic areas for their people to enjoy.»

	Actif	Passif
1		
2		
3		
4		
5		
6		
7		
8		

1 3 9 0
19
seuil: 8

20. A quels termes renvoient les mots en caractères gras du paragraphe suivant? Inscrivez-les sur les lignes prévues à cet effet.

The park ranger said: «You know big animals frighten hikers but **they** (1) are rarely dangerous when you meet one: they run away. They are more frightened than you are. Of course Indians, living with nature all the time, are close to wildlife. I (2) remember a young Indian, a twelve-year old boy, **who** (3) had adopted a baby lion, which had lost **his** (4) mother; she had died fighting a bear. At the beginning of autumn, the lion was too big, so the Indian tribe set him free and left for **their** (5) winter camp in the valley. It's too cold up in the Sierras, they can't stay **there** (6) in winter.»

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

1 3 9 0
20
Seuil: 5

21. Lisez ce paragraphe.

Ne rien écrire dans cette colonne

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

«You know big animals frighten hikers but they are rarely dangerous when you meet one: they run away. They are more frightened than you are. Of course **Indians**, living with nature all the time, are close to wildlife. I remember a young Indian, a twelve-year old boy, who had adopted **a baby lion**, which had lost his mother; she had died fighting a bear. At the beginning of autumn, **the lion** was too big, so the Indian tribe set him free and left for their winter camp in the valley. It's too cold up in the Sierras, they can't stay there in winter. When **the Indians** moved back to the mountains the next year, the lion had turned wild. They couldn't approach him but could only see him from a distance and yet quite often; they thought he recognized them.»

Indians'	
the Indians	

Il s'agit :

- d'une tribu quelconque d'indiens.
- de quelques indiens.
- de tous les indiens.
- d'indiens bien particuliers.

a baby lion	
the lion	

Il s'agit :

- d'un puma parmi d'autres.
- du puma qu'ils avaient adopté.
- d'une femelle puma.
- du puma en tant qu'espèce.

1 9 0
21
seuil: 3

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

«We speak about 'Environmental Awareness'. All that it means really is that each one of us can do a lot to make our world a better place in which to live and show **some sense** of responsibility. In National Parks, there are **a few rules** to respect: you mustn't disturb the wild life; **some rare species** will leave if disturbed; so you must keep to the paths. Of course, parks are nice but you may live far from one. Why not look around your own neighbourhood? **Too many people** forget about what they should do to make their everyday environment more pleasant. It doesn't take **much time**, just **a little work** now and then.»

	Dénombrables	Indénombrables
Petite quantité		
Grande quantité		
Quantité indéfinie		

1 3 9 0
22
seuil: 6

23. 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 park ranger smiled at the young people resting in the shade of the big tree. «Did you know that Yellowstone was the first National Park in the world? Congress **decided** in 1872 to preserve the things that you **are enjoying** here now. At the time, immigrants **were moving** west in such large numbers that politicians were worried. They **hadn't imagined** the different gold rushes. Today, there are more than 208 parks in the United States. Many other countries in the world **have followed** our example and set aside natural and historic areas for their people to enjoy.»

«We **speak** about 'Environmental Awareness'. All that it means really is that each one of us can do a lot to make our world a better place in which to live and show some sense of responsibility.»

1. 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	

Ne rien écrire dans cette colonne

1 9 0

23
seuil: 4

24. Cherchez dans le paragraphe suivant 6 mots de liaison différents et reportez-les dans le tableau selon ce qu'ils expriment.

The boy interrupted him again, «Isn't it dangerous to walk in National Parks; what about lions and bears?» The park ranger answered: «You know big animals frighten hikers but they are rarely dangerous when you meet one; they run away because they are more frightened than you are. Of course Indians, living with nature all the time, are close to wildlife. I remember a young Indian, a twelve-year old boy, who had adopted a baby lion, which had lost his mother; she had died fighting a bear. At the beginning of autumn, the lion was too big, so the Indian tribe set him free and then left for their winter camp in the valley. It's too cold up in the Sierras, that's why they can't stay there in winter. When the Indians moved back to the mountains the next year, the lion had turned wild. They couldn't approach him but could only see him from a distance and yet quite often; they thought he recognized them.»

