



# **ENGLISH**

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## **TOOLS AND SKILLS**

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### **M1 – M2**

Brochure :

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**① Dictionnaires**

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

**② Exercices de grammaire en ligne.**

- [www.franglish.fr/remedial/index.html](http://www.franglish.fr/remedial/index.html)
- [www.franglish.fr/menu\\_bts.html](http://www.franglish.fr/menu_bts.html)
- [www.pedagogie.ac-montpellier.fr/disciplines/anglais/ressources/exonline/index.html](http://www.pedagogie.ac-montpellier.fr/disciplines/anglais/ressources/exonline/index.html)
- [www.editions-hatier.fr/langues-eleves](http://www.editions-hatier.fr/langues-eleves)
- [www.englishclub.com/](http://www.englishclub.com/)
- [www.anglaisfacile.com/](http://www.anglaisfacile.com/)

**③ Apprendre avec l'actualité.**

- [www.breakingnewsenglish.com](http://www.breakingnewsenglish.com)  
Un nouveau texte portant sur l'actualités 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](http://www.simpleenglishnews.com)  
Courts textes portants sur l'actualité. Exercices de grammaire et de vocabulaire.
- [www.englishcentral.com/videos#!/index/3-business-english/all/trending](http://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/](http://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](http://www.learnenglish.britishcouncil.org/fr/business-and-work)  
Articles de presse et podcast sue la vie professionnelle

**④ Prononciaton**

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








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






**⑤ Comprehension orale**









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









## CHECK 2

## PRONONCER L'ANGLAIS

Short vowels			
 /u/	 /ɒ/	 /i/	 /ʌ/
a <b>g</b> ood <b>b</b> ook	an <b>o</b> range <b>w</b> atch	a <b>b</b> ig <b>f</b> ish	a <b>f</b> unny <b>s</b> un
 /æ/	 /e/	 /ə/	/ / = [ ]
a <b>b</b> lack <b>c</b> at	a <b>r</b> ed <b>b</b> ed	<b>b</b> ananas and <b>g</b> orillas	

Long vowels			
 /u:/	 /ɔ:/	 /i:/	 /ɜ:/
a <b>b</b> lue <b>t</b> wo	a <b>s</b> mall <b>h</b> orse	a <b>m</b> ean <b>b</b> ee	a <b>p</b> urple <b>b</b> ird
 /a:/	Les 2 points ( : ) indiquent que la voyelle est longue		
a <b>f</b> ast <b>c</b> ar			

Diphthongs ( 2 sounds)			
 /au/	 /ei/	 /ai/	 /ɔi/
a <b>b</b> rown <b>m</b> ouse	a <b>g</b> reat <b>s</b> nake	a <b>n</b> ice <b>p</b> ie	a <b>n</b> oisy <b>t</b> oy
 /iə/	 /əu/	 /eə/	 /en/
an <b>e</b> ar	an <b>o</b> ld <b>b</b> oat	a <b>p</b> air of <b>b</b> ears	a <b>p</b> ure <b>t</b> ourist

Consonants			
 /ð/	 /θ/	 /ʃ/	 /tʃ/
a <b>m</b> other	a <b>t</b> hree	a <b>s</b> heep	<b>c</b> heese
 /ŋ/	 /j/	 /ʒ/	 /dʒ/
a <b>r</b> ing	<b>y</b> ellow	a <b>t</b> elevisi <b>o</b> n	<b>j</b> am

Other consonants :

/p/ /t/ /k/ /b/ /d/ /g/ /s/ /z/ /m/ /n/ /w/ /v/



## CHECK 3

## LIRE LES NOMBRES

Cardinal numbers		Ordinal numbers	
1	<b>one</b>	(the) <b>first</b>	(the) <b>1st</b>
2	<b>two</b>	(the) <b>second</b>	(the) <b>2nd</b>
3	<b>three</b>	(the) <b>third</b>	(the) <b>3rd</b>
4	four	(the) fourth	(the) 4th
5	five	(the) <b>fifth</b>	(the) 5th
6	six	(the) sixth	(the) 6th
7	seven	(the) seventh	(the) 7th
8	eight	(the) <b>eighth</b>	(the) 8th
9	nine	(the) <b>ninth</b>	(the) 9th
10	ten	(the) tenth	(the) 10th
11	eleven	(the) eleventh	(the) 11th
12	twelve	(the) <b>twelfth</b>	(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	<b>forty</b>	(the) fortieth	(the) 40th
50	fifty	(the) fiftieth	(the) 50th
60	sixty	(the) sixtieth	(the) 60th
70	seventy	(the) seventieth	(the) 70th
80	<b>eighty</b>	(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)
×	= 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"> <li>- go up/ increase / rise / grow</li> <li>- climb/ take off</li> <li>- rocket / skyrocket / soar</li> <li>- recover</li> </ul>		<ul style="list-style-type: none"> <li>- decrease / fall / decline / go down</li> <li>- collapse / drop</li> <li>- plummet</li> </ul>		<ul style="list-style-type: none"> <li>- level off</li> </ul>
---	--	---	---	---	---

#### 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

## CHECK 4

## DONNER UNE PRESENTATION ORALE EFFICACE

### PARTIE 1: VIDEOS



### PARTIE 2: VOCABULAIRE UTILE

#### 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**

➤ **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.

### **PARTIE 3: CONSEILS**

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.

**① Introduction**

→ Introduisez le sujet, expliquez la situation présente et comparez-la au passé.  
→ Ne recopiez pas tout le sujet / toute la citation s'ils sont trop longs.  
→ Expliquez le but de votre essay, posez une question à laquelle vous essaieriez de répondre dans le corps de votre écrit.

- Annoncez votre plan et présentez les différentes parties.
- - *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 Développez vos idées : votre essay doit comporter 2 ou 3 parties. Trouvez deux ou trois idées par partie et illustrez chaque idée par un exemple.**

- **Organisez les différentes parties**
  - *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...*
- **Illustrez vos idées / Donnez des exemples**
  - *For example / For instance / ...namely / ...that is to say / Let's take an example / ..., such as... /*
- **Ajoutez une idée**
  - *Indeed,... / Moreover / Furthermore / In addition / Besides / On top of that,*
  - *Similarly / Likewise*
- **Reformulez vos idées**
  - *In other words / To say it differently*
- **Contrastez vos idées / Donnez un contre-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...*
- **Donnez votre point de vue**
  - *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 Conclusion**

- Résumez vos arguments  
→ Essayez de répondre à la question posée en introduction  
→ Elargissez le sujet en posant une nouvelle question ou en ouvrant vers d'autres perspectives
- *In conclusion / To conclude / To sum (it) up / To put it in a nutshell / All in all / All things considered*

## ESSAY

**“The computer is the most important invention of the century.”**

Write a clear and well-organized essay in English on this topic. Your writing will be evaluated for its organization, richness, variety of vocabulary, and grammatical precision. 150 words.

➤ **Introduction:**

- Explanation of the situation / reference to the past, the evolution
- Aim of the essay / the question you will try to answer
- Indication of the structure (your parts)

➤ **Body of your essay:**

- One side of the argument + examples
  
  
  
  
  
  
  
  
  
  
- The other side of the argument + examples

➤ **Conclusion**

- Summary of the main idea
- Answer to the question

To begin with, I'd like to point out that...

As a matter of fact, ...

**Get started**

First of all, I would like to say that...

All right, to start with...

Did you get my point?

Is that clear?

**How to check somebody has understood you**

Do you see what I mean?

Does it make sense?

I'm sorry, I didn't hear / catch (informal) what you said.

Would you mind repeating what you said?

Could you repeat, please?

**When something is quite not clear**

Pardon?

May I interrupt you?

Excuse me, what did you say?

To my mind, ...

As far as I am concerned, I think that...

I believe...

I have the feeling that...

I can't help thinking that...

**How to introduce your opinion**

To me, ...

It seems to me that...

In my opinion, ...

To tell you the truth, I think that...

As far as I know, ...

Yes, I suppose so. However...

Yes, sure, but...

Do you really think so?

Yes, up to a certain point.

**How to half agree**

I've got mixed feelings about that.

Well, in a way, but...

I only agree up to a point really...

Well, it depends.

That's absolutely true!

That's a good point.

How true!

Exactly!

**How to agree strongly**

I couldn't agree more.

That's exactly what I think.

That's right!

Sure!

Do you really think so?

Well, I'm not so sure about that.

Well, I don't think so.

Well, the way I see it...

**How to disagree politely**

Don't you think that...?

Well, I think it depends (on)...

Um, I'm not sure you're right.

It may be true, but...



You can't be serious about that!

I don't see it that way.

No, you're wrong!

You must be joking / kidding! (informal)

### How to disagree strongly

I totally disagree with you.

I'm afraid I can't agree with that.

You can't be serious!

Rubbish! / Nonsense! (informal)

Unlike you, I think that...

Although (+ verb)...

However, ...

### How to counter an argument

Contrary to you, ...

On the contrary, ...

In spite of / despite (+ noun)...

Well, ...

I mean, ...

Actually, what I mean is...

Well, how could I say that...?

Well, you see / you know...

As a matter of fact, ...

### How to give yourself time to think (gap fillers)

Um, ...

So, ...

It's obvious that...

I'm trying to say that...

Anyway, ...

So, if I understand correctly, you mean that...

You see... / You know...

### How to show different aspects of a question

At first sight, ...

On the one hand, ..., on the other hand, ...

On second thoughts, ...

For example, ...

Take... for instance

### How to give an example

For instance, ...

That is to say...

What's more, ...

On top of that, ...

By the way, ...

I'd like to add that...

### How to add something

Besides, ...

In addition, ...

I'd also like to say that...

I'd like to make another point.

In conclusion, ...

Lastly, ...

### How to conclude

In short, ...

To sum up, ...

Finally, ...

## CHECK 7

## RELIER SES IDEES

### 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 Put the following linking words or expressions into the correct box.

In my opinion  
First of all  
However  
To my mind  
In conclusion  
Besides  
Nevertheless  
I'm convinced that  
... whereas...

