



M1 – M2

Brochure:

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KEEP CALM AND LEARN ENGLISH

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① Dictionaries

Wordreference, Collinsdictionary, Reverso or Linguee. Traduisez des mots et non des phrases complètes. Faites attention au contexte.

② Online grammar exercises.

- www.franglish.fr/remedial/index.html
- www.franglish.fr/menu_bts.html
- www.pedagogie.ac-montpellier.fr/disciplines/anglais/ressources/exonline/index.html
- www.editions-hatier.fr/langues-eleves
- www.englishclub.com/
- www.anglaisfacile.com/

- 5 English grammar rules you must learn before you die

**③ Learning with the news.**

- www.breakingnewsenglish.com
Un nouveau texte portant sur l'actualité chaque semaine. Différents niveaux de difficultés. Jeux pour aider à la compréhension du texte.
- <https://phys.org/>
Toutes les nouveautés au sujet des sciences.
- www.simpleenglishnews.com
Courts textes portant sur l'actualité. Exercices de grammaire et de vocabulaire.
- www.englishcentral.com/videos#!/index/3-business-english/all/trending
Différents degrés de difficultés pour ces vidéos.
- www.bbc.co.uk/worldservice/learningenglish/language/wordsinthenews/
Apprendre du vocabulaire nouveau en lisant des textes de presse.
- www.learnenglish.britishcouncil.org/fr/business-and-work
Articles de presse et podcast sur la vie professionnelle

④ Pronunciation

Pour vérifier la prononciation d'un mot, d'un son, d'une phrase ou d'un texte.

- www.ivona.com/en/
- www.acapela-group.fr/
- www.naturalreaders.com/
- www.howjsay.com/
- <http://vozme.com>

⑤ Oral comprehension

- <https://www.ted.com>
Les TED Talks sont des vidéos de conférence d'experts variés sur l'éducation, les sciences, le sport...
- <https://www.audio-lingua.eu/>
- <http://www.elllo.org/>

CHECK 2

READING NUMBERS

Cardinal numbers		Ordinal numbers	
1	one	(the) first	(the) 1st
2	two	(the) second	(the) 2nd
3	three	(the) third	(the) 3rd
4	four	(the) fourth	(the) 4th
5	five	(the) fifth	(the) 5th
6	six	(the) sixth	(the) 6th
7	seven	(the) seventh	(the) 7th
8	eight	(the) eighth	(the) 8th
9	nine	(the) ninth	(the) 9th
10	ten	(the) tenth	(the) 10th
11	eleven	(the) eleventh	(the) 11th
12	twelve	(the) twelfth	(the) 12th
13	thirteen	(the) thirteenth	(the) 13th
20	twenty	(the) twentieth	(the) 20th
21	twenty-one	(the) twenty-first	(the) 21st
22	twenty-two	(the) twenty-second	(the) 22nd
23 ...	twenty-three ...	(the) twenty-third	(the) 23rd
30	thirty	(the) thirtieth	(the) 30th
40	forty	(the) fortieth	(the) 40th
50	fifty	(the) fiftieth	(the) 50th
60	sixty	(the) sixtieth	(the) 60th
70	seventy	(the) seventieth	(the) 70th
80	eighty	(the) eightieth	(the) 80th
90	ninety	(the) ninetieth	(the) 90th
100	one hundred	(the) hundredth	(the) 100th
1,000	one thousand	(the) thousandth	(the) 1,000th
400,000	four hundred thousand	(the) four hundred thousandth	(the) 400,00th
1,000,000	one/a million = 1 m	(the) millionth	(the) 1,000,000th
2,000,000,000	two billion (US) = 2 b = 2 bn = two milliard (GB)	(the) two billionth	(the) 2,000,000,000th
3,000,000,000,000	three trillion = 3 million million		

① Numbers

➤ **'and'** après **'hundred'** → **102** = one hundred **and** two **513** = five hundred **and** thirteen
6,943 = six thousand, nine hundred **and** forty-three

➤ *Pas de -s à la fin de 'hundred, thousand, million, billion' après un chiffre → 3 million*

Utilisez -s et of dans les expressions sans nombre → Millions of people died during the war.

➤ **3,684** = three **thousand** six hundred and eighty-four (nombre entier)
3.684 = three **point** six eight four (*nombre décimal*)

② Phone numbers → à lire chiffre par chiffre

➤ **44 20 3652 5473** → Oh (comme la lettre anglaise O) Oh double four two O three six five two five four seven three

③ Years

➤ *A lire deux par deux*

1471 fourteen /seventy-one **1996** = nineteen ninety-six **2002** = twenty O two **2018** = twenty eighteen

➤ *Ou à lire comme un nombre normal*

1960 = one thousand nine hundred and sixty **2000** = two thousand **2007** = two thousand **and** seven

④ Dates

	On lit	On écrit
UK	5th November	the fifth of November
US	July 4th	July the fourth

⚠ in May / in 2018 / in May 2018
 ⚠ on Monday / on May 5th / on Monday May 5th

⑤ Fractions

- $1/3$ = a third $1/5$ = a fifth $2/8$ = two eighths
- Exceptions → $1/2$ = a half $3/4$ = three quarters

⑥ Percentages

- 10 % = 10 percent (10 pct)
- 28.3 % = twenty-eight point three percent

⑦ Arithmetic

+	= addition	e.g. $6 + 4 = 10$ (six plus/and four equals/is ten)
-	= subtraction	e.g. $6 - 4 = 2$ (six minus four equals/is two)
x	= multiplication	e.g. $6 \times 4 = 24$ (six times/multiplied by four equals/is twenty-four)
÷	= division	e.g. $8 \div 2 = 4$ (eight divided by two equals/is four)

Some people are not very good at mental arithmetic (= arithmetic in your mind without paper) and often get stuck (= have a problem) if they have to work something out. The easiest way is to use a calculator. (= small electronic machine for working out numbers)

⑧ Multipliers

- Once / twice / three times / ten times ... : This question is twice as easy as the previous one
- Xfold / by a factor of X : The rates have increased sevenfold / by a factor of seven





⑨ Probability




Three students out of / in 10 are fluent in English

⑩ Saying 'O'

- Telephone : 603 724 = six oh three seven two four
- Mathematics: 0.7 = nought point seven 6.02 = six point oh two = six point nought two
- Temperature: -10 degrees = ten degrees below zero = minus ten degrees

⑪ Tables and charts

 table / chart / spreadsheet	 line graph / chart	 Bar graph/chart	 Pie-chart
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 <ul style="list-style-type: none"> - go up/ increase / rise / grow - climb/ take off - rocket / skyrocket / soar - recover 	 <ul style="list-style-type: none"> - decrease / fall / decline / go down - collapse / drop - plummet 	 <ul style="list-style-type: none"> - level off
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⑫ Measures

➤ Longueur

1 inch (in) = 2,54 cm 1 yard (yd) = 91,4 cm
 1 foot (ft) = 30,48 cm 1 mile (mi) = 1,6 km

➤ Temperature

0°C = 32°F 40°C = 104°F
 25°C = 77°F 100°C = 212°F

Symbole	Exemple	Lecture
+	$3 + 4 = 7$	3 plus 4 is / are 7
-	$4 - 3 = 1$	4 minus 3 is / are 1
x	$4 \times 3 = 12$	4 multiplied by 3 / 4 times 3 equals 12
÷	$14 \div 2 = 7$	14 divided by 2 equals 7
=	$x = y$	x (is) equal to / equals y
≠	$x \neq y$	x (is) different from y
≈	$x \approx y$	x (is) approximately equal to / approximates y
>	$a > b$	a greater than b
≥	≥ 0	greater than or equal to 0
<	$a < b$	a less than b
≤	≤ 0	less than or equal to 0.
$\sqrt{\quad}$	$\sqrt{2}, \sqrt{3}, \sqrt{4}$	square root, cube root, the 4th root of
%	80%	80 percent
°	90°	90 degrees
x^2, x^3	$4^2, 5^3$	4 squared, 5 cubed
x^n	x^4	x to the power of 4, x to the 4th
∞	$\pm \infty$	plus / minus infinity

APPROXIMATION

- : – About 10 pages. – *Environ 10 pages.*
- Round (GB) / around (US) \$100. – *Autour de 100 dollars.*
- Some 10 technicians. – *Quelques 10 techniciens.*
- In five months or so. – *Dans environ 5 mois.*
- €100 odd. – *100€ et quelques.*
- In 5-plus months. – *En 5 mois et plus.*
- Nearly / almost 5 dozen test tubes. – *Presque 5 douzaines d'éprouvettes.*
- Close to 500 mice. – *Près de 500 souris.*
- Roughly / approximately / approx. 10: – *En gros 10.*
- Circa / ca. / c. 5°. – *Environ 5°.*
- Circa / ca. / c.100 BC. – *Vers l'an 100 av. J-C.*
- In / of the order of (GB) / on the order of (US) \$5 each. – *De l'ordre de 5 dollars chacun.*

Can you do these mental arithmetic problems?

- 1 23 and 36 is
- 2 24 times 8 is
- 3 80 minus 20 is
- 4 65 divided by 13 is
- 5 Add 10 and 6, multiply by 8, then subtract 40 and divide by 11. What have you got?
- 6 Divide 33 by 11, multiply by 7, add 10, and subtract 16. What's your answer?

CHECK 3

MEASURING

UNITS OF LENGTH IN THE U.S. SYSTEM 1 foot (ft) = 12 inches (in) 1 yard (yd) = 3 feet (ft) 1 yard (yd) = 36 inches (in) 1 mile (mi) = 5,280 feet (ft)	UNITS OF LENGTH IN THE METRIC SYSTEM 1,000 millimeters (mm) = 1 meter 100 centimeters (cm) = 1 meter 10 decimeters (dm) = 1 meter 1 dekameter (dam) = 10 meters 1 hectometer (hm) = 100 meters 1 kilometer (km) = 1000 meters	SYSTEM TO SYSTEM CONVERSIONS FOR LENGTH 1 inch = 2.54 centimeters 1 meter \approx 3.28 feet 1 mile \approx 1.61 km 1 foot \approx 0.30 meters (m) 1 yard \approx 0.91 meters 1 km \approx 0.62 mi
UNITS OF WEIGHT IN THE U.S. SYSTEM 1 pound (lb) = 16 ounces (oz) 1 ton (T) = 2,000 pounds (lb)	UNITS OF WEIGHT IN THE METRIC SYSTEM 1 gram \approx the weight of a paper clip 1 gram \approx the weight of a raisin 1 gram = 1,000 milligrams (mg) 1 gram = 100 centigrams (cg) 1 kilogram (kg) = 1,000 grams 1 metric ton (t) = 1,000 kilograms	SYSTEM TO SYSTEM CONVERSIONS FOR WEIGHT 1 ounce \approx 28.3 grams 1 pound \approx 0.45 kg
UNITS OF AREA IN THE U.S. SYSTEM 1 square foot (ft ²) = 144 square inches (in ²) 1 square yard (yd ²) = 9 square feet (ft ²) 1 acre = 43,560 square feet (ft ²) 1 square mile (mi ²) = 640 acres	UNITS OF AREA IN THE METRIC SYSTEM 1 cm ² = 100 mm ² 1 dm ² = 100 cm ² 1 m ² = 100 dm ² 1 are (a) = 100 m ² 1 hectare (ha) = 100 a	SYSTEM TO SYSTEM CONVERSIONS FOR AREA 1 in ² \approx 6.45 cm ² 1 m ² \approx 1.196 yd ² 1 ha \approx 2.47 acres
UNITS OF VOLUME IN THE U.S. SYSTEM 1 cubic foot (ft ³) = 1,728 cubic inches (in ³) 1 cubic yard (yd ³) = 27 cubic feet (ft ³) 1 cord = 128 cubic feet (ft ³)	UNITS OF VOLUME IN THE METRIC SYSTEM 1 cc = 1 cm ³ 1 milliliter (mL) = 1 cm ³ 1 liter (L) = 1,000 milliliters (mL) 1 hectoliter (hL) = 100 liters (mL) 1 kiloliter (kL) = 1,000 liters (L)	SYSTEM TO SYSTEM CONVERSIONS FOR VOLUME 1 in ³ \approx 16.39 mL 1 liter \approx 1.06 qt 1 gallon \approx 3.79 liters 1 m ³ \approx 35.31 ft ³ 1 quart \approx 0.95 L
UNITS OF FLUID VOLUME IN THE U.S. SYSTEM 1 tablespoon = 3 teaspoons 1 fl oz = 2 tablespoons 1 cup (c) = 8 fluid ounces (fl oz) 1 pint (pt) = 2 cups (c) 1 quart (qt) = 2 pints (pt) 1 gallon (gal) = 4 quarts (qt) 1 gallon (gal) = 128 fluid ounces (fl oz)	UNITS OF TIME IN BOTH SYSTEMS 1 millisecond = 1,000 microseconds 1 second = 1,000 milliseconds 1 minute = 60 seconds 1 hour = 60 minutes 1 day \approx 24 hours 1 month \approx 30 days 1 year \approx 365 days 1 banking year = 360 days	SYSTEM TO SYSTEM CONVERSIONS FOR TEMPERATURE $^{\circ}\text{F} \rightarrow ^{\circ}\text{C} \quad C = \frac{5}{9}(F - 32)$ $^{\circ}\text{C} \rightarrow ^{\circ}\text{F} \quad F = \frac{9}{5}C + 32$

METRIC PREFIXES

giga- (G-)	mega- (M-)	kilo- (k-)	hecto- (h-)	deka- (da-, D-)	gram (g) meter (m) liter (L)	deci- (d-)	cent- (c-)	milli- (m-)	micro- (μ-)	nano- (n-)
10 ⁹	10 ⁶	10 ³	10 ²	10 ¹	1	10 ⁻¹	10 ⁻²	10 ⁻³	10 ⁻⁶	10 ⁻⁹

https://www.mcckc.edu/tutoring/docs/br/math/basic/Measures-English,_Metric,_and_Equivalents.pdf

Scan this QR code if
you want to convert
any element!



1 Les mesures linéaires

Dimension	Adjectif	Question	Réponse
LENGTH : <i>longueur</i>	LONG : <i>long</i> ≠ SHORT : <i>court</i>	How LONG? How long is this bar? <i>Quelle est la longueur de cette barre ?</i>	It is 2 metres long / in length. <i>Elle fait 2 mètres de long.</i>
WIDTH : <i>largeur</i>	WIDE : <i>large</i> ≠ NARROW : <i>étroit</i>	How WIDE? How wide is the bridge? <i>Quelle est la largeur du pont ?</i>	It is 5 metres wide / in width. <i>Il fait 5 mètres de large.</i>
HEIGHT : <i>hauteur, taille (personne)</i>	HIGH, TALL (personne) : <i>haut</i> ≠ LOW : <i>bas</i>	How HIGH? How TALL? How high is this pole? <i>Quelle est la hauteur de ce poteau ?</i> How tall are you? <i>Combien mesurez-vous ?</i>	It is 4 metres high / in height. <i>Il fait 4 mètres de haut.</i> I am 1.75m. <i>Je mesure 1,75m.</i>
THICKNESS : <i>épaisseur</i>	THICK : <i>épais</i> ≠ THIN : <i>mince</i>	How THICK? How thick is this piece of wood? <i>Quelle est l'épaisseur de ce morceau de bois ?</i>	It is 5mm thick / in thickness. <i>Il fait 5mm d'épaisseur.</i>
DEPTH : <i>profondeur</i>	DEEP : <i>profond</i> ≠ SHALLOW : <i>peu profond</i>	How DEEP? How deep is this well? <i>Quelle est la profondeur de ce puits ?</i>	It is 10 metres deep / in depth. <i>Il a une profondeur de 10 mètres.</i>

2 La superficie

	Question	Réponse
AREA : <i>aire, superficie</i>	What is the area of this room? <i>Quelle est la superficie de cette pièce ?</i>	It is 10 square metres / It has an area of 10 square metres / It is 10 square metres in area. <i>Elle fait 10 mètres carré / Elle a une superficie de 10 mètres carrés.</i>

>>> **Attention.** Ne pas confondre des expressions telles que :

Ex. : – A field of 1,500 square metres. – *Un champ d'une surface de 1 500 mètres carrés.*
– The field is about 150 metres square. – *Ce champ a environ 150 mètres de côté.*

3 Le volume

	Question	Réponse
VOLUME : <i>volume</i>	What is the volume of this box? <i>Quel est le volume de cette boîte ?</i>	It has a volume of 1,000 cubic centimetres / It is 1,000 cubic centimetres in volume. <i>Elle a un volume de 1 000 centimètres cubes.</i>

4 Le poids

	Question	Réponse
WEIGHT (WT) : <i>poids</i>	How heavy is this block? What is the weight of this block? <i>Quel est le poids de ce bloc ?</i>	It is 200 pounds / It weighs 200 pounds. <i>Il pèse 200 livres.</i>

>>> **Attention** à l'orthographe !

weight : le poids / weigh : peser.

5 La capacité

	Question	Réponse
CAPACITY : <i>capacité</i>	What is the capacity of this tank? / How much does this tank hold / contain? <i>Quel est la capacité de ce réservoir ?</i>	It has a capacity of 100 litres / It has 100 litres in capacity. / It holds / contains 100 litres. <i>Il a une capacité de / Il contient 100 litres.</i>

6 La température

Temperature : température	Adjectif → nom
At 15°. À 15°.	COOL : <i>frais</i> → coolness
It reads 15°. Cela marque 15°	COLD : <i>froid</i> → cold
FREEZE (froze, frozen) : geler	HOT : <i>brûlant</i> → heat
BOIL : <i>bouillir</i> .	WARM : <i>chaud</i> (non brûlant) → warmth
LOW, AVERAGE, HIGH TEMPERATURE : température basse, moyenne, haute	LUKEWARM = TIPO : <i>tiède</i> → lukewarmness / tepidity / tepidness
COOL TO : <i>refroidir à</i>	
HEAT TO : <i>chauffer à</i>	
ABOVE : <i>au-dessus de</i> – BELOW : <i>en-dessous de</i>	
It is 10. Il fait 10.	

>>> Attention ! 0° C / zero degrees Celsius : zéro degré Celsius.

7 Mesures anglo-saxonnes et mesures métriques

	Imperial measures : mesures anglo-saxonnes	Metric measures : mesures métriques
Weight : poids		
	1 ounce (oz)	28.35 grams (g)
16 ounces	1 pound (lb)	0.454 kilograms (kg)
14 pounds	1 stone (st)	6.356 kilograms
112 pounds	1 hundredweight (cwt)*	50.8 kilograms
20 hundredweight	1 ton (t) *	1.016 tonnes
Length : longueur		
	1 inch / in (pl. inches / ins ou ")	25.4 millimetres (mm)
12 inches	1 foot / ft (pl. feet / ft / ')	30.48 centimetres (cm)
3 feet	1 yard / yd (pl. yds)	0.914 metre (m)
1,760 yards	1 mile (mi)	1,609 metres (m)
Area : surface		
	1 square inch (sq in)	6.452 square centimetres
144 square inches	1 square foot (sq ft)	929.03 square centimetres
9 square feet	1 square yard (sq yd)	0.836 square metre
4,840 square yards	1 acre (ac)	0.405 hectare
640 acres	1 square mile (sq mi)	259 hectares
Cubic measures : mesures de volume		
	1 cubic inch (cu in)	16.39 cubic centimetres (cc)
1,728 cubic inches	1 cubic foot (cu ft)	0.028 cubic metre
27 cubic feet	1 cubic yard (cu yd)	0.765 cubic metre

Capacity : capacité	UK	US	Metric
20 fluid ounces (fl oz)	1 pint (pt)	1.201 pints	0.568 litre (l)
2 pints	1 quart (qt)	1.201 quarts	1.136 litres
4 quarts	1 gallon (gal)	1.201 gallons	4.546 litres

Temperature : température	
Degrees Celsius : Degrés Celsius	Degrees Fahrenheit : degrés Fahrenheit
$^{\circ}\text{C} = 5/9 (^{\circ}\text{F} - 32)$	$^{\circ}\text{F} = 32 + 9/5 ^{\circ}\text{C}$

→ Water freezes at 32°F and boils at 212°F. L'eau gèle à 32° F et bout à 212° F.

* Aux USA, one hundredweight = 100 pounds et one ton = 2,000lb ou 0.907 tonne.

PART 1: WHAT IS A GOOD PRESENTATION?

Watch the following videos.

List what makes a good presentation.

**PART 2: HELPFUL PHRASES AND VOCABULARY****INTRODUCTION**

➤ **Welcoming the audience**

Good morning / afternoon. Hello/ Hi everyone. Thank you all for coming today / It's a pleasure to welcome you today.

➤ **Introducing yourself**

My name is... I am a second-year student in engineering.

➤ **Introducing your topic**

Today's topic is.../ Today I'd like to talk about.../ I'm here today to present.../ The subject of my presentation is... / In today's presentation I am going to talk about.

➤ **Structuring**

I've divided my presentation into two / three parts.

In my presentation I will focus on 3 major issues.

Point 1 deals with.../ point 2 will be about...

First I will be looking at.../ second / third

I'll begin by.../ Then I'll move to.../ After that I'll end with...

Firstly I will talk about, secondly I will address the issue of....and finally I will underline...

To make your presentation interesting, don't forget to...

➤ **Ask rhetorical questions**

Do we really need a computer? / Are computers that important? / So, what does this mean? / So, how are we going to deal with this issue? / Why do I say that?

➤ **Mention interesting facts**

According to an article I read recently... / Did you know that...? /

I'd like to share an important fact with you.

➤ **Highlight problems to solve**

Suppose you wanted to... how would you do it?

Imagine you had to...what would be your first step?

THE MAIN PART

➤ **Saying what is coming**

In this part of my presentation, I'd like to talk about... / Let me first give you a brief overview of...

➤ **Indicating the end of a section**

This brings me to the end of my first point. / So much for point 1. / That's all I wanted to say about...

➤ **Summarizing a point**

Before I move on, I'd like to recap the main points. / I'd like to summarize what I've said so far.

➤ **Moving to the next point.**

This leads directly to the next point. / Let's now move on to / turn to... / Let's now look at..

➤ **Adding ideas**

In addition to this, I'd like to say... / Furthermore (Moreover), there are other important elements.
What is more (qui plus est) / Moreover = Furthermore (de plus) / Besides (par ailleurs)

➤ **Talking about issues**

I think we first need to identify the problem / issue.

We have to deal with the problem of .../ take care of this problem of...

People are currently having difficulties with...

How shall we cope with...? / The question is : why don't we tackle the ...?

DESCRIBING VISUALS (Cf Check 5 page 14)

➤ **Introducing a visual**

Let's now look at the next slide which shows... / To illustrate this, let's have a closer look at...

The chart on the following slide shows.. / The problem is illustrated in the next bar chart.

According to this graph... / As you can see here... / You can see the test results in this table.

➤ **Explaining a visual**

Let me explain the graph. / You can see different colours have been used to indicate...

The biggest segment indicates that...

The key in the bottom left-hand corner indicates that...

➤ **Highlighting information**

I'd like to stress / highlight / emphasize the following points.

Let me draw your attention to... / I'd like you to focus your attention on...

What I'd like to point out here is... / Let's look more closely at...

What's really important here is... / I think you'll be surprised to see that...

➤ **Describing trends**

Sales increased slightly in the summer. / Consumer spending fell / declined sharply.

Interest rates have risen steadily. / Food prices went up significantly.

There was a sudden increase in prices. / In August we saw a moderate fall.

This was followed by a gradual decline. / There was a sharp slump in sales.

➤ **Explaining purpose**

We introduced this method to increase flexibility.

The purpose of this step is to expand to foreign markets.

Our aim was to...

➤ **Explaining cause and effect**

What's the reason for this drastic decrease? / The unexpected drop was caused by...

This was because of... / As a consequence / Consequently / As a result

This resulted in a sharp fall. / It has led to an increase of 50%.

CONCLUSION

➤ **Indicating the end of your talk**

This brings me to the end of my presentation. / As a final point I'd like to say that..

Finally I'd like to highlight a key issue.

➤ **Summarizing points**

Before I stop, let me go over the key issues again.

I'd like to run through my main points again.

To conclude / In conclusion / To sum up / In a nutshell / In short / Eventually (=finallement)

➤ **Making recommendations**

In my opinion, we should...

Based on the figures / elements we have, I'm quite certain that...

➤ **Quoting a famous person**

As XX once said,...

/ To quote a well-known businessman,...

➤ **Referring back to the beginning**

Remember what I said at the beginning of my presentation?

Let me just go back to the story I told you earlier. / Remember...

➤ **Inviting questions**

Are there any questions?

/ We have time for a few questions.

I'll be happy to answer any questions you might have.

DEALING WITH QUESTIONS

➤ **Clarifying questions**

I'm afraid I didn't catch what you mean.

/ I'm sorry, could you repeat your question, please?

If I understood correctly, you would like to know whether...

Does that answer your question?

Could you repeat / rephrase your question, please?

➤ **Avoiding giving an answer**

I'm afraid that's not really what we're discussing today.

Well, I'd prefer not to discuss that today.

➤ **Admitting you don't know**

I'm afraid I don't know the answer to your question, but I'll try to find out for you.

Sorry, that's not my field.

PART 3: TIPS

Remember how to make effective openings: start with a rhetorical question, a story or an amazing fact, or give the audience a problem to think about.

- Announce your topic;
- Signal the beginning and the end of each part;
- Illustrate each part with examples;
- Highlight the main points;
- Recap the main ideas.

Visual aids (graphs, tables, pie charts...)

- Explain what the visual illustrates;
- Explain why these points are important;
- Explain the cause and effect.

Make an effective conclusion.

End with a question or a quote from a famous person, finish a story you started at the beginning of your talk or call the audience to action.

Get ready to answer questions.

Prepare the questions your classmates may ask you.

Ask your friends to reformulate the questions if you haven't understood.

If you don't know the answer, say so and offer to find out later.

Answer irrelevant questions politely but briefly.

Check that the questioner is satisfied with your answer.

CHECK 5

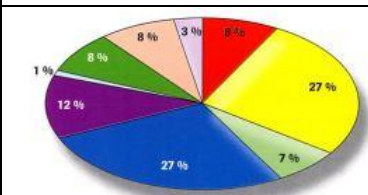
COMMENTING ON A VISUAL DOCUMENT

① Choosing the right visual aid.

A **flow chart** is a diagram showing the progress of material through the **steps** (*étapes*) of a manufacturing **process** (*processus*) or the succession of operations in a complex activity



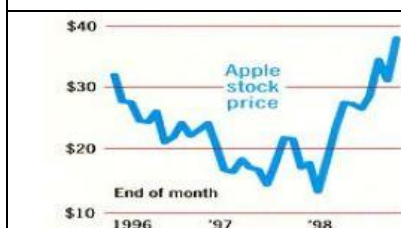
A **pie chart** displays the **size** (*taille*) of each part as a percentage of a **whole** (*un tout*).



A (vertical or horizontal) **bar chart** is used to compare **unlike** (*different*) items



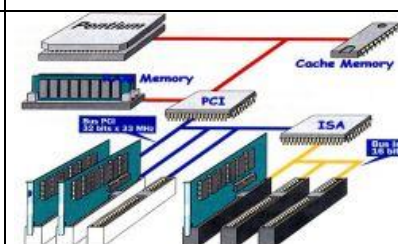
A **line chart** depicts changes over a period of time, showing data and trends



A **table** is a convenient way to show large amount of **data** (*données, informations*) in a small space

30 Jan 2003	AUST Sch	BELG Fr	DAN Kr	GER Dm	NETH Fl	FIN Markka	FR Fr	GREC Drach
AUSTRIA Schilling	-	0.341	1.839	7.036	6.270	2.355	2.085	0.044
BELGIUM Franc	2.929	-	5.387	20.61	18.36	6.897	6.107	0.130
DENMARK Krone	0.544	0.186	-	3.825	3.409	1.280	1.134	0.024
GERMANY Deutschmark	0.142	0.049	0.261	-	0.891	0.335	0.296	0.006
NETHERLANDS Guilder	0.159	0.054	0.293	1.122	-	0.376	0.333	0.007
FINLAND Markka	0.425	0.145	0.781	2.988	2.663	-	0.885	0.019
FRANCE Franc	0.480	0.164	0.882	3.374	3.007	1.129	-	0.021
GREECE Drachma	22.49	7.679	41.37	158.2	141.0	52.96	46.90	-

A **diagram** is a drawing showing arrangements and situations, such as **networks** (*réseaux*), distribution, fluctuation ...



② Presenting a graph

Introduction	Topic	Circumstances
This graph shows ...	the results of our products ...	over 10 years.
The diagram outlines ...	rates of economic growth ...	between 1990 and 1996.
This table lists ...	the top ten agencies ...	in the industrial world.
This pie chart represents	the company's turnover ...	for this year in our sector.
This line chart depicts ...	the changes in sales ...	over the past year.
This chart breaks down (<i>ventile</i>) ...	the sales of each salesman ...	during the past ten weeks.

③ The four basic trends are...