Cause		
Conséquence		
Opposition		
Temps		

1 3 9 0

24
seuil: 4

25. Lisez les phrases suivantes.

Ne rien écrire dans cette colonne

1. Many other countries have **set aside** natural and historic areas for their people to enjoy.
2. We speak about '**Environmental Awareness**'.
3. You mustn't **disturb** the wild life.
4. They usually are famous for some natural **features**.
5. You know big animals frighten **hikers** but they are rarely dangerous when you meet one.
6. The ranger pushed his **stiff-brimmed Stetson** and said, «I'll be glad to».

Choisissez dans l'encadré ci-dessous 6 mots ou groupes de mots qui peuvent remplacer les éléments soulignés dans les phrases.

interfere with	nature concern	while
walking	hat	tourists
protected	natural	sites

Ecrivez les mots choisis dans les espaces prévus.

1. Many other countries have _____ natural and historic areas for their people to enjoy.
2. We speak about _____.
3. You mustn't _____ the wild life.
4. They usually are famous for some natural _____.
5. You know big animals frighten _____ but they are rarely dangerous when you meet one.
6. The ranger pushed his _____ and said, «I'll be glad to».

1 3 9 0

25
seuil: 5

26. Lisez le paragraphe. Repérez deux mots dérivés (exemple: *happily*) et deux mots composés (exemple: *mountain lion*).

Inscrivez-les dans les deux colonnes ci-dessous.

(*a kitten = a baby cat*)

«Before speaking of bears, let me tell you a few things about the mountain lion which is probably the most misunderstood mammal in our country. Lions are like big domestic cats; only they are much larger and they can move as silently. These big cats are carnivores, meat-eaters; they hunt all kinds of animals but they like deer best. They're much more difficult to see than bears. Their babies are usually born in springtime and like all kittens they are playful; they've black spots on their yellow-brown coats which turn reddish-brown when they grow up.»

MOTS DÉRIVÉS	MOTS COMPOSÉS

Quel sens donnez-vous aux mots suivants ?

Entourez pour chacun la lettre qui correspond à votre réponse.

1. playful

- a acteur
- b joueur
- c plein de jeux
- d théâtral

2. in springtime

- a dans les sources
- b au printemps
- c en faisant des bonds
- d par tous les temps

1 3 9 0

26

cf.liv.prof.

Ne rien écrire dans cette colonne

27. Lisez le paragraphe suivant . Trois éléments (mots ou groupes de mots) s'y trouvent qui n'ont pas de lien avec le reste du paragraphe. Reportez-les sur les lignes prévues à cet effet.

Ne rien écrire dans cette colonne

The ranger said:

"Bears eat almost anything and they seem to always be hungry. They like to eat many kinds of plants and cornflakes for breakfast and animals but they seldom kill for themselves.

The forest floor is covered with the paths made by thousands of bear and mouse feet that have worn a trace deep into the ground. We'll probably see bears as we walk in the forest and I stopped to look at the girl and you'll see the young ones born last winter."