Moreover, ...  
In my point of view  
What's more  
I reckon that...  
to begin with  
According to X  
To conclude  
Eventually  
On the contrary

In a nutshell  
I believe that...  
Although  
All in all  
As far as I'm concerned  
First, let me say that  
On the one hand / on the other  
hand  
Furthermore  
As a matter of fact

**INTRODUCTION**

**ADDING AN ARGUMENT**

**EXPRESSING  
OPPOSITION / CONTRAST**

**EXPRESSING YOUR OPINION**

**CONCLUSION**

Plus d'exercices en ligne



② Fill in the correct conjunctions and linking words from the list. There may be more than one possibility!

as well as      during      because      either .....or      neither .... nor      when  
 although      unless      which      so that      then      so  
 despite      while      such as      however

1. \_\_\_\_\_ Dad comes home from work he lies down on the sofa  
 \_\_\_\_\_ he is tired.
2. Max had a headache yesterday, \_\_\_\_\_ he didn't come to basketball practice.
3. This is Toby's new mountain bike, \_\_\_\_\_ he got from his parents. He locks it up every evening, \_\_\_\_\_ nobody can take it.
4. \_\_\_\_\_ Samantha was very tired, she watched TV until well after midnight.
5. First, cut out the pictures, \_\_\_\_\_ glue them into your album.
6. I would like to learn Japanese, \_\_\_\_\_, I don't know anyone who can teach me.
7. \_\_\_\_\_ we were driving through the countryside we saw many nice villages.
8. The Hemingways are our neighbours \_\_\_\_\_ our friends.
9. You can have \_\_\_\_\_ tea \_\_\_\_\_ coffee for breakfast.
10. \_\_\_\_\_ being a well-known politician, John Smith can also play the piano very well.
11. \_\_\_\_\_ his injury, the boy desperately wanted to play for his team in the finals.
12. \_\_\_\_\_ the hike up the mountains we saw a lot of deer.
13. \_\_\_\_\_ you finish that essay you won't get anything to eat.
14. \_\_\_\_\_ my mother \_\_\_\_\_ my father will be able to attend the meeting.
15. He likes all kinds of sports, \_\_\_\_\_ skiing, hockey and volleyball.

② **Phone numbers** → you read figures one by one

➤ **44 20 3652 5473** → Oh (like the letter O) Oh double four two O three six five two five four seven three

③ **Years**

➤ You can read figures two by two

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

➤ You can read the year like any number

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

④ **Dates**

	You write	You say
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**

- $\frac{1}{3}$  = a third     $\frac{1}{5}$  = a fifth     $\frac{2}{8}$  = two eighths  
 ➤ Exceptions →  $\frac{1}{2}$  = a half     $\frac{3}{4}$  = three quarters

⑥ **Percentages**

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

⑦ **Arithmetic**

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.

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.

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) = **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):  
= **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 (since 2010)

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

**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)

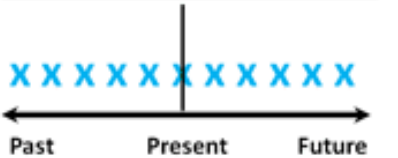

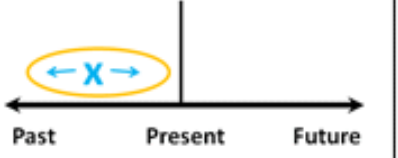
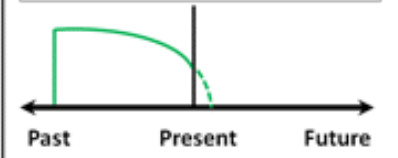
**② Complete the sentences with words from the box.**

interpreted    animated    configured    used    pronounced    object-oriented    compiled


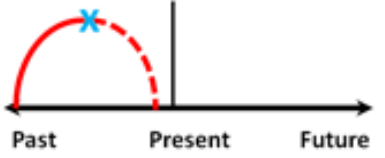


- Java lets you watch \_\_\_\_\_ characters on web pages.
- Java is an \_\_\_\_\_ language, similar to C++ but more dynamic.
- First, the source code of a Java program is \_\_\_\_\_ into an intermediate format called *bytecode*. This is then \_\_\_\_\_ by any system possessing a Java interpreter.
- The Java ME platform is widely \_\_\_\_\_ in mobile devices.
- Nowadays, most mobile phones are \_\_\_\_\_ to use Java games.
- Microsoft's C# is a simplified version of C and C++ for the Web. It's \_\_\_\_\_ 'C sharp'.

**A Look at the HELP box and then put these verbs into the correct column.**

stopped described produced watched published programmed configured arranged	asked decided called executed object-oriented persuaded converted designed	/t/	/d/	/ɪd/

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



Aspect		
SIMPLE	<p><b>S + verb + ed</b></p> <p>① Action passée datée et terminée :  <i>PLatini <b>was</b> the best player <u>40 years ago</u> . He <b>played</b> in the French team. He <b>won</b> the Golden Ball <u>in 1983</u> but he <b>didn't win</b> the world cup.</i></p> <p>② Action habituelle du passé qui n'a plus lieu:  <i>My grandma <b>used</b> to play tennis. There <b>used</b> to be a park there.</i></p>	<p><b>Simple Past</b></p> <p>(verb) + (ed) or irregular</p>  <p>Past Present Future</p> <p>You studied English yesterday.</p>
PROGRESSIVE	<p><b>S + was/were + Verb-ing</b></p> <p>① Description d'une action perçue à un moment du passé, cela peut-être une partie d'une action :  <i>She <b>was playing</b> the piano when I arrived. She <b>wasn't sleeping</b>.</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.  <b>When + prétérit simple</b>  <b>While + prétérit progressif</b></p>	<p><b>Past Continuous</b></p> <p>(was / were) + (present participle)</p>  <p>Past Present Future</p> <p>You were studying English when the telephone rang.</p>
PERFECT	<p><b>S + had + past participle</b></p> <p>① Action qui a eu lieu avant une autre action du passé - passé dans le passé :  <i>They <b>had visited</b> a lot of houses when they bought this one.</i></p>	<p><b>Past Perfect</b></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><b>S + had + been + Verb-ing</b></p> <p>① Action commencée dans le passé qui s'est déroulée jusqu'à une autre action du passé :  <i>She <b>had been dancing</b> for 2 hours when she broke her knee.</i></p>	<p><b>Past Perfect Continuous</b></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 !!!

Simple Future	Future Continuous	Future Perfect	Future Perfect Continuous
(will) + (verb) (am / is / are) + (going to) + (verb)	(will) + (be) + (present participle) (am / is / are) + (going to) + (be) + (present participle)	(will) + (have) + (past participle) (am / is / are) + (going to) + (have) + (past participle)	(will) + (have) + (been) + (present participle) (am / is / are) + (going to) + (have) + (been) + (present participle)
Past      Present      Future You will study English in the future. You are going to study English in the future.	Past      Present      Future You will be studying English for the next two years. You are going to be studying English for the next two years.	Past      Present      Future You will have studied English for two years at some time in 2012. You are going to have studied English for two years at some time in 2012.	Past      Present      Future You will have been studying English for two years next Monday. You are going to have been studying English for two years next Monday.

### ① Read what Laura says about a typical working day:



Laura

I usually get up at 7 o'clock and have a big breakfast. I walk to work, which takes me about half an hour. I start work at 8.45. I never have lunch. I finish work at 5 o'clock. I'm always tired when I get home. I usually cook a meal in the evening. I don't usually go out. I go to bed at about 11 o'clock, and I always sleep well.

Yesterday was a typical working day for Laura. Write what she did or didn't do yesterday.

- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| 1 She <u>got up</u> at 7 o'clock. | 7 ..... at 5 o'clock.             |
| 2 She ..... a big breakfast.      | 8 ..... tired when ..... home.    |
| 3 She .....                       | 9 ..... a meal yesterday evening. |
| 4 It ..... to get to work.        | 10 ..... out yesterday evening.   |
| 5 ..... at 8.45.                  | 11 ..... at 11 o'clock.           |
| 6 ..... lunch.                    | 12 ..... well last night.         |

### ② Complete the sentences using the following verbs in the correct form:

buy    catch    cost    fall    hurt    sell    spend    teach    throw    ~~write~~

- Mozart wrote more than 600 pieces of music.
- 'How did you learn to drive?' 'My father ..... me.'
- We couldn't afford to keep our car, so we ..... it.
- Dave ..... down the stairs this morning and ..... his leg.
- Joe ..... the ball to Sue, who ..... it.
- Ann ..... a lot of money yesterday. She ..... a dress which ..... £100.

### ③ Complete the sentences. Put the verb into the correct form, positive or negative.

- It was warm, so I took off my coat. (take)
- The film wasn't very good. I didn't enjoy it much. (enjoy)
- I knew Sarah was busy, so I ..... her. (disturb)
- We were very tired, so we ..... the party early. (leave)
- The bed was very uncomfortable. I ..... well. (sleep)
- The window was open and a bird ..... into the room. (fly)
- The hotel wasn't very expensive. It ..... much to stay there. (cost)
- I was in a hurry, so I ..... time to phone you. (have)
- It was hard carrying the bags. They ..... very heavy. (be)

④ 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.

⑤ Read the situations and write sentences. Use the following verbs in the present perfect:

arrive break fall go up grow improve lose

- |   |                               |
|---|-------------------------------|
| 1 Tom is looking for his key. He can't find it.         | Tom <u>has lost his key</u> . |
| 2 Lisa can't walk and her leg is in plaster.            | Lisa .....                    |
| 3 Last week the bus fare was £1.80. Now it is £2.       | The bus fare .....            |
| 4 Maria's English wasn't very good. Now it is better.   | Her English .....             |
| 5 Dan didn't have a beard before. Now he has a beard.   | Dan .....                     |
| 6 This morning I was expecting a letter. Now I have it. | The letter .....              |
| 7 The temperature was 20 degrees. Now it is only 12.    | The .....                     |

⑥ Put in been or gone.

- 1 James is on holiday. He's gone to Italy.
- 2 Hello! I've just ..... to the shops. I've bought lots of things.
- 3 Alice isn't here at the moment. She's ..... to the shop to get a newspaper.
- 4 Tom has ..... out. He'll be back in about an hour.
- 5 'Are you going to the bank?' 'No, I've already ..... to the bank.'

⑦

Are the underlined parts of these sentences right or wrong? Correct them where necessary.

- 1 Did you hear about Sue? She's given up her job. OK
- 2 My mother has grown up in Italy. grew
- 3 How many poems has William Shakespeare written? .....
- 4 Ow! I've cut my finger. It's bleeding. ....
- 5 Drugs have become a big problem everywhere. ....
- 6 Who has invented paper? .....
- 7 Where have you been born? .....
- 8 Ellie isn't at home. She's gone shopping. ....
- 9 Albert Einstein has been the scientist who has developed the theory of relativity. ....

8

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.

9

Use the prompts to write two Present Perfect sentences for each question: an affirmative one with **already** and a negative one with **yet**.

- 1 I / see / a flashmob
- 2 Sam / buy / a new jacket
- 3 we / shop online
- 4 you / have / a swimming lesson
- 5 Fiona and Frank / open / an online store
- 6 Sally / post / a video / on YouTube

10

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!

11

Complete the conversations with the Present Perfect or Past Simple form of the verbs in brackets.