- upward movement: ↗

Verbs		Nouns
Transitive	Intransitive	
(to) increase	(to) increase	(an) increase
(to) raise	(to) rise (rose, risen)	(a) raise (US), a rise (UK)
(to) push/put/step up	(to) go/be up	(an) upswing
	(to) grow	(a) growth
(to) extend, (to) expand	(to) extend, (to) expand	(an) extension, expansion
	(to) progress	(a) progression
	(to) boom/soar/climb	(a) boom
	(to) jump, (to) skyrocket	(a) jump
	(to) reach a peak, (to) peak	(a) peak
	(to) reach an all-time high	

- downward movement: ↘

Verbs		Nouns
Transitive	Intransitive	
(to) decrease	(to) decrease	(a) decrease
(to) cut, (to) reduce		(a) cut, (a) reduction
	(to) fall (off) - (fall, fell, fallen)	(a) fall
	(to) plunge, to plummet	(a) plunge
	(to) drop (off)	(a) drop
	(to) go down	(a) downswing
	(to) decline	(a) decline
	(to) collapse	(a) collapse (dramatic fall)
	(to) slump, (to) go bust	(a) slump
	(to) bottom out	

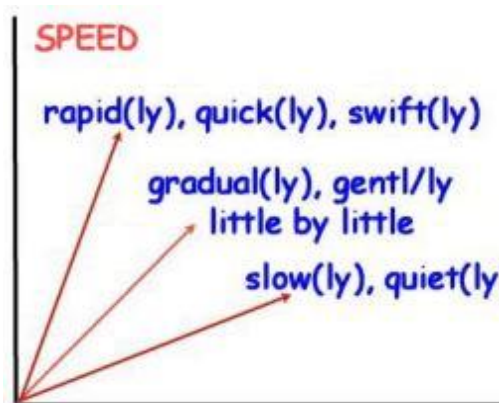
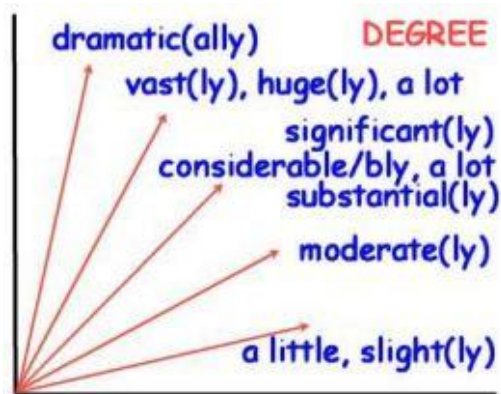
- no movement: →

Verbs		Nouns
Transitive	Intransitive	
(to) keep ... stable	(to) remain stable	
(to) hold ... constant	(to) stay constant	
(to) stabilize	(to) stabilize	stability

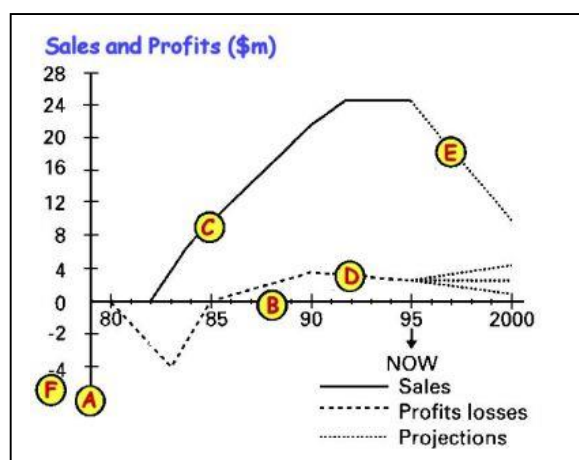
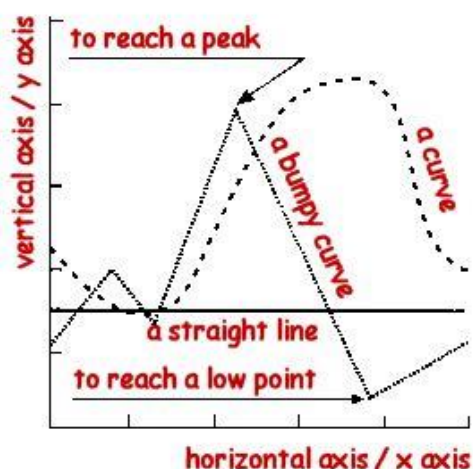
- change in direction: ↘ or ↙

Verbs		Nouns
Transitive	Intransitive	
(to) level off	(to) level off/out, to flatten out	(a) levelling-off
	(to) stop falling/rising	(a) change
(to) stand at	(to) remain steady	
	(to) stop falling and start rising	
	(to) stop rising and start falling	

④ Indicating the degree or the speed of change



⑤ Describing the elements of a graph



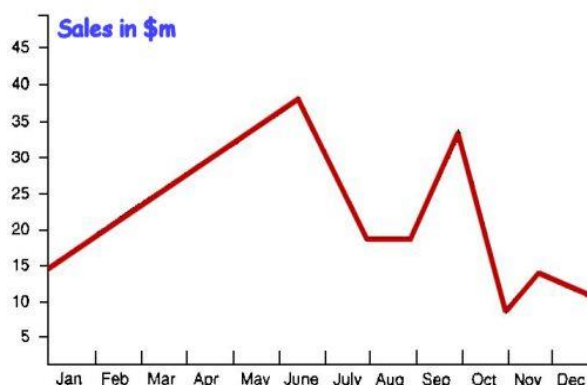
Look at the graph and write the appropriate letters in front of each definition :

- ☐ : the horizontal axis (or the x axis)
- ☐ : the vertical axis (or the y axis)
- ☐ : the scale

- ☐ : a solid line
- ☐ : a broken line
- ☐ : a dotted line

⑥ Analysing an example

The x axis of this graph shows the twelve months of the past year while our sales in millions of dollars appear on the y axis. It may be seen clearly that sales rose steadily in the first half of the year (from January to May) and reached their peak in June. Then they dropped off in July and levelled out in August. After rising sharply during September, they suffered a **dramatic** (*spectaculaire*) fall in October but then made a **significant** (*sensible*) **recovery** (*redressement*) in November. However, the year ended with a slight downturn.



<http://englishonline.free.fr/GrammarAndHelp/HowToComGraph/ComGraphDoc.htm>

① Writing an introduction

→ Introduce the subject, explain the situation, make a reference to the past.

→ Explain the aim of the essay, ask a question you will try to answer in the body of your essay.

→ Indicate the structure of your essay, present your different parts.

- - *It is generally agreed that ... / It is a well-known fact that...*
- *We may wonder whether... / We may wonder to what extent...*
- *We must weigh the pros and cons about...*

② Developing your ideas : the body of your essay should be composed of 2 or 3 parts.**➤ Organizing different parts**

- *To begin with / First(ly) / First of all / In the first place / First and foremost...*
- *Then / Next / Secondly / Thirdly...*
- *Lastly / Finally / Eventually, / Last but not least...*

➤ Illustrating your ideas / Giving examples

For example / For instance / ...namely / ...that is to say / Let's take an example / ..., such as... /

➤ Adding an argument

- *Indeed,... / Moreover / Furthermore / In addition / Besides / On top of that,*
- *Similarly / Likewise*

➤ Reformulating your ideas

In other words / To say it differently

➤ Contrasting your ideas / Giving a counter-argument

- *However/ Nevertheless / Yet, we have to keep in mind that...*
- *On the one hand...on the other hand / While that may be true...*
- *Up to a certain point / To some degree / To some extent,... / Although / Even if...*

➤ Expressing yourself / Giving your opinion

- *As for me... / I am convinced that / In my view / In my opinion / To my mind / It seems to me that*
- *I (totally) agree with / I (strongly) disagree with*
- *I approve of / I disapprove of*
- *I believe that*

③ Writing a conclusion

→ Sum up your arguments

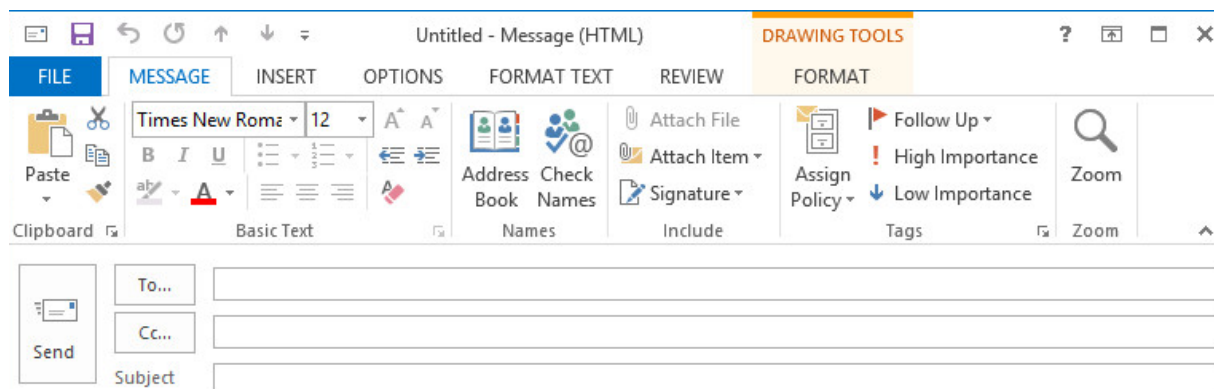
→ Try to answer the question you have asked in your introduction.

In conclusion / To conclude / To sum (it) up / To put it in a nutshell / All in all / All things considered

COMPOSITION	
Subject line	Very important – you want the email to be opened ! <i>Meeting date change / Questions about the conference / Can you meet on Monday ? / Suggestion for your presentation</i>
Greeting	Unformal: <i>Hello... / Dear... + first name,</i> <i>Hi...+ first name, (really unformal)</i> <i>Good morning / Good afternoon,</i> Formal: <i>Dear Sir or Madam,</i> <i>Dear Mr / Dear Mrs + last name,</i>
Paragraph	KISS : Keep it short and simple ! <i>I'm writing this email to express my dissatisfaction / to complain about....</i> <i>I'm writing this email in response to your ad, your request.</i> <i>I would be grateful if you could + infinitive.</i> <i>I would like to + infinitive.</i> <i>We would like to apologize for any inconvenience caused.</i> <i>Please accept our apologies for the delay / for the problem caused.</i> <i>Thank you so much for answering...</i> <i>Thanks for your email. It's nice hearing from you.</i>
Signing off	Unformal: <i>Thanks, Cheers, Talk soon, Take care,...</i> Formal: <i>Thank you for your time, I look forward to hearing from you,</i> <i>Best, Regards, Sincerely, Sincerely Yours, Thanks so much, All the best,</i> <i>Best wishes, Respectfully,...</i>

Six steps for writing professional emails

1. Identify your goal. Before you write an email, ask yourself what you want the recipient to do after they've read it.
2. Consider your audience.
3. Keep it concise.
4. Proofread your email.
5. Use proper etiquette.
6. Remember to follow up.
7. Subject line.
8. Salutation.



CHECK 8
GIVING YOUR OPINION

Getting started	To begin with, I'd like to point out that... First of all, I would like to say that...	As a matter of fact,... All right, to start with...
Expressing your opinion	In my opinion,... From my point of view, ... My view / opinion / belief / impression / conviction is that... My own feeling on the subject is that... I would say that... I have the feeling that... I have no doubt that... I hold the opinion that... I think / consider / find / feel / believe / suppose / presume / assume that...	In my eyes,... Speaking personally,... As for me,.../ (As) to me,... As far as I'm concerned... It seems to me that... I am sure / certain that ... As far as I know... I guess that... I couldn't agree more ! I share your view How true ! Exactly ! Sure ! Yes, of course !
Agreeing	I agree with you / him / this person / this statement... You are quite right / absolutely right. I have no objection. It's true. That's just it ! Quite so !	I approve of it. That's right. Fair enough ! Just so ! However,... In spite of / despite + <i>noun</i>
Countering an argument	Contrary to you... Unlike you, I think that....	On the contrary ... Although I + <i>verb</i>
Disagreeing	I don't agree with you / him / this quote / what you say. I don't think so. I think otherwise. I take a different view. I am afraid that is not true. I don't share his / her / your view.	I disagree. You're / he's wrong. I don't think that's right. Nonsense ! Not at all ! You must be joking ! / kidding ! Rubbish ! You can't be serious !
Checking it has been understood	Did you get my point ? Did you see what I mean ?	Is that clear ? Does it make sense ?
Saying it is not clear	I'm sorry I didn't hear what you said/meant. Would you mind repeating what you said ? Excuse me, what did you say ?	Pardon ? May I interrupt you ? Can you repeat ?
Giving yourself time to think	Well... Hang on... Actually, what I mean is... Well, you see / you know... It's obvious that... Anyway... So, if I understand correctly, you mean that...	I mean ... Let me think... Um... Mind you... Well, how could I say that... As a matter of fact... I'm trying to say that.. I'll tell you what... Now, wait a minute.. So... Okay... Er...
Giving an example	For example... Let me give you an example.	For instance... That is to say...
Adding an idea	What's more... On top of that... I'd like to add that...	Besides.... In addition.... I'd like to make another point... By the way... I'd also like to say that...
Organising your ideas	At first sight,... On the one hand ... on the other hand... First... In conclusion....	On second thought... Then.... In short... Third... Lastly / Finally... To sum up....

CHECK 9

CONNECTING YOUR IDEAS

1. L'adjonction

also	<i>aussi, également</i>
and	<i>et</i>
as well	<i>également</i>
besides	<i>en outre</i>
furthermore	<i>de plus</i>
in addition	<i>en plus de cela</i>
likewise	<i>de même</i>
moreover	<i>de plus</i>
similarly	<i>de même</i>

Ex. : – Is she coming as well? – *Vient-elle aussi ?*
 – I can speak Chinese and I can also speak Japanese.
 – *Je parle le chinois et aussi le japonais.*

Comment traduire « Par exemple » :

for example, for instance	<i>par exemple</i>
namely, viz (lu « videlicet » ou « namely »)	<i>à savoir</i>
that is to say, that is, say	<i>c'est-à-dire</i>
e.g. (lu « for example » (GB), « eg » (US))	<i>par exemple</i>
i.e. (lu « that is to say » (GB), « ie » (US))	<i>par exemple</i>

2. Le contraste

all the same	<i>tout de même</i>
but	<i>mais</i>
contrary to	<i>contrairement à</i>
however	<i>cependant</i>
despite + N in spite of	<i>malgré</i>
instead of	<i>au lieu de</i>
nevertheless	<i>néanmoins</i>
still	<i>cependant</i>
whereas, while	<i>tandis que</i>
yet	<i>cependant</i>

Ex. : – They went out despite / in spite of the heat.
 – *Ils sont sortis malgré la chaleur.*
 – He used lead instead of zinc.
 – *Il a utilisé le plomb au lieu du zinc.*
 – Tom is dumb whereas Jerry is clever.
 – *Tom est stupide tandis que Jerry est malin.*

3. Le but

TO / IN ORDER TO / SO AS TO + V	<i>pour, afin de</i>
FOR + complément + TO + V	<i>pour</i>
WITH A VIEW TO + V-ING	<i>pour, dans le but de</i>
SO THAT	<i>afin que</i>

Ex. : – In order to / to / so as to avoid any unnecessary inconvenience.
 – *Afin de vous éviter tout désagrément.*
 – He applied for the course with a view to getting some training.
 – *Il a posé sa candidature pour ce cours dans le but d'obtenir une formation.*
 – He should spend a few months in England so that he may improve his English.
 – *Il devrait passer quelques mois en Angleterre afin d'améliorer son anglais.*

4. La cause

as	<i>comme</i>
because	<i>parce que</i>
because of	<i>à cause de</i>
due to	<i>en raison de</i>
for	<i>car</i>
given, given that	<i>étant donné, étant donné que</i>
inasmuch as	<i>vu que</i>
insofar as	<i>dans la mesure où</i>
on account of	<i>à cause de</i>
owing to	<i>en raison de (mauvaises nouvelles)</i>
since	<i>puisque</i>
thanks to	<i>grâce à</i>

Ex. : – Since people are queuing, I won't see this film.
 – *Puisque les gens font la queue, je ne verrai pas ce film.*
 – They were satisfied for it was good news.
 – *Ils ont été satisfaits car c'étaient de bonnes nouvelles.*
 – Owing to the post strike, we won't get the parcel this week.
 – *En raison de la grève postale, nous ne recevrons pas le colis cette semaine.*

5. La conséquence

consequently	<i>par conséquent</i>
hence	<i>d'où</i>
so	<i>donc</i>
thereby	<i>de ce fait</i>
therefore	<i>donc</i>
thus	<i>ainsi</i>

Ex. : – The lab technician is on leave, hence the delay.
 – *Le technicien de laboratoire est en vacances, d'où le retard.*
 – You enjoy working in a stimulating environment, thereby this post will suit you.
 – *Vous aimez travailler dans une atmosphère stimulante, de ce fait ce poste vous conviendra.*

6. La concession

although, though	<i>bien que</i>
even if	<i>même si</i>
even though	<i>même si</i>

Ex. : – I won't participate in the experiment even if you say it's going to be exciting.
 – *Je ne participerai pas à l'expérience, même si tu me dis que cela va être extraordinaire.*

7. La condition

for fear that (+ may, might ou should)	<i>de peur que</i>
if	<i>si</i>
in case	<i>au cas où</i>
on condition that	<i>à condition que</i>
provided / providing	<i>pourvu que</i>
as long as	<i>tant que</i>
suppose	<i>à supposer que</i>
unless	<i>à moins que, sauf si</i>

Ex. : – This puzzle won't be solved unless researchers work hard.
 – *Cette énigme ne sera pas résolue à moins que les chercheurs ne travaillent dur.*
 – Suppose the engineers detected an earthquake.
 – *À supposer que les ingénieurs détectent un séisme.*

① Choose the correct conjunction or connecting word to complete this letter.

- 1) Dear Mirabel, the sooner, the better, _____ ! I haven't written to you for ages.
☐ so that ☐ after all ☐ because of
- 2) _____ I feel rather ill at ease (mal à l'aise).
☐ On the contrary ☐ If not ☐ For that reason
- 3) _____, I haven't written to Nigel either !
☐ To this end ☐ Moreover ☐ In spite of
- 4) _____ I am very embarrassed : I agreed to marry your brother
☐ On the contrary ☐ As a matter of fact ☐ By comparison
- 5) _____ his age
☐ instead of ☐ in spite of ☐ because of
- 6) _____ I must confess that it is now impossible.
☐ but ☐ since ☐ by the way
- 7) _____, I have met Walter and we have immediately fallen in love.
☐ As a result ☐ In other words ☐ Then
- 8) _____, Walter is American and wants me to live in Boston with him...
☐ In that case ☐ Despite ☐ Furthermore
- 9) _____, I 'll miss my friends and family
☐ By contrast ☐ On the other hand ☐ On the one hand
- 10) _____, I 'll lose Walter if I don't go.
☐ on the one hand ☐ on the other hand ☐ in other words
- 11) _____, I have made up my mind. I will go to Boston...
☐ To this end ☐ If not ☐ Therefore
- 12) _____ I love Walter and he loves me.
☐ unless ☐ for ☐ by the way
- 13) _____ I won't marry Nigel... I hope it won't have any effect on our friendship.
☐ In the same way ☐ This is why ☐ Or rather
- 14) _____, I would be very happy to have you at home in Boston.
☐ In any case ☐ In spite of ☐ To this end
- 15) _____, I would understand if you didn't come.
☐ For ☐ As a consequence ☐ Nevertheless
- 16) _____, Nigel is your brother,
☐ Though ☐ In the first place ☐ In the same way
- 17) _____, it's a long way from Bath to Boston.
☐ therefore ☐ in the second place ☐ that is to say
- 18) _____, you've been my friend for so many years that you're like a sister to me. 'Angela'.
☐ since ☐ If ☐ However

② Choose the correct conjunction or connecting word.

1. Sam liked school _____ he had many friends there.
2. Sam left school _____ he joined the navy.
3. He hadn't travelled much _____ he joined the navy.
4. Sam was seasick _____ he left the navy.
5. He got a job in a bank _____ he had no qualifications.
6. He will stay at the bank _____ he likes it there.
7. I love swimming and my brother loves swimming _____.
8. Almost all my family loves swimming. _____ my grandmother swims every day.
9. She swims _____ a fish.
10. _____ my father doesn't like it very much.
11. I can swim better _____ my father.

Réponses :

① 1) after all 2) For that reason 3) Moreover 4) As a matter of fact 5) in spite of 6) but 7) In other words 8) Furthermore 9) On the one hand 10) on the other hand 11) Therefore 12) for 13) This is why 14) In any case 15) Nevertheless 16) In the first place 17) in the second place 18) However E

Explications: 1) APRES TOUT (= le plus tôt sera le mieux, après tout!) 2) EN CONSEQUENCE - POUR CETTE RAISON 3) DE PLUS (elle n'a pas non plus écrit à Nigel) 4) EN FAIT (embarras annoncé) 5) MALGRE (son âge) = en dépit de 6) MAIS (elle doit avouer que c'est maintenant impossible.) 7) EN D' AUTRES TERMES : c'est l'aveu, enfin... 8) DE PLUS: il y a un 'détail' supplémentaire! 9) D'UNE PART : elle pèse 'le pour'... 10) D'AUTRE PART= c'est le 'contre' 11) PAR CONSEQUENT = conclusion du raisonnement 12) CAR (c'est pour justifier sa décision) 13) C'EST POURQUOI = la décision est de ne pas épouser Nigel. 14) EN TOUT CAS : une restriction 'en tout cas'... 15) NEANMOINS (...un refus serait compréhensible) 16) EN PREMIER LIEU (= première chose à voir!) 17) EN SECOND LIEU (= suite logique du raisonnement) 18) CEPENDANT...(c'est dur de perdre cette amitié!)

② 1. because 2. and 3. before 4. so 5. although 6. if 7. as well 8. even 9. like 10. only 11. than

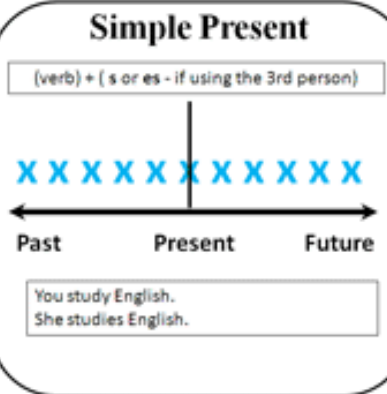

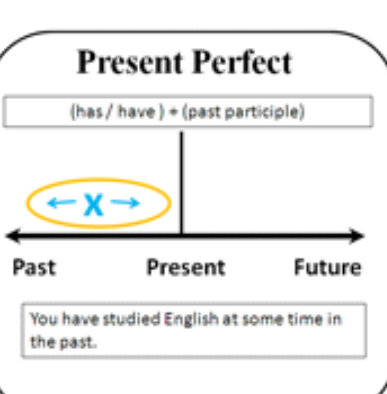

More online exercises


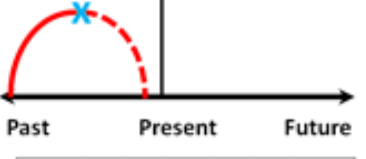
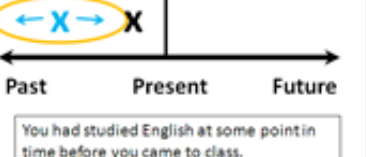
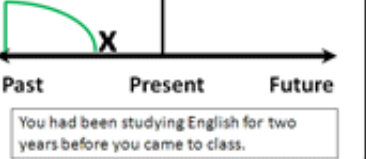


Scan me

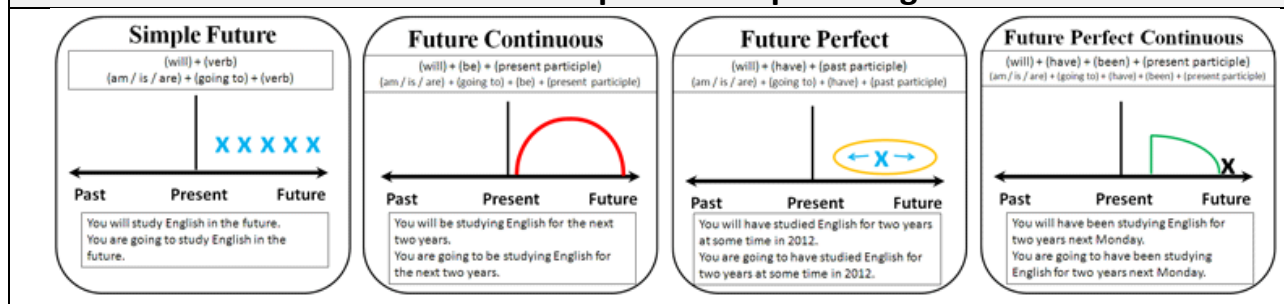


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Tense Aspect	PRESENT	
SIMPLE	<p>S + verb (s)</p> <p>① Commentaire sur le vif (sport, magie) : <i>Mbappé passes the ball. He doesn't shoot.</i></p> <p>② Action répétée, habituelle ou non: <i>I go to the university every day. I don't go on Sundays. He never smokes.</i></p> <p>③ Faits toujours vrais : <i>Water boils at 100°C. Does it freeze at 0°C?</i></p> <p>④ Action réalisée au moment de parole: <i>I apologize... / I advise... / I insist... / I agree... / I refuse...</i></p>	<p>Simple Present</p> <p>(verb) + (s or es - if using the 3rd person)</p> 
PROGRESSIVE	<p>S + am/is/are + Verb-ing</p> <p>① Description d'une action en court : <i>Listen! She is playing the piano. She isn't playing the guitar!</i></p> <p>② Justification: <i>I can't go because I'm working. Are you going?</i></p>	<p>Present Continuous</p> <p>(am / is / are) + (present participle)</p> 
PERFECT	<p>S + has / have + past participle</p> <p>① Action qui a eu lieu à un moment non daté dans le passé : <i>They have visited a lot of countries but they haven't been to the USA.</i></p> <p>② Action du passé qui a un résultat sur le présent: <i>Look! I've painted the room. Have you seen the difference? Do you like this red?</i></p>	<p>Present Perfect</p> <p>(has / have) + (past participle)</p> 
PERFECT PROGRESSIVE	<p>S + has / have + been + Verb-ing</p> <p>① Action passée qui continue dans le présent. On insiste sur l'activité plus que le résultat : <i>She's been dancing for 2 hours. They've been living in London since they were born.</i></p> <p>② Action passée et terminée ou on insiste aussi sur l'activité. <i>Look at your trousers ! You've been fighting again!</i></p>	<p>Present Perfect Continuous</p> <p>(has / have) + (been) + (present participle)</p> 

Tense Aspect	PAST	
SIMPLE	<p>S + verb + ed</p> <p>① Action passée datée et terminée : <i>PLatini was the best player <u>40 years ago</u> . He played in the French team. He won the Golden Ball <u>in 1983</u> but he didn't win the world cup.</i></p> <p>② Action habituelle du passé qui n'a plus lieu: <i>My grandma used to play tennis. There used to be a park there.</i></p>	<p>Simple Past</p> <p>(verb) + (ed) or irregular</p>  <p>Past Present Future</p> <p>You studied English yesterday.</p>
PROGRESSIVE	<p>S + was/were + Verb-ing</p> <p>① Description d'une action perçue à un moment du passé, cela peut-être une partie d'une action : <i>She was playing the piano when I arrived. She wasn't sleeping.</i></p> <p>L'action la plus longue est au prétérit progressif alors que l'action plus courte qui vient interrompre est au prétérit simple. When + prétérit simple While + prétérit progressif</p>	<p>Past Continuous</p> <p>(was / were) + (present participle)</p>  <p>Past Present Future</p> <p>You were studying English when the telephone rang.</p>
PERFECT	<p>S + had + past participle</p> <p>① Action qui a eu lieu avant une autre action du passé - passé dans le passé : <i>They had visited a lot of houses when they bought this one.</i></p> <p>② Discours indirect avec verbe au prétérit ou present perfect. <i>'She went / has been to London'. → He said she had been to London.</i></p> <p>③ Conditionnel : <i>If you had worked harder, you would have succeeded.</i></p> <p>④ Regret après wish : <i>I wish Bob had come to the party. He wishes he hadn't failed his exam.</i></p>	<p>Past Perfect</p> <p>(had) + (past participle)</p>  <p>Past Present Future</p> <p>You had studied English at some point in time before you came to class.</p>
PERFECT PROGRESSIVE	<p>S + had + been + Verb-ing</p> <p>① Action commencée dans le passé qui s'est déroulée jusqu'à une autre action du passé : <i>She had been dancing for 2 hours when she broke her knee.</i></p>	<p>Past Perfect Continuous</p> <p>(had) + (been) + (present participle)</p>  <p>Past Present Future</p> <p>You had been studying English for two years before you came to class.</p>

Le futur n'est pas un temps en anglais !!!



① Use the correct tense to complete these sentences.

Use your own ideas to complete B's sentences.

- 1 A: How did the accident happen?
B: I was going too fast and couldn't stop in time.
- 2 A: Is that a new camera?
B: No, I it a long time.
- 3 A: Is that a new computer?
B: Yes, I it a few weeks ago.
- 4 A: I can't talk to you right now. You can see I'm very busy.
B: OK. I back in about half an hour.
- 5 A: This is a nice restaurant. Do you come here often?
B: No, it's the first time I here.
- 6 A: Do you do any sport?
B: No, I football, but I gave it up.
- 7 A: I'm sorry I'm late.
B: That's OK. I long.
- 8 A: When you went to the US last year, was it your first visit?
B: No, I there twice before.
- 9 A: Do you have any plans for the weekend?
B: Yes, I to a party on Saturday night.
- 10 A: Do you know what Steve's doing these days?
B: No, I him for ages.
- 11 A: Will you still be here by the time I get back?
B: No, I by then.

② Use the correct tense to complete these sentences.

- 1) This famous writer some very interesting spy novels some years ago.
[] writes [] written [] write [] wrote
- 2) How many books Jack London ? Who knows?
[] didwrite [] has ...written [] does ...write [] is...writing
- 3) I this letter to ask for your help. I would like to borrow some money from you.
[] am written [] am writing [] wrote [] write
- 4) These old letters by my grandfather in 1930.
[] were writing [] writes [] were written [] wrote
- 5) Ernest Hemingway 'The Old Man and the Sea'.
[] was writing [] writes [] wrote [] written
- 6) How long this important report?
[] did you write [] have you been writing [] are you writing [] have you written
- 7) Could you tell me how to a love letter?
[] write [] writing [] written [] wrote
- 8) This is the man who music for films.
[] is writing [] written [] writes [] wrote

- 9) Call him as soon as possible. His telephone number _____ here.
☐ is written ☐ is writing ☐ wrote ☐ written
- 10) Mary has fallen in love with John. She _____ a letter to him every Saturday.
☐ wrote ☐ writes ☐ write ☐ is writing
- 11) I _____ to Tom yesterday because I miss him so much!
☐ am writing ☐ wrote ☐ write ☐ was writing
- 12) Has she ever _____ a love letter to her husband?
☐ writing ☐ writes ☐ wrote ☐ written

③ Choose the correct tense.

1. And yet I know that you'd rather _____ (be) on your own.
2. It's time you _____ (make up) your mind.
3. If you stay with us you _____ (have to) do the cooking, the washing up and the ironing.
4. If she passed her exam it _____ (be) easy for her to find a job.
5. If she had passed her exam it _____ (be) easy for her to find a job.
6. We heard him _____ (bang) the door.
7. When I reached the corner of the street I saw him _____ (run) away.
8. What about _____ (watch) a video?
9. When I was a child I _____ (read) a lot after dinner. Now I watch TV.
10. I am not used to _____ (drink) so much coffee.

Réponses:

② 1) wrote 2) did ...write 3) am writing 4) were written 5) wrote 6) have you been writing
 7) write 8) writes 9) is written 10) writes 11) wrote 12) written

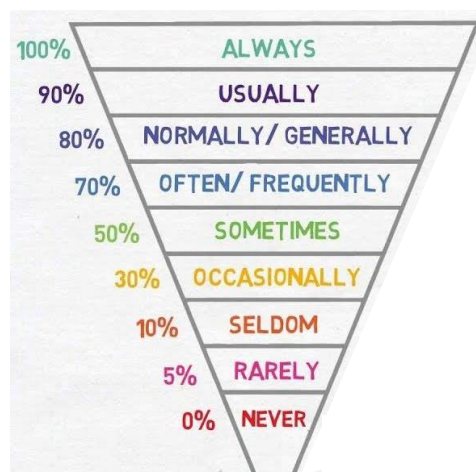
③ 1) be 2) made up 3) will have to 4) would be 5) would have been 6) bang 7) running 8) watching 9) used to read 10) drinking

CHECK 11**TALKING ABOUT FREQUENCY**

- On parle de fréquence en utilisant des **ADVERBES DE FREQUENCE** qui se placent toujours **avant** le verbe et **après** BE.

*I **never** went to Paris. He **always** go to school by bus. They are **sometimes** late.*

never < hardly ever < rarely = seldom < occasionally < sometimes < often < usually < always



- Les **EXPRESSIONS DE FREQUENCE** se placent **en fin de phrase**.