1. _____

2. _____

3. _____

1 9 0

27

seuil : 3

28. Deux textes ont été mélangés. Les phrases de ces deux textes sont données dans l'ordre.

Ne rien écrire dans cette colonne

Il vous faut, pour chaque phrase, déterminer si elle appartient au texte n°1 ou au texte n°2, et inscrire son numéro dans la colonne correspondante du tableau.
(a skunk = une moufette - petit mammifère carnassier d'Amérique)

1. You know big animals frighten hikers but they run away when they meet one.
2. Spotted skunks are much smaller than their striped relatives.
3. In national parks there are a few rules to respect : you mustn't disturb the wildlife.
4. So you must keep to the paths.
5. They do all their hunting at night.
6. Could you tell us more about the big animals ?
7. Of course, there are black bears - we'll probably see some - and mountain lions !
8. Meat and insects are their favourite foods but they will eat many other foods.
9. Lions are like big domestic cats.
10. Spotted skunks are sometimes called 'civet cats' but the name is not correct.
11. The eagle and the mountain lion are among the few animals that dare to hunt them.
12. These big cats are carnivores, meat-eaters.
13. With their insect eating habits, they are among our most valuable wild animals.
14. Though big, they are more difficult to see than bears.
15. We won't probably see any at this time of the day.

Texte 1	Texte 2
N°	N°
N°	N°
N°	N°
N°	N°
N°	N°
N°	N°
N°	
N°	
N°	

Quelle est la nature du texte n°1 ? :

Quelle est la nature du texte n°2 ? :

Quelle ponctuation ajouteriez-vous au texte n°1 ? :

TOURNEZ LA PAGE ET CONTINUEZ LES EXERCICES

1 3 9 0
28
seuil : cf liv.prof

29. Les paragraphes du texte ci-contre ont été mélangés.

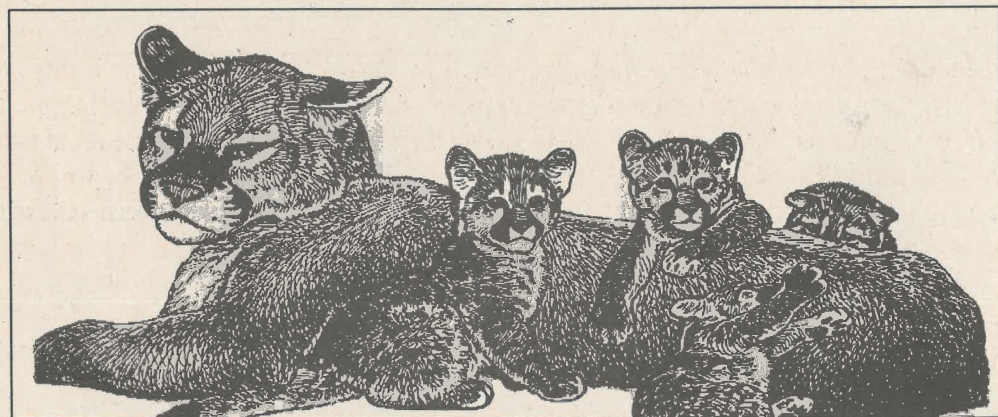
Pour vous aider à retrouver le texte original, voici, DANS L'ORDRE, la liste des fonctions de ses paragraphes.

Vous inscrirez le numéro du paragraphe en face de la fonction correspondante.

Ne rien écrire dans cette colonne

Fonctions des paragraphes		Paragraphe N°
A	... présente les parcs nationaux.	
B	... encourage l'action individuelle en faveur des parcs nationaux.	
C	... définit ce qu'est un parc national.	
D	... raconte une anecdote en réponse à une question.	
E	... parle des mammifères en général.	
F	... illustre son propos par un exemple.	
G	... invite à la promenade.	

1 3 9 0
29
seuil : 5



N°1 Today, we won't see mountain lions, but we'll probably come across black bears. So, let's get started !»

N°2 A boy interrupted to ask, «What is a National Park exactly ?» «That's easy», replied the ranger. «National Parks are places set apart to be kept just as they are because they are important to our country. They usually are famous for some natural features like the deep, river-cut Grand Canyon, or the spectacular Indian ruins of the Southwest.»

N°3 «We speak about 'Environmental Awareness'. All that it means really is that each one of us can do a lot to make our world a better place in which to live and show some sense of responsibility. In National Parks there are a few rules to respect: you mustn't disturb the wild life; some rare species will leave if disturbed; so you must keep to the paths. Of course, parks are nice but you may live far from one. Why not look around your own neighbourhood ? Too many people forget about what they should do to make their everyday environment more pleasant. It doesn't take much time, just a little work now and then.»