- 1 A: \_\_\_\_\_ (you/buy) a new dress for the party yet?  
B: No, not yet. But I \_\_\_\_\_ (go) shopping last weekend and I \_\_\_\_\_ (see) two really nice dresses.
- 2 A: When \_\_\_\_\_ (Lea/start) writing her fashion blog?  
B: Three months ago, I think. She talks a lot about it, but I \_\_\_\_\_ (not read) it yet!
- 3 A: \_\_\_\_\_ (you/ever/hear) about Scarlett Thompson?  
B: Oh yes, she's a British novelist. My sister \_\_\_\_\_ (read) all her books when she \_\_\_\_\_ (be) in hospital.
- 4 A: I \_\_\_\_\_ (just/cook) some pasta. Would you like some?  
B: No, thank you. We \_\_\_\_\_ (have) a three-course dinner just an hour ago.

## WILL

- Express future actions decided at the moment of speaking (immediate decision)

E.g: I'll have salad now.

- Express a prediction based on personal opinions or experiences

E.g: I think United **will** win the game.

- Express a future fact

E.g: The sun **will** rise tomorrow.



## BE GOING TO

- Express future plans decided before the moment of speaking (prior plans)

E.g: I'm **going to** visit my aunt next Friday.

- Express a prediction based on present evidence

E.g: Look at those black clouds. It **is going to** rain.

- Express that something is about to happen

E.g: Get back! The bomb **is going to** explode.

Both **Will** and **Going to** can be used for making future predictions without having a real difference in meaning.

E.g: I think it **will** be foggy tomorrow. = I think it **is going to** be foggy tomorrow.

- Philipp  15 next Wednesday. (*to be*)
- They  a new computer. (*to get*)
- I think my mother  this CD. (*to like*)
- Paul's sister  a baby. (*to have*)
- They  at about 4 in the afternoon. (*to arrive*)
- Just a moment. I  you with the bags. (*to help*)
- In 2020 people  more hybrid cars. (*to buy*)
- Marvin  a party next week. (*to throw*)
- We  to Venice in June. (*to fly*)
- Look at the clouds! It  soon. (*to rain*)



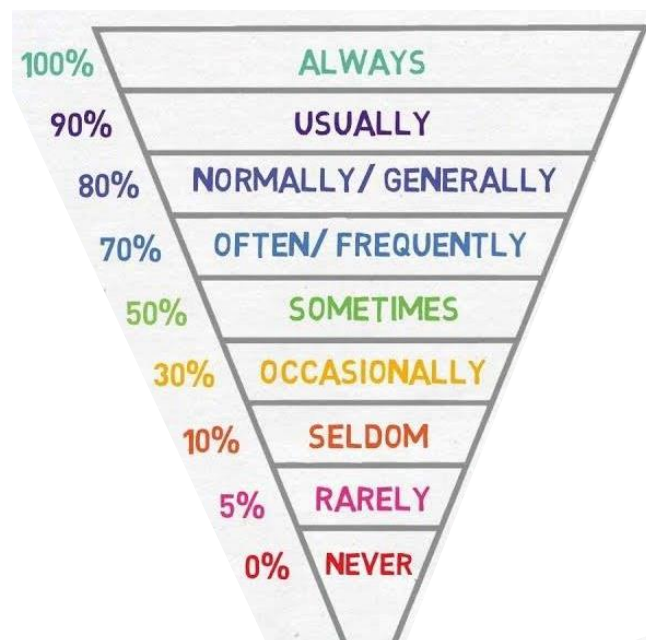
## CHECK 12

## PARLER DE FREQUENCE

- 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)

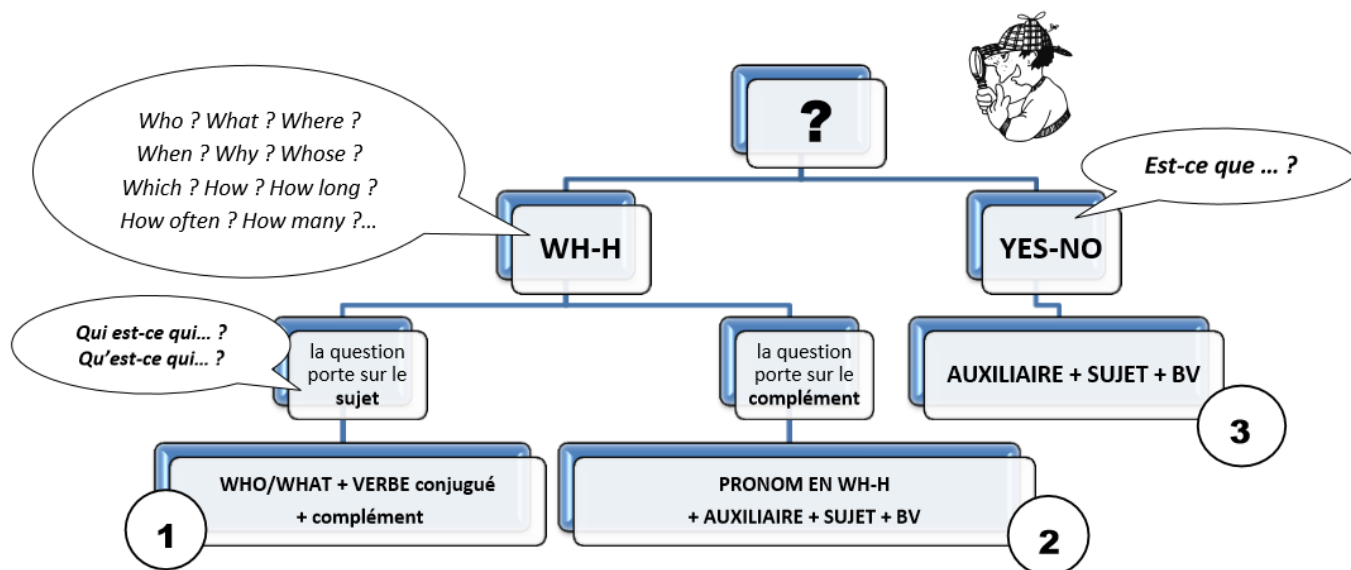
**In the evening** (le soir)

**Weekly** (toutes les semaines)

**Yearly** (tous les ans)

- Les pronoms interrogatifs suivants vous permettront de questionner sur :

La fréquence	<i>How often</i>	Le moment, la date, l'année	<i>When</i>
L'heure	<i>What time</i>		



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) ou WHAT (pour une chose, un lieu...)

➤ 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 ?

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

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

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

4) 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?***

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

6) 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.'**

7) 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

## EXERCISES

### 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 paid the bill.'
4. 'Something happened.'
5. Diane said something.'
6. This book belong **to** somebody.'
7. Somebody lives in that house.'
8. 'I fell over something.'
9. Something fell on the floor.'
10. 'This word means something.'
11. 'I borrowed the money **from** somebody.' ?
12. 'I'm happy about something.' ?



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

1. (when / was / built/ this house ) ?
2. (how / made / is cheese ) ?
3. (when / invented / the computer / was) ?
4. (why / Sue/ working / isn't / today) ?
5. (what time / coming / your friends /are) ?
6. (why / was / cancelled / the concert) ?
7. (where / your mother / was / born) ?
8. (why / you / to the party / didn't / come) ?
9. (how / the accident / did / happen) ?
- 10.(why / this machine / doesn't / work) ?

⑤ **Ask Joe questions. (Look at his answers before you write the questions.)**

- 1 (where / live?) Where do you live?
- 2 (born there?) \_\_\_\_\_
- 3 (married?) \_\_\_\_\_
- 4 (how long / married?) \_\_\_\_\_
- 5 (children?) \_\_\_\_\_
- 6 (how old / they?) \_\_\_\_\_
- 7 (what / do?) \_\_\_\_\_
- 8 (what / wife / do?) \_\_\_\_\_

In Manchester.  
No, I was born in London.  
Yes.  
17 years.  
  
Yes, two boys.  
  
12 and 15.  
I'm a journalist.  
She's a doctor.



⑥

**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?

**CHECK 14****UTILISER LES MODAUX**

Pour parler de ...	Situation présente		Situation passée	
	MODAL + INFINITIF	FORME ALTERNATIVE	MODAL + INFINITIF	FORME ALTERNATIVE
Ce que l'on est capable de faire (ou pas)	CAN CAN'T	AM/IS/ARE ABLE TO AM/IS/ARE UNABLE TO	COULD(N'T)	WAS(N'T)/ WERE(N'T) (UN)ABLE TO
Ce que l'on est autorisé à faire (ou pas)	MAY / CAN COULD / WILL / WOULD	AM/IS/ARE ALLOWED TO		
Ce que l'on doit faire	MUST	HAS TO / HAVE TO		HAD TO
Ce que l'on n'a pas le droit de faire	MUSTN'T	AM/IS/ARE FORBIDDEN TO		WAS/WERE ALLOWED TO
Ce que l'on n'a pas besoin de faire	NEED / NEEDN'T	DOESN'T HAVE TO DON'T HAVE TO		DIDN'T HAVE TO
Ce qui est probable (ou pas)	MAY (NOT) MIGHT (NOT) COULD (NOT)		MAY/MIGHT /COULD + HAVE + past participle	
Ce qui est quasi sur	MUST (NOT) CAN'T COULDN'T		MUST (N'T) / CAN'T/ COULDN'T + HAVE + Past participle	
Ce que l'on conseille	SHOULD (NOT)	HAD BETTER OUGHT TO		SHOULD + HAVE + pp
Ce que l'on préfère	WOULD LIKE (TO) WOULD PREFER WOULD RATHER			

**① Choose the correct modal or expression of modality.**

- I have a look at those shoes in the window, please?
- We  pay for the tickets because my dad won them.
- You really  make such a fuss about the old clothes you are wearing !
- You won't  to connect to the Internet if you have a broadband because your online 24/7.
- I hope we  find the cinema easily.
- We couldn't find a hotel room so we  sleep in the car.
- We'd love to  afford a trip to South America.
- Jim can't  about the meeting. I told him this morning.
- She could  in the garage when we arrived. That might be why she didn't hear the bell.
- You'll  tell the police that your house was broken into.

② Choose the correct modal or expression of modality.

1. Jonathan  ski really well and he often wins his races.
2. I  go to the party but I'm still not sure.
3. I think you  go out more and meet new people.
4. You  come with us if you don't want to.
5. This is a secret between you and me, so we  tell anyone.
6. It's dangerous to go into deep water if you  swim.
7. I feel miserable so I  stay at home tonight.
8. I  go out later with my parents but I don't really know.
9. All passengers  remain in their seats and  use their mobile phones.
10.  you please phone me in the evening?
11. To get a driving licence you  be over 18.
12. You  wear a uniform when you're in the army.
13. You  come with me. I can handle it alone.
14. She  come with us because she's broken her leg.