*I used to go to Paris **twice a week**. He goes swimming **on Mondays**.*

Every day (tous les jours/ chaque jour)

On Mondays (Tous les lundis, le lundi)

Once a day (une fois par jour)

Three times a month (trois fois par mois)

From 6 am to 4 pm (de 6 heures du matin à 16 heures)

At the weekends Le WE / Les WE

In the morning (le matin)

Daily (quotidiennement)

Every 2 weeks (toutes les deux semaines)

On Monday (ce lundi, lundi)

Twice a week (deux fois par semaine)

Several times a year (plusieurs fois par an)

At 7 pm / 7 o'clock (à 7 heures)

This weekend (ce WE)

In the evening (le soir)

Yearly (tous les ans)

Weekly (toutes les semaines)

- Les pronoms interrogatifs suivants vous permettront de questionner sur :



Fréquence	Moment, date, année	Heure
How often	When	What time

CHECK 12**PRESENT SIMPLE / CONTINUOUS
PRESENT PERFECT SIMPLE / CONTINUOUS**

Je joue au foot tous les lundis.

→ I **play** football every Monday = **present simple**

Regarde ! Je joue au foot.

→ Look ! I **am playing** football = **present be + ing**

Je joue au foot depuis 3 ans, depuis 2018.

→ I **have played** football for 3 years, since 2018 = **present perfect simple**

Je joue au foot depuis 2 heures et je suis fatigué.

→ I **have been playing** football for 2 hours, since lunch break = **present perfect be+ing**



TENSES
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①

②

Complete the sentences with the verbs in the boxes.

[doesn't work hasn't worked isn't working]

- 1 Monica _____ today. She's sick.
- 2 Fred _____ on Fridays. He's in the office from Monday to Thursday.
- 3 John _____ for a long time. He can't find a job.

[have been have been to have gone to]

- 4 My parents aren't at home – they _____ that new Italian restaurant.
- 5 We _____ that new Italian restaurant twice – we really like it.
- 6 There _____ many changes to my town over the years.

[are you doing do you do have you done]

- 7 Why _____ your homework now? It's Friday evening.
- 8 How often _____ experiments in your Chemistry class?
- 9 What _____ to my dress? It looks awful now!

Complete the sentences with the correct present form of the verbs in brackets.

- 1 Lucy's family _____ (not come) from the USA – they're English.
- 2 How long _____ (you/live) in the countryside?
- 3 My brother has gone to Austria for a few days. I'm sure he _____ (ski) now.
- 4 How often _____ (your older brother/usually/visit) your parents?
- 5 I _____ (have) this armchair for ages. It's old but comfortable.
- 6 Gillian _____ (wear) a big cap and a long scarf because it's cold today.

③

Put the verb into the present continuous (I am -ing) or present perfect continuous (I have been -ing).

- 1 Maria has been learning (Maria / learn) English for two years.
- 2 Hello, Tom. _____ (I / look) for you. Where have you been?
- 3 Why _____ (you / look) at me like that? Stop it!
- 4 Linda is a teacher. _____ (she / teach) for ten years.
- 5 _____ (I / think) about what you said and I've decided to take your advice.
- 6 'Is Paul on holiday this week?' 'No, _____ (he / work).'
- 7 Sarah is very tired. _____ (she / work) very hard recently.

④ Choose the correct translation.

- 1) The weather is very changeable at the moment. Rain _____ forecast for the weekend.
[] is being [] has been [] is
- 2) I _____ for a walk after dinner. Unless it's raining, of course!
[] always go [] am always going [] have always gone
- 3) Don't disturb me! I _____ my dinner right now.
[] eat [] have eaten [] am eating

- 4) She always stays there. I _____ her several times recently.
☐ am seeing ☐ see ☐ have seen
- 5) I _____ all afternoon. I haven't finished the book yet.
☐ have read ☐ am reading ☐ have been reading
- 6) I _____ a bike to get to work because my car is broken.
☐ ridden ☐ am riding ☐ am rode
- 7) She _____ to the post office. She should be back soon.
☐ has been going ☐ has gone ☐ is going
- 8) She _____ about everything! She is becoming a bit tiresome.
☐ has always complained ☐ is always complaining ☐ has been always complaining
- 9) The Earth _____ round the sun in a year.
☐ has spun ☐ spins ☐ is spinning
- 10) She _____ abroad because she can't afford it.
☐ has never been being ☐ has never been ☐ is never being
- 11) I _____ since 8 o'clock. I have to finish my work.
☐ have been working ☐ have worked ☐ am working

Réponses :

④ 1) is 2) always go 3) am eating 4) have seen 5) have been reading 6) am riding
 7) has just gone 8) is always complaining 9) spins 10) has never been 11) have been working

① Parler d'une action datée, passée et terminée = prétérit simple

When **did** you **start** playing rugby? [start/ begin/ stop / finish + V-ing]

I started when I was 12 years old, when I was a teenager, when I was at school.

I **played** for the first time 10 years ago.

I **won** my first competition in 2010.

They **didn't win** the World Cup last week. They never **won** the World Cup.

Les indicateurs temporels ancrent l'action dans un passé révolu.

② Parler d'une action habituelle dans le passé = would + infinitif

What **would** you **do** as a kid? I **would meet** my friends every day after school.

We **would hang out** together.

③ Parler d'une action passée qui n'a plus lieu dans le présent = used to + infinitif

My grandpa **used to play** tennis very well.

There **used to be** a nice park here. Look! There is a supermarket now!

④ Parler de ses performances, faire un bilan (on insiste sur le RESULTAT présent d'une action passée, on est plus dans le présent) = présent de have + participe passé

Have you ever **won** a competition?

I **have** ALREADY **won** 3 championships but I **haven'T won** a world cup YET. (bilan)

He **has** NEVER **been** to Roland Garros.

It's the first time they **have** ever **played** golf.

⑤ Parler de ses expériences (on insiste sur l'ACTION qui continue dans le présent, on est plus dans le présent):

= **présent de have + been + V-ing**

How long **have** you **been playing** tennis?

I **have been playing** tennis → **for** + nombre (for 10 years)

→ **since** + date, point de départ (since 2010, since yesterday)

I **haven't been playing** football for ages.

I **was working** when my sister **called** me.

While I **was working**, my sister **called** me.

I **went out** and then **got into** my car.

They **were reading** while I **was doing** my homework.

➔ **Past simple** : action is seen as a **whole** (passé composé)

➔ **Past continuous** : **part of the action is considered** (imparfait)



TENSES
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① Choose the past simple or past continuous:

1. He _____ (sleep) when the doorbell _____ (ring).
2. We _____ (eat) dinner at 8pm last night (we started eating at 7:30).
3. Yesterday I _____ (go) to the post office, _____ (buy) some fruit at the supermarket and _____ (read) a book in the park in the afternoon.
4. We _____ (watch) TV when we _____ (hear) a loud noise.
5. Julie _____ (be) in the garden when Laurence _____ (arrive).
6. A: What _____ (you / do) at 3pm yesterday? B: I _____ (clean) my house.
7. Last year I _____ (visit) Paris and Rome.
8. They _____ (have) dinner when the police _____ (come) to the door.
9. He _____ (work) in the garden when he _____ (find) the money.
10. Laura _____ (study) at 11pm last night.

② Complete this conversation with the past simple or past continuous.

A : - What (you / do) _____ (1) when these people arrived ? Watching television ?

B : - No, we (play) _____ (2) cards with M. Wilson, the neighbour.

A : - But the woman (tell) _____ (3) me you were watching

television ! B : That's a lie ! We (not watch) _____ (4) television !

Ask M. Wilson ! He (want) _____ (5) to leave when they came in.

A : What (these people / say) _____ (6) when they saw M. Wilson ?

B : ' We (walk) _____ (7) past your house when we saw the light', they said, but we (not believe) _____ (8) them.

A : What (they / want) _____ (9) do you think ?

B : We don't know. First they (sit) _____ (10) and watched us play but suddenly the woman (begin) _____ (11) to cry.

A : What about the man ? (he / do) _____ (12) anything to comfort his wife ?

B : Nothing. He didn't even notice. He (watch) _____ (13) us play.

A : Do you think these people (wait for) _____ (14) some help ?

B : Sorry, but we (not ask) _____ (15) them anything... so they left.

③ Complete this conversation with the past simple or past continuous.

1. What (you / do) _____ yesterday evening?
2. At 8 o'clock yesterday evening, I (have) _____ dinner.
3. We (hear) _____ a phone call while we (watch) _____ a match on television.
4. He (want) _____ to tell me that he would better go to the cinema.
5. While we were all watching television, he (try) _____ to do his maths exercise.
6. I (explain) _____ the exercise to him when Liverpool scored a splendid goal.
7. I (not see) _____ it because I was on the phone in the hall.
8. ' What (you / do) _____ when they scored ? ' my father asked.
9. ' I (not / watch) _____ ! '
10. ' Why (you / not / watch) _____ ? '
11. ' Because Matt (want) _____ help.

Réponses :

- ② 1) *were you doing* 2) *were playing* 3) *told* 4) *were not watching*
5) *wanted* 6) *did these people say* 7) *were walking* 8) *did not believe*
9) *did they want* 10) *sat* 11) *began* 12) *Did he do*
13) *was watching* 14) *were waiting for* 15) *did not ask*

- ③ 1) *did you do* 2) *was having* 3) *heard / were watching* 4) *wanted*
5) *was trying* 6) *was explaining* 7) *did not see* 8) *were you doing*
9) *was not watching* 10) *were you not watching* 11) *wanted*

CHECK 15

PAST SIMPLE / PRESENT PERFECT

I **haven't been** to a football match this year. **Have you** ?

→ *L'année est en cours, je peux encore voir un match.*



I **didn't go** to a football match this year. **Did you** ?

→ *L'année est terminée, je ne peux plus voir de match.*

TENSES

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Present perfect	<p>① Action qui a eu lieu à un moment non daté dans le passé (bilan) : <i>They have visited a lot of countries.</i></p> <p>② Action du passé qui a un résultat sur le présent: <i>Look! I've painted the room. Have you seen the difference?</i></p>	<p>I have + past participle (3^{ème} colonne) he, she, it has + past part.</p>	<p>I haven't + past participle he, she, it hasn't + past part.</p>	<p>→ For + <u>durée</u> (for ages, for a long time, for 2 years)/ since + date (since yesterday, since 2010) → Over the years → So far → ...yet? (Not)...yet → Ever → It's the best/ the most stupid → It's the first time → How long...? For... (interroge sur la durée : depuis combien de temps ? depuis...)</p>
	<p>Been : parti et revenu / Gone : part et pas encore revenu</p>			
Past simple	<p>① Action passée datée et terminée : <i>Platini was the best player 40 years ago. He played in the French team. He won the Golden Ball in 1983 but he didn't win the world cup.</i></p> <p>② Action habituelle du passé qui n'a plus lieu: <i>My grandma used to play tennis. There used to be a park there.</i></p>	<p>I, he, she, it, we, you, they + verbe-ed / verbe irrégulier (2^{ème} colonne)</p>	<p>I, he, she, it, we, you, they / didn't + infinitif</p>	<p>→ yesterday → 2 years ago → Last year → In 2016 → When I was ten → When I worked in London → When....? → How long...? For... (pendant combien de temps? Pendant...) → It's (high) time + sujet + <u>prétérit</u> → I wish + sujet + <u>prétérit</u> ...</p>

① How long **have you lived** in London? For 2 years.

→ *Depuis combien de temps habites-tu...? Depuis...*

② How long **did you live** in London? For 2 years. I **moved** 10 years ago.

→ *Pendant combien de temps as-tu habité à...? Pendant..*



→ PAST SIMPLE

① Turn these sentences into the negative form.

- I went to Paris yesterday.
- I visited a nice museum.
- My friends were with me.
- I was tired in the evening.

② Use the past simple to complete these sentences.

- I _____ (play) soccer after school last Friday.
- I _____ (not / go) to the disco last weekend with my friends.
- He _____ (see) a bird fly into the window.
- They _____ (hear) the new baby cry when it woke up.

5. She _____ (listen) to the teacher in class.
6. We _____ (know) the old woman that used to live in the house across the street.
7. He _____ (take) the ball that did not belong to him.
8. _____ (you/do) your homework yesterday?
9. 'What time is training?', the girls _____ (ask).
10. The boy _____ (say) that nobody else was at home.

➔ **PRESENT PERFECT**

③ **Use the present perfect to complete these sentences.**

1. Peter _____ (steal) my trainers!
2. I _____ (buy) this magazine.
3. We _____ (write) three pages this afternoon.
4. _____ (you/be) to London?
5. I _____ (not/finish) my homework yet.
6. My dog _____ (eat) all my cookies!

④ **Complete with *been* or *gone*.**

1. Bob's not here. He's _____ to work.
2. The office is empty. Everybody has _____ home.
3. It's good to see you again. Where have you _____ ?
4. My brother's _____ to America four times.
5. Sorry, you can't speak to Anna. She's _____ to a party.
6. Mary's hair looks nice. She's just _____ to the hairdresser's.
7. Peter's _____ to Canada and he's staying there for three weeks.

➔ **PAST SIMPLE / PRESENT PERFECT**

⑤ **Complete with the present perfect or past simple.**

1. I _____ (to be) to Madrid three times.
2. _____ (you/ever/to meet) anybody famous ?
3. Sally _____ (to see) that film last week.
4. I _____ (never/to be) to London.

5. They _____ (just/to miss) the train.
6. _____ (you/read) this book yet ?
7. _____ (your father/ever/to work) abroad ?
8. _____ (you/go) to a theme park last summer?
9. _____ (they/ever/meet) anyone famous ?
10. No, _____ (not/lose) his wallet yesterday at the party.

⑥ Complete this conversation with the present perfect or past simple.

1. Anne : Hi, Fred, I _____ (not/see) you for ages!
2. Fred : Hi. No, I'm sorry. I _____ (not/be) in touch with anyone recently.
3. I _____ (be) really busy.
4. Anne : Oh, what _____ (you/be) up to then?
5. Fred : Well, you know I _____ (leave) my job in January?
6. So that I _____ (can) go freelance as a graphic designer.
7. Anne : Yes, I remember, you _____ (talk) a lot about that last year. How's it going?
8. Fred : Well, it _____ (be) a really difficult year so far.
9. I _____ (never/do) anything like this before.
10. It's much harder work than I _____ (imagine).
11. _____ (you/ever/be) self-employed?
12. Anne : No, never, although I _____ (often/think) about it. So, why has it been so difficult?
13. Fred : Well, at the beginning I _____ (have) two or three good clients.
14. You know, they were people that I _____ (know) for many years, like Johnny Wint.
15. And since then I _____ (have) a lot of interest from different companies.
16. But none of them _____ (become) regular customers.
17. Anne : What about advertising in the specialist magazines? _____ (you/already/do) that?
18. Fred : Yes, I _____ (put) an advert in Design Monthly a couple of months ago. No replies...
19. Anne : Oh, dear, well, _____ (you/put) up a website with examples of your work?
20. Fred : Yes, I _____ (just/finish) it. Would you mind having a look at it and tell me what you think of it?

Réponses :

- ② 1) played 2) went 3) saw 4) heard 5) listened 6) knew 7) took 8) did you do 9) asked 10) said
- ③ 1) has stolen 2) have bought 3) have written 4) Have you been 5) have not finished
6) has eaten
- ④ 1. gone 2. gone 3. been 4. been 5. gone 6. been 7. gone
- ⑤ 1) have been 2) have you ever met 3) saw 4) have never been 5) have just missed
6) have you read 7) has your father ever worked 8) did you go 9) have they ever met
10) didn't lose
- ⑥ 1) haven't seen 2) haven't been 3) 've been 4) have you been 5) left 6) could 7) talked
8) has been 9) 've never done 10) imagined 11) Have you ever been 12) 've often thought
13) had 14) 've known 15) 've had 16) 've become 17) Have you already done 18) put
19) Have you put 20) 've just finished

PRESENT PERFECT CONTINUOUS


There is paint on Kate's clothes.
She **has been painting** her bedroom.

Has been painting is the *present perfect continuous*.

We are thinking of the activity. It does not matter whether it has been finished or not. In this example, the activity (painting the bedroom) has not been finished.

PRESENT PERFECT SIMPLE


Her bedroom was green. Now it is yellow.
She **has painted** her bedroom.

Has painted is the *present perfect simple*.

Here, the important thing is that something has been finished. **Has painted** is a completed action. We are interested in the result of the activity (the painted bedroom), not the activity itself.

Compare these examples:

- ☐ My hands are very dirty. I've **been repairing** my bike.
- ☐ Joe **has been eating** too much recently. He should eat less.
- ☐ It's nice to see you again. What **have you been doing** since we last met?
- ☐ Where have you been? **Have you been playing** tennis?

- ☐ My bike is OK again now. I've **repaired** it.
- ☐ Somebody **has eaten** all the chocolates. The box is empty.
- ☐ Where's the book I gave you? What **have you done** with it?
- ☐ **Have you ever played** tennis?

We use the continuous to say *how long* (for something that is still happening):

- ☐ How long **have you been reading** that book?
- ☐ Lisa is writing emails. She's **been writing** emails all morning.
- ☐ They've **been playing** tennis since 2 o'clock.
- ☐ I'm learning Arabic, but I **haven't been learning** it very long.

We use the simple to say *how much, how many* or *how many times*:

- ☐ How much of that book **have you read**?
- ☐ Lisa is writing emails. She's **sent** lots of emails this morning.
- ☐ They've **played** tennis three times this week.
- ☐ I'm learning Arabic, but I **haven't learnt** very much yet.

Want / mean can be used in the continuous.
Know / like / believe are not used in the continuous.

① Read the situations and complete the sentences.

- 1 It's raining. The rain started two hours ago.
It 's been raining for two hours.
- 2 We are waiting for the bus. We started waiting 20 minutes ago.
We for 20 minutes.
- 3 I'm learning Spanish. I started classes in December.
I since December.
- 4 Jessica is working in a supermarket. She started working there on 18 January.
..... since 18 January.
- 5 Our friends always spend their holidays in Italy. They started going there years ago.
..... for years.

② Present perfect simple or Present perfect continuous ?

1. They (make) all that noise for two hours now.
2. It's the first time our football team (win) the title.
3. What have you been doing in your room? I (tidy) away my clothes.
4. This is the only time Karl (come) here.
5. How long have you been living here? We (live) here for twenty years.
6. Mary (do) nothing so far.
7. Bob (lose) his purse, he's looking for it.
8. The farmer (already/sow) his seeds.

③ Present perfect simple or Present perfect continuous ?

1. - We (stand) in this queue for an hour now.
- It (move) much, has it ?
- Maybe the shop assistant (go) somewhere.
2. John has been learning irregular verbs all day but he (learn) only ten.
3. Bill has been cutting onions. That's why he's crying. He
(cut) his finger, too.
4. - Susan (write) a short story.
- I (read) it lately but I haven't read all of it
yet so I can't tell you if it's any good.
5. It seems that for the last few months he (write) a novel.
6. - (you, wait) long ? I'm sorry I'm late.
- That's O.K. I (look through) some magazines your
daughter gave me.
7. - (she, show) you round the house ?
- Yes, she has and I (think) ... It is rather expensive, you know.
- Well, yes, but it's a nice house. My family and I (live) here for twenty years.
8. - What (you, do) with my shoes ?
- I (put) them under the bed.

Réponses:

② 1) have been making 2) has won 3) have been tidying 4) has come 5) have been living 6) has done
7) has lost 8) has already sowed / has already sown

③ 1) have been standing / hasn't moved / has gone 2) has learnt 3) has cut
4) has written / have been reading 5) has been writing
6) Have you been waiting / have been looking through
7) Has she shown / have been thinking / have been living 8) have you done / have

→ Part 1 : Le passé dans le passé

He **had** already **been** to NY twice when he **moved** there.

action 1
past perfect

action 2
simple past

Le **past perfect / pluperfect (had + participe passé)** permet de parler du **passé dans le passé** : une action passée a eu lieu avant une autre action passée.

Yesterday, the bus **had** already **left** when Sarah **arrived** at the bus stop.

We **played** cards after the children **had gone** to bed.

→ Part 2 : Le conditionnel : action passée qui ne pourra plus avoir lieu.

If + past perfect / would have + participe passé

If you **had worked** harder, you **would have succeeded**

→ Part 3 : Regrets concernant le passé : Wish + past perfect

*I wish Bob **had come** to the party. Si seulement Bob était venu à la fête. (= il n'est pas venu)*

*We wish he **hadn't failed** his exam. Si seulement il n'avait pas raté son examen (= il a raté)*

*He wishes he **had had** more money. Si seulement il avait eu plus d'argent.*

ATTENTION : He wishes he **had** more money. Si seulement il avait plus d'argent. (encore possible)

→ Part 4 : Le discours indirect

Lorsqu'on rapporte des paroles au **present perfect** ou **simple past**, on transforme le verbe au **past perfect**.

Present perfect

Discours direct : John : 'I **have seen** two aliens.'

Discours indirect : John said he **had seen** two aliens.

Simple past

Discours direct : John : 'I **lost** my key.'

Discours indirect : John said he **had lost** his key.

① Choose the correct tense.

1. The meeting was at nine o'clock. When I _____ (arrive) at ten, the meeting had finished.
2. When we got to the airport, I realized that I _____ (leave) my passport at home.
3. He didn't realize that he had gone through a red light, until a policeman _____ (stop) him.
4. They didn't want to go to the cinema because they _____ (see) the film the week before.
5. Barbara _____ (change) so much that I didn't recognize her.
6. The next day, she moved away, as she _____ (plan) to.
7. They wondered where she _____ (go).
8. When she had cried for half an hour she _____ (begin) to feel better.
9. For three weeks she behaved as if nothing _____ (change).
10. She _____ (take) the news as calmly as if she had expected it.

② Complete this story with the correct tense.

When the battle _____ (begin), Darth Maul _____ (notice) that two Jedi _____ (help) Princess Amidala to escape from the hangar, where a group of Naboo _____ (gather) to take shelter. Several Naboo pilots _____ (just/start) the engines of their starfighters, and _____ (try) to take off when a big explosion _____ (blow up) the left side off the hangar. As Darth Maul _____ (move) away from the starfighters, Qui-Gon understood that the Sith Lord _____ (have) an idea at the back of his mind. Indeed, the black warrior _____ (decide) to run to a place where he could separate them.

Réponses :

① 1) arrived 2) had left 3) stopped 4) had seen 5) had changed 6) had planned 7) had gone 8) began 9) had changed 10) took

② 1) began 2) noticed 3) were helping 4) had gathered 5) were just starting
6) trying / were trying 7) blew up 8) moved 9) had 10) had decided

① Classify the verbs according to their pronunciation.

asked - followed - proceeded - damaged - connected - fished - used - decided - wanted - stayed - stopped - sailed - washed - waited - walked - imagined - ended - answered - managed - covered - established - reached - tried - contacted - dressed - invited

/t/	/ɪd/	/d/



Déduisez: -ED se prononce

- lorsque la base verbale se termine par le son /t/ ou /d/
- lorsque la base verbale se termine par les sons /k/, /s/, /ʃ/ ou /p/ (consonnes sourdes)
- dans les autres cas (règle générale)

② Write the pronunciation of -ED

- | | |
|---------------------------------|---------------------------------|
| 1. listen ? -> listened: /____/ | 2. clean ? -> cleaned: /____/ |
| 3. look ? -> looked: /____/ | 4. work ? -> worked: /____/ |
| 5. want ? -> wanted: /____/ | 6. close ? -> closed: /____/ |
| 7. accept ? -> accepted: /____/ | 8. smoke ? -> smoked: /____/ |
| 9. stay ? -> stayed: /____/ | 10. visit ? -> visited : /____/ |

Réponses :

- ②** 1. d 2. d 3. t 4. t 5. id 6. d 7. id 8. t 9. d 10. id

Il existe plusieurs manières d'exprimer le futur en anglais :

- **will** : On l'utilise pour faire une prédiction que l'on juge quasi certaine.

*I'm sure the show **will be** a big success. Je suis certain que le spectacle sera un succès.*

ATTENTION ! Il n'est pas possible d'utiliser le futur en **will** dans une proposition de temps introduite par *when, as soon as* (dès que), *while* (pendant que), *after, until, etc.* Il faudra utiliser à la place le présent simple :

*When I **am** rich and famous (et non : ~~I will be~~), I'll buy a villa in Beverly Hills.*

Quand je serai riche et célèbre, j'achèterai une villa à Beverly Hills.

- **be going to + V** : On l'utilise pour parler d'un événement à venir, déjà engagé, ou dont les signes précurseurs sont déjà visibles au moment présent.

*Look at the clouds! It's **going to rain**. Regarde les nuages ! Il va pleuvoir.*

- **présent en be + -ing** : On l'utilise pour parler d'une intention ou d'un projet convenu à l'avance. En français, on le traduit souvent par un présent à valeur de futur.

*We **are getting** married in April. On se marie en avril.*

On l'utilise également à des fins de justification : par exemple, pour justifier le refus à une offre.

*I'm sorry! I **can't help** you with your homework: I'm **going out** tonight.*

Désolé ! Je ne peux pas t'aider à faire tes devoirs : je sors ce soir.

- **présent simple** : Il s'agit d'évoquer des événements planifiés à l'avance (emploi du temps, horaire de transports...) et dont la réalisation est quasi certaine.

*My train **leaves** at 10:30 AM tomorrow morning. Mon train part à 10h30 demain matin.*

- **be about to + V** : On l'utilise pour parler d'un événement dont la réalisation est imminente. Cette expression est proche du français « être sur le point de ».

*Take cover! The bomb **is about to blow up**. Tous aux abris ! La bombe est sur le point d'exploser.*

① Mettez le verbe à l'une des formes suivantes : présent simple – présent en **be + -ing** – **be going to + V** – **will + V**

a. "Would you like to go out to eat tomorrow evening?"

"No, I'm sorry. I ... (have) my piano lesson."

b. I don't feel so good. I ... (throw up).

c. When I ... (grow up), I ... (become) a novelist.

d. Do you think the team ... (win) on Saturday?

e. The restaurant ... (open) at 7.30 tonight.

f. Please, call me back as soon as you ... (arrive).

② Complete with a form to express the future.

1. Tony _____ a friend tomorrow.(meet)
2. I think it _____ soon.(snow)
3. Perhaps I _____ New York one day.(visit)
4. What time _____ tomorrow?(leave/you)
5. Who _____ the next World Cup? (win)
6. I'm sure you _____ the exam next week. (not fail)
7. I _____ my parents at the week-end. (visit)
8. Don't touch that dog. It _____ you. (bite)
9. They _____ for a meal tonight.(come)
10. Look at those clouds, it _____ .(rain)

Réponses: 1) *is meeting* 2) *will snow* 3) *will visit* 4) *are you leaving* 5) *will win*
6) *will not fail* 7) *am visiting* 8) *will bite* 9) *are coming* 10) *is going to rain*

Explications: 1) l'action est déjà planifiée

3) *perhaps* est toujours suivi de *will*

5) *prediction*

7) l'action est déjà planifiée

9) représente l'arrangement (futur planifié)

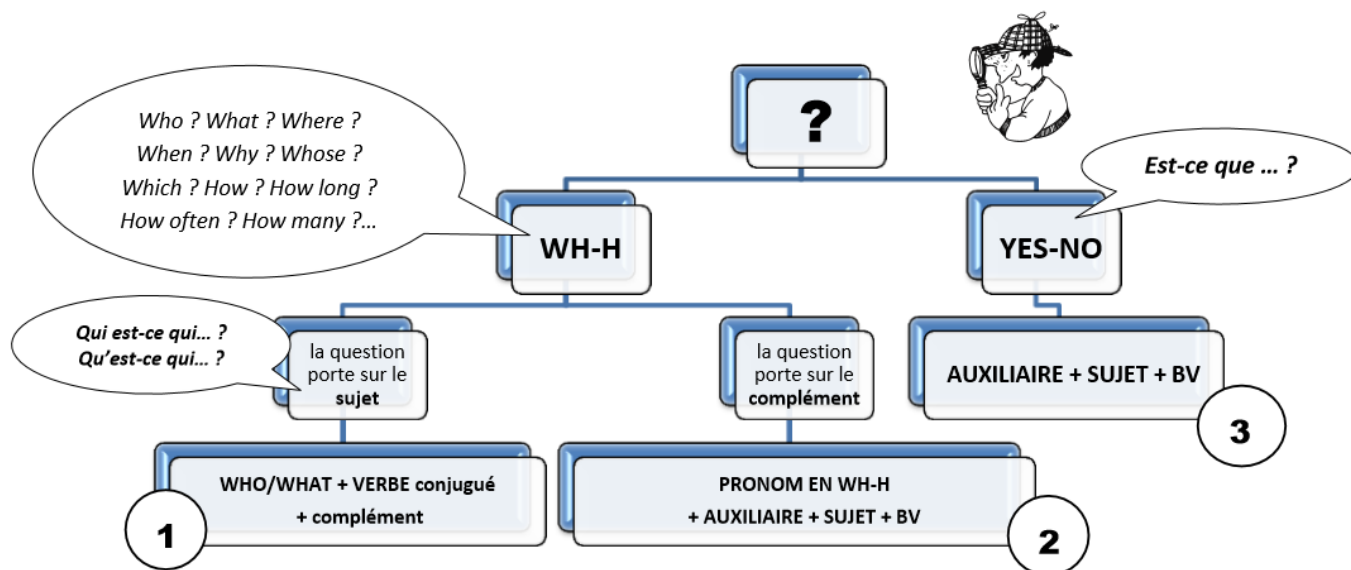
10) représente une observation dans le présent qui annonce un fait futur

2) *I think* est toujours suivi de *will*

4) l'action est déjà planifiée

6) *I'm sure* est toujours suivi de *will*

8) Ici, *will* montre la prédiction



① WHO **won** Rolland Garros in 2019? WHAT **happened** in 1936?

WHO **wants** to play tennis?

🔔 pas d'auxiliaire !

② When **did** Mbappé **win** the world cup? Why **are** you tired? Where **will** you **go**?

③ **Were** you in Paris yesterday? **Can** you **surf**? **Is** he happy? **Have** you won any cups?

1) Questions de type ① :

- Choisissez WHO (pour une personne) - WHAT (pour une chose, un lieu...)
- HOW MANY (pour un nombre)

➤ Pas d'auxiliaire : reprenez tout le reste de la phrase (sans le sujet qui est remplacé par WHO ou WHAT). Le verbe reste conjugué tel qu'il est.

2) Questions de type ② et ③ :

Auxiliaire obligatoire. (WH) + aux + sujet + (verbe) + (complément) ?

- S'il y a un auxiliaire dans la phrase, utilisez-le.
- S'il n'y a pas d'auxiliaire, utilisez **DO / DOES** (présent simple) ou **DID** (prétérit simple).
- Avec les auxiliaires **DO/DOES/DID** et avec les auxiliaires **modaux**, le verbe lexical

devient un infinitif.

➤ Attention à l'ordre des mots. Retenez des questions simples pour pouvoir les prendre en modèle.