N°4 The park ranger smiled at the young people resting in the shade of the big tree. «Did you know that Yellowstone was the first National Park to be founded in the world ? Congress decided in 1872 to preserve the things that you are enjoying here now. At the time, immigrants were moving west in such large numbers that politicians were worried. They hadn't imagined the different gold rushes. Today in the United States there are more than 208 parks which are visited by millions of people every year. Many other countries in the world have followed our example and set aside natural and historic areas for their people to enjoy.»

N°5 The boy interrupted him again, «Isn't it dangerous to walk in National Parks; what about lions and bears?» The park ranger answered: «You know big animals frighten hikers but they are rarely dangerous when you meet one: they run away. They are more frightened than you are. Of course Indians, living with nature all the time, are close to wildlife. I remember a young Indian, a twelve-year old boy, who had adopted a baby lion, which had lost his mother; she had died fighting a bear. At the beginning of autumn, the lion was too big, so the Indian tribe set him free and left for their winter camp in the valley. It's too cold up in the Sierras, they can't stay there in winter. When the Indians moved back to the mountains the next year, the lion had turned wild. They couldn't approach him but could only see him from a distance and yet quite often; they thought he recognized them.»

N°6 Another boy asked, «And what about bears?» «We have bears», answered the park ranger, «and lots of other animals, too.»

«Well, could you tell us something about some of them - the big ones ?»

The ranger pushed his stiff-brimmed Stetson and said, «I'll be glad to. When you say 'big ones' you must mean mammals like the bear and buffalo and mountain lion. But first of all, do you know what a mammal is? It's an animal with warm blood and a backbone. It has hair on its body and gives milk to its young.

N°7 Before speaking of bears, let me tell you a few things about the mountain lion which is probably the most misunderstood mammal in our country. Lions are like big domestic cats; only they are much larger and they can move as silently. These big cats are carnivores, meat-eaters; they hunt all kinds of animals but they like deer best. They're much more difficult to see than bears. Their babies are usually born in springtime and like all kittens they are playful; they've black spots on their yellow-brown coats which turn reddish-brown when they grow up.

ÉVALUATION DE L'EXPRESSION ÉCRITE

Passer du sens à la forme

30. Lisez les 5 sujets suivants:

1. The park ranger tells the visitors what to do and not to do.
2. Wonderful sites up in the mountains.
3. What will happen to the National Parks in the next century ?
4. Limiting the number of tourists in National Parks ?
5. Life in the West before and after the 1849 Gold Rush.

Dans quel sujet s'agit-il surtout de :

	N° de sujet
Argumenter	
Comparer	
Décrire	
Donner des instructions	
Imaginer	

31. Dans quels sujets utiliseriez-vous les structures grammaticales suivantes ? Reportez la lettre correspondante en face de chaque structure.

- | | |
|---------------|----------------------------|
| a) Argumenter | b) Comparer |
| c) Décrire | d) Donner des instructions |
| e) Imaginer | |

Structures:

It looks + adjectif	
There is / There are	
...will probably + verbe	
... shouldn't + verbe	
... like + nom	

... may + verbe	
... because of ...	
... must + verbe	
...more	

32. Lisez le sujet suivant: \ Wonderful sites up in the mountains. Trouvez 8 mots anglais dont 3 verbes dont vous auriez besoin pour développer ce sujet.

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

33. Complétez avec : the, a, an, ou Ø (pas d'article).
(a beaver = un castor)

_____ beaver is found in _____ North America. With its flat tail, it sounds _____ alarm when _____ enemy approaches. Beavers are _____ expert swimmers.