More exercises →

Scan me

## CHECK 15

## EXPRIMER UNE CONDITION

### CONDITION

+

### RESULT

#### ZERO conditional

If you stand in the rain, you get wet.  
If you heat ice, 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, we will cancel the trip.  
If you study, 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, I would travel a lot.  
If they sold their house, 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, you would have passed the exam.  
If I hadn't been sick, 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 If we meet at 9:30, we  (to have) plenty of time.
- 2 Lisa would find the milk if she  (to look) in the fridge.
- 3 The zookeeper would have punished her with a fine if she  (to feed) the animals.
- 4 If you spoke louder, your classmates  (to understand) you.
- 5 Dan  (to arrive) safe if he drove slowly.
- 6 You  (to have) no trouble at school if you had done your homework.
- 7 If you  (to swim) in this lake, you'll shiver from cold.
- 8 The door will unlock if you  (to press) the green button.
- 9 If Mel  (to ask) her teacher, he'd have answered her questions.
- 10 I  (to call) the office if I was/were you.

More training



Scan me

# CHECK 16

# EXPRIMER UN SOUHAIT / REGRET

	<p>Souhait lié à la situation actuelle qui nous déplaît</p>	<p><b>WISH</b> + past simple</p>
	<p>Regret lié à une situation passée que l'on aurait aimé changer (mais c'est trop tard)</p>	<p><b>WISH</b> + past perfect (= had(n't) + participe passé)</p>
	<p>Souhait lié à une situation à venir qui ne nous plaît pas et que l'on aimerait changer</p>	<p><b>WISH</b> + would + infinitif</p>

- ① Bruce wishes he \_\_\_\_\_ (have) more money so he could buy a new sweater.  
 I wish I \_\_\_\_\_ (be) taller so that I could be in the basketball team.  
 I wish you \_\_\_\_\_ (stop) watching television while I am talking to you.  
 I wish you \_\_\_\_\_ (do) that. It annoys me.  
 I wish the holidays \_\_\_\_\_ (come) so we could go off to the seaside.  
 Of course Tom wishes he \_\_\_\_\_ (come) with us to Paris, but he has to stay here.  
 I wish we \_\_\_\_\_ (go) to the match on Saturday but we're visiting my uncle.  
 I wish you \_\_\_\_\_ (keep) your mouth shut yesterday. Now Mary knows.  
 If only I \_\_\_\_\_ (lose) all my money. Now I'm broke.  
 Peter is always late. If only he \_\_\_\_\_ (turn up) on time for a change!

- ② 1. It's raining hard, so we won't play the match. I wish it  (stop),so we could play.  
 2. They didn't bring any food to the party and we were hungry.  
     I wish they  some food to the party.  
 3. Don't talk so loud I can't listen to your classmate !  
     How I wish you  quiet and let your classmate speak.  
 4. I am not a good basket player. If only I  a little better I could join the school team.  
 5. We had a terrible experience when we got lost in the forest.  
     I wish we  been to that trip.

Ex: Louis Pasteur **INVENTED** the process of pasteurization in 1862 → active voice

The process of pasteurization **WAS INVENTED** in 1862 **BY** Louis Pasteur → passive voice

**BE + PAST PARTICIPLE**



VERBES IRREGULIERS

page 111

①

Complete the sentences using one of these verbs in the correct form, present or past:

cause	damage	hold	invite	make
overtake	show	surround	translate	write

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

②

Write questions using the passive. Some are present and some are past.

- Ask about glass. (how / make?) How is glass made?
- Ask about television. (when / invent?) When was television invented?
- Ask about mountains. (how / form?) How were mountains formed?
- Ask about antibiotics. (when / discover?) When were antibiotics discovered?
- Ask about silver. (what / use for?) What is silver used for?

③

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 flights were cancelled because of fog.
- People don't use this road much. This road is not used much.
- Somebody accused me of stealing money. I was accused of stealing money.
- How do people learn languages? How are languages learned?
- People warned us not to go out alone. We were warned not to go out alone.



④

Put the verb into the correct form, present simple or past simple, active or passive.

- 1 It's a big factory. Five hundred people are employed (employ) there.
- 2 Did somebody clean (somebody / clean) this room yesterday?
- 3 Water covers (cover) most of the earth's surface.
- 4 How much of the earth's surface is covered (cover) by water?
- 5 The park gates lock (lock) at 6.30 p.m. every evening.
- 6 The letter was sent (send) a week ago and it (arrive) yesterday.
- 7 The boat hit a rock and sank (sink) quickly. Fortunately everybody was rescued (rescue).
- 8 Robert's parents died (die) when he was very young. He and his sister were brought up (bring up) by their grandparents.
- 9 I was born in London, but I grew up (grow up) in Canada.
- 10 While I was on holiday, my camera was stolen (steal) from my hotel room.
- 11 While I was on holiday, my camera disappeared (disappear) from my hotel room.
- 12 Why did she resign (Sue / resign) from her job? Didn't she enjoy it?
- 13 Why did he get fired (Ben / fire) from his job? Did he do something wrong?
- 14 The company is not independent. It is owned (own) by a much larger company.
- 15 I saw an accident last night. Somebody called (call) an ambulance but nobody needed (not / need).
- 16 Where did you take (these pictures / take)? In London?  
Did you take (you / take) them, or somebody else?
- 17 Sometimes it's quite noisy living here, but it's not a problem for me –  
I am not bothered (not / bother) by it.

⑤

Make sentences from the words in brackets. Sometimes the verb is active, sometimes passive.

- 1 There's somebody behind us. (I think / we / follow) I think we're being followed.
- 2 This room looks different. (you / paint / the walls?) Have you painted the walls?
- 3 My car has disappeared. (it / steal!) It was stolen.
- 4 My umbrella has disappeared. (somebody / take) Somebody took it.
- 5 Sam gets a higher salary now. (he / promote) He is promoted.
- 6 Ann can't use her office this week. (it / redecorate) It is being redecorated.
- 7 There was a problem with the photocopier yesterday, but now it's OK.  
(it / work) It is working again. (it / repair) It was repaired.
- 8 When I went into the room, I saw that the table and chairs were not in the same place.  
(the furniture / move) The furniture was moved.
- 9 A neighbour of mine disappeared six months ago. (he / not / see / since then)  
He hasn't been seen since then.
- 10 I wonder how Jane is these days. (I / not / see / for ages)  
I haven't seen her for ages.
- 11 A friend of mine was mugged on his way home a few nights ago. (you / ever / mug?)  
I've never been mugged.

PRONOM RELATIF	UTILISATION		Exemple
	Fonction grammaticale	Antécédent	
WHO	Sujet Complément	Etres humains	<i>The <u>woman</u> <b>who</b> lives next door is a doctor.</i> <i>We know a lot of <u>people</u> <b>who</b> live in the country.</i>
WHICH	Sujet Complément	Animaux / choses	<i>The <u>cat</u> <b>which</b> is lying on the floor is black.</i> <i>I don't like <u>cars</u> <b>which</b> are too shiny.</i>
WHICH		Reprend la phrase entière	<i><u>He couldn't read</u> <b>which</b> surprised me.</i>
WHOSE	Possession Possession	Etres humains Animaux / choses	<i>Do you know <u>the boy</u> <b>whose</b> mother is a nurse?</i> <i>This is <u>the computer</u> <b>whose</b> screen is broken.</i>
WHOM	Objet	Etres humains (= who)	<i>Tom is <u>a person</u> <b>whom</b> I admire very much.</i>
THAT	Sujet Complément	Etres humains Animaux / choses	<i>I don't like <u>the table</u> <b>that</b> stands in the kitchen.</i>
WHERE		Lieux	<i>I know <u>a restaurant</u> <b>where</b> the food is delicious</i>
WHEN		Moments	<i>There isn't <u>a day</u> <b>when</b> I don't feel tired.</i>
WHY		Raisons	<i>Do you know <u>the reason</u> <b>why</b> this shop is closed?</i>

① Correct the underlined errors in the following definitions.

1. Mobile Tv Broadcasting is a system who lets you watch Tv on a PDA or mobile phone.
2. A computer geek is someone which is an enthusiastic user of computers ,sometimes to an obsessive degree.
3. The recycle Bin is the folder that deleted files are stored until you decide to delete them completely.
4. Digital Terrestrial TV is a technology where allows you to receive more channels and a better picture through a conventional aerial instead of a satellite dish.

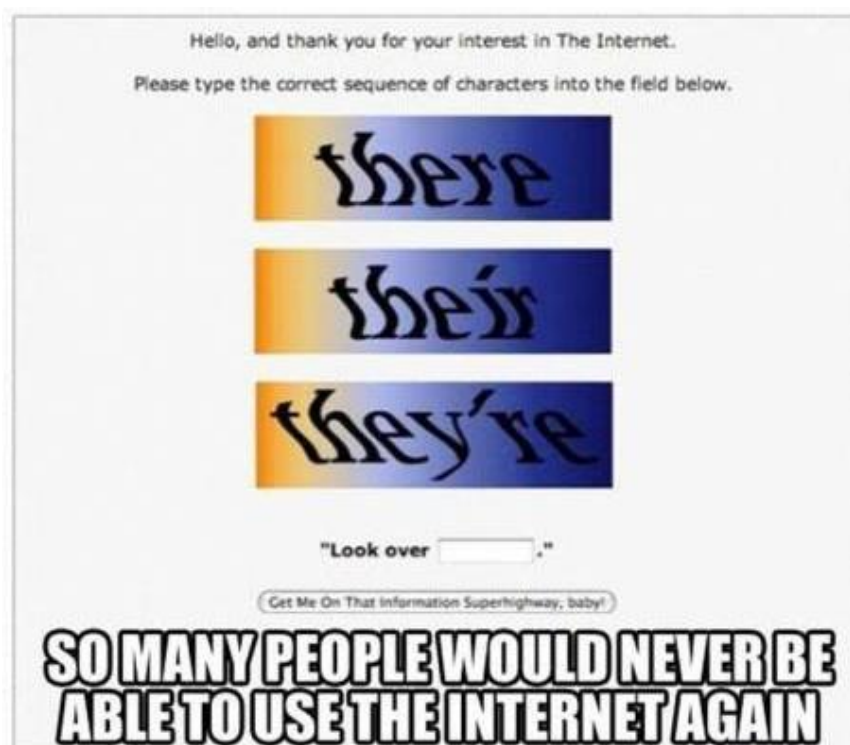
② Join the following sentences by using relative pronouns.

1. This is the laptop. I bought it yesterday.
2. This is the new website. The students helped to design it.
3. He is the employer. He installed the new program for our company.
4. Jane is the person you are looking for. She is the manager of the company.
5. Mira is an expert in IT. You are using her computer.