WH	aux	Sujet	verbe	complément
What	do	you	<u>like</u> ?	
	Is	she		happy ?
How old	are	they ?		
	Can	he	<u>ski</u>	everywhere ?
Where	are	they	working	tomorrow ?

LES AUXILIAIRES (Yes-No questions et WH-H questions qui portent sur le complément)

	BE (être)	HAVE (avoir)	DO
présent	am – is – are	have - has	do – does
Passé (prétérit)	was - were	had	did

Les auxiliaires modaux	can/could will/would shall/should must may/might
-------------------------------	--

3) Les **prépositions** se mettent à la fin de la question.

Who do you want to speak to? What was the weather like?

Which job has Ann applied for? Where are you from?

4) On utilise **how?** pour questionner sur des choses qui changent (*moods, health, work*)
'How is Joe?' 'He's very well?'

5) On utilise **what... like?** pour questionner sur des choses qui ne changent pas facilement (*people's character and appearance*). **'What is Joe like?' 'Tall, good-looking, a bit shy.'**

6) Les **pronoms interrogatifs** permettent d'interroger sur :

une personne Qui ?	Who	une humeur Comment ?	How
une chose Que ? Quoi ?	What	un moyen Comment ?	How
une chose (choix limité) Quel ? Lequel ?	Which	un âge Quel âge ?	How old
un moment Quand ?	When	une fréquence Avec quelle fréquence ? Quand ?	How often
une heure A quelle heure ?	What time	une hauteur Quelle hauteur ?	How high
un lieu Où ?	Where	une taille Quelle taille ?	How tall
une raison Pourquoi ?	Why	une longueur Quelle longueur ?	How long
un but Dans quel but ?	What...for	une durée Combien de temps ?	How long
un moment Quand ?	When	une distance Quelle distance ?	How far
une appartenance A qui ?	Whose	un nombre Combien ?	How many + nom pluriel
		un prix Combien ?	How much
		une quantité Combien ?	How much + nom indénombrable

① Do these online exercises.



② Ask questions using the words in brackets.

Make sure they match their corresponding answer.

1. '(where / you / live)?' 'In Manchester.' _____
2. '(born there)?' 'No, I was born in London.' _____
3. '(married)?' 'Yes.' _____
4. '(how long / married)?' '17 years.' _____
5. '(children)?' 'Yes, two boys.' _____
6. '(how old / they)?' '12 and 15.' _____
7. '(what / do)?' 'I'm a journalist.' _____
8. '(what / wife / do)?' 'She's a doctor.' _____

③ Make questions with *who* or *what*:

1. 'Somebody hit me.' → **Who** hit you? On cherche le sujet : question type ①
2. 'I hit somebody.' → **Who** did you hit? On cherche le complément : question type ②
3. 'Somebody lives in that house.' ' _____
4. 'I fell over something.' ' _____
5. 'Something fell on the floor.' ' _____
6. 'This word means something.' ' _____
7. 'I borrowed the money **from** somebody.' ' _____
8. 'I'm happy about something.' ' _____

④ Put the words in brackets in the correct order. All the sentences are questions.

1. (why / was / cancelled / the concert) _____ ?
2. (where / your mother / was / born) _____ ?
3. (why / you / to the party / didn't / come) _____ ?
4. (how / the accident / did / happen) _____ ?
5. (why / this machine / doesn't / work) _____ ?

⑤

You ask James about his holiday. Write your questions.

Hi. How are things?

Fine, thanks. I've just had a great holiday.

1 Where did you go ?

To the U.S. We went on a trip from San Francisco to Denver.

2 How _____ ? By car?

Yes, we hired a car in San Francisco.

3 It's a long way to drive. How long _____ to get to Denver?

Two weeks.

4 Where _____ ? In hotels?

Yes, small hotels or motels.

5 _____ good?

Yes, but it was very hot – sometimes too hot.

6 _____ the Grand Canyon?

Of course. It was wonderful.

⑥ Ask for the underlined words.

1. _____ ? NO, SHE DOESN'T LIKE FOOTBALL.

2. _____ ? I go TO SCHOOL every day.

3. _____ ? Yes, It's my cat.

4. _____ ? I get up at SIX O'CLOCK.

5. _____ ? This year, I study IN A COLLEGE.

6. _____ ? PETER makes his bed every day.

7. _____ ? I have a shower ON SATURDAYS.

8. _____ ? Marc travels BY BOAT.

9. _____ ? That dress costs 20€.

⑥ **Réponses :** 1) Does she like football? 2) Where do you go every day?

3) is it your cat?

4) what time do you get up?

5) Where do you study this year?

6) Who makes his bed every day

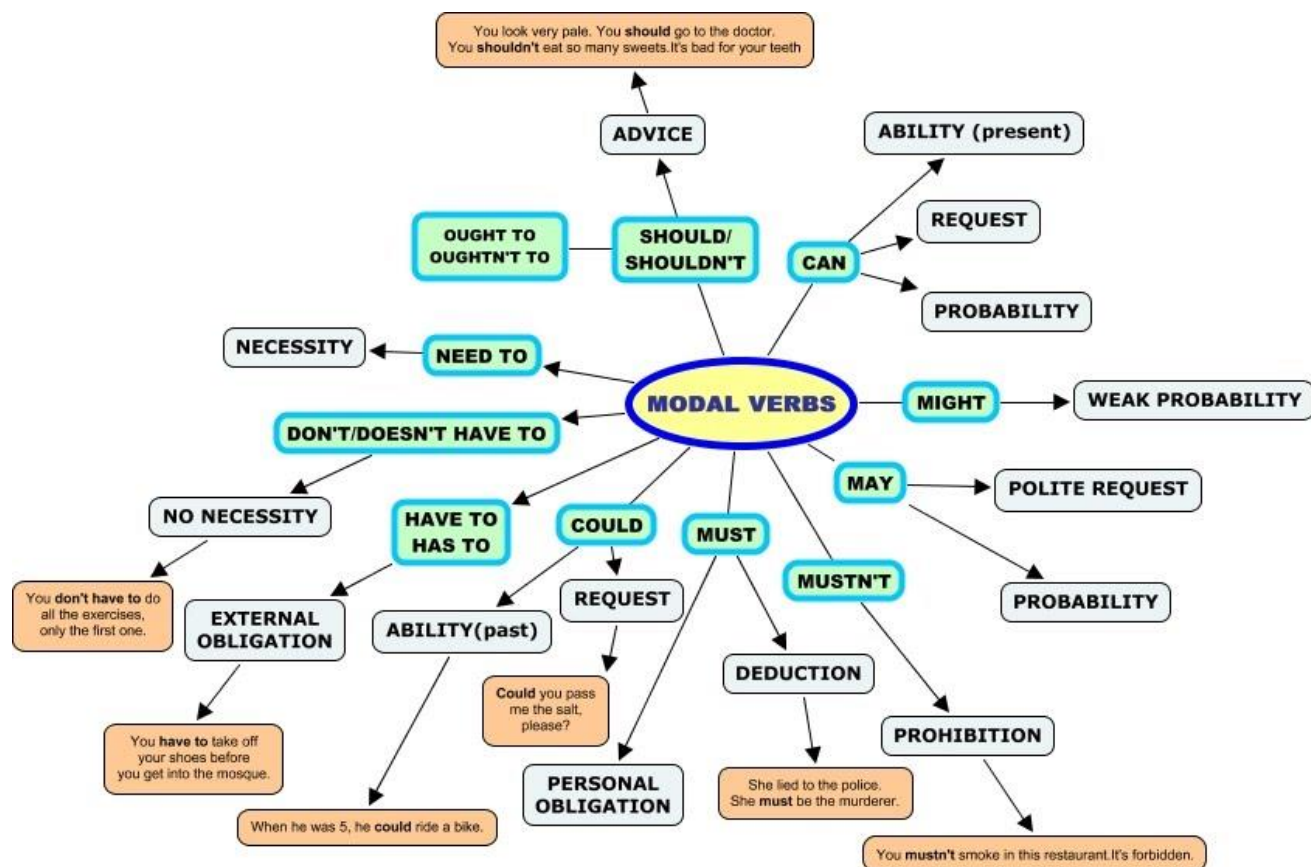
7) When do you have a shower? 8) How does Marc travel?

9) How much does that dress cost

CHECK 21

USING MODALS AND EQUIVALENTS

MODAL or EQUIVALENT	Nature	Contraire	Exemples
can / be able to	possibilité, capacité	cannot ou be unable to	Birds can fly; monkeys cannot. I was able to prevent the theft but I was unable to arrest the thief.
can / be allowed to	permission	cannot ou may not	Can I watch TV? No, you can't.
could	possibilité, capacité	could not / couldn't	Could there be a virus in this file? No, there couldn't; I ran the anti-virus.
	possibilité (passé)	could not	Could dodo birds fly? No, they couldn't.
	permission	cannot ou may not	Could I open the window? No, you may not.
had better / 'd better	conseil	had better not	You had better get moving, if you don't want to be late. You had better not be late.
have to, have got to	obligation (origine externe)	must not	I have to pay my taxes before the end of March. Origine externe: les lois de l'état.
must	nécessité, forte probabilité	cannot / can't	She looks like Anna so much. That must be her twin sister. That can't be Sophie's!
	obligation (origine interne)	must not / mustn't	Teacher to pupil: "You must work harder". Origine interne: le professeur qui parle décide.
may	possibilité	cannot	It may rain. It can't possibly be 8 PM, I'm only half ready.
	permission, requête	cannot	May I speak to Mrs X, please? No, you can't, she's not in.
might	possibilité (faible)	cannot	I might come to your party if I can get off work on time.
	permission	may not	Might I borrow your laptop?
need	besoin	don't need to don't have to	I need your help but you don't have to come before 8. You don't need to pay. That's on me!
ought to	devoir, conseil	ought not to	You ought to apologize to your sister for having hurt her feelings.
	déduction logique	cannot, could not	That ought to be enough petrol to last us until we get to Lyons.
should	conseil	should not / shouldn't	You should spend more time on your homework.
	déduction logique	cannot, could not	€5 should be enough to leave as a tip.
will	certitude	will not / won't	He will be 15 next week.





Les modaux au passé	
Can	Could
May	Might
Will	Would
Shall	Should
Must	Had to*
Need	Needed

Hypothèse sur le passé, on ne peut plus agir sur l'action.

Modal + have + participe passé

*He **can't have stolen** the keys.*

*He **could have come** earlier !*

*I **might have succeeded**.*

*They **should have called**.*

→ **Could** décrit une généralité dans le passé. **Was able to** désigne une action isolée.

I could play tennis very well.

I was able to get a table by the window.



① Choose the correct modal or expression of modality.

- Dad, _____ I sit on your lap ?
- Good morning sir, _____ I help you?
- You _____ work hard if you want to be rich one day
- You _____ be rich one day if you work hard.
- You _____ walk on the grass, it's forbidden !
- She _____ be a mother of four, she looks like a teenager !
- He had a very bad accident last year and he _____ walk anymore.
- I _____ believe you ! You are always joking !
- _____ I borrow your pen, sir? I've lost mine !
- Mum, _____ I go out tonight ? Pleaaaaase !

More exercises →

② Choose the correct modal or expression of modality.

- Chloe _____ leave tomorrow, but I'm not sure she will.
- I _____ send this letter, I promised to do so.
- My sister promised she would come but she didn't ; she _____ be very ill.
- You _____ help him over that difficulty, be nice to him.
- People _____ not speak French in the English chat room. it's forbidden.
- Eliot is very ill ; I'm sure he _____ to come tomorrow.
- You _____ do your homework today, you've plenty of time.
- Helen _____ said a word in your favour but she didn't.
- I _____ to wash my car tomorrow, but I'll do it later when I'm better.
- I _____ understand what they said, could you?
- Can you speak several languages? No I _____.
- Will you _____ go out? Certainly not! My father is so strict!
- I _____ go tomorrow, it's too late to go now.
- My grandmother _____ give me some money if she wanted ; she's so rich!
- I can do it now but I _____ not when I was younger!
- Can I open the door? Yes, of course, you _____ !
- I can't swim yet but next year I _____.
- Will you _____ to go on holidays? I don't know ! my doctor forbade me to do it !

Réponses :

① 1. can 2. may 3. must 4. may 5. mustn't 6. can't 7. can't 8. can't 9. may 10. can

② 1. may 2. Will 3. must 4. should 5. may/ must 6. won't be able 7. should 8. could have 9. won't be able 10. couldn't 11. can't 12. be allowed to 13. will have to 14. could 15. could 16. can 17. will be able to 18. be allowed

	CONDITION	+	RESULT
ZERO conditional	If you stand in the rain, If you heat ice,		you get wet. it melts.
	PRESENT SIMPLE	+	PRESENT SIMPLE
	USES: Facts which are generally true or scientific facts The condition always has the same result		
FIRST conditional	If it rains, If you study,		we will cancel the trip. you will pass the exam.
	PRESENT SIMPLE	+	WILL / WON'T + VERB
	USES: A possible situation in the future Predicting a likely result in the future (if the condition happens)		
SECOND conditional	If I won the lottery, If they sold their house,		I would travel a lot. they would be rich.
	PAST SIMPLE	+	WOULD + VERB
	USES: Hypothetical or unlikely situations Unreal or improbable situation now or in the future		
THIRD conditional	If you had studied, If I hadn't been sick,		you would have passed the exam. I would have gone to your party.
	PAST PERFECT	+	WOULD HAVE + PAST PARTICIPLE
	USES: The person is imagining a different past Imaginary situation that did not happen		

① Read the examples. Transform each of the sentences below into the other two missing forms.

1) If you work hard, you'll pass your exam.

.....
.....

2) If your friends asked you for money, would you lend them any?

.....
.....

3) I would have helped her if she had called me!

.....
.....

② Supply the correct verbal form to the verbs in brackets.

1) I would accept the situation if you(explain) everything.

2) If you(call) him right now, tell him the truth.

3) If Anna(be) in, she would have given it to you.

4) My grandmother would have known, if she(be) alive.

5) If she(not switch on) the TV, she would never have known.

- 6) It will be impossible for me to do it properly if you(not trust) me.
- 7) I shouldn't accept it if I(be) you.
- 8) If she(not answer) the phone, she
.....(never hear) what I had to tell her

③ Complete with one of the conditional forms.

- If we aren't careful, we _____ late.
- If you _____ Nicole, send her my regards.
- If you order from your website, we always _____ a confirmation email.
- If we don't reach an agreement soon, I think they _____ away from the negotiation.
- If I work hard, I'm sure I _____ a promotion after a year.
- If I _____ a promotion, I'll have more responsibilities.
- But ... if I _____ more responsibilities, I will have no free time in the evenings.
- If I don't have so much free time, I _____ able to go to the gym.
- If I don't go to the gym, I _____ fat.
- Whenever I use this computer, there _____ a problem.

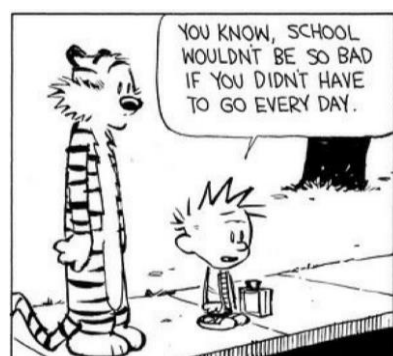
④ Complete with one of the conditional forms.

- If I ever see anyone doing anything illegal, I _____ (make) a report immediately.
- If I _____ (have) a quiet roommate, I could study more.
- They could come sooner if my mother _____ (not be) afraid to fly.
- If Pat had arrived on time for work, he _____ (finish) his task yesterday.
- The picnic _____ (not cancel) if it hadn't rained in the morning.
- If I win, I _____ (take) a short vacation with my family.
- If you knew German, you _____ (can translate) this story for me.
- If I had known Mary was in town, I _____ (invite) her to the party.
- If I weren't so busy, I _____ (read) bedtime stories to my little girl.
- If they continue to bother me, I _____ (consider) moving.

Réponses :

③ 1. *will be* 2. *see* 3. *send* 4. *will walk* 5. *will get* 6. *get* 7. *Have*
8. *won't be* 9. *will get* 10. *will be*

④ 1) *will make* 2) *had* 3) *weren't/ wasn't*
4) *would have finished* 5) *wouldn't have been cancelled*
6) *will take* 7) *could translate* 8) *would have invited*
9) *would read* 10) *will consider*



CHECK 23

EXPRESSING A WISH / A REGRET

Regretting the past : 	Regret lié à une situation passée que l'on aurait aimé changer (mais c'est trop tard)	Sujet + WISH + sujet + past perfect (wish + had(n't) + participe passé)
Wanting to change the present : 	Souhait lié à la situation actuelle qui nous déplaît et que l'on aimerait changer.	Sujet + WISH + sujet + past simple
Complaining: 	Souhait lié à une situation actuelle ou à venir qui ne nous plaît pas et que l'on aimerait changer	Sujet + WISH + sujet + would + infinitif

Attention : on utilise *were* à toutes les personnes, même pour *I*.

① Choose the correct answer.

- 1) He isn't in Belfast : _____
☐ I wish he were in Belfast
☐ I wish he isn't in Belfast
☐ I regret that he is not in Belfast
- 2) Living in Belfast is not easy : _____
☐ I wish living in Belfast were easy
☐ I wish living in Belfast isn't easy
☐ I regret that living in Belfast is not easy
- 3) What a pity I left Belfast! : _____ !
☐ I wish I have leave Belfast
☐ I wish I left not Belfast
☐ I wish I hadn't left Belfast
- 4) I regret that Mrs Pierce didn't meet my father sooner! : _____ !
☐ I wish she have meet him sooner
☐ I wish she had met him sooner
☐ I wish she meet him sooner
- 5) I regret having stolen this car! : _____ !
☐ I wish I haven't stolen this car
☐ I wish I stole not this car
☐ I wish I hadn't stolen this car

6) My friends are disappointed that they missed their train : _____

[] They wish they hadn't missed their train

[] They wish have missed their train

[] They wish missed their train

7) I'm sorry that I'm so clumsy : _____

[] I wish I hadn't been so clumsy

[] I wish I was so clumsy

[] I wish I weren't so clumsy

8) My dad is sorry that my mother doesn't speak English : _____

[] He wishes my mother had spoken English

[] He wishes she have spoke English

[] He wishes that she spoke English

9) What a pity I didn't listen to my parents : _____

[] I wish I had listened to my parents

[] I wish I listen to my parents

[] I wish I have listened to my parents

10) What a pity you don't know where to sleep : _____

11) His father doesn't understand him : _____

12) I regret that she isn't here : _____

13) They didn't take their umbrella : _____

14) I regret that I'm not young : _____

15) My parents are sorry that I'm not good at maths : _____

② Express wishes / regrets.

1. I regret talking to her last night. >>> I wish _____.
2. John doesn't invite me to go to the cinema. >>> I wish _____.
3. I want to have money. >>> I wish _____.
4. She doesn't stop texting. >>> I wish _____.
5. I didn't study for my exams. >>> I wish _____.
6. I don't have time to finish my homework. >>> I wish _____.
7. My brother doesn't let me play video games with him. >>> I wish _____.
8. I didn't know she was sick. >>> I wish _____.
9. It's not raining. >>> I wish _____.
10. I regret going to the party. >>> I wish _____.

Réponses :

- | | |
|---|---|
| ① 1) I wish he were in Belfast | 2) I wish living in Belfast were easy |
| 3) I wish I hadn't left Belfast | 4) I wish she had met him sooner |
| 5) I wish I hadn't stolen this car | 6) They wish they hadn't missed their train |
| 7) I wish I weren't so clumsy | 8) He wishes that she spoke English |
| 9) I wish I had listened to my parents | 10) I wish you knew where to sleep |
| 11) He wishes his father understood him | 12) I wish she were here |
| 13) They wish they had taken their umbrella | 14) I wish I were young |
| 15) My parents wish I were good at maths | |

- ② 1) I hadn't talked to her last night 2) John would invite me to go to the cinema 3) I had money
4) she would stop texting 5) I had studied for my exams 6) I had time to finish my homework
7) my brother would let me play video games with him 8) I had known she was sick
9) it were raining/it was raining 10) I hadn't gone to the party/I didn't go to the party

-‘if + present’ → should / shouldn’t + infinitive : le résultat est probable.	<i>If we had an extra fan, the computer should be fine.</i>
-‘if + present’ → might + infinitive : le résultat est peu probable.	<i>If we don’t use an extra fan, the computer might overheat.</i>
-Imperative	<i>Try an extra fan / adding an extra fan!</i>
	<i>Try it! (vous n’êtes pas inclus) Let’s try that! (vous êtes inclus)</i>
-What about + V-ing? -How about + V-ing?	<i>What / How about adding another fan?</i>
-Why don’t you + infinitive? -Why not + infinitive	<i>Why don’t you add another fan? Why not add another fan?</i>
-If I were you, I would / I’d + infinitive	<i>If I were you, I’d add another fan.</i>
-Suggest / recommend + V-ing -Suggest / recommend that + subject + infinitive -Suggest / recommend that + noun -Would suggest / ‘d suggest ...	<i>I suggest writing to the after-sales service. (vous écrivez aussi) I suggest that you write to the after-sales service. (vous n’écritez pas) I recommend the after-sales service.</i>
-I think (that) we should + inf. -In my opinion it’s a good idea + to + inf. -I think it’s best to + inf.	<i>In my opinion, you should use this software. I think it’s best to use open source software.</i>
-Can’t you + infinitive (reproche) -Couldn’t you + infinitive (reproche)	<i>Can’t you tell me the truth? Couldn’t you tell me yesterday?</i>

① Choose the correct form.

1) Oh, it's raining, _____

[] shall we to take an umbrella? [] shall we taking an umbrella?

[] shall we take an umbrella?

2) I'd like to go abroad, but where? - _____

[] How about visiting London? [] can't you visiting London?

[] Why don't you visiting London?

3) What! You need this book, we're Sunday! _____

[] Couldn't you tell me that before? [] What about tell me that before?

[] Couldn't you telling me that before?

4) I've to walk to work, my car has broken down. - _____

[] Shall we repairing it? [] Can't you repair it? [] Let's to repair it

5) I like these shoes but I haven't got any money. - _____

[] Why don't you asking your husband? [] Why don't you ask your husband?

[] Why don't you to ask your husband?

6) This exercise is too hard for me. - _____

[] I suggest you read the lesson.

[] I suggest you to reading the lesson.

[] Why don't you reading the lesson?

7) What a bad day! I'm so tired! - _____

[] Perhaps you could calling off your dinner. [] Perhaps you could to call off your dinner.

[] Perhaps you could call off your dinner.

8) _____ It's not the right place, a library must be quiet!

[] Can't you stop that yelling!

[] Shall we stopping that yelling?

[] How about to stop that yelling?

9) I don't know what to do tonight. - _____

[] And... what about doing your homework? [] And... what about to do your homework?

[] And... could we doing your homework?

10) Why are they laughing at me? - Well, _____, you are wearing your slippers instead of your shoes!

[] let's looking your feet

[] I suggest to you to look at your feet

[] I suggest you look at your feet

② Complete the following conversation.

1. John : Hi Pete, would you _____ to do something tonight ?

2. Pete : Yeah, _____ you like.

3. John : How about _____ to a concert ?

4. Pete : Oh I'm afraid I can't, I have to stay _____ to babysit my little brother !

5. John : So what _____ we do?

6. Pete : Why _____ you come here

7. and we can _____ video games.

8. Or we _____ play chess.

9. Let _____ do that !

10. John : OK, I don't _____, I love all games anyway. I'll be there at 8 o'clock. See you !

Réponses:

① 1) shall we take an umbrella?

2) How about visiting London?

3) Couldn't you tell me that before?

4) Can't you repair it?

5) Why don't you ask your husband to lend you some?

6) I suggest you read the lesson.

7) Perhaps you could call off your dinner.

8) Can't you stop that yelling!

9) And... what about doing your homework?

10) I suggest you look at your feet

② 1. like 2. if 3. going 4. at home 5. shall 6. don't 7. play 8. could 9. 's 10. mind

Ex: *George Devol* **INVENTED** *the first robot* in 1954. → active voice

The first robot **WAS INVENTED** in 1964 **BY** *George Devol*. → passive voice

BE + PAST PARTICIPLE

TENSE	ACTIVE	PASSIVE
Present Simple	I make a cake	A cake is made
Present Contin.	I'm making a cake	A cake is being made.
Past Simple	I made a cake.	A cake was made.
Past Continuous	I was making a cake.	A cake was being made.
Present Perfect	I have made a cake	A cake has been made.
Past Perfect	I had made a cake.	A cake had been made.
Future Simple	I will make a cake.	A cake will be made.
Future be going to	I'm going to make a cake.	A cake is going to be made.
Modal	I must make a cake.	A cake must be made.
Modal Perfect	I should have made a cake.	A cake should have been made.

① Transform these sentences into the passive voice.

- The doctor is examining the patient. _____.
- I will send a parcel tomorrow. _____.
- The local radio station is reporting the event. _____.
- Many people in Canada speak French. _____.
- You can't take photographs here. _____.

② Rewrite these sentences. Instead of using **somebody, they, people** etc., write a passive sentence.

- Somebody cleans the room every day. The room is cleaned every day.
- They cancelled all flights because of fog. All _____
- People don't use this road much. _____
- Somebody accused me of stealing money. I _____
- How do people learn languages? How _____
- People warned us not to go out alone. _____

③ Change these sentences from active to passive:

- They have not stamped the letter.>>> The letter _____.
- The driver should not bribe the police.>>> The police _____.
- A lorry knocked him down . >>> He _____.
- We warned you . >>>You _____.
- We had to give the books back .>>> The books _____.
- Someone had picked my keys up in the street.>>> My keys _____.

7. An earthquake destroyed the town.>>> The town _____.
8. We cannot repair your clock.>>> Your clock _____.
9. I suppose they have sold the house .>>> I suppose _____.
10. They brought their children up in France .>>> Their children _____.
11. They take him for a Frenchman .>>> He _____.
12. He will do his exercises later .>>> His exercises _____.

④ Turn into the passive voice.

1. Everybody loves Mr Brown. _____
2. They are building a new stadium near the station. _____
3. The wolf ate the princess. _____
4. At six o'clock someone was telling a story. _____
5. Somebody has drunk all the milk! _____
6. I had cleaned all the windows before the storm. _____
7. A workman will repair the computer tomorrow. _____
8. By next year the students will have studied the passive. _____
9. James might cook dinner. _____
10. Somebody must have taken my wallet. _____

⑤ Utilisez **be + participe passé** (encore faisable) ou **have been + participe passé** (plus faisable).

- 1 The situation is serious. Something must be done before it's too late.
- 2 I should have received the letter by now. It might have been sent to the wrong address.
- 3 A decision will not _____ until the next meeting.
- 4 Do you think that more money should _____ on education?
- 5 This road is in very bad condition. It should _____ a long time ago.
- 6 The injured man couldn't walk and had to _____.
- 7 I told the hotel receptionist I wanted to _____ at 6.30 the next morning.
- 8 If you hadn't pushed the policeman, you wouldn't _____.
- 9 It's not certain how the fire started, but it might _____ by an electrical fault.

Réponses:

① 1) The patient is being examined by the doctor 2) A parcel will be sent tomorrow 3) The event is being reported by the local radio station 4) French is spoken by many people in Canada 5) Photographs can't be taken here

③ 1) has not been stamped / hasn't been stamped 2) should not be bribed / shouldn't be bribed
 3) was knocked down 4) were warned 5) had to be given back
 6) had been picked up in the street / had been picked up 7) was destroyed
 8) cannot be repaired / can't be repaired 9) the house has been sold
 10) were brought up in France 11) is taken for a Frenchman 12) will be done later

④ 1. Mr Brown is loved (by everybody). 2. A new stadium is being built near the station.
 3. The princess was eaten (by the wolf). 4. At six o'clock a story was being told.
 5. All the milk has been drunk! 6. All the windows had been cleaned (by me) before the storm.
 7. The computer will be repaired tomorrow.
 8. By next year the passive will have been studied (by the students).
 9. Dinner might be cooked (by James). 10. My wallet must have been taken.

More online exercises



→ **Use** = utiliser

Nowadays athletes **use** specific outfits to enhance their performance but they **don't** all **use** steroids!
Do they **use** other performance-enhancing drugs?

→ **Be / get used to + V-ing** = être habitué à / s'habituer à / avoir l'habitude de

I **am used to training** a lot during the week but I **am not used to training** at the weekend. **Are** you **used to working** out on Sundays?

→ **Used to + infinitive** = avait l'habitude de / existait (qui n'a plus lieu dans le présent)

At that time female athletes **used to take** part in competitions but they **didn't use to participate in the Olympic Games**. **Did** they **use to be represented** in every sport?
There **used to be** a farm before they built the Madison Square Garden in NY.

① **Choose the correct form: *used to* / *be used to*.**

1. Are you e-mails to all your friends and family.
a) used to send b) used to sending
2. When I was a child I go swimming in the Lake District.
a) used to b) am used to
3. I in front of many people. I am a teacher.
a) used to speak b) am used to speaking
4. My grandmother 1 mile to go to school every day.
a) used to walk b) is used to walking
5. I a cup of coffee after lunch. That's one of the things I really enjoy.
a) used to drink b) am used to drinking

② **Turn into a negation.**

- 1) I used to go to school by bike when I was a kid.....
- 2) I am used to working late at night.
- 3) They are used to driving long hours.

③ **Choose the best answer.**

- 1) When I was living with my English host family I slowly _____ (eat) a cooked breakfast on Saturdays.
[] was used to eating [] got used to eating [] used to eat
- 2) See that old building on the hill? it _____ (be) a boarding school for rich girls, now it's a hotel.
[] used to being [] used being [] used to be
- 3) Working till midnight does not worry me: I _____ (work) late.
[] am used to working [] used to work [] grow used to work
- 4) What a miracle! Mark _____ (smoke) a lot but now he's given up completely!

- ☐ used to smoke ☐ got used to smoke ☐ grew used to smoking
 5) I think I'll never _____ (hear) my next door neighbours' quarrels : I'll move house.
☐ used to hear ☐ get used to hearing ☐ be used to hear
 6) Before I became a vegetarian I _____ (eat) a lot of meat.
☐ got used to eating ☐ used to eat ☐ used to eating
 7) After spending six months in England last year, I slowly _____ (drive) on the left.
☐ used to drive ☐ got used to driving ☐ be used to driving
 8) She _____ (be) beautiful when she was in her prime.
☐ is used to being ☐ used to be ☐ had used to be
 7) She _____ (wear) sneakers : she always stumbles when she walks in high heels.
☐ used to wear ☐ is used to wearing ☐ get used to wear
 8) Did you _____ (smoke) in bed before giving it up?
☐ were you used to smoke ☐ use to smoke ☐ were you used to smoking

Réponses :

- ③ 1) *got used to eating* 2) *used to be* 3) *am used to working*
 4) *used to smoke* 5) *get used to hearing* 6) *used to eat*
 7) *got used to driving* 8) *used to be* 9) *is used to wearing*
 10) *use to smoke*

Direct Speech

Reported Speech

Requests

"Will you open the door?"

"Can you open the door?"