1 9 0
33
seuil: 3

34. Complétez le texte à l'aide des quantificateurs choisis dans la liste suivante :

many / few / a lot of / too little / too much / all

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

In the Rockies, tourists can see _____ animals, though trappers have killed _____ of them. _____ visitors hope to see mountain lions, but _____ of them are lucky enough; they make _____ noise and show _____ patience.

1 3 9 0
34
seuil: 5

35. Complétez chaque phrase par le pronom personnel approprié.

«Mummy! Mummy! Jane and I have just seen a beaver. _____ were sitting on a rock near the river when _____ shouted : «Louis, what's this ?» I looked : there was the beaver; _____ was standing on its hind legs looking at _____! Mummy, _____ must come along and see it.»

1 3 9 0
35
seuil: 5

Ne rien écrire dans cette colonne

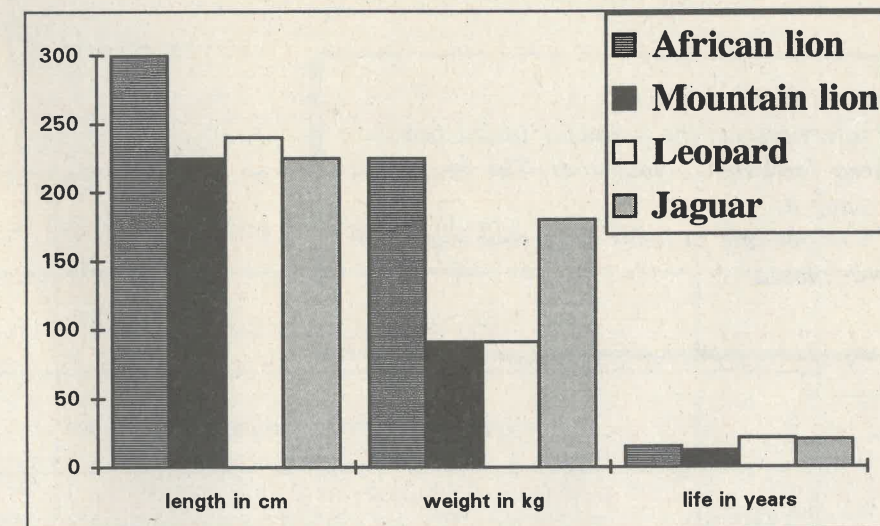
36. Dans le dialogue suivant, complétez les quatre questions à l'aide d'expressions ou de mots interrogatifs en tenant compte des réponses données.

Ne rien écrire dans cette colonne

Jane " _____ is your favourite, the wolf or the lion ?"
Louis "Both are frightening."
Jane "Tell me, _____ do they live ?"
Louis "In the Rocky Mountains."
Jane "I went there a long time ago."
Louis " _____ were you ?"
Jane "Five or six years old. I can't remember exactly."
Louis " _____ did you stay there ?"
Jane "Two weeks, I think."
Louis "How lucky you were !"

1 9 0
36
seuil: 3

37. Complétez les phrases en mettant l'adjectif donné entre parenthèses au comparatif ou au superlatif. Il peut être nécessaire d'ajouter des mots. Pour les phrases 1 à 4 vous utiliserez les informations contenues dans le graphique ci-dessous.



- The African lion is _____ (long) of the four felines.
- The leopard lives _____ (old) the mountain lion.
- The jaguar, which weighs 180 kilos, is _____ (heavy) the mountain lion, which weighs only 90 kilos.
- The leopard is _____ (heavy) the mountain lion.
- The mountain lion looks like a big cat, but it is _____ (dangerous) a cat.

1 9 0
37
seuil: 4

38. Complétez le dialogue suivant en mettant les verbes aux formes qui conviennent.

Ne rien écrire dans cette colonne

" _____ in a National Park ?"
 (you / ever / camp)
 "Yes, I _____ true nature. We
 (love) _____ to Yellowstone two years ago. We
 (go) _____ had walked all day long and were tired so we _____
 (decide) _____ to spend the night outside. As we _____ asleep two rangers
 (fall) _____ arrived."