③ More training →







PRONOMS PERSONNELS SUJETS		ADJECTIFS ET PRONOMS POSSESSIFS		PRONOMS REFLECHIS
PRONOMS SUJETS	PRONOMS COMPLEMENTS	ADJECTIFS POSSESSIFS (+ NOMS)	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 (pronom réfléchi)	Deux personnes (pronoms réfléchis)	Plus de deux personnes (pronom réciproque)
He looked at <b>himself</b> in the mirror. She looked at <b>herself</b> . They looked at <b>themselves</b> .	The 2 boys looked at <b>each other</b> .	The 3 boys looked at <b>one another</b> .
EXCEPTIONS – PAS DE PRONOMS REFLECHIS		
<i>s'habiller</i> : to dress, to get dressed <i>se lever</i> : to stand up <i>se rencontrer</i> : to meet/to gather <i>se battre</i> : to fight		
<i>se laver</i> : to wash <i>s'asseoir</i> : to sit down <i>se disputer</i> : to quarrel/to argue		

① Fill in the gaps with the correct pronoun or adjective.

- 1 The bus stop is near  house. (*we*)
- 2 How is  new school? (*you*)
- 3 This is my bag and that is . (*he*)
- 4 Sophia's hair is longer than . (*I*)
- 5 It's  turn now. (*I*)
- 6 The bike on the right is . (*you*)
- 7 Which desk is ? (*we*)
- 8 Here are  tickets. (*she*)
- 9 The children brushed  teeth. (*they*)
- 10 Our school is much nicer than . (*they*)

② Fill in the gaps with the correct pronoun or adjective.

1. John rang to say  couldn't get here before 9 p.m.
2. Liz and Meg were looking at  in the mirror.
3. "Give the book to Belinda." "I've already given it to .
4. This house is mine; it's been in  family for centuries.
5. "Look at , Mammy!", shouted the twins.
6. Richard and Liz looked at  passionately.
7. The guru said to me: "Think of others before you think of .
8. Richard helped Liz look for  lipstick.
9. Membership has  disadvantages.
10. Liz kept her bouquet; Meg threw  to the crowd.
11. The rabbi and  wife finally arrived at the reception.
12. "This is our goal, that's ! Okay?"
13. "Get off  back!" screamed the angry employee.
14. Jupiter once changed  into a bull.
15. "My husband and  are delighted to accept your invitation."
16. "I hope you can come to visit my wife and , said Mr O'Reilly.



Do some more online exercises →

### 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 préposition :  
*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.

### 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 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*.

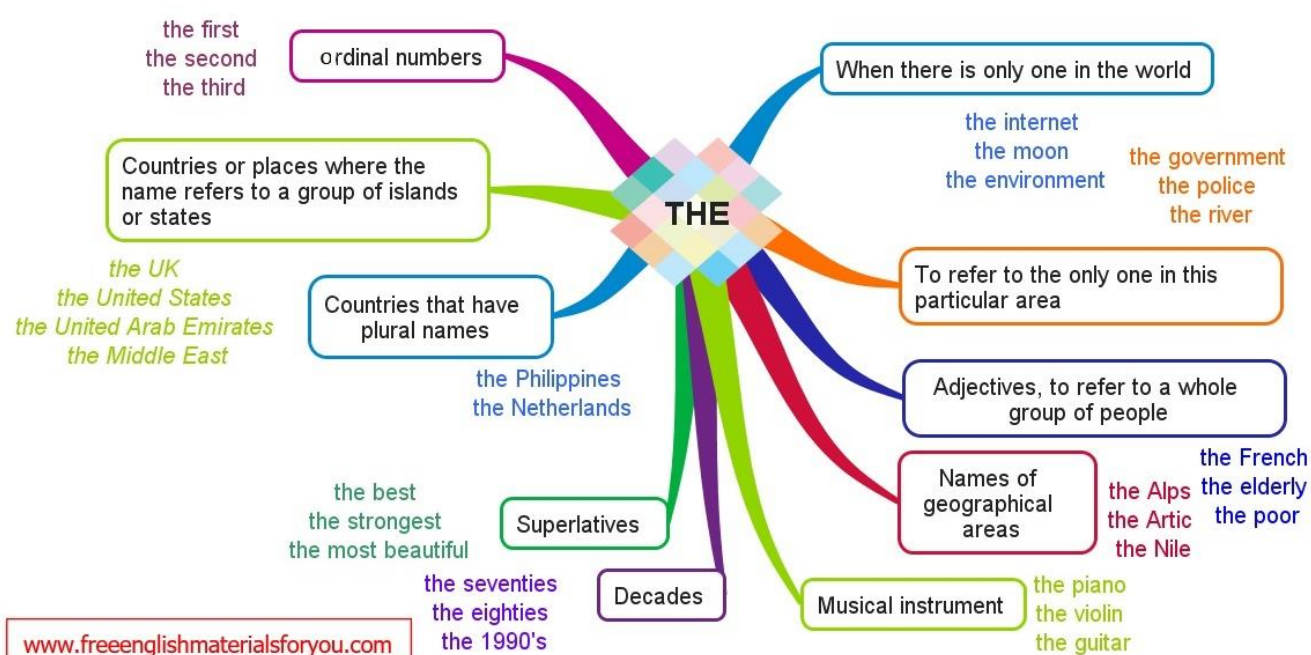
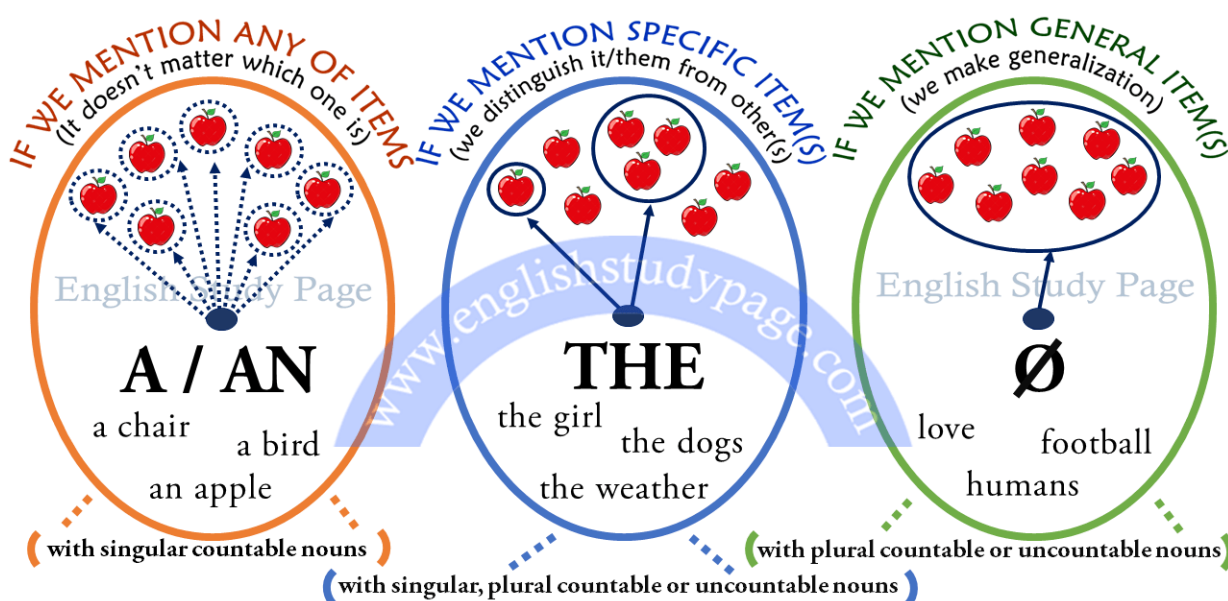
### 4 Cas des noms propres de personnes

- 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 : <i>the United States, the United Kingdom, the Netherlands.</i></p>	devant les noms de mers et d'océans : <i>the Atlantic (Ocean), the Mediterranean (Sea),</i>
<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 <i>the</i> : <i>the Rocky Mountains, the Alps, the Andes</i> /ændiz/</p>	devant les noms de fleuves : <i>the Mississippi River, the Nile, the Thames, the Rhine...</i>
<p>☛ devant les noms de rue : Ø Fifth Avenue, Ø Ocean Drive, Ø Downing Street</p>	devant les points cardinaux : <i>the north, the south, the east...</i>



① Fill in with the correct article.

1. My mother is  doctor and my father is  author.
2. Cindy recommended  good dentist, but  dentist doesn't have any openings for two months.
3. Mt. Hood is  volcano in Oregon. It's  very beautiful mountain.
4. Sam recommended  book to Lisa. She didn't like  book at all.
5. Do you have  vacuum? I dropped  piece of cake, and I need to clean it up.
6. Honey, where's  vacuum? I can't find it. It was in  closet, but now it's not there.
7. Do you have  dictionary? I don't have one, and I need to look up  word.
8. Do you have  passport? You need  passport to travel outside of  country.
9. There's  big bear in  backyard. I think  bear is looking for something to eat.
10. Do you have  computer? I have  laptop and  iPad.

② Fill in with the correct article.

1. Did you see  movie about Dian Fossey's work with mountain gorillas? It was  amazing film.
2. I love  good movie about historical figures or historical events. I thought "Lincoln" was fantastic. And Daniel Day-Lewis was great in  film.
3. I would love to take  luxury cruise next year to  exotic location such as Indonesia or Panama.
4. Jimmy did not enjoy  cruise to Alaska because it was too cold and rainy. The weather ruined  entire trip.
5. Let's find  place where we can just sit for  couple of hours, drink some coffee, and have  good chat.
6. That is  place where Sidney proposed to Meryl. Isn't that  beautiful location?
7. Suddenly,  password Sandra always used to log in to her email didn't work anymore. Somebody had hacked in and changed  password.
8. When Nick was on safari in Tanzania, he saw  cheetah hunting prey. He took some beautiful video of  cheetah.
9. Did you enjoy  book I recommended to you? Wasn't that  exciting novel?
10. I need  smartphone which allows me to check my email and use Facebook. I really want  phone with good battery life.

## CHECK 21

## UTILISER LES NOMS DENOMBRABLES ET INDENOMBRABLES

Ces noms sont-ils dénombrables (D) ou indénombrables (I) ?

information

tennis

progress

tennis court

foot

Parfois les noms peuvent être dénombrables et indénombrables, souvent avec un changement de sens.