She asked him to open the door.**Invitations**

"Would you like to visit us?"

"What about visiting us?"

"Let's go out tonight."

"That sounds a great idea."

She invited him to visit them.She suggested going out that night.She accepted the invitation**Offers**

"Shall I make you a coffee?"

"Yes please"

"No thanks."

She offered to make him a coffee.She accepted the offer.She refused the offer.**Asking for Advice**

"What would you do if you were me?"

"What shall I do?"

She asked him to give her advice.**Giving advice**

"You should get up earlier."

"Why don't you get up earlier?"
earlier.

"If I were you, I'd get up earlier."

She advised him to get up earlier.She suggested that he (should) get up**Greetings**

"Hello."

"Good morning."

"Bye"

"See you."

"How are you?"

She greeted him.She said good-bye to him.She enquired about his health.**Apologies**

"I'm sorry I've broken your vase."

"It's OK. I never liked it anyway"

She apologized for breaking his vase.He accepted her apology and explained
that he had never liked the vase.**Short Answers**

"Yes, I do"

"No, I don't."

She said she did.She said she didn't.**Emotions**

"Damn"

"Blimey."

"Ouch!"

"Wow!"

"Congratulations."

"Sorry?"

She swore.She shouted angrily.She shouted in pain.She shouted excitedly.She congratulated him on his success.She asked him to repeat what he had
saidShe expressed her sympathy.

"I'm really sorry."

1. Change the following mini dialogues into reported speech.

- Hi Joe. How are you?

- Fine thanks.

- Would you like to go dancing tonight, Jane?
 - Sorry I can't. You know I'm preparing for a hard test.
-
-

- I've just had a row with my girlfriend. How could I make it up for her?
 - Why don't you take her to that new Italian restaurant? I'm sure she'd be happy to go.
-
-

- I'm ever so sorry but I've forgotten to post your letter.
 - Never mind. It wasn't that important.
-
-

- Ouch! I've hit my hand on the heater.
 - I'm sorry. Shall I give you a painkiller?
 - No thanks. But could you carry my bag, please?
 - Yes, certainly.
-
-
-

- Guess what! I've just got an A+ for my history project.
 - Well done!
-
-

- Shall I help you with your Maths homework?
 - Will you? It's very kind of you. What about meeting at my place later this evening?
 - Well, not tonight because I'm busy. Let's meet at my place tomorrow morning.
 - OK. I'll be there. Bye.
-
-
-
-

Quand utilise-t-on le gérondif ?	Exemples
1. Le gérondif s'utilise après des verbes indiquant des goûts	<i>I love listening to music.</i> <i>I hate waiting.</i> <i>I dislike doing my homework.</i>
2. Le gérondif s'utilise également après des verbes indiquant le début , la fin ou la continuation d'une action	<i>Start doing your homework!</i> <i>Please stop crying!</i> <i>Go on speaking!</i>
3. Le gérondif est aussi utile avec les prépositions	<i>I wash before going to bed.</i> <i>I always brush my teeth after eating.</i> <i>She came in without saying 'hello'.</i>
4. Le gérondif s'utilise avec certaines expressions , qui souvent expriment une émotion d'excitation ou de ras-le bol .	<i>J'en ai assez de = I am fed up with (+ verbe en -ing)</i> <i>Cela ne me fait rien de... = I don't mind (+verbe en -ing)</i> <i>Je me languis de ... = I look forward to (+verbe en -ing)</i> <i>Je suis habitué à ... = I am used to (+verbe en -ing)</i> <i>J'en ai marre de ... = I'm tired of (+verbe en -ing)</i> <i>J'en suis réduit à ... = I'm reduced to (+verbe en -ing)</i> ETC.
5. On utilise aussi le gérondif pour les activités (sportives, hobbies, etc.)	<i>reading (lire mais aussi la lecture)</i> <i>fishing (pêcher mais aussi la pêche)</i> <i>skiing (skier mais aussi le ski)</i> <i>swimming (nager mais aussi la nage)</i> <i>watching DVDs, partying, hiking, bungee-jumping, texting, shopping, painting, etc...</i>

Put the words in the correct order and put the verb in its gerundive form.

1. My me loves (speak) to mother. →
2. I family (cook) don't mind for my. →
3. (go) abroad is fond He of. →
4. before I a book (sleep) read. →
5. fed up with (wait) I am him for. →
6. Stop (chat) do and homework your! →
7. don't You like (make) cakes, do you? →
8. Mathematics started (learn) I've. →
9. before I hands wash always my (eat). →

Gerundive and the passive voice

Les expressions du "ras-le-bol" (I'm tired of, I can't stand, I'm fed up with, ...) ou du goût (I'm fond of, I enjoy, I hate, ...) permettent souvent des phrases au passif.

Exemples :

I'm fed up with being interrupted by my colleagues! → « J'en ai marre d'être interrompu par mes collègues ! »

I love being invited to the restaurant! → « J'adore être invité au restaurant ! »

Notez bien que le verbe avec gérondif est au passif (TO BE + Participe Passé)

Turn the following sentences into the passive form.

1. *The boss looks down on her* → *She is tired of*

2. *The manager shouts at him* → *He can no longer stand*

3. *The secretary stares at them* → *They are tired of*

4. *She loves talking to them* → *They are tired of*

Il y a deux types de subordonnées relatives.

Subordonnée déterminative	Subordonnée explicative
<ul style="list-style-type: none"> - L'information donnée est nécessaire - Pas de virgule - <i>who</i> = <i>that</i> / <i>which</i> = <i>that</i> - si le relative est suivie de 'sujet + verbe', on peut l'omettre et utiliser \emptyset 	<ul style="list-style-type: none"> - L'information n'est pas indispensable, elle donne juste plus de détails. - Il faut des virgules. - <i>That</i> et \emptyset sont impossibles.
<p><i>I called my brother who lives in Ontario.</i></p> <p>→ J'ai plusieurs frères et j'appelle celui qui vit en Ontario.</p>	<p><i>I called my brother, who lives in Ontario.</i></p> <p>→ Je n'ai qu'un frère. Je précise qu'il vit en Ontario.</p>
<p><i>I don't know the man who / that was there.</i></p> <p><i>That's the mug which / that / \emptyset I bought in Paris.</i></p>	<p><i>Let me introduce you to John, who is very nice.</i></p> <p><i>This is a nice mug, which I bought in Paris.</i></p>



RELATIVE PRONOUNS: WHO, WHICH, THAT, WHOSE

	SUBJECT BEFORE VERB. CANNOT BE OMITTED	OBJECT BEFORE SUBJECT + VERB. CAN BE OMITTED	POSSESSION AFTER POSSESSOR/OWNER. CANNOT BE OMITTED
PEOPLE	WHO/THAT That's the man who/that stole the money.	WHO/WHOM*/THAT We need to find people (who/whom*/that) we can trust. <small>*RARELY USED. VERY FORMAL</small>	WHOSE This is the story of a man whose ideas saved lots of lives.
THINGS ANIMALS	WHICH/THAT That is the dog which/that attacked me the other night.	WHICH/THAT I'll wear the trousers (which/that) I bought in Paris.	WHOSE/OF WHICH The film, whose title (=the title of which) is unknown, will be set in the '60s.

RELATIVE ADVERBS: WHERE, WHEN, WHY

	WHERE	WHEN	WHY
PLACE	We went to the restaurant where we had met.	I'll never forget the day when I first met him.	It was late. That was (the reason) why I didn't call you.

① Complete with a relative pronoun.

- 1) My English teacher, _____ carried her studies in UK, has a brilliant British accent.
- 2) Summer holidays, _____ are starting soon, are the best period to learn languages.
- 3) The student, _____ father is a mathematician, failed the exam of Mathematics.
- 4) She's the most beautiful girl _____ I've ever seen.
- 5) The bats and the owls are birds _____ cannot see in the daylight.
- 6) I bought a gift to my friend _____ birthday is today
- 7) Petrol stations are places _____ cigarettes shall not be lit.
- 8) The letter, to _____ it may concern, was sent yesterday by the Tribunal.
- 9) She sold the car _____ had been given by her mother.
- 10) I prefer revising my lessons with my friend _____ house is bigger.
- 11) To be grateful, look at the ones _____ are inferior to you.
- 12) To be ungrateful, liken yourself to those _____ are wealthier than you.
- 13) This small town, _____ my grandfather was born, has become a large modern city.
- 14) That house, _____ is next to ours, is for rent.

② Complete with the correct relative pronoun.

1. Anna is the neighbour _____ son has just passed his exam.
2. The ruler _____ is on the table is not mine.
3. This is the market _____ I used to buy food.
4. The man _____ is singing is Laura's uncle.
5. That is the plane _____ has just landed.
6. It is the best mark _____ I have ever got.
7. The girls _____ we met are Chinese.
8. The teacher _____ is talking is an English teacher.
9. The book the cover _____ is yellow is a Spanish book.
10. The kids _____ are eating now are my nephews.
11. Take the pencil _____ is under our teacher's desk.
12. This is a quiet place _____ every student would like to stay.

Réponses :

① 1) who 2) which 3) whose 4) that 5) which 6) whose 7) where 8) whom 9) which 10) whose 11) who 12) who 13) where 14) which

③ 1) whose 2) which/that 3) where 4) who 5) which 6) that 7) whom 8) who 9) of which 10) who/that 11) which/that 12) where



More training

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PRONOMS PERSONNELS SUJETS		ADJECTIFS ET PRONOMS POSSESSIFS		PRONOMS REFLECHIS
PRONOM SUJET	PRONOM COMPLEMENT	ADJECTIFS POSSESSIFS (+ NOUN)	PRONOMS POSSESSIFS	
I	ME	MY	MINE	MYSELF
YOU	YOU	YOUR	YOURS	YOURSELF
HE	HIM	HIS	HIS	HIMSELF
SHE	HER	HER	HERS	HERSELF
IT	IT	ITS	ITS	ITSELF
WE	US	OUR	OURS	OURSELVES
YOU	YOU	YOUR	YOURS	YOURSELVES
THEY	THEM	THEIR	THEIRS	THEMSELVES

Une personne / un groupe (pronom réfléchi)	Deux personnes (pronoms réciproque)	Plus de deux personnes (pronom réciproque)
Look at yourself ! Look at yourselves . He looked at himself in the mirror. She looked at herself . They looked at themselves .	The 2 boys looked at each other .	The 3 boys looked at one another .
EXCEPTIONS – PAS DE PRONOMS REFLECHIS		
<i>Je m'habille</i> : I dress, I get dressed <i>Il se lève</i> : He stands up <i>Ils se rencontrent</i> : They meet/ they gather <i>Vous vous battez</i> : you fight	<i>Je me lave</i> : I wash <i>Ils s'assoient</i> : They sit down <i>Nous nous disputons</i> : We quarrel/We argue	

① Complète la phrase avec un pronom possessif ou un adjectif possessif.

- Jack has two sisters. _____ names are Jane and Judith.
[]Theirs []Their
- Look at this lovely bird ! _____ head is red !
- Kate is not in my bedroom. She is in _____.
- This rabbit is not in the right hutch. Please put it in _____.
- You like painting. _____ paintings are beautiful.
- She speaks English very well because _____ mother is English.
- Our car is red and _____ is blue.
- My friends love gardening. _____ garden is fantastic.
- Kate and Mary, don't play with these balls, they are not _____.
- We don't like their house, we prefer _____.
- Is that your hat? No, it is not _____.

② Complète la phrase par un pronom réfléchi ou réciproque.

- He is old enough to look after _____ now.
[]himself []oneself []itself
- The children happily chased _____ around the garden.
[]one another []themselves []each other

- 3) Our teachers are so sure of _____ !
[]themselves []each other []one another
- 4) She thought of _____ as a good mother.
[]himself []herself []themselves
- 5) As they travelled together, the sailors got to know _____ and became friends.
[]each other []one another []themselves
- 6) 'Isn't it time we stopped annoying _____ ?' he asked his neighbour.
[]each other []ourselves []one another
- 7) They didn't even think of introducing _____ when they joined the group!
[]one another []each other []themselves
- 8) They call _____ professionals !
[]each other []himself []themselves
- 9) The pupils promised to see _____ during the summer holidays.
[]one another []each other []themselves
- 10) 'You should think _____ lucky !' her mother told her.
[]herself []one another []yourself
- 11) 'What's wrong with that ?' she asked _____.
[]each other []himself []herself
- 12) I hope I'll manage to make _____ understood.
[]yourself []myself []himself
- 13) She loves walking by _____ in the forest.
[]herself []himself []one another
- 14) After some time they all looked at _____ and burst out laughing.
[]themselves []one another []each other
- 15) The two lovers had fallen asleep in _____ 's arms, it was so moving !
[]each other []one another []himself

③ Fill the gaps with the correct pronouns.



1. Once upon a time there was a girl called Little Red Riding Hood. Together with _____ mum, _____ lived in a big forest.
2. One fine day, Little Red Riding Hood's mother said, " _____ grandma is ill. Please go and take this cake and a bottle of wine to _____. Grandma's house is not too far from _____ house, but always keep to the path and don't stop!"
3. So, Little Red Riding Hood made _____ way to Grandma's house.
4. In the forest _____ met the big bad wolf.
5. Little Red Riding Hood greeted _____ and the wolf asked:
6. "Where are _____ going, Little Red Riding Hood?"
7. "To _____ grandma's house." answered Little Red Riding Hood.
8. "Can you tell _____ where _____ grandma lives?"
9. " _____ lives in a little cottage at the edge of the forest."
10. "Why don't _____ pick some nice flowers for _____ ?" asked the wolf.
11. "That's a good idea." said Little Red Riding Hood and began looking for flowers. Meanwhile, the wolf was on _____ way to grandma's house.
12. The house was quite small but nice and _____ roof was made out of straw.
13. The wolf went inside and swallowed poor old Grandma. After that _____ put Grandma's clothes on and lay down in _____ bed.

Réponses

- ① 1) Their 2) Its 3) hers 4) its 5) Your 6) her 7) yours 8) Their 9) yours 10) ours 11) mine
- ② 1) himself 2) one another 3) themselves 4) herself 5) one another 6) each other 7) themselves 8) themselves 9) one another 10) yourself 11) herself 12) myself 13) herself 14) one another 15) each other

Il existe trois articles en anglais : l'article défini *the*, l'article indéfini *a(n)* et l'article *Ø*.

1 L'article indéfini *a(n)*

- On utilise la forme **an** devant un mot commençant par une voyelle (*an orange*) ou un *h* muet (*an hour*) et **a** devant un mot commençant par une consonne (*a book*), y compris un *h* (*a hospital*) ou le son /j/ (*a university*).
- L'article indéfini est utilisé devant les noms dénombrables singuliers (*a dog, a house, an office*). Il n'est en principe pas compatible avec les noms indénombrables (on ne peut pas dire *a bread, a luggage* ou *a furniture*).
- Il permet de désigner un élément quelconque parmi d'autres ou qui est mentionné pour la première fois dans un texte. Son emploi est en général très similaire à celui de l'article indéfini *un / une* en français.
- Voici quelques emplois où l'usage anglais et français diffère :
 - ↗ dans les exclamations en *what* : *What a smart boy !* Quel garçon intelligent !
 - ↗ devant les noms de métiers : *She wants to become a doctor.* Elle veut devenir médecin.
 - ↗ dans l'emploi dit « distributif » pour traduire « par » :
I meet him once a year. Je le vois une fois par an. – *It's \$2 a kilo.* C'est 2 dollars par / le kilo.
 - ↗ dans les expressions du type *to have / take a + nom* : *to have a walk* (se promener), *to have a rest* (se reposer), *to take a nap* (faire une sieste)...
 - ↗ après la préposition *without* : *She got out without an umbrella.* Elle est sortie sans parapluie.

2 L'article défini *the*

- L'article défini *the* est **invariable**. Il a toutefois deux prononciations possibles :
 - ↗ On le prononce /ðə/ devant une consonne, y compris *h* et le son /j/ : *the school, the hotel, the university.*
 - ↗ On le prononce /ði/ devant un mot commençant par une voyelle ou un *h* qui ne se prononce pas : *the apartment, the hour, the honour.*
- Ce déterminant renvoie à quelque chose de connu. L'élément désigné au moyen de l'article défini est clairement identifié parce qu'il est connu de tous (*the sun, the world, the Internet*), parce qu'il est familier à l'énonciateur (*the postman, the bank, the dentist*), ou parce qu'il a déjà été mentionné dans le contexte. On utilisera, en revanche, l'article *a(n)* pour introduire quelque chose de nouveau :
I bought a newspaper and a magazine this morning. I threw the magazine away.
J'ai acheté un journal et un magazine ce matin. J'ai jeté le magazine.
- On utilise l'article *the* dans les cas particuliers suivants :
 - ↗ avec les superlatifs (*the most beautiful girl in the world, the highest building*)
 - ↗ quand le nom est suivi d'un complément introduit par *of* ou une autre :
the dish of the day le plat du jour – *the meat in the fridge* la viande dans le frigo
 - ↗ quand le nom est suivi d'une proposition relative :
He didn't even try to hide the jealousy he felt towards his brother.
Il n'a même pas essayé de cacher la jalousie qu'il ressentait envers son frère.
 - ↗ avec les noms d'instruments de musique : *She plays the piano.* Elle joue du piano.



Scan me

3 L'article défini *Ø*

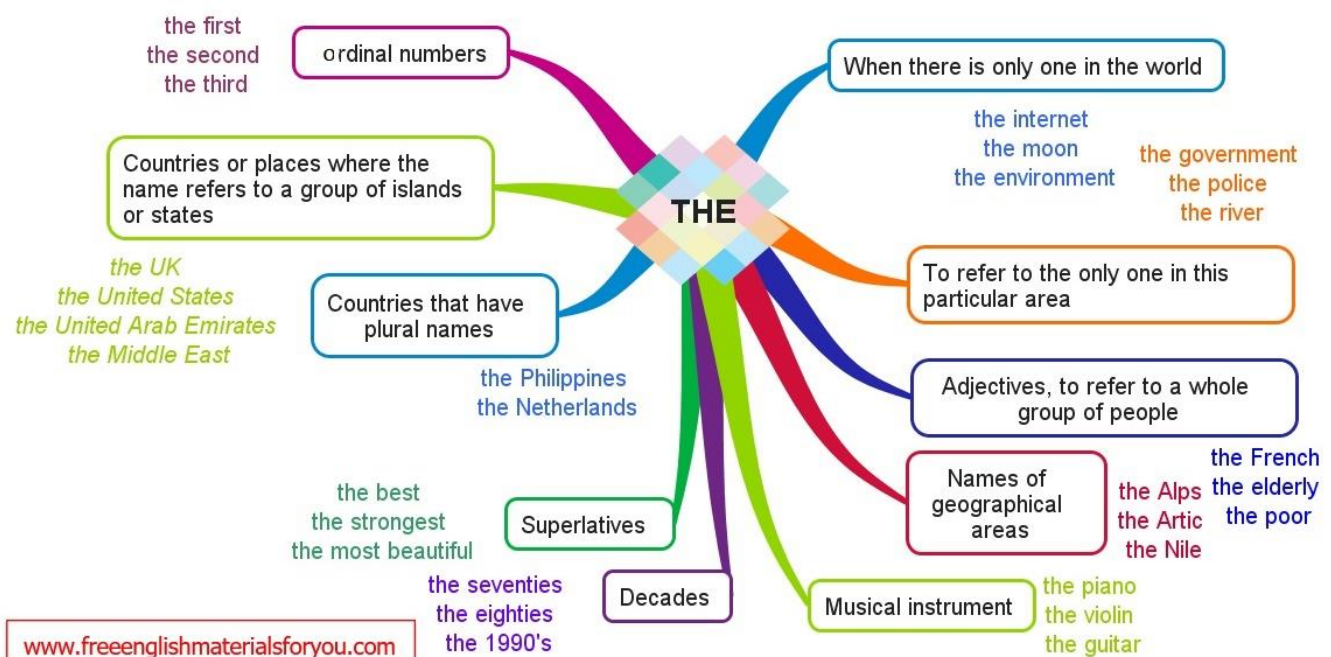
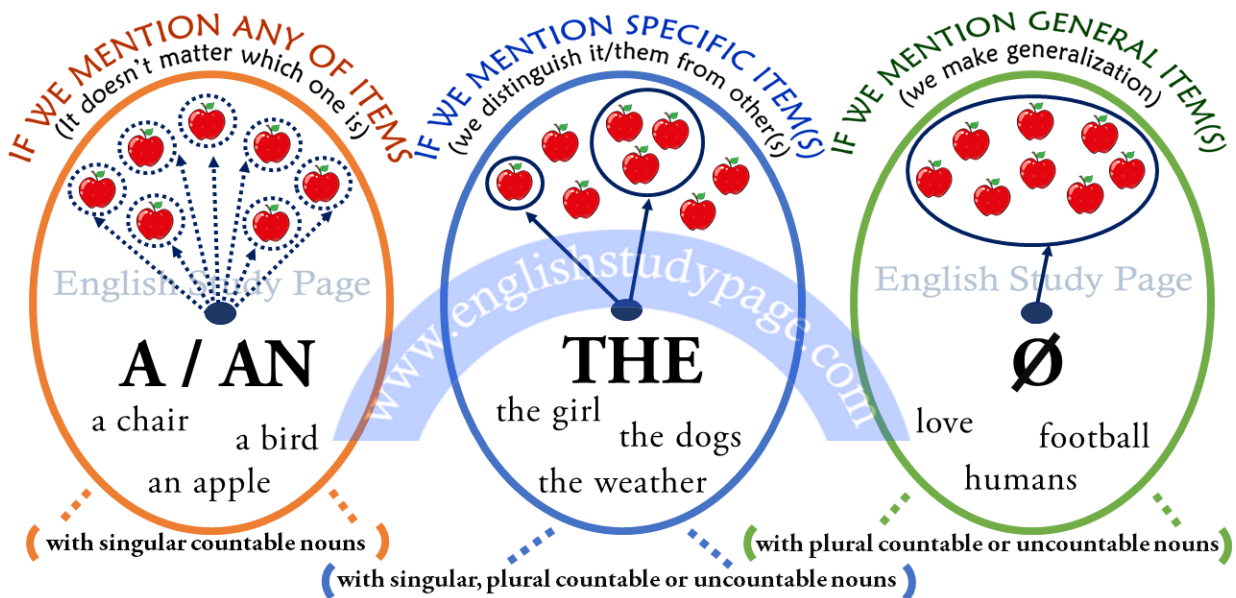
- Il exprime le plus souvent des généralités. Dans ce cas, on le rencontrera :
 - ↗ devant des noms dénombrables pluriels. On désigne alors tous les membres de la catégorie désignée par le nom :
Ø Dogs are faithful animals. Les chiens sont des animaux fidèles.
 - ↗ devant des noms indénombrables singuliers. Il peut s'agir de substances, de matières, d'abstractions :
Ø Mexican food is spicy. La nourriture mexicaine est épicée.
Ø Jealousy is a common motive for Ø murder. La jalousie est un mobile de meurtre fréquent.
- L'article *Ø* peut également être utilisé avec des dénombrables pluriels pour traduire l'article indéfini pluriel *des* ou bien, avec des indénombrables, pour traduire l'article partitif *du / de la*. Dans ces emplois, il peut être remplacé par *some* :
I've bought Ø / some pears at the grocery store. J'ai acheté des poires chez l'épicier.
You've got Ø / some ketchup on your shirt. Tu as du ketchup sur ta chemise.
- On utilise aussi *Ø* dans les cas particuliers suivants :
 - ↗ devant les noms suivis d'un numéro : *Ø room 234, Ø page 8, Ø Platform 8* (le quai n°8)
 - ↗ avec les noms de langue :
He speaks Ø Russian fluently. Il parle le russe couramment.
 - ↗ avec les noms de repas (*lunch, dinner, breakfast*) :
What would you like for Ø breakfast? Qu'aimerais-tu prendre pour le petit-déjeuner ?
 - ↗ On dira *to watch Ø television*, mais *to listen to the radio*.

4 Cas des noms propres de personnes

- Lorsqu'on désigne une famille, on utilise l'article défini et on met le nom au pluriel : *the Smiths, the Simpsons*.
- On utilise l'article *Ø* devant les noms de titre suivis d'un nom propre : *Ø President Obama, Ø Queen Victoria*... En revanche, on dit : *the President of the United States, the Queen of England*.

Les noms géographiques et de lieux

Article Ø	Substitut
<p>☛ devant les noms de pays : Ø France, Ø Spain, Ø Ireland. Il existe quelques exceptions : the United States, the United Kingdom, the Netherlands.</p>	devant les noms de mers et d'océans : the Atlantic (Ocean), the Mediterranean (Sea),
<p>☛ devant les noms de lacs et de montagnes : Ø Lake Michigan, Ø Ben Nevis, Ø Mount Everest, Ø Mont Blanc... En revanche, les chaînes de montagnes au pluriel seront précédées de the : the Rocky Mountains, the Alps, the Andes /ændiz/</p>	devant les noms de fleuves : the Mississippi River, the Nile, the Thames, the Rhine...
<p>☛ devant les noms de rue : Ø Fifth Avenue, Ø Ocean Drive, Ø Downing Street</p>	devant les points cardinaux : the north, the south, the east...



	Ø + nom propre	The + nom propre
Noms de personnes	(+ titre/ + lien de parenté / + adjectif faisant parti de l'appellation) <i>Margaret, Tom, Princess Diana, President Kennedy, Uncle Sam, Old Higgins, Saint Catherine, Mrs/Mr/Ms/Doctor/Captain Cook</i>	<i>the Princess, the President, the doctor</i> Quelques titres étrangers peuvent être précédés d'un article : <i>(the) Czar Alexander I, (the) Ayatollah Khomeini</i> Nom propres associés à un bateau: <i>The Queen Mary</i>
Noms d'animaux	<i>Tom, Jerry, Mickey</i>	
Noms de pays Noms de provinces Noms de comtés Etats américains Noms de continents Noms d'îles Noms de villes Noms de rues, parcs Montagnes, caps	<i>England, Wales, Quebec, Kent, California</i> <i>Asia, Europe, Africa</i> <i>Tasmania, Sicily, Staten Island</i> <i>London, Plymouth, New York</i> <i>Abbey Road, Fifth Avenue, Times Square, Broadway, Regent Street...</i> <i>(Mount) Everest, Cape Canaveral</i>	<i>Exceptions : (the) Congo, (the) Gambia</i> Pays dont le nom est formé à partir de noms communs : <i>the USA, the Netherlands, the United Kingdom, the European Union, the Czech Republic</i> + accord singulier Noms de rues étrangers : on ne traduit pas : <i>The rue de Rome, the Via Appia</i> Nom propre redéfini : <i>The New York I loved has disappeared.</i>
Pays fictifs	<i>Paradise, Heaven, Hell</i>	
Noms avec OF	<i>Cambridge University</i>	<i>The University of Cambridge, The Cape of Good Hope, The Isle of Wight, the Lake of Geneva, the Bank of England, the Tower of London, the Great Wall of China</i>
Noms pluriel <i>(people, countries, groups of islands, mountain ranges)</i>		<i>The Taylors (= the Taylor family), the Netherlands, the USA, the Philippines (= the Philippine Islands), the Bahamas, the Rockies (= the Rocky Mountains), the Alps</i>
Déserts		<i>the Sahara (Desert), the Gobi Desert</i>
Rivières, canaux, lacs, mers et océans	<i>Lake Michigan</i>	<i>the (river) Thames, the Mississippi (river) the Mediterranean (sea), the Atlantic (ocean), the Channel, the Nile, the Suez Canal</i>
Noms de monuments ou bâtiments publics	<i>Marble Arch, Westminster Abbey, Kennedy Airport, Harvard University, Buckingham Palace, Sydney Harbour</i>	<i>The Royal Palace (Royal est un adjectif) The Guggenheim (Museum), the Empire State Building, the Eiffel Tower, the White House, the King George IV (pub), the White House, the Pentagon, the Kremlin, the Acropolis</i>
Noms de lieux se terminant par 's/s (génitif)		<i>McDonald's, Barclays (bank), Macy's (department store), Joe's Diner (restaurant), St Paul's (Cathedral), St John's Church</i>
Noms de revues	<i>Time, Newsweek</i>	
Noms de journaux, organisations		<i>The Times, The Guardian, The Daily Telegraph, the BBC, the European Union</i>
Noms d'entreprises, compagnies aériennes,...	<i>Fiat, Sony, IBM, Singapore Airlines</i>	
Certaines périodes historiques		<i>the Middle Ages, the Sixties / the 60's</i> + accord pluriel
Points cardinaux	<i>Northern Brazil, southeastern Spain North America, South Africa</i>	<i>The north of Brazil, the southeast of Spain</i>

① Fill in with the correct article: a, an, the or Ø (no article)

1. I've got _____ good news for you.
2. Give me _____ book which is on the table, please.
3. Isn't his father _____ doctor?
4. John showed _____ great courage in that event.
5. Do you think we'll have _____ good weather for our holiday?
6. I am eating _____ apple.
7. What _____ nice garden!
8. I've read lots of _____ books about it.
9. He shows _____ good taste in clothes.
10. Could you put these plates on _____ table please!

② Choose the correct article: a, an, the or Ø (no article)

1. I've just bought _____ book.
2. On _____ Monday, I will go to the supermarket.
3. _____ President Bush was popular in the USA.
4. I don't like _____ chocolate.
5. _____ car in front of the house is a Ferrari.
6. Please give me _____ orange you've just brought.
7. _____ animal in the photo is called Dumbo.
8. Our zoo has just bought _____ elephant.

③ Choose the correct article: a, an, the or Ø (no article)

1. Mr Charlton is _____ very nice man.
2. She loves _____ music.
3. In my school there isn't _____ orchestra.
4. _____ pupils compete for their forms.
5. What do they do during _____ day?
6. They live in _____ Australia.
7. I don't want to sit and watch _____ movie.
8. We are leaving in _____ hour.
9. Does Fred like _____ history?
10. We will visit _____ Tennessee.
11. _____ raccoons are nocturnal animals.

Réponses ① 1. Ø 2. the 3. a 4. Ø 5. Ø 6. an 7. a 8. Ø 9. Ø 10. the
② 1. a 2. Ø 3. Ø 4. Ø 5. the 6. the 7. the 8. an
③ 1. a 2. Ø 3. an 4. the 5. the 6. Ø 7. a 8. an 9. Ø 10. Ø 11. Ø

④ Where are the following? Use the where necessary.

Acropolis Kremlin	Broadway White House	Buckingham Palace Gatwick Airport	Eiffel Tower Times Square
----------------------	-------------------------	--------------------------------------	---

- | | |
|---------------------------------------|-------------------------|
| 1 <u>Times Square</u> is in New York. | 5 is in Moscow. |
| 2 is in Paris. | 6 is in New York. |
| 3 is in London. | 7 is in Athens. |
| 4 is in Washington. | 8 is near London. |

⑤ Which is right?