1 3 9 0

38
seuil: 4

39. Voici quelques phrases extraites du message affiché en divers endroits des parcs nationaux. Lisez-le, puis complétez les phrases proposées en utilisant le "modal" approprié.

CAN / SHOULD / MUSTN'T / MAY / MUST

Chacun n'est utilisé qu'une seule fois. Respectez le sens de la phrase encadrée.

*We advise you to be careful.
 For your safety respect the following instructions:
 Do not keep food inside your tents. The bears will probably smell it.
 Instead, it is possible to leave it in your cars with the windows closed.*

It means that:

- You _____ be careful.
- You _____ respect the instructions.
- You _____ keep food inside your tents.
- The bears _____ smell the food.
- You _____ leave it in your car with the windows closed.

1 3 9 0

39
seuil: 5

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

Ne rien écrire dans cette colonne

The most famous national parks _____ by millions
 (to invade / *prétérit simple*)
 of visitors so, now, tourists _____ to respect very
 (to require / *présent simple*)
 strict rules.

1 9 0

40
seuil: 2

41. Les fins de phrases proposées dans le tableau ci-dessous complètent-elles la phrase 1 ou la phrase 2 ? Reportez le chiffre choisi dans la colonne de droite du tableau.

- Tourists often ask
- The park ranger said

A	"I enjoy spending the summer months in my hut."	
B	if baby lions learn how to hunt.	
C	tourists were more and more numerous.	
D	he had been working there for 10 years.	
E	"Do bears really like honey ?"	
F	where the Indians lived.	

1 3 9 0

41
seuil: 5

42. Utilisez une seule fois chacun des mots de liaison de la liste ci-dessous afin de ne former qu'une seule phrase. Dans certains cas vous devrez modifier la phrase.

Ne rien écrire
dans cette colonne

WHO - THEN - BECAUSE - THAT'S WHY

1. a) In 1849, thousands of emigrants went west.
b) It continued for the next thirty years.

2. a) In Washington, D.C., Congress thought nature was going to be destroyed.
b) Congressmen created the first national park.

3. a) The Americans created Yellowstone.
b) The Americans have influenced the rest of the world.

4. a) They are facing a lot of problems.
b) There are so many people every summer.

1 9 0

42

seuil: 3

43. Deux des trois solutions proposées pour exprimer en anglais les membres de phrases du texte suivant sont correctes. Cochez les deux cases correspondantes.

Ne rien écrire
dans cette colonne

Dans le parc naturel de la Vanoise, on a récemment introduit des aigles femelles. En effet, les trois mâles survivants ne parvenaient pas à trouver de compagnes (1) sur place.

Tout a été mis en oeuvre (2) pour que les couples ne soient pas dérangés (3).

Les heures de surveillance des gardes ont dû être doublées en raison du manque de personnel (4).

1. a) could easily find a mate
 b) were unable to find a mate
 c) failed to attract a mate
2. a) Arrangements have been made
 b) The guards took all the necessary measures
 c) Nothing has been done
3. a) to prevent the couples from disturbing the guards.
 b) to safeguard couples from disturbance.
 c) to prevent the couples from being perturbed.
4. a) their hands were too short.
 b) they were short of hands.
 c) they needed more guards.

1 3 9 0

43

seuil: 6

44. Dans le devoir suivant figurent 7 erreurs que le professeur a signalées dans la marge. Soulignez ces erreurs et corrigez-les sur la ligne prévue à cet effet.

Ne rien écrire
dans cette colonne

(g = grammaire o = orthographe lex = lexique)

g In early days our west was exploring by

g trappers courageous looking for fur. Beavers

g o spend his life in the water. These animals use threes

g to build their homes. They must to cut them with

o lex their teeth, without witch they would dead.

1 3 9 0

44

seuil: 4

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