Countable		Uncountable
There are two lights in our bedroom.	light	Close the curtain. There's too much light!
Shhhhh! I thought I heard a noise. There are so many different noises in the city.	noise	It's difficult to work when there is too much noise.
Have you got a paper to read? (newspaper) Hand me those student papers.	paper	I want to draw a picture. Have you got some paper?
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 I told you no?	time	Have you got time for a coffee?
<i>Macbeth</i> is one of Shakespeare's greatest works.	work	I have no money. I need work

## NOMS INDENOMBRABLES

- |              |             |                |                |                  |                 |
|--------------|-------------|----------------|----------------|------------------|-----------------|
| ✓ Advice     | ✓ Education | ✓ Homework     | ✓ Nature       | ✓ Space          | ✓ Thunder       |
| ✓ Aggression | ✓ Energy    | ✓ Humour       | ✓ News         | ✓ Shopping       | ✓ Traffic       |
| ✓ Assistance | ✓ Enjoyment | ✓ Help         | ✓ Paper        | ✓ Silence        | ✓ Trust         |
| ✓ Beauty     | ✓ Equipment | ✓ Ice          | ✓ Perfume      | ✓ Soup           | ✓ Toast         |
| ✓ Beef       | ✓ Failure   | ✓ Information  | ✓ Patience     | ✓ Spaghetti      | ✓ Understanding |
| ✓ Bravery    | ✓ Faith     | ✓ Intelligence | ✓ Peace        | ✓ Sugar          | ✓ Unemployment  |
| ✓ Bread      | ✓ Fame      | ✓ Jam          | ✓ Pride        | ✓ Silver         | ✓ Usage         |
| ✓ Butter     | ✓ Fuel      | ✓ Jewellery    | ✓ Progress     | ✓ Smoke          | ✓ Violence      |
| ✓ Cake       | ✓ Fun       | ✓ Knowledge    | ✓ Petrol       | ✓ Snow           | ✓ Vision        |
| ✓ Cash       | ✓ Furniture | ✓ Laughter     | ✓ Poverty      | ✓ Spelling       | ✓ Warmth        |
| ✓ Chaos      | ✓ Fruit     | ✓ Love         | ✓ Publicity    | ✓ Software       | ✓ Water         |
| ✓ Clothing   | ✓ Gasoline  | ✓ Luggage      | ✓ Pasta        | ✓ Stress         | ✓ Wealth        |
| ✓ Confidence | ✓ Grief     | ✓ Machinery    | ✓ Rain         | ✓ Sunshine       | ✓ Weather       |
| ✓ Content    | ✓ Gold      | ✓ Money        | ✓ Research     | ✓ Tea            | ✓ Wisdom        |
| ✓ Cotton     | ✓ Guilt     | ✓ Meat         | ✓ Rice         | ✓ Tennis         | ✓ Wood          |
| ✓ Danger     | ✓ Golf      | ✓ Milk         | ✓ Salt         | ✓ Time           | ✓ Work          |
| ✓ Darkness   | ✓ Harm      | ✓ Motivation   | ✓ Satisfaction | ✓ Transportation | ✓ Yoga          |
| ✓ Driving    | ✓ Happiness | ✓ Mustard      | ✓ Seafood      | ✓ Travel         | ✓ Youth         |

Pour exprimer une quantité avec des indénombrables



①

Classez les mots dans le tableau en dénombrables, indénombrables, ou les deux selon le sens.

work - research - time - chocolate - furniture - hair - advice - desk - news

experience – information – luggage – tea – cake – paper – dollar – money – currency

television - evidence - safety - rice - traffic - job - progress - suitcase



More exercises →

[illegible]

## QUANTIFIER LES NOMS

	NOMS INDENOMBRABLES	NOMS DENOMBRABLES	
		SINGULIER	PLURIEL
Ø	There <b>is</b> Ø soup. / Ø Soup <b>is</b> good for you;		There <b>are</b> Ø black dogs. / Ø Dogs <b>are</b> nice.
THE	I like <b>the</b> tennis he plays.	I like <b>the</b> car he bought;	I like <b>the</b> clothes he sells.
SOME	I have <b>some</b> time.	That's <b>some</b> car!!!	He wants <b>some</b> apples.
ANY (-)	I don't have <b>any</b> money.	I don't have <b>any</b> pen.	I don't have <b>any</b> friends.
ANY (?)	Do you have <b>any</b> bread?	Do you have <b>any</b> pen?	Do you have <b>any</b> sandwiches?
A PIECE / BIT / GREAT DEAL OF A / AN / ONE EACH / EVERY BOTH / SEVERAL NUMBER	<b>A piece of</b> news <b>A lot of</b> furniture <b>A pinch of</b> salt <b>A cup of</b> coffee <b>A slice of</b> bread <b>A great deal</b> of advice	I have <b>a</b> car / <b>an</b> apple He washed <b>each</b> Tshirt <b>every</b> day.	I love <b>both</b> Tshirts. There are <b>several</b> people. He has <b>2</b> cars / <b>10</b> apples.
EXPRIMER UNE PETITE QUANTITE			
<b>LITTLE / FEW</b> (= not enough)	He has <b>little</b> money.		He has <b>few</b> friends.
<b>A LITTLE / A FEW</b> (enough)	He has <b>a little</b> money.		He has <b>a few</b> friends.
EXPRIMER UNE GRANDE QUANTITE			
<b>MUCH / MANY</b>	He has <b>much</b> time.		He has <b>many</b> friends .
<b>SO (TOO) MUCH</b> <b>SO (TOO) MANY</b>	He spends <b>so (too) much</b> time playing video games.		He spends <b>so (too) many</b> Hours playing video games.
<b>A LOT OF /</b> <b>LOTS OF</b>	I have <b>lots of / a lot of</b> time.		I have <b>lots of / a lot of</b> tests.
<b>ALL</b>	He spent <b>all</b> the time playing.		She's eaten <b>all</b> the sweets.
QUESTIONNER SUR LA QUANTITE			
<b>HOW MUCH /</b> <b>HOW MANY</b>	<b>How much</b> information do you have?		<b>How many</b> tips do you have?



**SOME et ANY s'utilisent avec les  
Dénombrables et les Indénombrables  
(du, de la, des..).**

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

② **Put in some or any.**

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

③ **Complete the sentences with some- or any- + -body/-thing/-where.**

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

④ **Complete the sentences. Use any (+ noun) or anybody/anything/anywhere.**

- 1 Which bus do I have to catch?
- 2 Which day shall I come?
- 3 What do you want to eat?
- 4 Where shall I sit?
- 5 What sort of job are you looking for?
- 6 What time shall I call you tomorrow?
- 7 Who shall I invite to the party?
- 8 Which newspaper shall I buy?

Any bus. They all go to the centre.

I don't mind. \_\_\_\_\_.

\_\_\_\_\_. I don't mind. Whatever you have.

It's up to you. You can sit \_\_\_\_\_ you like.

\_\_\_\_\_. It doesn't matter.

\_\_\_\_\_. Leave a message if I don't answer and I'll get back to you.

I don't mind. \_\_\_\_\_ you like.

\_\_\_\_\_. See what they have in the shop.



→ L'adjectif est invariable : jamais de -s !!!

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

→ L'adjectif attribut se place après des verbes comme *be, look, become, seem, sound...*

*Computers are **expensive**.* This makes layout software **popular** and **useful**.

→ Les adjectifs substantivés sont devenus des noms. Ils 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 en -ed indiquent une caractéristique ou un état d'une chose ou d'une personne (He's **bored**). Les adjectifs en -ing traduisent une caractéristique ou un état qui influence les autres (He's **boring**)

→ Lorsque l'on utilise plusieurs adjectifs, on les classe du plus subjectif au plus objectif. *These are **high-quality thin American aluminium printing** plates.*

#### Quantité, Valeur / opinion, Taille, Température, Âge, Forme, Couleur, Origine, Matière

- Les marques sont considérées comme des adjectifs de lieu/origine (Sony, Microsoft)
- Les adjectifs sont souvent séparés par des virgules sauf si l'adjectif fait partie intégrale du nom : *This is a **fantastic, thin, Sony MP3** player.*

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

Ce que l'adjectif exprime	Exemples
Quantité	four, ten, a few, several
Valeur / opinion	delicious, charming, beautiful
Taille	tall, tiny, huge
Température	hot, cold
Âge	old, young, new, 14-year-old
Forme	square, round
Couleur	red, purple, green
Origine	Swedish, Victorian, Chinese
Matière	glass, silver, wooden

EXAMPLES: They have a **lovely old red** post-box. It was a **beautiful cold** day.  
 The playroom has **six small round plastic** tables.  
 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**. Attention ! Il n'y a pas forcément de correspondance avec le français.

*I'm very interested **in** music. Je suis très intéressé **par** la musique.*

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 ( <i>fier</i> ) 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

→ On distingue les adjectifs en **-ed** et les adjectifs en **-ing**.

- **-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).

→ Les **adjectifs composés**

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

①

Complétez avec la préposition qui convient.

- |  |  |
|--|--|
| a. I'm very satisfied ... my students' work.         | e. What are you worried ...?                             |
| b. Jacky was married ... a Russian billionaire.      | f. She was ashamed ... her behavior.                     |
| c. The convict is responsible ... two other murders. | g. Josh is now economically independent ... his parents. |
| d. The world's economy is heavily dependent ... oil. | h. We were shocked ... the news.                         |

② Choose the correct adjective.

Choose the correct word.

- 1 I was ~~disappointing~~ / disappointed with the film. I had expected it to be better. (disappointed is correct)
- 2 Are you interesting / interested in football?
- 3 The new project sounds exciting / excited. I'm looking forward to working on it.
- 4 It's embarrassing / embarrassed when you have to ask people for money.
- 5 Do you easily get embarrassing / embarrassed?
- 6 I had never expected to get the job. I was really amazing / amazed when I was offered it.
- 7 She has really learnt very fast. She has made amazing / amazed progress.
- 8 I didn't find the situation funny. I was not amusing / amused.
- 9 It was a really terrifying / terrified experience. Everybody was very shocking / shocked.
- 10 Why do you always look so boring / bored? Is your life really so boring / bored?
- 11 He's one of the most boring / bored people I've ever met. He never stops talking and ~~he~~ never says anything interesting / interested.

③ Put the adjectives in brackets in the correct position.

Put the adjectives in brackets in the correct position.

- 1 a beautiful table (wooden / round) a beautiful round wooden table
- 2 an unusual ring (gold) \_\_\_\_\_
- 3 an old house (beautiful) \_\_\_\_\_
- 4 black gloves (leather) \_\_\_\_\_
- 5 an American film (old) \_\_\_\_\_
- 6 a long face (thin) \_\_\_\_\_
- 7 big clouds (black) \_\_\_\_\_
- 8 a sunny day (lovely) \_\_\_\_\_
- 9 an ugly dress (yellow) \_\_\_\_\_
- 10 a wide avenue (long) \_\_\_\_\_
- 11 a lovely restaurant (little) \_\_\_\_\_
- 12 a red car (old / little) \_\_\_\_\_
- 13 a new sweater (green / nice) \_\_\_\_\_
- 14 a metal box (black / small) \_\_\_\_\_
- 15 a big cat (fat / black) \_\_\_\_\_
- 16 long hair (black / beautiful) \_\_\_\_\_
- 17 an old painting (interesting / French) \_\_\_\_\_
- 18 an enormous umbrella (red / yellow) \_\_\_\_\_

④ Complete the sentences with a compound adjective.