- Have you ever been to ~~Science Museum~~ / the Science Museum? (the Science Museum is correct)
- Many tourists in London visit St Paul's Cathedral / the St Paul's Cathedral.
- The biggest park in New York is Central Park / The Central Park.
- I'd like to go to China and see Great Wall / the Great Wall.
- Dublin Airport / The Dublin Airport is situated about 12 kilometres from the city centre.
- 'Which cinema are we going to this evening?' 'Classic / The Classic.'
- Jack is a student at Liverpool University / the Liverpool University.
- You should go to National Museum / the National Museum. It's very interesting.
- If you're looking for a department store, I would recommend Harrison's / the Harrison's.
- Andy is a flight attendant. He works for Cathay Pacific / the Cathay Pacific.
- 'Which newspaper do you want?' 'Morning News / The Morning News.'
- We went to Italy and saw Leaning Tower / the Leaning Tower of Pisa.
- This book is published by Cambridge University Press / the Cambridge University Press.
- The building across the street is College of Art / the College of Art.
- Imperial Hotel / The Imperial Hotel is in Baker Street / the Baker Street.
- Statue of Liberty / The Statue of Liberty is at the entrance to New York Harbor / the New York Harbor.

⑥ Which is right?

- Who is Doctor Johnson / the Doctor Johnson? (Doctor Johnson is correct)
- I was ill. Doctor / The doctor told me to rest for a few days.
- Doctor Thomas / The Doctor Thomas is an expert on heart disease.
- I'm looking for Professor Brown / the Professor Brown. Do you know where she is?
- In the United States, President / the President is elected for four years.
- President Kennedy / The President Kennedy was assassinated in 1963.
- The officer I spoke to at the police station was Inspector Roberts / the Inspector Roberts.
- Do you know Wilsons / the Wilsons? They're a very nice couple.
- Julia spent three years as a student in United States / the United States.
- France / The France has a population of about 66 million.

⑦ Some of these sentences are OK, but some need the (sometimes more than once).
Correct the sentences where necessary.

- Everest was first climbed in 1953.
- Milan and Turin are cities in north of Italy.
- Africa is much larger than Europe.
- Last year I visited Mexico and United States.
- Southern England is warmer than north.
- Thailand and Cambodia are in southeast Asia.
- Chicago is on Lake Michigan.
- Next year we're going skiing in Swiss Alps.
- UK consists of Great Britain and Northern Ireland.
- Seychelles are a group of islands in Indian Ocean.
- I've never been to South Africa.
- River Volga flows into Caspian Sea.

OK

in the north of Italy

More exercises



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CHECK 32**USING
COUNTABLE AND UNCOUNTABLE NOUNS**

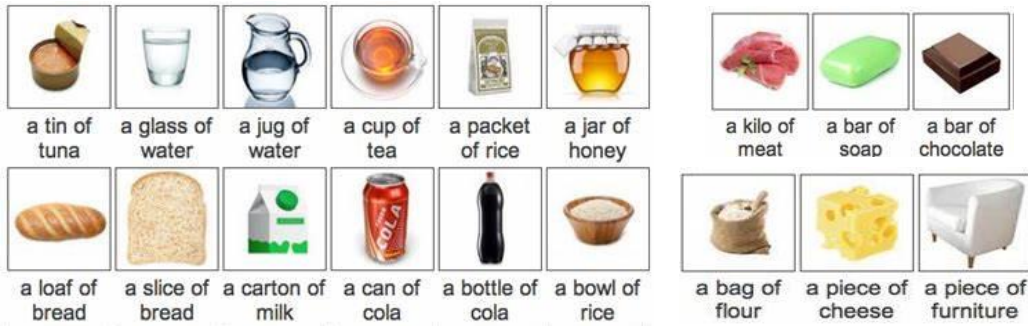
COUNTABLE NOUNS	UNCOUNTABLES NOUNS
Team / foot / trainer	information / progress / tennis
<p>→ On peut les compter – il y a une forme singulier et une forme pluriel (1 foot / 2 feet – 1 team / 2 teams)</p> <p>→ Le verbe s'accorde avec le sujet (singulier ou pluriel)</p> <p>→ Il faut un déterminant au singulier (a / an / the / my / this / two...)</p> <p>→ Il peut y avoir un déterminant au pluriel, ou pas (the, these, those, both, several, many, few / a few...)</p>	<p>→ On ne peut pas les dénombrer, les compter</p> <p>→ Il n'y a pas de forme au pluriel</p> <p>→ Toujours suivi d'un verbe au singulier</p> <p>→ Ne s'utilise pas avec les articles a / an</p> <p>→ S'utilise avec much / little / a little / a great deal of ...</p>

Some nouns can be countables and uncountables. Their meanings often changes.

Countable		Uncountable
Shhhhh ! I've heard a noise ! There are so many weird noises in the city.	Noise	I can't work when there is too much noise.
Our house has seven rooms.	Room	Is there room for me to sit here ?
We had a great time at the party. How many times have you seen him ?	Time	Have you got time for a coffee ?

Some uncountable nouns				
Accommodation	Danger	Ground	News	Stress
Advice	Darkness	Guilt	Paper	Sugar
Aggression	Driving	Happiness	Pasta	Sunshine
Air	Education	Harm	Patience	Tea
Alcohol	Electricity	Help	Peace	Tennis
Art	Energy	History	Perfume Petrol	Thunder
Assistance	Entertainment	Homework	Poverty	Time Traffic
Beauty	Equipment	Honey	Pride	Transportation
Beef	Evidence	Humour	Progress	Travel
Behavior	Experience	Ice	Publicity	Thunder
Blood	Failure	Information	Rain	Toast
Bravery	Faith	Intelligence	Research	Trust
Bread	Fame	Jam	Rice	Understanding
Butter	Fiction	Jewelry	Salt	Unemployment
Cake	Flour	Knowledge	Satisfaction	Usage
Cash	Food	Laughter	Seafood	Violence
Chaos	Fresh air	Love	Silence	Vision
Cheese	Fruit	Luggage	Silver	Warmth
Chewing gum	Fuel	Machinery	Shopping	Water
Chocolate	Fun	Meat	Smoke	Wealth
Clothing	Furniture	Milk	Snow	Weather
Coffee	Gasoline	Money	Software	Wisdom
Confidence	Gold	Motivation	Soup	Wood
Confusion	Golf	Music	Space	Work
Content	Grass	Mustard	Spaghetti	Yoga
Cotton	Grief	Nature	Spelling	Youth

Pour exprimer une quantité avec des indénombrables



① Which of the underlined parts of these sentences is correct?

- 1 'Did you hear noise / a noise just now?' 'No, I didn't hear anything.' (a noise is correct)
- 2 a If you want to know the news, you can read paper / a paper.
b I want to print some documents, but the printer is out of paper / papers.
- 3 a Light / A light comes from the sun.
b I thought there was somebody in the house because there was light / a light on inside.
- 4 a I was in a hurry this morning. I didn't have time / a time for breakfast.
b 'Did you have a good holiday?' 'Yes, we had wonderful time / a wonderful time.'
- 5 This is nice room / a nice room. Did you decorate it yourself?
- 6 Sue was very helpful. She gave us some very useful advice / advices.
- 7 Did you have nice weather / a nice weather when you were away?
- 8 We were very unfortunate. We had bad luck / a bad luck.
- 9 Is it difficult to find a work / job at the moment?
- 10 Our travel / journey from Paris to Moscow by train was very tiring.
- 11 When the fire alarm rang, there was total chaos / a total chaos.
- 12 I had to buy a bread / some bread because I wanted to make some sandwiches.
- 13 Bad news don't / doesn't make people happy.
- 14 Your hair is / Your hairs are too long. You should have it / them cut.
- 15 The damage / The damages caused by the storm will cost a lot to repair.

② Complete the sentences using the following words. Use the plural (-s) where necessary.

advice	chair	experience	experience	furniture	hair
information	job	luggage	permission	progress	work

- 1 I didn't have much luggage – just two small bags.
- 2 They'll tell you all you want to know. They'll give you plenty of
- 3 There is room for everybody to sit down. There are plenty of
- 4 We have no, not even a bed or a table.
- 5 'What does Alan look like?' 'He's got a long beard and very short
- 6 Carla's English is better than it was. She's made
- 7 Mike is unemployed. He can't get a
- 8 Mike is unemployed. He can't get
- 9 If you want to leave early, you have to ask for
- 10 I didn't know what to do. So I asked Chris for
- 11 I don't think Dan should get the job. He doesn't have enough
- 12 Nicola has done many interesting things. She could write a book about her



exercises → Scan me

A Look at the HELP box and then write the plural of these words.

- | | |
|---------------------|----------------|
| 1 client _____ | 5 fax _____ |
| 2 key _____ | 6 salary _____ |
| 3 query _____ | 7 mouse _____ |
| 4 businessman _____ | 8 virus _____ |

HELP box

Plurals

- In most cases, we form the plural in English by adding **-s**.

record → *records*

- If a word ends in **-s**, **-sh**, **-x** or **-ch**, we add **-es**.

address → *addresses*

index → *indexes*

- If a word ends in a consonant + **y**, the **y** becomes **i** and we add **-es**.

company → *companies*

facility → *facilities*

- However, if the **y** follows a vowel, we add only **-s**.

birthday → *birthdays*

- There are several irregular plural forms:

man/woman → *men/women*

child → *children*

analysis → *analyses*

formula → *formulae* (or *formulas*)

criterion → *criteria*

mouse → *mice*

- The **-s** is pronounced as:

/s/ after one of these sounds: /p/, /t/, /k/, /f/ or /θ/
(e.g. *amounts*, *hyperlinks*)

/ɪz/ after one of these sounds: /s/, /z/, /ʃ/, /tʃ/ or /dʒ/
(e.g. *businesses*, *devices*, *images*)

/z/ in most other cases (e.g. *files*, *fields*, *customers*, *columns*)

B Put the plurals into the correct pronunciation column.

/s/	/ɪz/	/z/

databases	passwords
laptops	graphs
orders	switches
taxes	networks
tables	packages
spreadsheets	systems

knife → knives

life → lives

wife → wives

half → halves

wolf → wolves

loaf → loaves

potato → potatoes

tomato → tomatoes

volcano → volcanoes

cactus → cacti

nucleus → nuclei

focus → foci

analysis → analyses

crisis → crises

thesis → theses

phenomenon → phenomena

criterion → criteria

man → men

foot → feet

child → children

person → people

tooth → teeth

mouse → mice

sheep

deer

fish (sometimes)

	NOMS INDENOMBRABLES		NOMS DENOMBRABLES	
			SINGULIER	PLURIEL
EXPRIMER UNE QUANTITE NULLE				
NO	I have no soup.	I have no pen.	I have no pens.	
ANY (-)	I don't have any money.		I don't have any friends.	
EXPRIMER UNE CERTAINE QUANTITE				
THE	I like the tennis he plays.	I like the car he bought.	I like the clothes he sells.	
SOME	I have some time.	That's some car!!!	He wants some apples.	
Ø	There is Ø soup. / Ø Soup is good for you.		There are Ø black dogs. / Ø Dogs are nice.	
A PIECE / BIT / GREAT DEAL OF A / AN / ONE EACH / EVERY BOTH / SEVERAL / NUMBER	A piece of news A lot of furniture A pinch of salt A cup of coffee A slice of bread A great deal of advice	I have a car / an apple He washed each Tshirt every day.	I love both Tshirts. There are several people. He has 2 cars / 10 apples.	
EXPRIMER UNE PETITE QUANTITE				
LITTLE / FEW (= insuffisante)	He has little money.		He has few friends.	
A LITTLE / A FEW (= suffisante)	He has a little money.		He has a few friends.	
EXPRIMER UNE QUANTITE (IN)SUFFISANTE				
(NOT) ENOUGH	He has (not) enough money.		He has (not) enough friends.	
EXPRIMER UNE GRANDE QUANTITE				
MUCH / MANY	He has much time.		He has many friends .	
SO (TOO) MUCH SO (TOO) MANY	He spends so (too) much time playing video games.		He spends so (too) many Hours playing video games.	
A LOT OF / LOTS OF	I have lots of / a lot of time.		I have lots of / a lot of tests.	
ALL	He spent all the time playing.		She's eaten all the sweets.	
QUESTIONNER SUR LA QUANTITE				
HOW MUCH / HOW MANY	How much information do you have?		How many tips do you have?	
ANY (?)	Do you have any bread?	Do you have any pen?	Do you have any sandwiches?	

① Complete with a little or a few.

1. Julia ate rice, she wasn't very hungry.
2. Mike ate chips, he wasn't very hungry.
3. I have cousins that speak French, the rest of them only speak English.
4. She found cookies under her bed.
5. I need water to feel better, that's all.
6. I want to save money to buy a present for my mother.
7. Robert gave me coins to buy a sweater, it is not enough!
8. Ashley needs sugar for the cake!

② Complete with much or many.

1. There are students who want to work in our school.
2. Claire has brothers but only one sister.
3. I don't have time, I can't wait for you.
4. Tom works hours every day, that is why he is always tired.
5. Lisa doesn't drink water when she eats.
6. They have rooms in their house, it is very very big.
7. How apples did you buy?
8. How money do you have to buy the TV?
9. People don't write letters nowadays, they use e-mails instead.
10. I think it is too salt for my taste.

③ Chassez l'intrus dans les énoncés suivants :

- a. They invited some/few/many/little friends for lunch.
- b. My daughter eats little/much/few/a lot of chocolate.
- c. We never drink some/any/much alcohol.
- d. She has made much/little/some/many progress.
- e. They have had some/many/enough/much unforgettable experiences.

④ Complétez avec *much*, *many*, *few* ou *little*.

- a. She is not popular. She has _____ friends.
- b. I'm very busy, I have _____ free time.
- c. I took _____ photographs when I was on holiday, it was so beautiful!
- d. We're not very busy today, we don't have _____ to do.
- e. The place was crowded, there were too _____ people.

⑤ Complete with a quantifier.

1. There were not _____ people left when the party came to an end.
2. We had very _____ money left when we came back from holidays.
3. We have got _____ news to tell you.
4. How _____ sugar do I need for this cake?
5. Not _____ French people can understand the puns in Shakespeare's plays.
6. There was _____ chance of finding the two mountaineers alive.
7. It was a bad day for fishing. He caught very _____ fish.
8. The old man could not eat solids as he had very _____ teeth left.
9. There has not been _____ sunshine.
10. There was _____ smashed glass on the floor where the windows had been broken.

Réponses:

- ③ a. little. b. few. c. some. d. many. e. much.
④ a. few. b. little. c. many. d. much. e. many
⑤ 1. many 2. little 3. much 4. much 5. many 6. little 7. few 8. few 9. much 10. a little

CHECK 35

USING SOME / ANY

SOME et ANY s'utilisent avec les

Dénombrables et les Indénombrables
(du, de la, des..).

	+	-	?
SOME	✓		✓ quand on sait/suppose que la quantité existe
ANY		✓	✓ quand on ne sait pas si la quantité existe (vraie question)

①

Put in some or any.

- We didn't buy any flowers.
- Tonight I'm going out with _____ friends of mine.
- A: Have you seen _____ good movies recently?
B: No, I haven't been to the cinema for ages.
- I didn't have _____ money, so I had to borrow _____.
- Can I have _____ milk in my coffee, please?
- We wanted to buy _____ grapes, but they didn't have _____ in the shop.
- He did everything himself – without _____ help.
- You can use this card to withdraw money at _____ cash machine.
- I'd like _____ information about places of interest in the town.
- With the special tourist train ticket, you can travel on _____ train you like.
- Those apples look nice. Shall we buy _____?

②

Complete the sentences with some- or any- + -body/-thing/-where.

- I was too surprised to say anything.
- There's _____ at the door. Can you go and see who it is?
- Does _____ mind if I open the window?
- I wasn't feeling hungry, so I didn't eat _____.
- You must be hungry. Why don't I get you _____ to eat?
- Quick, let's go! There's _____ coming and I don't want _____ to see us.
- Sarah was upset about _____ and refused to talk to _____.
- This machine is very easy to use. _____ can learn to use it very quickly.
- There was hardly _____ on the beach. It was almost deserted.
- 'Do you live _____ near Joe?' 'No, he lives in another part of town.'
- 'Where shall we go on holiday?' 'Let's go _____ warm and sunny.'
- They stay at home all the time. They never seem to go _____.
- I'm going to a meeting now. If _____ needs me, tell them I'll be back at 11.30.
- Why are you looking under the bed? Have you lost _____?
- This is a no-parking area. _____ who parks here will have to pay a fine.
- Jonathan stood up and left the room without saying _____.
- 'Can I ask you _____?' 'Sure. What do you want to ask?'
- Sue is very secretive. She never tells _____ (2 words)

③

Complétez avec some ou any.

- I didn't have _____ money so I had to borrow _____.
- Can we have _____ sugar please?
- We didn't buy _____ souvenirs.
- Tonight, she's going out with _____ friends.
- You can withdraw money at _____ cash dispenser.

Réponses

- ③ a. any – some. b. some. c. any. d. some. e. any.

→ L'adjectif est **invariable** : jamais de -s !!! *I practice **different** sports.*

→ L'adjectif épithète se place avant le nom : *This is a **famous** athlete.*

→ L'adjectif attribut se place après des verbes comme *be, look, become, seem, sound...*
*Sport is **tiring** but **rewarding**.*

→ Les adjectifs substantivés sont devenus des noms. Ils sont toujours précédés de **the**, ne prennent **pas de -s** mais sont suivis d'un **verbe au pluriel** :

The sick (les malades), **the deaf** (les sourds), **the handicapped** (les handicapés), **the disabled** (idem en plus Politiquement Correct ...), **the rich** (les riches), **the poor** (les pauvres), **the hungry** (les affamés), **the ill-bred** (les mal élevés), **the living** (les vivants), **the dead** (les morts) etc.

Exceptions : **the Blacks / the Whites / the six-year-olds** (les enfants de 6 ans), **the over-forties** (les plus de 40 ans), **the under-sixties** (les moins de 60 ans).

→ Les adjectifs se terminant par **-ing / -ed**.

- **-ing** donne à l'adjectif un sens actif : la propriété décrite par l'adjectif **est suscitée / provoquée** par la chose ou la personne à laquelle le nom renvoie. Par exemple, dans *an interesting / a frightening book*, le livre suscite de l'intérêt / de la terreur. Les adjectifs en **-ing** sont équivalents aux adjectifs français en **-ant** (*interesting* = intéressant, *frightening* = effrayant).
- **-ed** donne à l'adjectif un sens passif : la propriété décrite par l'adjectif **est subie** par la chose ou la personne auquel le nom renvoie. Par exemple, dans *an interested / a frightened boy*, le garçon ressent de l'intérêt / de la terreur. Les adjectifs en **-ed** sont équivalents aux adjectifs français dérivés de participes passés (*interested* = intéressé, *frightened* = effrayé).

→ Lorsque l'on utilise plusieurs adjectifs, on les classe du **plus subjectif au plus objectif**.

*These are **high-quality thin American aluminium printing** plates.*

Retenez l'acronyme **OTACOM**

Quantité	OPINION	TAILLE	Tempér.	AGE	Forme	COULEUR	ORIGINE	MATIERE
4, 10, a few, several...	Delicious, charming...	Tall, tiny, huge...	Hot, cold...	Old, new, 14- year- old	Square, round	Red, purple	Victorian, Chinese, Microsoft, Sony...	Glass, silver, wooden..

Les adjectifs sont souvent séparés par des virgules sauf si l'adjectif fait partie intégrale du nom :
*This is a **fantastic big new black and white** ball.*

Deux adjectifs du même type peuvent être reliés par **and**.

EXEMPLES: They have a **lovely old red and blue** post-box. It was a **beautiful cold** day.
I bought **some charming Victorian silver** ornaments at the flea market.
She is selling her **flashy 3-year-old Italian** car.

→ Certains adjectifs se construisent avec des **prépositions**. Pas forcément de correspondance avec le français.

on	about	for	in
dependent on sth focused on sth keen on sth	disappointed about sth glad / happy about sth sad about sth worried about sth	famous for sth responsible for sth sorry for sth	interested in sth involved in sth disappointed in sb covered in sth

at	to	of	with
amazed / astonished at sth good / bad / excellent at sth surprised at sth shocked at sth	accustomed / used to sth (<i>habitué</i>) addicted to sth grateful / thankful to sb married to sb opposed to sth similar to sth close /kləʊs/ to sth	afraid / scared / terrified ashamed of sth fond of sth full of sth independent of sb / sth jealous of sb proud (fier) of sth / sb	(dis)satisfied with sth content with sth covered with sth disappointed with sth fed up with sth obsessed with sth pleased with sth

→ Les **adjectifs composés** peuvent être formés de différents éléments.

Number	+	(singular!) Noun	five-minute, three-hour, ten-storey, one-way, twenty-page
Adjective	+	Noun	last-minute, full-length, short-term, long-distance, high-quality
Adjective	+	Present Participle	good-looking, long-lasting, easy-going, tight-fitting, quick-thinking
Noun	+	Present Participle	mouth-watering, record-breaking, time-saving, English-speaking
Noun	+	Adjective	world-famous, smoke-free, ice-cold, gluten-free, family-friendly
Noun	+	Past Participle	wind-powered, sun-dried, middle-aged, water-cooled
Adverb	+	Past Participle	brightly-lit, well-known, densely-populated, highly-respected
Adjective	+	Past Participle	old-fashioned, long-forgotten, ready-made, short-lived

① Complete with a preposition.

- Are you afraid _____ snakes?
- Sweets are bad _____ your teeth, but fruit is good for them.
- You are responsible _____ your own actions.
- Canterbury is famous _____ its ancient cathedral.
- Bill is jealous _____ anyone who has something he hasn't.
- I'm very proud _____ my two daughters. They're so clever.
- I'm very disappointed _____ you. I thought I could trust you.
- You're very different _____ your husband.
- I thought you'd be quite similar _____ each other
- Are you excited _____ going to Greece?
- Many foreigners find driving in Britain quite difficult. They're not used _____ driving on the left.
- are you good _____ tennis?

② Choose the correct adjective.

- I can't bear Ted anymore, he's so _____ ! He keeps on repeating the same old story !
[] boring [] bored
- Jane is getting _____ with her job and is looking for a more interesting one.
[] boring [] bored
- The murderer will need to find a very _____ lawyer.
[] convincing [] convinced
- Yes, changing the mind of an already _____ jury will be very difficult.
[] convincing [] convinced

- 5) I'm really _____ of commuting every day, I'll have to move closer to my job...
[]tired []tiring
- 6) I do understand you : commuting must be very _____.
[]tired []tiring
- 7) I met John for the first time yesterday and we shared a very _____ conversation.
[]pleased []pleasing
- 8) Did you? Well, I don't like him at all. I find him very _____ with himself !
[]pleased []pleasing
- 9) The film was nothing to get _____ about, nothing happened !
[]exciting []excited
- 10) I don't agree with you, there were many _____ scenes !
[]excited []exciting

③ Put the adjectives in brackets in the correct position.

- 1) small | book. | Spanish | An | interesting |
- 2) A | small | beautiful | house. | modern |
- 3) A | green | cap. | cotton | funny |
- 4) rectangular | ugly | An | picture. | modern |
- 5) American | car. | pink | A | fast |

④ Formez un adjectif à partir du verbe entre parenthèses. Utilisez le suffixe *-ed* ou *-ing*.

- a. I came back home late yesterday evening. It's not ... (surprise) that my mother was so ... (worry).
- c. I've had such a ... (tire) day. I'm really ... (exhaust).
- d. He was so ... (bore) that he fell asleep. The situation was really ... (embarrass).
- e. The possibility that I might lose my job is very ... (worry) and ... (shock).
- f. If you feel ... (depress) and ... (tire), talk to someone about it.

⑤ Complete the sentences with a compound adjective.

1. Rafael Nadal plays tennis with his left hand. He is a _____ player.
2. This story never ends. It is a _____ story.
3. A successful model must have long legs. Models are _____ women.
4. My mother makes all my clothes by hand. I wear _____ dresses.
5. People know this writer very well. He is a _____ writer.
6. Look at those clouds, they are as red as blood! They are _____ clouds.
7. My nephew Stuart is a serious boy. He works hard, he is a _____ student.
8. This cottage is covered with snow, it's a _____ house.
9. The tyrannosaurus had long teeth. It was a _____ reptile.
10. An exile who is sick for his home is a _____ man.

Réponses :

More exercises

- ① 1. of 2. for 3. for 4. for 5. of 6. of 7. with 8. from 9. to 10. about 11. to 12. at
- ② 1) boring 2) bored 3) convincing 4) convinced 5) tired 6) tiring 7) pleasing 8) pleased
9) excited 10) exciting
- ③ 1) An interesting small Spanish book. 2) A beautiful small modern house.
3) A funny green cotton cap. 4) An ugly modern rectangular picture.
5) A fast pink American car.
- ⑤ 1) left-handed 2) never-ending 3) long-legged 4) hand-made 5) well-known 6) blood-red
7) hard-working 8) snow-covered 9) long-toothed 10) homesick



➤ **Comparer DEUX éléments : le COMPARATIF**

SUPERIORITY		
One-syllable adjectives	slow → slower (than)	Inkjet printers are slower than laser printers but cheaper .
Two-syllable adjectives	nois Y → noisier (than) (y→i)	This printer is really noisier .
	narr OW → narrower / more narrow (than)	
	simpl E → simpler / more simple (than)	
	clev ER → cleverer / more clever (than)	
	modern → more modern (than)	They're designing a more modern version.
Three (or more) - syllable adjectives	interesting → more interesting (than)	Printing is more intelligent than writing everything!
Exceptions	good → better (than) bad → worse (than) far → further (than) = abstract reference (ex: further information) → farther (than) = distance old → older → elder (in family relationship) little → less (than) much → more (than)	
EQUALITY		
All adjectives	AS fast / expensive / good AS	This is as fast as many other printers.
INFERIORITY		
All adjectives	not AS fast / expensive / good AS less fast / expensive / good than	Inkjets are not as expensive as / less expensive than laser printers.

① Complète par une forme de comparatif.

1. This book is _____ (+ interesting) than yours.
2. The weather today is _____ (+ bad) than yesterday.
3. John is _____ (+ tall) than his sisters.
4. This house is _____ (+ expensive) than his flat.
5. This rose smells _____ (= sweet) yours.
6. The suitcase is _____ (+ heavy) than the bag.
7. That car is _____ (- expensive) than a Rolls-Royce.
8. He is _____ (+ happy) than my dog.
9. He is _____ (= tall) his mother.
10. He is _____ (= intelligent) his brother.
11. The weather is _____ (- cold) than today.
12. Tom's exercise is _____ (- difficult) than Ben's.
13. This hotel is _____ (+ comfortable) than the other one.
14. English grammar is _____ (+ easy) than French grammar.
15. Romeo is _____ (= clever) Juliet.
16. The TGV is _____ (+ fast) than other trains.
17. My French is _____ (+ good) than my English.
18. The USA is _____ (+ big) than Europe.

➤ Comparer UN élément à d'autres éléments: le SUPERLATIF

One-syllable adjectives	cheap → the cheapest
Two-syllable adjectives	noisy → the noisiest (y → i)
	clever → the cleverest / the most clever
	simple → the simplest / the most simple
	narrow → the narrowest / the most narrow
Three and more syllables	modern → the most modern
Exceptions	good → the best
	bad → the worst
	far → the furthest = abstract reference → the farthest = distance
	old → the oldest → the eldest (in family relationship, brother / sister)
	little → the least
	much → the most



Prépositions

IN + lieu : He is the tallest **IN** the world

OF + moment / + groupe : Yesterday was the hottest day **OF** the year. / He's the tallest **OF** the class.



Superlatif + present perfect → This is **the most famous actress I HAVE EVER MET**.

That was **the best holiday he HAS EVER HAD**.



One of + nom pluriel → It is **one of the most famous books** I have ever read.

②

In the following sentences use **one of + a superlative + a preposition**.

- 7 It's a very good room. It's one of the best rooms in the hotel.
- 8 He's a very rich man. He's one the country.
- 9 It's a very big castle. It's Europe.
- 10 She's a very good player. She's the team.
- 11 It was a very bad experience. It was my life.
- 12 It's a very famous university. It's the world.

③

What do you say in these situations? Use a superlative + ever. Use the words in brackets (in the correct form).

- 1 You've just been to the cinema. The movie was extremely boring. You tell your friend:
(boring / movie / see) That's the most boring movie I've ever seen.
- 2 Your friend has just told you a joke, which you think is very funny. You say:
(funny / joke / hear) That's
- 3 You're drinking coffee with a friend. It's really good coffee. You say:
(good / coffee / taste) This
- 4 You are talking to a friend about Sarah. Sarah is very generous. You tell your friend about her:
(generous / person / meet) She

④ Compare them.



POWERS



SUPERMAN

HEIGHT: 191 CM WEIGHT: 101 KG



POWERS



THING

HEIGHT: 183 CM WEIGHT: 225 KG



POWERS



SPIDERMAN

HEIGHT: 178 CM WEIGHT: 74 KG



POWERS



HULK

HEIGHT: 213 CM WEIGHT: 468 KG

- Les **adverbes de manière** en **-ly** forment leur comparatif avec **more**: **more rapidly, more slowly**
- On peut **renforcer l'emploi des comparatifs** avec les adverbes **much, a lot, far, way...**

*This computer is **much / far / way more expensive than** I thought.*

- On peut faire précéder le comparatif de **any** dans les questions et négations.

*Does she feel **any** better? She doesn't feel **any** better = she feels **no** better.*

- **De plus en plus** : *It is **more and more expensive / colder and colder / It is better and better***
De moins en moins : *It is **less and less expensive**.*

- **Pour exprimer une evolution parallèle:**

The more I pay, the poorer I am. The more expensive the hotel, the better service. The warmer the weather, the better I feel. The sooner the better.

➤ **Comparatif + noms**

	Noms dénombrables	Noms indénombrables
Plus de	More friends	More money
Moins de	Fewer friends	Less money
Autant que	As many friends	As much money

⑤ Write double comparisons.

- English is now the international language, that's why _____ people speak English.
- The influence of France is not as strong as it used to be, that's why _____ people learn French.
- People need their cars to get to work, that's why _____ oil has to be imported.
- People work every day. That's why they have _____ time to cook.
- The world population is increasing. That's why there are _____ people.
- The number of kangaroos is increasing. That's why there are _____ kangaroos in Australia.
- The immigration from Great Britain is decreasing, so there are _____ people.
- Practising surf is popular, so the number of people who practise surfing is getting _____ important.
- In France the temperature is increasing, so it is getting _____.
- There are twenty millions kangaroos in Australia but there are _____ koalas.

⑥ Complète avec le comparatif de supériorité ou le superlatif.