1. This vehicle is **moving slowly**. → This is a  vehicle.
2. This drink is as **cold** as ice. → This is an  drink.
3. This cat is one years old. → This is a  cat.
4. This woman has a **high** level of **education**. → This is a  woman.
5. This movie lasts **two hours**. → This is a  movie.



• **Comparer DEUX éléments : le COMPARATIF**

COMPARATIF DE SUPERIORITE		
Adjectif d’une syllabe	→ slower ( <b>than</b> )	Inkjet printers are <b>slower than</b> laser printers but <b>cheaper</b> .
Adjectif de deux syllabes	→ noisier ( <b>than</b> )      (y→i) n → <b>more</b> modern ( <b>than</b> )	This printer is really <b>noisier</b> .  They’re designing a <b>more modern</b> version.
Trois syllabes ou plus	sting → <b>more</b> interesting ( <b>than</b> )	Printing is <b>more intelligent than</b> writing everything!
Exceptions	→ <b>better (than)</b> bad → <b>worse (than)</b>  → <b>further (than)</b> = abstract reference (ex: further information) → <b>farther (than)</b> = distance → <b>older</b> → <b>elder</b> (in family relationship)  → <b>less (than)</b> much → <b>more (than)</b>	
COMPARATIF D’EGALITE		
Tous les adjectifs	<b>AS fast AS</b>	This is <b>as fast as</b> many other printers.
COMPARATIF D’INFERIORITE		
Tous les adjectifs	<b>not AS expensive AS</b>  <b>less expensive than</b>	Inkjets are <b>not as expensive as / less expensive than</b> laser printers.

① **Make the comparative form of these adjectives (+ superiority, = equality, - inferiority)**

- |                        |                      |
|------------------------|----------------------|
| a) Light / + .....     | f) Fast / - .....    |
| b) Efficient / + ..... | g) Dark / = .....    |
| c) Long / = .....      | h) Soft / + .....    |
| d) Wide / + .....      | i) Hard / - .....    |
| e) Heavy / + .....     | j) Durable / + ..... |

②

- 1 Film cameras are (cheap) *cheaper* than digital cameras.
- 2 Flying by plane is (safe) ..... than riding a motorbike.
- 3 I think this machine would work (well) ..... if we replaced the bearings.
- 4 You can see the structure of the material (clearly) ..... in the next slide.
- 5 It's much (fast) ..... to email a message than to send it by post.
- 6 Can you come a bit (early) ..... tomorrow?
- 7 I'll ask Antonio to explain it to you. His English is (good) ..... than mine.
- 8 This type of drug need to be much (carefully) ..... tested in future.
- 9 Laser jets are (expensive) ..... than ink jets, but the print quality is (high) .....
- 10 Be careful how you lift that box. It's a lot (heavy) ..... than the other two.
- 11 I'm sure we could produce these parts (cheaply) ..... than we do now if we used robots.
- 12 We need to respond to complaints (fast) ..... than we have in the past.

Adjectifs de une syllable	→ <b>the cheapest</b>	This is <b>the cleverest</b> but <b>the cheapest</b> invention!
La plupart des adjectifs de deux syllabes	→ <b>the cleverest</b> → <b>the noisiest (y → i)</b>	
Certains adjectifs de deux syllabes	ced → <b>the most advanced</b>	This is <b>the most advanced</b> and <b>the most powerful</b> printer.
Adjectifs de trois syllabes et plus	ful → <b>the most powerful</b>	
Exceptions	➔ <b>the best</b> bad ➔ <b>the worst</b>  <b>the furthest</b> = abstract reference /    ➔ <b>the farthest</b> = distance  <b>the oldest</b> /    ➔ <b>the eldest</b> (in family relationship)  ➔ less (than)                                  much ➔ more (than)	



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

One of + plural noun → It is **one of the most famous bookS** I have ever read.



③ Complete the sentences. Use a superlative (-est or most ...) + a preposition (of or in).

- 1 It's a very good room. It's the best room in the hotel.
- 2 It's a very cheap restaurant. It's ..... the town.
- 3 It was a very happy day. It was ..... my life.
- 4 She's a very intelligent student. She's ..... the class.
- 5 It's a very valuable painting. It's ..... the gallery.
- 6 Spring is a very busy time for me. It's ..... the year.

④ 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.

⑤ 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 .....
- 5 You have just run ten kilometres. You've never run further than this. You say to your friend:  
(far / run) That .....
- 6 You decided to give up your job. Now you think this was a bad mistake. You say to your friend:  
(bad / mistake / make) It .....
- 7 Your friend meets a lot of people, some of them famous. You ask your friend:  
(famous / person / meet?) Who ..... ?

⑥ Complete the sentences. Use a superlative (-est or most ...) or a comparative (-er or more ...).

- 1 We stayed at the cheapest hotel in the town. (cheap)
- 2 Our hotel was cheaper than all the others in the town. (cheap)
- 3 The United States is very large, but Canada is ..... (large)
- 4 What's ..... country in the world? (small)
- 5 I wasn't feeling well yesterday, but I feel a bit ..... today. (good)
- 6 It was an awful day. It was ..... day of my life. (bad)
- 7 What is ..... sport in your country? (popular)
- 8 Everest is ..... mountain in the world. It is .....  
than any other mountain. (high)
- 9 This building is over 250 metres high, but it's not ..... in the city.  
(tall)
- 10 I prefer this chair to the other one. It's ..... (comfortable)
- 11 What's ..... way to get to the station? (quick)
- 12 Which is ..... - the bus or the train? (quick)
- 13 What's ..... thing you've ever bought? (expensive)
- 14 Sue and Kevin have got three daughters. ..... is 14 years old. (old)

• **DOUBLE COMPARATIF**

**Double comparatives:**

**It is better and better / more and more interesting.**  
**The sooner the better. (= as soon as possible)**  
**The more expensive the hotel, the better the service.**  
**The more I thought about the plan, the less I liked it.**  
**The warmer the weather, the better I feel.**

⑦

Use the words on the right to complete the sentences.

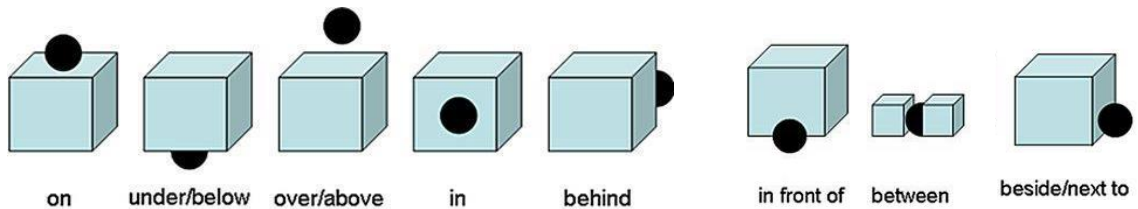
- 1 I like to travel light. The less luggage, the better.
- 2 The problem is getting \_\_\_\_\_ and more serious.
- 3 The more time I have, the \_\_\_\_\_ it takes me to do things.
- 4 I'm walking as fast as I can. I can't walk \_\_\_\_\_ faster.
- 5 The higher your income, \_\_\_\_\_ more tax you have to pay.
- 6 I'm surprised Anna is only 25. I thought she was \_\_\_\_\_.
- 7 Jane's \_\_\_\_\_ sister is a nurse.
- 8 I was a little late. The journey took \_\_\_\_\_ longer than I expected.
- 9 We have a lot to discuss. We need to start the meeting \_\_\_\_\_ later than 9.30.
- 10 Don't tell him anything. The \_\_\_\_\_ he knows, the \_\_\_\_\_.

any  
better  
elder  
less  
less  
longer  
more  
no  
older  
slightly  
the

## CHECK 24

## SITUER DANS L'ESPACE ET LE TEMPS

### → PREPOSITIONS DE LIEUX.



**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

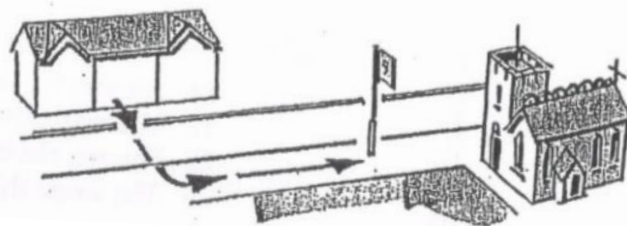
We drove along the river, round the lake, past the old castle, and through the village.



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



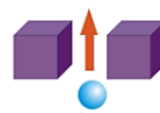
Our house is between two shops and it is near a bus stop; you just go across the road and walk along the other side towards the church.