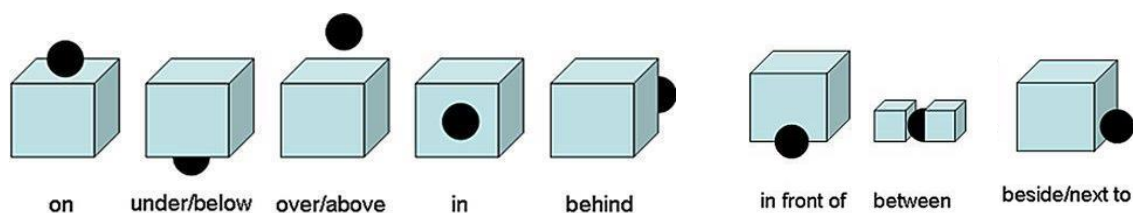
- Canada is (*big*) than the USA but China is (*populous*)country in the world.
- We stayed at (*cheap*) hotel in the town but my cousin's campsite was (*cheap*) than our hotel.
- January is generally (*bad*) than December but February is (*cold*) month.
- English is (*easy*) than German.
- Chinese is (*difficult*) language.
- Heathrow is one of (*busy*) airports in Europe.
- My father thinks that the Beatles were (*good*) than the Rolling Stones, but in my opinion, U2 is (*great*) band.

Réponses :

① 1) *more interesting* 2) *worse* 3) *taller* 4) *more expensive* 5) *as sweet as* 6) *heavier* 7) *less expensive* 8) *happier* 9) *as tall as* 10) *as intelligent as* 11) *less cold* 12) *less difficult* 13) *more comfortable* 14) *easier* 15) *as clever as* 16) *faster* 17) *better* 18) *bigger*

⑤ 1. *more and more* 2. *fewer and fewer* 3. *more and more* 4. *less and less* 5. *more and more* 6. *more and more* 7. *fewer and fewer* 8. *more and more* 9. *hotter and hotter* 10. *fewer and fewer*

⑥ 1. *bigger than / the most populous* 2. *the cheapest / cheaper than*
 3. *worse than / the coldest month.* 4. *easier than* 5. *the most difficult*
 6. *the busiest* 7. *better than / the greatest band.*

→ PREPOSITIONS OF PLACES.

Attention : **Over/above** ainsi que **under/below** sont souvent synonymes mais **over** et **under** suggèrent parfois le mouvement.

*When we flew **over** Paris we couldn't see much because we were **above** the clouds.*

***Below** us was the river which ran **under** the bridge.*

Here are some more common prepositions of place

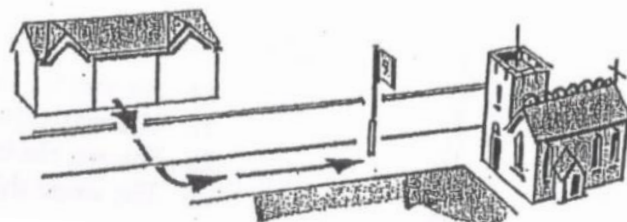
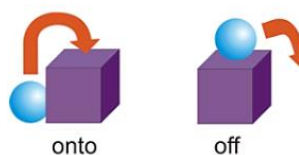
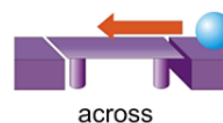
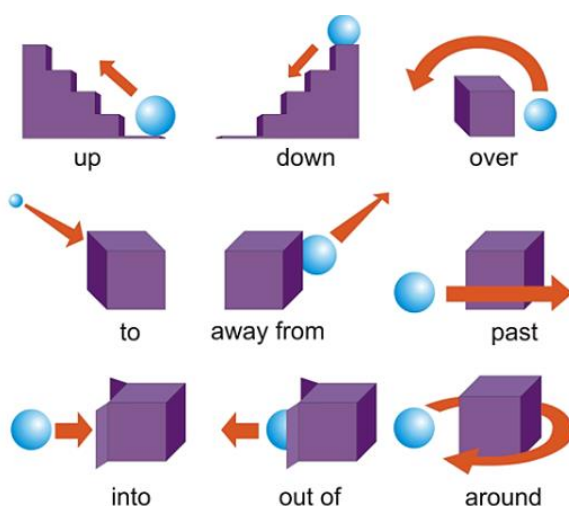
We drove along the river, round the lake, past the old castle, and through the village.

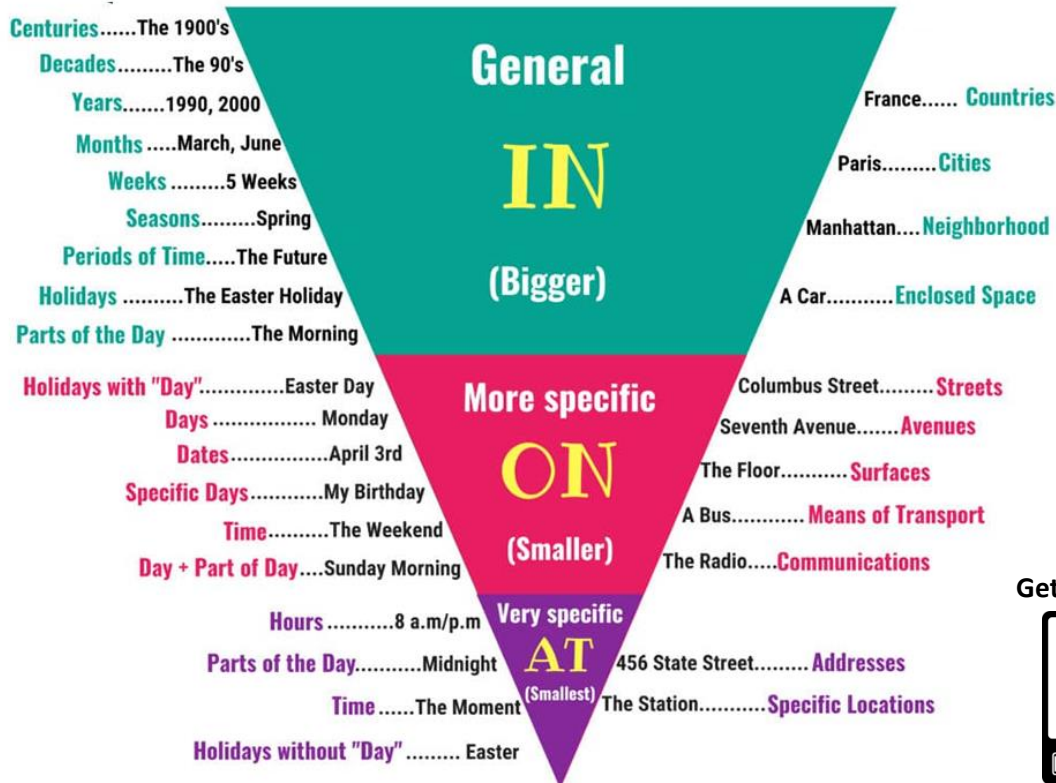


We came over the bridge, and parked next to the house, which was opposite the hotel.



Our house is between two shops and it is near a bus stop; you just go across the road and walk along the other side towards the church.

PREPOSITIONS OF MOVEMENT.

TIME**IN - ON - AT****PLACE****① Complete with a preposition of movement.**

- We ran _____ the path that leads to the lake.
- He's riding _____ his girlfriend's house.
- Oh!! I'm tired. I should go back home. I'm going _____ the swimming pool.
- We drove _____ the town to find a parking place.
- You are so far _____ me, I miss you.
- She's walking _____ the block to find her necklace back.
- He will settle _____ after his summer break.
- We'll run _____ we can.
- Could you go _____ the baker's; we have no bread.
- Peter is my new penpal, he comes _____ Scotland.

② Complete with a preposition of place.

- John's guitar is (sous) _____ his bed.
- His shoes are (dans) _____ the cupboard.
- The picture is (contre) _____ the wall.
- His socks are (derrière) _____ the bin.
- His book is (dans) _____ his bag.
- His bag is (sur) _____ his bed.
- His tennis racket is (entre) _____ the bin and the cupboard.
- There are clothes all (autour) _____ the bed.
- There is a desk (en face de) _____ the window.
- The radiator is (à côté de) _____ the window and (pas loin de) _____ the cupboard
- The shirt is hanging (dehors) _____.
- The boots are (devant) _____ the bed.
- The jeans are (parmi) _____ the other clothes.
- The lights are (au-dessus de) _____ us.

Réponses :

① 1. along 2. toward 3. out of 4. across 5. away from 6. around 7. over there 8. as far as 9. to 10. from

② 1. under 2. in / inside 3. against 4. behind 5. in 6. on 7. between 8. around 9. opposite 10. next to /near - not far from 11. outside 12. in front of 13. among 14. above

CHECK 39
TRANSLATING 'pour / pour que'

POUR + nom / pronom	Destination	FOR + (pro)nom	I want to buy a present for Anna / for my sister / for her .
	Comparaison	FOR + nom	Word for word
	Cause, motif	FOR + nom FOR + V-ing	France is famous for its cheese . He 's been banned from driving for breaking the speed limit.
	En ce qui concerne	AS REGARDS (début de phrase) ABOUT (fin de phrase)	As regards the money , nothing has been decided. (début de phrase) Nothing has been decided about the money . (fin de phrase)
POUR + infinitif	But d'une personne (ce que la personne fait)	(IN ORDER) TO + infinitif	I need a paintbrush in order to paint my door. He studies hard to become a doctor.
		SO AS TO + infinitif	She opened the door so as to see who was knocking.
	But de l'objet (ce pourquoi l'objet est utilisé)	FOR +V-ing	A paintbrush is for painting . I have got special software for painting .
POUR + négation + infinitif	But d'une personne (ce que la personne ne fait pas)	SO AS NOT TO IN ORDER NOT TO	She hurried up so as not to miss the train . She hurried up in order not to miss the train.
POUR QUE + sujet + verbe	But, souvent avec des modaux comme <i>can/ could / will</i> ou leurs négations	SO THAT + sujet + verbe	He's learning English so that he can find work in Australia. I hurried so that I wouldn't be late.

① Complète par *to* ou *for*.

- Our organization started in 1946 _____ help children.
- Today it collects money _____ children.
- We provide help _____ victims of war and natural disasters.
- Our doctors and nurses work all over the world _____ no salary.
- We started in Switzerland in 1863 _____ help soldiers who were wounded.
- Today we provide helps _____ both soldiers and civilians in countries which are at war.
- Our organization began in 1971 in B C _____ stop nuclear testing.
- We try _____ protect the environment and animals in danger.
- We need money _____ rebuild the orphanage of the town.
- An orphanage is a home _____ children with no parents.

② Use the words in brackets (*entre parentheses*) to answer these questions.

Example: Why did you go out? (buy some bread) = I went out to buy some bread.

- a) Why do you have to go to the bank? (change some money).

.....

- b) Why did she knock on your door? (wake me up).

.....

c) Why are you saving money? (buy a new phone).

d) Why is John going to Ireland? (improve his English).

③ In this exercise, you have to write sentences with SO THAT.

Ex: I hurried. I didn't want to be late *I hurried so that I wouldn't be late.*

a) We wore warm clothes. We didn't want to get cold.

b) I spoke very slowly. I wanted the man to understand what I said.

c) I whispered. I didn't want anyone to hear our conversation.

d) Please arrive early. We want to start the lesson on time.

④ Complete with the suitable element.

1. _____ the next holidays, nothing has been decided.
2. I'm here _____ you: I would like an interview with you.
3. We went to London _____ see my sister.
4. I took a taxi _____ lose time.
5. Will you find out _____ Sunday?
6. He went off the war _____ be killed ten days later.
7. She fell asleep _____ woke up four hours later.
8. I've bought a few clothes _____ the new baby.
9. I got fined _____ travelling without a ticket.
10. I had her _____ a teacher when I was at primary school.

⑤ Choose the correct element.

- 1) I'm studying very hard at the moment _____ pass my exams next month.
[] so as not to [] for [] to
- 2) I bought a dictionary _____ help with my vocabulary.
[] to [] in order not to [] for
- 3) I went to bed early _____ I wouldn't be tired in the morning.
[] in order not to [] so as not to [] so that
- 4) I have to get up early. I set the alarm for five o'clock _____ oversleep.
[] in order not to [] in order to [] so as to
- 5) I waited for an hour _____ I could meet her.
[] so that [] so as not to [] for
- 6) Some people do not eat before exercises _____ feel nauseated.
[] to [] in order to [] in order not to
- 7) Do exercise regularly _____ have excellent health and well-being.
[] for to [] in order not to [] in order to
- 8) My sister gave English lessons _____ earn some pin money.
[] in order to [] in order not to [] so as not to
- 9) Jenny is a very nice person. She is always prompt _____ help her friends.
[] to [] for [] so as not to
- 10) They took the taxi _____ waste time.
[] to [] in order to [] so as not to
- 11) I'm going to Australia _____ forget my English.
[] to [] so as not to [] in order to

Réponses:

- ① 1. to 2. for 3. for 4. for 5. to 6. for 7. to 8. to 9. to 10. for
④ 1. As regards 2. for 3. to/in order to/so as to 4. in order not to/so as not to 5. about 6. only to 7. and 8. for 9. for 10. as
⑤ 1) to 2) to 3) so that 4) in order not to 5) so that 6) in order not to 7) in order to 8) in order to 9) so as not to 10) so as not to

- investment / government / environment / development
- a thing (nom) / to think (verbe)
- They **build** nice houses / Nice houses are **built** (voix active et passive)
- He wants to **spend** money **on**.... / A lot of money is **spent** on....
- **Find** (prétérit : found) = trouver / **Fund** (prétérit : funded) = financer
Found (prétérit : founded) = fonder
- ~~They have not~~ = they **don't have**
- 1 child / 2 **children** 1 man / 2 men 1 country / 2 **countries**
- Beautiful (1 seul L)
- Human / American : pas de i entre a et n
- **More** important ~~that~~ **than**
- The building is **high**. The **height** of this building is amazing.
- ~~To~~ **too** expensive
- I want to study ~~for~~ **to** have a good job.
- ~~Wich / witch~~ = **which**
- **Their cat** is black / **they're** happy / **there are** 3 buildings
- This skyscraper is high. ~~He has~~ there are 50 stories (= floors)
- This is the biggest computer. / This is **one of** the biggest computers.
- Une entreprise = **a firm / a company** ~~an entreprise / a society~~
-

Correct these sentences.

1	This is a device that anyone can use it.
2	This company who has more than one trick in his bag.
3	There is many field of application.
4	It is a robot which can life with kids around.
5	It can be a good thing for the education.
6	You could playing hide and seek with someone whose not in the same room.
7	Children can learns another things.
8	It is a very good idea for entertains the children, for there games.
9	You can send an email to people who lives abroad.
10	There is less risks.
11	Romo depends of the Iphone and his battery .
12	It can be use with people not professionals.
13	Romo allow to do some actions as following faces, take pictures.
14	When we go at work, we can let it in the home.
15	All this features have been invented there are 3 years.

Correction page 90

Correction

1	This is a device that anyone can use it .
	<ul style="list-style-type: none"> Don't mention the same element twice. You can use this device / it. A device anyone can use : quiconque, n'importe qui A device no one can use : personne
2	This company who has more than one trick in his bag. which its
	<ul style="list-style-type: none"> Who: refers to a human being Which: refers to a location, an object, a non-human element His : it is linked to a male Her: it is linked to a female Its: it is linked to an object, a non-human element Their: it is linked to several people (more than one)
3	There is many field of application. are fields
	<ul style="list-style-type: none"> Il y a : there is + one element / there are + several elements Beaucoup : much + uncountable noun : much love / much time (beaucoup de temps) many+ countable nouns : many robots / many times (de nombreuses fois) a lot of / lots of
4	It is a robot which can life with kids around. live
	<ul style="list-style-type: none"> Modal + infinitive = can/could/must/need/will/would/shall/should/may/might + infinitive 1 life / 2 lives - a live concert - to be alive - to live (<i>pronounced like give</i>)
5	It can be a good thing for the education. Ø
	<ul style="list-style-type: none"> The = you want to define the element: It can be good for the education of children living in poor countries Ø = you refer to the element in general
6	You could playing hide and seek with someone whose not in the same room. play who is
	<ul style="list-style-type: none"> who = qui → who is this? whose ...? = à qui ? → whose robot is it? whose + nom (relative pronoun) = don't → the man whose name is Tom is very nice.
7	Child can learns another things. learn other
	<ul style="list-style-type: none"> 1 child / 2 children → a child can learn (article if singular) children can learn can + infinitive another thing = one more thing (singular) other things = more things (plural) / others
8	It is a very good idea for entertains the children, for there games. to entertain their
	<ul style="list-style-type: none"> <i>pour</i> (purpose) = to + infinitive / for + noun there = là-bas / their + noun = <i>leur, leurs</i> / they're = <i>ils sont</i>
9	You can send an email to people who lives in abroad. live
	<ul style="list-style-type: none"> People + plural = people are / people live Abroad = à l'étranger → live abroad / go abroad
10	There is less risks and less danger. fewer

	<ul style="list-style-type: none"> Moins : Less + uncountable noun : less money Fewer + countable noun : fewer friends
11	<p>Romo depends of the Iphone and his battery . on its</p> <ul style="list-style-type: none"> Depend on : dépendre de Possessive adjective: Tom's dog : his dog / Anna's dog = her dog / Tom and Anna's dog = their dog
12	<p>It can be use with children. used</p> <ul style="list-style-type: none"> Passive voice: be + past participle = you can use it / it can be used It can be used with children (avec) / by children (par)
13	<p>Romo allow to do some actions as following faces, take pictures. enables taking</p> <ul style="list-style-type: none"> 3rd person singular in the simple present : V-s : Romo moves, plays... Allow = autoriser / enable = permettre, rendre possible Activité = V-ing : smoking is forbidden / I like swimming
14	<p>When we go at work, we can let it in the home. to at</p> <ul style="list-style-type: none"> Localisation: I am at work / at home / at school Movement: I go to work / to school ATTENTION! I go Ø home / I go back Ø home
15	<p>All this features have been invented there are 3 years. these were 3 years ago</p> <ul style="list-style-type: none"> This / that + singular these / those + plural Past and dates action = past simple Il y a : <ul style="list-style-type: none"> Temporal = period + ago / end of the sentence Enumeration = there is + singular / there are + plural

CHECK 42

LEARNING IDIOMATIC EXPRESSIONS



Scan me



Scan me

All-singing, all-dancing

If something's all-singing, all-dancing, it is the latest version with the most up-to-date features.

Bells and whistles

Bells and whistles are attractive features that things like computer programs have, though often a bit unnecessary.

CHECK 43**CHECKING DECEPTIVE WORDS****Deceptive words and common mistakes - Les faux-amis et les fautes les plus courantes**

Faux-amis	Traduction des faux-amis	A ne pas traduire par...	Qui se dit en anglais
to abuse [ə'bjʊ:z]	1) injurier, insulter 2) abuser de	abuser de	to take advantage of, to deceive
to accommodate	loger	accommoder	to prepare
to achieve	réaliser, mener à bien	achever	to complete
actual	réel, concret	actuel	current ['kʌrənt], today's, topical
actually	en fait	actuellement	nowadays, today, these days, currently, at present
advertisement [əd'vɑ:tɪsmənt]	publicité	avertissement	warning
affluence	richesse	affluence	rush
agony	angoisse, supplice	agonie	throes of death
anxious	1) anxieux 2) impatient	anxieux	worried, anxious
to annoy	irriter, agacer	ennuyer	to bore
to attend [ə'tend]	assister à	attendre	to wait (for), to expect
balance	équilibre	Une balance	scales
benefit(s) ['benɪfɪt]	avantages, allocations	bénéfices	profits
caution ['kɔ:ʃən]	prudence	caution	guarantee
chance	hasard, risque	chance	luck
character	personnage	caractère	nature ['neɪtʃə]
to charge	faire payer	charger	to load
check [tʃek]	contrôle	chèque	cheque
close	proche, serré	dos	closed
college ['kɒlɪdʒ]	université	collège	school
commodity	marchandise	commodité	convenience [kən'vi:niəns]
comprehensive	complet	compréhensif	understanding
conductor [kən'dʌktə]	contrôleur	conducteur	driver
confection	friandise	confection	ready-made clothes
(in)consistent	(in)cohérent	consistant	solid, thick
to contemplate	envisager	contempler	to gaze at
copy	exemplaire	copie	reproduction
countenance	expression (visage)	contenance	capacity
crime	criminalité	un crime	a murder
to deceive [dɪ'si:v]	tromper	décevoir	to disappoint
delay [dɪ'leɪ]	retard	délai	time limit
to deliver [dɪ'lɪvə]	1) livrer 2) prononcer 3) accoucher	délivrer	to set free
deputy ['depjʊtɪ]	adjoint	député	Member of Parliament, Congressman
to dispose	se débarrasser	disposer	to arrange
dispute	conflit	dispute	quarrel, argument ['ɑ:gjumənt]
distracted	1) fou 2) égaré	distrait	absent-minded
engaged [ɪn'geɪdʒd]	1) occupé 2) fiancé	engagé	committed (artist)
estate [ɪs'teɪt]	domaine	état	state, condition
eventually [ɪ'ventʃʊəli]	finalement	éventuellement	possibly
evidence	1) preuves 2) évidence (même sens que 1)	évidence	obviousness
expertise	compétence	expertise	expert's report
extra	supplémentaire	extra	first-rate
extravagant [ɪks'trævəɡənt]	1) dépensier 2) exagéré	extravagant	wild, eccentric
figure ['fɪɡə]	1) silhouette 2) chiffre	figure	face
fool	idiot	fou	mad, lunatic
fortunate ['fɔ:tʃənɪt]	chanceux	fortuné	wealthy, well-off
gentle ['dʒentl]	aimable, doux	gentil	nice, kind
global	1) mondial 2) global	global	overall, global
grand	grandiose	grand	tall, big
grapes [greɪps]	raisin	grappe	bunch (of grapes)

Faux-amis	Traduction des faux-amis	A ne pas traduire par...	Qui se dit en anglais
habit	habitude	habit	dress, clothes
hazard ['hæzəd]	1) chance, hasard 2) danger, risque	hasard	chance
to ignore [ɪg'noʊ]	ne tenir aucun compte de	ignorer	not to know
inconvenient [ˌɪnkən'viːniənt]	inopportun	inconvenant	improper
indulge [ɪn'dʌldʒ]	laisser aller	indulgence	leniency ['liːniənsɪ]
invaluable [ɪn'væljuəbl]	inestimable	non valable	invalid, not valid
journey ['dʒɜːni]	voyage	journée	day
lecture ['lektʃə]	conférence, cours	lecture	reading
library ['laɪbrəri]	bibliothèque	librairie	bookshop (GB) bookstore (US)
location [ləʊ'keɪʃən]	situation (géographique), emplacement	location	renting, hiring
lunatic	fou	lunatique	whimsical
malice	méchanceté	malice	mischievousness ['mɪstʃɪvəsniːs]
mechanic [mɪ'kæniːk]	mécanicien	mécanique	engineering [ˌendʒɪ'nɪəriŋ]
medicine ['medsn, 'medɪsn]	médicament	médecin	doctor
mercy ['mɜːsi]	miséricorde	merci	thanks
miserable ['mɪzərəbl]	1) très malheureux 2) misérable	misérable	destitute ['destɪtjuːt]
notice	avis, préavis	notice	note, instructions
partition	séparation	partition	(musical) score
patron ['peɪtrən]	client (d'un restaurant)	patron	boss
penguin ['peŋgwɪn]	manchot	pingouin	auk [ɔːk]
petrol	essence	pétrole	(crude) oil, petroleum [prɪ'trɒliəm]
photograph ['fəʊtəgræf]	photographie	photographe	photographer [fə'tɒgræfə]
phrase [freɪz]	expression	phrase	sentence
positive	catégorique	positif	definite, positive
prejudice ['predʒudɪs]	1) préjugé 2) préjudice	préjudice	harm, wrong
to prevent [prɪ'vent]	empêcher	prévenir	to warn
proper	adéquat	propre	clean, decent
to recover [rɪ'kʌvə]	se rétablir	recouvrir	to cover
refuse	déchets	refus	refusal [rɪ'fjuːzəl]
to regard	considérer	regarder	to look at
relieve	soulager	relever	to raise
to resume	reprendre (une activité)	résumer	to sum up
route	itinéraire	route	road
rude	grossier	rude	rough [rʌf], hard
sensible	sensé, raisonnable	sensible	sensitive
socket	douille	socquette	sock
store	grand magasin	store	blind [blaɪnd], shade
suit [suːt]	1) costume 2) poursuite, procès	suite	sequel ['siːkwəl], rest
to supply [sə'plaɪ]	1) fournir 2) suppléer à, subvenir à	supplier	to implore
to survey	examiner	surveiller	to supervise ['suːpəvaɪz]
sympathetic [ˌsɪmpə'θetɪk]	compatissant, bien disposé	sympathique	nice, friendly
to sympathise ['sɪmpəθaɪz]	compatir	sympathiser	to make friends
tentative	timide, hésitant	tentative	attempt
touchy	susceptible	touché	struck, moved
tour	voyage, circuit	tour	stroll, drive, turn
trivial ['trɪvɪəl]	Insignifiant, banal	trivial	crude, coarse
vacancy ['veɪkənsɪ]	1) chambre à louer 2) poste vacant	vacances	holidays (GB) vacation (US)
vacation [və'keɪʃən]	vacances	vacation	session, sitting
valid	valable	valide	fit, well
versatile ['vɜːsətəɪl]	aux talents variés	versatile	changing, fickle
vest	maillot de corps (GB) gilet (US)	veste	jacket
wagon	chariot	wagon	carriage ['kærɪdʒ](GB) car (US)

CHECK 44

ENHANCING YOUR VOCABULARY

ALLOW	autoriser, permettre
AVOID	éviter
BEND	courber
CHECK	contrôler, vérifier
DRILL	forer, fraiser, percer
ENABLE	permettre
ENSURE, MAKE SURE	s'assurer de
ENHANCE	améliorer, augmenter
FASTEN	attacher, fixer
FIT	assembler, installer
GRASP	saisir
HANDLE	manipuler
HOLD	tenir
LAY	poser
OPERATE	faire fonctionner
PERFORM	effectuer, exécuter, procéder à
PROCEED	poursuivre
PROVIDE	fournir
REMOVE	enlever
SECURE	attacher, fixer
SET	adapter, placer
SLIDE	(faire) glisser
SOLDER	souder
STORE	stocker, mettre en réserve
SUPPLY	alimenter, approvisionner
TILT	basculer, incliner
TUNE	accorder (instrument), régler
TWIST	tourner, visser
WELD	souder
WIRE	cabler, faire l'installation électrique
WITHDRAW	retirer

Verbe	Antonyme
ACHIEVE : atteindre (un but), réussir	FAIL : échouer
ALLOW : autoriser, permettre	PREVENT : empêcher
DO : faire	UNDO : défaire
ENABLE : permettre, donner la possibilité de	PREVENT : empêcher
FILL : remplir	EMPTY : vider
FOLD : plier	UNFOLD : déplier
HOOK UP : accrocher	UNHOOK : décrocher
INCREASE : augmenter	DECREASE : diminuer
LENGTHEN : allonger	SHORTEN : raccourcir
LIFT : lever	LOWER : baisser
LINK : lier, relier	SEPARATE : séparer
LOAD : charger	UNLOAD : décharger
OPEN : ouvrir	CLOSE : fermer
PLACE : mettre, placer	REMOVE, WITHDRAW : ôter, retirer
PLUG IN : brancher	UNPLUG : débrancher
PRESS = DEPRESS : appuyer	RELEASE : relâcher, libérer
RAISE : lever	LOWER : baisser
SCREW : visser	UNSCREW : dévisser
SWITCH ON : allumer	SWITCH OFF : éteindre
TIGHTEN : serrer	LOOSEN : déserrer
TURN ON : allumer	TURN OFF : éteindre
WIND : enrouler	UNWIND : dérouler

ALLOW	Autoriser, permettre	PROCEED	poursuivre
AVOID	éviter	PROVIDE	fournir
BEND	courber	REMOVE	enlever
CHECK	contrôler	SECURE	attacher, fixer
DRILL	vérifier	SET	adapter, placer
ENABLE	permettre	SLIDE	(faire) glisser
ENSURE, MAKE SURE	s'assurer de	SOLDER	souder
ENHANCE	améliorer, augmenter	STORE	stocker, mettre en réserve
FASTEN	attacher, fixer	SUPPLY	alimenter approvisionner
FIT	assembler, installer	TILT	basculer, incliner
GRASP	saisir	TUNE	accorder(instrument), régler
HANDLE	manipuler	TWIST	tourner, visser
HOLD	tenir	WELD	souder
LAY	poser	WIRE	cabler, faire l'installation électrique
OPERATE	faire fonctionner	WITHDRAW	retirer

A. Match the words with the punctuation marks and symbols.

- | | |
|---------------------|------------|
| 1. full stop | a. ! |
| 2. comma | b. @ |
| 3. exclamation mark | c. , |
| 4. question mark | d. & |
| 5. single quotes | e. . |
| 6. double quotes | f. = |
| 7. dollar sign | g. 'Hello' |
| 8. percentage sign | h. → |
| 9. ampersand | i. * |
| 10. asterisk | j. "Hello" |
| 11. hash | k. _ |
| 12. brackets | l. - |
| 13. left bracket | m. ? |
| 14. square brackets | n. / |
| 15. underscore | o. () |
| 16. hyphen | p. \$ |
| 17. plus sign | q. \ |
| 18. equals sign | r. [] |
| 19. colon | s. % |
| 20. semicolon | t. (|
| 21. "at" sign | u. # |
| 22. forward slash | v. : |
| 23. backward slash | w. + |
| 24. arrow | x. ; |

B. Match the words with the types of lettering

bold bold italic italic
 lower case (or small letters)
 outline plain text shadow
 strikethrough underline
 upper case (or capital letters)

1. _____ ABCDEFG
2. _____ abcdefg
3. _____ Typewriters
4. _____ **Typewriters**
5. _____ *Typewriters*
6. _____ ***Typewriters***
7. _____ Typewriters
8. _____ ~~Typewriters~~
9. _____ Typewriters
10. _____ **Typewriters**

B: 1 upper case (or capital letters), 2 lower case (or small letters), 3 plain text, 4 bold, 5 italic, 6 bold italic, 7 underline, 8 strikethrough, 9 outline, 12 shadow

A: 1 e, 2 c, 3 a, 4 m, 5 g, 6 j, 7 p, 8 s, 9 d, 10 i, 11 u, 12 o, 13 t, 14 r, 15 k, 16 l, 17 w, 18 f, 19 v, 20 x, 21 b, 22 n, 23 q, 24 h

because it (1) _____ a lot recently, I (2) _____ out as much and I suspect you will have been (3) _____ why I haven't been in touch. I'm sorry about the long silence, but I (4) _____ to phone you this week and maybe we can arrange to meet for lunch on Friday or Saturday.

- 1 a) has been raining b) is raining c) rain d) rains
- 2 a) am not going b) don't go c) haven't gone d) never go
- 3 a) believing b) knowing c) realizing d) wondering
- 4 a) am promising b) have been promising c) have promised d) promise

5 My grandfather said that when he (1) _____ up, he lived on a farm. During the summer, he (2) _____ to get up early every morning and work all day on the farm. He said that most people (3) _____ to go away on holiday, as they do now. But he (4) _____ feeling unhappy or deprived or anything like that because all of his friends were in the same situation.

- 1 a) had been growing b) had grown c) was growing d) was grown
- 2 a) had been b) has c) was having d) would have
- 3 a) didn't use b) haven't used c) wasn't used d) weren't used
- 4 a) didn't remember b) hadn't been remembering c) hadn't remembered d) wasn't remembering

6 As soon as the war was over, the refugees (1) _____ to go back to the villages they (2) _____ about five years earlier. When they arrived, they (3) _____ that other groups from the east had moved into the ruined houses and (4) _____ rebuilding them.

- 1 a) have tried b) had tried c) tried d) were tried
- 2 a) have left b) had left c) leave d) were left
- 3 a) have found b) had found c) found d) were found
- 4 a) are b) have c) had d) were

7 Paul and Jack meet in the corridor as Jack is locking his office door.

Paul: Oh, hello. I (1) _____ put this report in your mailbox, but perhaps you'd rather take it now.

Jack: Oh, thanks. Actually, I (2) _____ have lunch right now, but if you put it in my mailbox, I (3) _____ it as soon as I (4) _____ back.

- 1 a) 'll b) 'm going to c) shall d) was going to
- 2 a) 'll b) 'm going to c) shall d) would
- 3 a) 'll be reading b) 'll have read c) 'll read d) read
- 4 a) get b) 'll be getting c) 'll get d) 'll have got

1 After police arrested a man for breaking into a supermarket, they discovered that the thief was actually a teenage girl dressed as a man. Although they informed (1) _____ she didn't have to (2) _____ them anything, the girl confessed (3) _____ she had done it (4) _____ her family because they had no money and they were hungry.

- 1 a) her that b) that c) that her d) to her that
- 2 a) admit b) explain c) report d) tell
- 3 a) that b) that to them c) them that d) them to that
- 4 a) by b) for c) that d) to

2 It was (1) _____ late and I was beginning to (2) _____ tired, so I asked Rachel to finish her drawing and tidy up. She held the drawing up for me to see. It (3) _____ a big black dog that (4) _____ sitting at a table.

- 1 a) becoming b) being c) getting d) going
- 2 a) feel b) feel as c) feel it d) feel to be
- 3 a) looked b) looked as c) looked for d) looked like
- 4 a) seemed b) seemed like c) seemed to be d) seemed was

3 The residents of Montclair valley are (1) _____ only upset about some recent changes, but they're also very angry because (2) _____ consulted. Some families have lived and (3) _____ crops in the valley for many years, (4) _____ now their way of life is being threatened by developers who plan to build hundreds of new houses in the area.

- 1 a) both b) either c) neither d) not
- 2 a) wasn't b) weren't c) it wasn't d) they weren't
- 3 a) grew b) grow c) growing d) grown
- 4 a) after b) before c) but d) or

8 I'm not sure where Karen is. She (1) _____ have been waiting outside her house this morning so that we (2) _____ give her a lift to work, but she wasn't there. Of course, she might (3) _____ sleeping and didn't hear us. If she had decided to take the bus, she (4) _____ arrived by now. I hope she isn't sick.

- 1 a) may b) must c) ought d) should
- 2 a) can b) can be c) could d) could have
- 3 a) be b) been c) have d) have been
- 4 a) will be b) will have c) would be d) would have

9 Don't you hate it when people say things like 'Let's be careful, (1) _____ we'? It always sounds to me as if two of us (2) _____ to do something together, but in fact the other person (3) _____ doing anything. (4) _____ prefer it if they just said, 'You should be careful', because that's what they really mean.

- 1 a) will b) would c) shall d) should
- 2 a) are going b) will c) will be d) would
- 3 a) won't b) won't be c) won't have d) won't to
- 4 a) I'd b) I'll c) I'm d) I've

10 The best summer holiday I (1) _____ was when I was ten and I went to stay with my grandparents for a few weeks. At that time they were living in the country and (2) _____ still go for long walks through the woods. I (3) _____ to climb trees and run around with their dog. I (4) _____ go near the lake by myself, but my grandfather sometimes took me fishing there.

- 1 a) am remembering b) can remember c) must remember d) was remembering
- 2 a) can b) could c) may d) might
- 3 a) could b) could be c) could have d) was able
- 4 a) can't b) may not c) might not d) wasn't allowed to

11 Tommy, (1) _____ better slow down and wait for the rest of us. I'm sure we have lots of time, so we (2) _____ to run. We don't (3) _____ stop and buy tickets and there are still lots of people on the platform, so the train (4) _____ come yet.

- 1 a) you'd b) you'll c) you're d) you've
- 2 a) aren't need b) don't need c) needn't d) needn't have
- 3 a) have to b) have got to c) must d) must have to
- 4 a) can't b) can't be c) can't have d) couldn't

12 Joe has just returned to the computer lab where Sam works.

Joe: Who (1) _____ been using my computer?

Sam: I have (2) _____ idea. But these computers are for any student who wants to use them, (3) _____?

Joe: Of course. But (4) _____ you see me doing my work on that machine before lunch? I hope it hasn't all been lost.

- 1 a) has b) has he c) have d) have they
- 2 a) no b) no longer c) not d) not an
- 3 a) aren't they b) can't it c) don't they d) isn't it
- 4 a) aren't b) didn't c) don't d) haven't

13 Liz is helping Sue clean out her flat.

Liz: Did you want to keep all these old books or (1) _____?

Sue: I'm not sure. They look interesting, but (2) _____ of them would be worth anything.

Liz: So, (3) _____ of them do you think (4) _____ going to keep?

- 1 a) no b) none c) not d) nothing
- 2 a) none b) no one c) not any d) nothing
- 3 a) for what b) for which c) what d) which
- 4 a) are b) are you c) you d) you are

14 The Star Tree hotel chain is in financial trouble and some of their smaller hotels are going to have (1) _____. Rising costs (2) _____ for recent losses and many smaller hotels (3) _____ to have been losing money for many years. No buyer has yet (4) _____ for the properties.

- 1 a) been sold b) being sold c) sold d) to be sold
- 2 a) are being blamed b) blamed c) have blamed d) to be blamed
- 3 a) are reported b) are reporting c) been reported d) have reported
- 4 a) been found b) being found c) found d) to be found

15 'The Waste Land' is (1) _____ title of (2) _____ poem by T.S. Eliot, first published in 1922. (3) _____ style of the poem has had a great influence on (4) _____ modern poetry.

- 1 a) a b) an c) the d) -
- 2 a) a b) an c) the d) -
- 3 a) a b) an c) the d) -
- 4 a) a b) an c) the d) -

16 'I don't call this (1) _____ progress,' says Bob Harding, owner of (2) _____ small business in the city centre. He complains that an hour and fifteen minutes (3) _____ become his typical commuting time every morning. 'It used to take only twenty minutes. There's just too much (4) _____ now.'

- 1 a) a b) one c) the d) -
- 2 a) a b) an c) the d) -
- 3 a) are b) has c) have d) is
- 4 a) car b) cars c) motor d) traffic

17 I'm really enjoying my new job. All of (1) _____ people I work with are friendly and I haven't had (2) _____ problems so far. The best part is that I get paid (3) _____ two weeks instead of waiting (4) _____ month between pay days like in my last job.

- 1 a) that b) the c) them d) -
- 2 a) any b) much c) some d) no
- 3 a) all b) both c) each d) every
- 4 a) a whole b) the whole of c) whole d) whole of

18 Last year we had (1) _____ more rain in the early spring and it made (2) _____ in the garden grow better. We probably had three or four (3) _____ strawberries as we're getting this year. I checked the strawberries in the garden this morning, but there (4) _____ that were ripe.

- 1 a) a large number of b) a lot of c) many d) much
- 2 a) all b) each c) every d) everything
- 3 a) time as many b) time as much c) times as many d) times as much
- 4 a) was only a little b) was only little c) were only a few d) were only few

19 I was sitting at my desk when there was a loud crash as something came flying through the window. At first I thought it was a rock, but then I realized it was a cricket ball. I picked up the ball and put it on the desk beside (1) _____. Two young boys appeared outside the broken window. They said they were sorry, but then they started arguing, with each blaming (2) _____ for causing the accident. Then suddenly one of them asked if (3) _____ could have the ball back. I said, 'I don't think (4) _____. Not until you pay for this broken window.' They looked at me, then at each other, and then they both started running.

- 1 a) me b) mine c) my d) myself
- 2 a) another b) one other c) other d) the other
- 3 a) it b) then c) they d) -
- 4 a) it b) so c) that d) -

20 Although they were described as the (1) _____ designs in many years, there isn't (2) _____ about the latest line of shoes from Santorelli. As one of the most famous designers (3) _____ Italy, Salvatore Santorelli is expected to do (4) _____ simply repeat the previous year's successful formula of 'smart, but casual' sandals in a range of pastels.

- 1 a) first Italian new b) first new Italian c) new first Italian d) Italian first new
- 2 a) anything new very b) anything very new c) new anything very d) very new anything
- 3 a) by b) in c) of d) to
- 4 a) as much as b) more than c) the best d) the most

21 I remember when we stayed (1) _____ New York (2) _____ a few days (3) _____ last summer. It was really hot, even (4) _____ night, and I just felt miserable.

- 1 a) at b) in c) into d) -
- 2 a) by b) during c) for d) in
- 3 a) at b) on c) in d) -
- 4 a) at b) by c) during d) in

22 When we were students, my friends and I rented a cabin (1) _____ the mountains so that we could go hiking. It only cost us £25 for the whole week, not (2) _____ food, of course. One day, my friend Daniel got tired and stopped to rest, saying he'd catch (3) _____ later, but when he still hadn't returned to the cabin (4) _____ late afternoon, we started getting worried. Luckily, he met some men who were hunting in the area and they brought him back to the cabin before it got dark.

- 1 a) above b) in c) on d) over
- 2 a) include b) included c) includes d) including
- 3 a) up us b) up with us c) us up d) with us up
- 4 a) by b) during c) in d) since

23 When I visit big cities like Paris, I usually avoid (1) _____ to the most famous places because I really hate crowds. But it was no use (2) _____ that to my friend Tatjana because she was really eager (3) _____ the Mona Lisa in the Louvre and she refused (4) _____ outside while she went in.

- 1 a) go b) going c) gone d) to go
- 2 a) trying explain b) trying to explain c) to try explaining d) to try to explain
- 3 a) for see b) to see c) in seeing d) seeing
- 4 a) letting me to wait b) letting me wait c) to let me to wait d) to let me wait

24 At a time when it has become so important (1) _____ in school, we shouldn't be (2) _____ to learn that more students are cheating than ever before. With so many of them anxious about (3) _____, students also now seem to believe that those who cheat are unlikely (4) _____.

- 1 a) succeed b) succeeding c) success d) to succeed
- 2 a) surprise b) surprised c) surprises d) surprising
- 3 a) fail b) failed c) failing d) to fail
- 4 a) to catch b) to be catching c) to be caught d) to have caught

25 There was one student who asked about (1) _____ it was okay to use a dictionary during the exam and I had to tell her (2) _____ it. Then she started arguing (3) _____ me that her teacher always allowed her to use it in class. I had to remind (4) _____ was an exam, not a classroom exercise.

- 1 a) if b) that c) whether d) why
- 2 a) don't use b) no use c) no using d) not to use
- 3 a) about b) for c) to d) with
- 4 a) her it b) that c) that it d) -

26 Andrew Murphy, former managing director of Delco Electronics, has pleaded 'Not Guilty' to charges (1) _____ £5 million from the company. He claims not to know where (2) _____. He has suggested that an accountant (3) _____ the money. Investigators consider (4) _____ anyone else in the company could have committed the crime.

- 1 a) stealing b) that he stole c) to have stolen d) which he stole
- 2 a) did go the money b) did the money go c) the money went d) went the money
- 3 a) is taking b) should take c) takes d) took
- 4 a) it unlikely that b) that it unlikely c) that unlikely d) unlikely that

27 I've been looking for a special kind of brown cheese (1) _____ made in Norway, but (2) _____ name I can't remember. There was one woman I talked (3) _____ in the Gourmet Experience shop on King Street (4) _____ said they could order it for me if I could give her more information about it.

- 1 a) it b) that's c) was d) which
- 2 a) what b) which c) where d) whose
- 3 a) to b) to her c) to whom d) -
- 4 a) what b) who c) whom d) -

28 The term 'organic' can only be used to describe food (1) _____ in situations (2) _____ no artificial chemicals have been used. Anyone (3) _____ fertilizer (4) _____ containing chemicals to make tomatoes grow bigger, for example, is certainly not growing them organically.

- 1 a) grown b) that growing c) where growing d) which grown
- 2 a) how b) that c) where d) which
- 3 a) use b) used c) uses d) using
- 4 a) what b) when c) which d) -

29 (1) _____ their hair wasn't actually very long, rock groups such as the Beatles and the Rolling Stones were often criticized as 'long-haired' or 'needing haircuts' when they first became popular during the early 1960s. At that time men were also considered effeminate if they (2) _____ long hair. The opposite was true for men who grew a beard (3) _____, of course, it was allowed to grow too long. Beards grow faster than hair and need more care. In fact, if the average man never trimmed his beard, it (4) _____ to nearly ten metres in his lifetime. Now, that's a lot of hair!

- 1 a) Even though b) If only c) Unless d) Whether
- 2 a) had b) have c) will have d) would have
- 3 a) if b) if not c) only if d) unless
- 4 a) grew b) has grown c) will grow d) would grow

30 I know you're anxiously waiting to find out if I passed my exams, but I haven't heard anything yet. Perhaps I'll get the news today when the post (1) _____. I promise I (2) _____ you as soon as I get the news. It's three weeks (3) _____ I took the exams, but my teacher warned me that they sometimes don't announce the results until more than a month (4) _____.

- 1 a) comes b) came c) is coming d) will come
- 2 a) call b) called c) 'll call d) 'm calling
- 3 a) later b) once c) since d) when
- 4 a) has passed b) is passing c) passed d) will pass

31 (1) _____ in most other sports players are usually trying to get the most goals or points (2) _____ win, the opposite is true in golf. In a game of golf, it is the lowest score that wins. Each player must try to get his or her ball in the hole (3) _____ as few shots as possible. For each hole there is a given number of shots called 'par'. (4) _____ a player uses one shot less than par, it's called a 'birdie' and one more than par is called a 'bogey'.

- 1 a) Even although b) In spite of c) Instead of d) Whereas
- 2 a) for b) in order to c) so that d) such that
- 3 a) use b) uses c) used d) using
- 4 a) As b) Since c) When d) While

32 (1) _____ our flight from London to Toronto was delayed because (2) _____ bad weather, we missed our connection to Vancouver and had to spend six hours in the airport (3) _____ for the next flight. (4) _____ being delayed, we still had a good trip and didn't feel too jet-lagged when we arrived.

- 1 a) After b) Although c) If d) So that
- 2 a) it b) of c) the d) -
- 3 a) have waited b) waited c) waiting d) were waiting
- 4 a) Although b) As c) Despite d) Unless

33 What the recent use of DNA testing has shown (1) _____ eyewitness testimony may not always be reliable. (2) _____, an eyewitness testified that he saw Gilbert Medeiros with Angela Anderson shortly before the young woman was murdered and, (3) _____ that testimony, Medeiros was convicted and sent to prison. Not until much later (4) _____ discovered through DNA testing that someone other than Medeiros had been responsible for Anderson's death.

- 1 a) is it b) is that c) it is d) that is
- 2 a) For example b) In addition c) On the other hand d) Therefore
- 3 a) afterwards b) as a consequence c) as a result of d) subsequently
- 4 a) it was b) they c) was d) was it

34 Do you sometimes feel anxious or irritable when you're driving? It may be the smell inside your car (1) _____ is determining how you feel. A recent study of American drivers found that the smell of peppermint or cinnamon improved their performance by reducing anxiety more than 20 per cent. Alertness (2) _____ increased by almost 30 per cent. (3) _____, the smell of cakes or fast food made drivers more irritable and caused them to speed, probably because those smells stimulate hunger (4) _____ make drivers more anxious to get where they're going sooner.

- 1 a) It b) that c) what d) which
- 2 a) also b) as well c) besides d) moreover
- 3 a) In conclusion b) In contrast c) In other words d) In particular
- 4 a) and b) as a result of c) consequently and d) however didn't

CHECK 47

LEARNING IRREGULAR VERBS



Video →

Scan me



Audio →

Scan me

Fluency MC's rap →




Scan me


LES VERBES IRREGULIERS : classement par ressemblance

	Base verbale	Prétérit	Participe passé	Traduction
--	--------------	----------	-----------------	------------

Ceux à savoir absolument

	Be	Was/were	Been	Être
	Have	Had	Had	Avoir
	Do	Did	Done	Faire
	Make	Made	Made	Faire, fabriquer
	Go	Went	Gone	Aller
	Get	Got	Got	Avoir, obtenir


Mes préférés : ceux qui ne changent pas

	Cut	Cut	Cut	Couper
	Bet	Bet	Bet	Parier
	Let	Let	Let	Laisser
	Hurt	Hurt	Hurt	Blesser
	Put	Put	Put	Mettre
	Shut	Shut	Shut	Fermer
	Burst	Burst	Burst	Éclater
	Hit	Hit	Hit	Frapper
	Cost	Cost	Cost	Coûter
	Spread	Spread	Spread	Étaler
	Read /i:/	Read /e/	Read /e/	Lire
	Quit	Quit	Quit	Quitter, abandonner

Ceux qui aiment le 'T', normal pour des anglais !


	Burn	Burnt	Burnt	Brûler
	Build	Built	Built	Construire
	Send	Sent	Sent	Envoyer
	Spend	Spent	Spent	Passer le temps, dépenser
	Learn	Learnt	Learnt	Apprendre
	Lend	Lent	Lent	Prêter.
	Shoot	Shot	Shot	Tirer
	Lose	Lost	Lost	Perdre
	Sit	Sat	Sat	S'asseoir


Les préterits et participes passés identiques

	Find	Found	Found	Trouver
	Hear	Heard	Heard	Entendre
	Lay	Laid	Laid	Étendre, coucher
	Pay	Paid	Paid	Payer
	Say	Said	Said	Dire
	Sell	Sold	Sold	Vendre
	Tell	Told	Told	Dire, raconter
	Stand	Stood	Stood	Être debout
	Understand	Understood	Understood	Comprendre
	Win	Won	Won	Gagner


La série des « j'ai acheté »... GHT


	Buy	Bought	Bought	Acheter
	Bring	Brought	Brought	Apporter
	Fight	Fought	Fought	Se battre
	Think	Thought	Thought	Penser
	Catch	Caught	Caught	Attrapper
	Teach	Taught	Taught	Enseigner

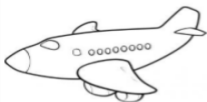
Les i longs /i:/ qui se transforment en son /e/				
	Bleed	Bled	Bled	Saigner
	Feed	Fed	Fed	Nourrir
	Feel	Felt	Felt	Ressentir
	Keep	Kept	Kept	Garder
	Meet	Met	Met	Rencontrer
	Sleep	Slept	Slept	Dormir
	Dream	Dreamt	Dreamt	Rêver
	Mean	Meant	Meant	Vouloir dire
	Lead	Led	Led	Mener
	Leave	Left	Left	Quitter

Ceux qui ont 2 formes identiques : présent et participe passé				
	Become	Became	Become	Devenir
	Come	Came	Come	Venir
	Overcome	Overcame	Overcome	Vaincre, surmonter
	Run	Ran	Run	courir

Les participes passés qui se terminent en 'EN'				
	Beat	Beat	Beaten	Frapper
	Bite	Bit	Bitten	Mordre
	Choose	Chose	Chosen	Choisir
	Eat	Ate	Eaten	Manger
	Drive	Drove	Driven	Conduire
	Fall	Fell	Fallen	Tomber
	Forbid	Forbade	Forbidden	Interdire
	Forget	Forgot	Forgotten	Oublier
	Forgive	Forgave	Forgiven	pardonner
	Freeze	Froze	Frozen	Geler
	Give	Gave	Given	Donner
	Hide	Hid	Hidden	(se) cacher
	Speak	Spoke	Spoken	Parler
	Steal	Stole	Stolen	Voler, dérober
	Ride	Rode	Ridden	Faire du cheval, du vélo...
	Write	Wrote	Written	Écrire

Les 'I-A-U' sont faciles à retenir				
	Begin	Began	Begun	Commencer
	Drink	Drank	Drunk	Boire
	Ring	Rang	Rung	Sonner
	Sing	Sang	Sung	Chanter
	Swim	Swam	Swum	Nager

Les « EAR » / « ORE » / « ORN »				
	Bear	Bore	Born	Supporter, mettre au monde
	Swear	Swore	Sworn	Jurer
	Tear	Tore	Torn	Déchirer
	Wear	Wore	Worn	Porter (habits)

Ceux en « EW » au prétérit deviennent « AWN » ou « OWN »				
	Draw	Drew	Drawn	Dessiner
	Blow	Blew	Blown	Souffler
	Fly	Flew	Flown	Voler
	Grow	Grew	Grown	Grandir, pousser, cultiver
	Know	Knew	Known	Savoir
	Throw	Threw	Thrown	jeter

The verbs **in green** are the most common.

Infinitif	Prétérit	Participe passé	Traduction
abide	abided / abode	abided / abode	se conformer à
arise	arose	arisen	survenir
awake	awaked / awoke	awaked / awoken	s'éveiller
be	was / were	been	être
bear	bore	borne	porter
beat	beat	beaten	battre
become	became	become	devenir
befall	befell	befallen	advenir
beget	begot	begotten	engendrer
begin	began	begun	commencer
behold	beheld	beheld	contempler
bend	bent	bent	courber
bereave	bereaved / bereft	bereaved / bereft	priver
beseech	besought	besought	implorer
beset	beset	beset	assaillir
bestride	bestrode	bestriden	enfourcher
bet	bet / betted	bet / betted	parier
bid	bade / bid	bid / bidden	offrir / ordonner
bind	bound	bound	lier
bite	bit	bitten	mordre
bleed	bled	bled	saigner
blow	blew	blown	souffler
break	broke	broken	casser
breed	bred	bred	élever
bring	brought	brought	apporter
broadcast	broadcast	broadcast	diffuser
build	built	built	construire
burn	burnt	burnt	brûler
burst	burst	burst	éclater
buy	bought	bought	acheter
cast	cast	cast	jeter
catch	caught	caught	attraper
chide	chid	chid / chidden	réprimander
choose	chose	chosen	choisir
cleave	cleft / clove	cleft / cloven	fendre
cling	clung	clung	s'accrocher
come	came	come	venir
cost	cost	cost	coûter
creep	crept	crept	ramper
cut	cut	cut	couper
deal	dealt	dealt	distribuer / traiter de
dig	dug	dug	creuser
dive	dived / dove	dived	plonger
do	did	done	faire
draw	drew	drawn	dessiner / tirer
dream	dreamt	dreamt	rêver
drink	drank	drunk	boire

Infinitif	Prétérit	Participe passé	Traduction
drive	drove	driven	conduire
dwell	dwelled / dwelt	dwelled / dwelt	résider
eat	ate	eaten	manger
fall	fell	fallen	tomber
feed	fed	fed	nourrir
feel	felt	felt	sentir
fight	fought	fought	combattre
find	found	found	trouver
flee	fled	fled	fuir
fly	flew	flown	voler
forbear	forbore	forborne	s'abstenir
forbid	forbade	forbidden	interdire
forecast	forecast	forecast	prévoir
forget	forgot	forgotten	oublier
forsake	forsook	forsaken	abandonner
freeze	froze	frozen	geler
get	got	got	obtenir
gild	gilded	gilded / gilt	dorer
give	gave	given	donner
go	went	gone	aller
grind	ground	ground	moudre
grow	grew	grown	augmenter / grandir
hang	hung	hung	pendre
have	had	had	avoir
hear	heard	heard	entendre
hew	hewed	hewed / hewn	tailler
hide	hid	hidden	cacher
hit	hit	hit	frapper
hold	held	held	tenir
hurt	hurt	hurt	blesser
keep	kept	kept	garder
kneel	kneeled / knelt	kneeled / knelt	s'agenouiller
knit	knit / knitted	knit / knitted	tricoter
know	knew	known	connaître / savoir
lade	laded	laded / laden	charger
lay	laid	laid	étendre / poser
lead	led	led	mener
lean	leaned / leant	leaned / leant	appuyer
leap	leaped / leapt	leaped / leapt	sauter
learn	learned / learnt	learned / learnt	apprendre
leave	left	left	quitter
lend	lent	lent	prêter
let	let	let	laisser / louer
lie	lay	lain	être allongé / être couché
light	lighted / lit	lighted / lit	allumer
lose	lost	lost	perdre
make	made	made	faire
mean	meant	meant	signifier / vouloir dire
meet	met	met	rencontrer
mislead	misled	misled	induire en erreur
mistake	mistook	mistaken	se tromper
mow	mowed	mowed / mown	tondre

Infinitif	Prétérit	Participe passé	Traduction
overhang	overhung	overhung	surplomber
pay	paid	paid	payer
put	put	put	mettre / poser
quit	quit / quitted	quit / quitted	quitter
read	read	read	lire
rend	rent	rent	déchirer
rid	rid	rid	débarrasser
ride	rode	ridden	aller à cheval / aller à vélo
ring	rang	rung	sonner
rise	rose	risen	se lever / s'élever
run	ran	run	courir
saw	saw	seen	scier
say	said	said	dire
see	saw	seen	voir
seek	sought	sought	chercher
sell	sold	sold	vendre
send	sent	sent	envoyer
set	set	set	fixer / placer
sew	sewed	sewed / sewn	coudre
shake	shook	shaken	secouer
shave	shaved	shaved / shaven	raser
shear	sheared	sheared / shorn	cisailler / tondre
shed	shed	shed	perdre / verser
shine	shone	shone	briller
shoe	shod	shod	chausser
shoot	shot	shot	tirer
show	showed	showed / shown	montrer
shrink	shrank	shrunk	rétrécir
shut	shut	shut	fermer
sing	sang	sung	chanter
sink	sank	sunk	sombrer
sit	sat	sat	être assis
slay	slew	slain	massacrer
sleep	slept	slept	dormir
slide	slid	slid	glisser
sling	slung	slung	lancer
slit	slit	slit	fendre
smell	smelled / smelt	smelled / smelt	sentir
smite	smote	smitten	frapper
sow	sowed	sowed / sown	semer
speak	spoke	spoken	parler
speed	sped / speeded	sped / speeded	aller vite
spell	spelled / spelt	spelled / spelt	épeler
spend	spent	spent	dépenser / passer (son temps)
spill	spilled / spilt	spilled / spilt	renverser
spin	spun	spun	essorer / tourner
spit	spat	spat	cracher
split	split	split	fendre / séparer
spoil	spoiled / spoilt	spoiled / spoilt	gâcher
spread	spread	spread	étaier / se répandre
spring	sprang	sprung	bondir

Infinitif	Prétérit	Participe passé	Traduction
stand	stood	stood	être debout
steal	stole	stolen	dérober
stick	stuck	stuck	coller
sting	stung	stung	piquer
stink	stank	stunk	sentir mauvais
strew	strewed	strewed / strewn	éparpiller
strike	struck	struck	frapper
string	strung	strung	enfiler
strive	strived / strove	strived / striven	s'efforcer
swear	swore	sworn	jurer
sweep	swept	swept	balayer
swell	swelled	swelled / swollen	enfler
swim	swam	swum	nager
swing	swung	swung	balancer
take	took	taken	prendre
teach	taught	taught	enseigner
tear	tore	torn	déchirer
tell	told	told	dire / raconter
think	thought	thought	penser
thrive	thrived / throve	thrived / thriven	prosperer
throw	threw	thrown	lancer
thrust	thrust	thrust	pousser
understand	understood	understood	comprendre
undertake	undertook	undertook	entreprendre
unwind	unwound	unwound	dérouler
uphold	upheld	upheld	soutenir
upset	upset	upset	bouleverser
wake	woke	woken	réveiller / se réveiller
wear	wore	worn	porter
weave	wove	woven	tisser
weep	wept	wept	pleurer
wet	wet	wet	mouiller
win	won	won	gagner
wind	wound	wound	enrouler
withdraw	withdrew	withdrawn	retirer
withstand	withstood	withstood	résister à
wring	wrung	wrung	tordre
write	wrote	written	écrire

ANSWER KEYS TO TESTING YOUR GRAMMAR page 96

Following the answers are page numbers in brackets where you can find information on the grammar points being tested.

- | | | | |
|---|--|---|--|
| 1 1 a (8)
2 d (8)
3 a (8)
4 b (8) | 10 1 b (34)
2 b (34)
3 d (34)
4 d (35) | 19 1 a (100)
2 d (100)
3 c (106)
4 b (105) | 28 1 a (176)
2 c (180)
3 d (176, 178)
4 d (176) |
| 2 1 c (10)
2 a (10)
3 d (10)
4 c (10) | 11 1 a (41)
2 b (38)
3 a (38)
4 c (40) | 20 1 b (112)
2 b (112, 118)
3 b (120)
4 b (120) | 29 1 a (192)
2 a (185)
3 d (192)
4 d (186) |
| 3 1 d (12)
2 d (12)
3 d (12)
4 c (12) | 12 1a (45)
2 a (45)
3 a (46)
4 b (46) | 21 1 b (128, 130)
2 c (126, 127)
3 d (126)
4 a (126, 127) | 30 1 a (198)
2 c (199)
3 c (198, 199)
4 a (199) |
| 4 1 a (18)
2 c (18)
3 d (17, 18)
4 d (18) | 13 1 c (48)
2 a (48)
3 d (50)
4 d (52) | 22 1 b (128, 129)
2 d (125)
3 b (134)
4 a (126, 127) | 31 1 d (202)
2 b (202, 203)
3 d (205)
4 c (198, 201) |
| 5 1 c (20)
2 d (20)
3 a (20)
4 a (20) | 14 1 d (58)
2 a (57, 58)
3 a (57, 63)
4 a (57, 58) | 23 1 b (142)
2 b (142, 145)
3 b (144)
4 d (139, 143) | 32 1 a (197, 199)
2 b (197)
3 c (205)
4 c (204) |
| 6 1 c (22, 23)
2 b (22, 23)
3 c (22, 23)
4 d (22, 23) | 15 1 c (78)
2 a (70)
3 c (70)
4 d (72) | 24 1 d (144)
2 b (144)
3 c (144)
4 c (140, 144) | 33 1 b (217)
2 a (209)
3 c (210, 214)
4 d (216) |
| 7 1 d (24)
2 b (24)
3 c (24)
4 a (24) | 16 1 d (74)
2 a (74)
3 b (75)
4 d (74) | 25 1 c (154)
2 d (156)
3 d (152)
4 a (152) | 34 1 b (217)
2 a (212)
3 b (212, 215)
4 a (210) |
| 8 1 d (30)
2 c (29)
3 d (30)
4 d (30) | 17 1 b (83, 84)
2 a (86, 90)
3 d (84)
4 a (88) | 26 1 b (164)
2 c (161)
3 d (161, 167)
4 a (162) | |
| 9 1 c (32)
2 a (32)
3 b (32)
4 a (33) | 18 1 d (90)
2 d (88, 89)
3 c (93)
4 c (92) | 27 1 b (173)
2 d (178)
3 a (173, 179)
4 b (173) | |

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