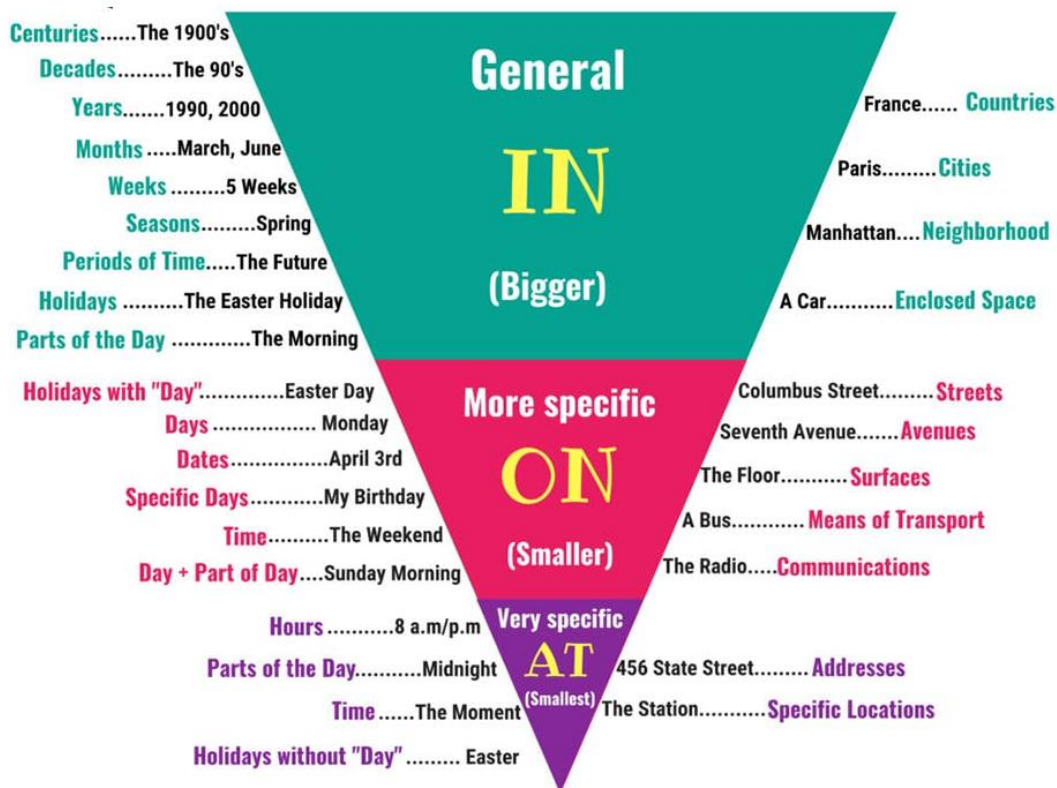
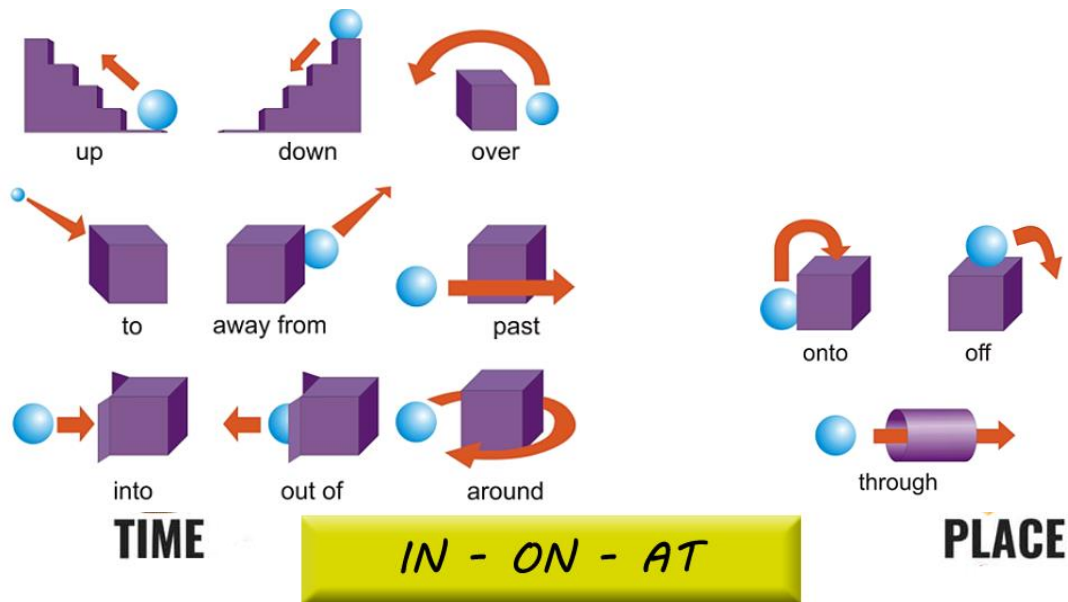
### PREPOSITIONS DE MOUVEMENT.



across







①

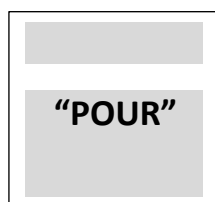
Put in the missing preposition.

- 1 I'd love to be able to visit every country ..... the world.
- 2 Jessica White is my favourite author. Have you read anything ..... her?
- 3 'Is there a bank near here?' 'Yes, there's one ..... the end of this road.'
- 4 Tim is away at the moment. He's ..... holiday.
- 5 We live ..... the country, a long way from the nearest town.
- 6 I've got a stain ..... my jacket. I'll have to have it cleaned.
- 7 We went ..... a party ..... Lisa's house on Saturday.
- 8 Boston is ..... the east coast of the United States.
- 9 Look at the leaves ..... that tree. They're a beautiful colour.
- 10 'Have you ever been ..... Tokyo?' 'No, I've never been ..... Japan.'
- 11 Mozart died ..... Vienna in 1791 ..... the age of 35.
- 12 'Are you ..... this photo?' 'Yes, that's me, ..... the left.'
- 13 We went ..... the theatre last night. We had seats ..... the front row.
- 14 'Where's the light switch?' 'It's ..... the wall ..... the door.'
- 15 It was late when we arrived ..... the hotel.
- 16 I couldn't decide what to eat. There was nothing ..... the menu that I liked.
- 17 We live ..... a tower block. Our apartment is ..... the fifteenth floor.
- 18 A: What did you think of the film?  
B: Some parts were a bit stupid, but ..... the whole I enjoyed it.
- 19 'When you paid the restaurant bill, did you pay cash?' 'No, I paid ..... credit card.'
- 20 'How did you get here? Did you come ..... the bus?' 'No, ..... car.'
- 21 A: I wonder what's ..... TV this evening. Do you have a newspaper?  
B: Yes, the TV programmes are ..... the back page.
- 22 Helen works for a telecommunications company. She works ..... the customer services department.
- 23 Anna spent two years working ..... Chicago before returning ..... Italy.
- 24 'Did you enjoy your trip ..... the beach?' 'Yes, it was great.'
- 25 Next summer we're going ..... a trip to Canada.

## CHECK 25

## TRADUIRE 'POUR'

Get more training at



→ **general purpose of something: to + infinitive / for +V-ing**

**Why** do you use this brush? **To wash** the dishes

**What** do you use this brush **for**? **For washing** the dishes.

→ **specific action at one moment : to + infinitive**

**Why** did you go into the kitchen? **To wash** the dishes.

- ① Complete these sentences using **to** + a suitable verb.
- 1 The president has a team of bodyguards to protect him.
  - 2 I didn't have enough time \_\_\_\_\_ the newspaper today.
  - 3 I came home by taxi. I didn't have the energy \_\_\_\_\_.
  - 4 'Would you like something \_\_\_\_\_?' 'Yes, please. A cup of coffee.'
  - 5 We need a bag \_\_\_\_\_ these things in.
  - 6 There will be a meeting next week \_\_\_\_\_ the problem.
  - 7 Do you need a visa \_\_\_\_\_ to the United States?
  - 8 I saw Helen at the party, but we didn't have a chance \_\_\_\_\_ to each other.
  - 9 I need some new clothes. I don't have anything nice \_\_\_\_\_.
  - 10 They've just passed their exams. They're having a party \_\_\_\_\_.
  - 11 I can't do all this work alone. I need somebody \_\_\_\_\_ me.

- ② Put in **to** or **for**.
- 1 We stopped for petrol.
  - 2 You need a lot of experience \_\_\_\_\_ this job.
  - 3 You need a lot of experience \_\_\_\_\_ do this job.
  - 4 We'll need more time \_\_\_\_\_ make a decision.
  - 5 I went to the dentist \_\_\_\_\_ a check-up.
  - 6 I had to put on my glasses \_\_\_\_\_ read the paper.
  - 7 Do you have to wear glasses \_\_\_\_\_ reading?
  - 8 I wish we had a garden \_\_\_\_\_ the children \_\_\_\_\_ play in.

## CHECK 26

## EVITER LES ERREURS COURANTES - 1

- 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 was **spent**
- **Find** (présent : found) = trouver
- **Fund** (présent : funded) = financer
- **Found** (présent : 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
- ~~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~~

## CHECK 27

## EVITER LES ERREURS COURANTES - 2

	Erreur	Forme correcte	rappel
Présent simple	He gamble a lot.		
Temps	Yesterday I have watched a very good movie.		
Aspect	I am waiting since two o'clock.		
Modaux ( can, must,...)	She must to do her best. He can't making a decision.		1- 2-
Traduction en anglais de "que"	1-I want that you stop gambling. 2- It is more difficult that... It's not the same model that...		1- 2- 3-
Poser une question	Why wants he to go today ?		
Adjectifs qualificatifs	There are reasons differents.		1- 2-
Adjectifs possessifs	Overpopulation and his consequences.		
	The french and the british. saturday, march 1st		
pour	She saved money for buy presents.		
pendant	During three weeks...		
Etre d'accord	I'm agree.		
	The film wich was shot is great.		
	Candidates musn't lie about their age		

## CHECK 28

## DECOUVRIR DES EXPRESSIONS IDIOMATIQUES



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 29

## SE MEFIER DES FAUX AMIS

## 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'vɜ: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	clos	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 [di'si:v]	tromper	décevoir	to disappoint
delay [di'leɪ]	retard	délai	time limit
to deliver [di'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:gjʊmənt]
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 [ɪnkən'vi:niənt]	inopportun	inconvenant	improper
indulge [ɪn'dʌldʒ]	laisser aller	indulgence	leniency ['li:niənsi]
invaluable [ɪn'væluəbl]	inestimable	non valable	invalid, not valid
journey ['dʒɑ:nɪ]	voyage	journée	day
lecture ['lektʃə]	conférence, cours	lecture	reading
library ['laɪbrəri]	bibliothèque	librairie	bookshop (GB) bookstore (US)
location [ləu'keɪʃən]	situation (géographique), emplacement	location	renting, hiring
lunatic	fou	lunatique	whimsical
malice	méchanceté	malice	mischievousness ['mɪstʃɪvəsni:s]
mechanic [mɪ'kænik]	mécanicien	mécanique	engineering [ˌendʒɪ'nɪərɪŋ]
medicine ['medsn, 'medɪsn]	médicament	médecin	doctor
mercy ['mɜ:si]	miséricorde	merci	thanks
miserable ['mɪzərəbl]	1) très malheureux 2) misérable	misérable	destitute ['destrɪtju:t]
notice	avis, préavis	notice	note, instructions
partition	séparation	partition	(musical) score
patron ['peɪtrən]	client (d'un restaurant)	patron	boss
penguin ['peŋgwɪn]	manchot	pingouin	auk [ɔ:k]
petrol	essence	pétrole	(crude) oil, petroleum [pɪ'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'fju:zəl]
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 [su:t]	1) costume 2) poursuite, procès	suite	sequel ['si:kwəl], rest
to supply [sə'plaɪ]	1) fournir 2) suppléer à, subvenir à	supplier	to implore
to survey	examiner	surveiller	to supervise ['su:pəvaɪz]
sympathetic [ˌsɪmpə'θetɪk]	compatissant, bien disposé	sympathique	nice, friendly
to sympathise [ˌsɪmpəθaɪz]	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 ['vɜ:sətəɪl]	aux talents variés	versatile	changing, fickle
vest	maillot de corps (GB) gilet (US)	veste	jacket
wagon	chariot	wagon	carriage ['kærɪdʒ](GB) car (US)



4 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

EXIT TES

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.

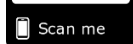
- 1 a) is it b) is that c) it is d) that is
- 2 a) For example b) In addition c) On the other hand d) Therefore
- 3 a) afterwards b) as a consequence c) as a result of d) subsequently
- 4 a) it was b) they c) was d) was it

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.

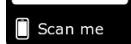
- 1 a) It b) that c) what d) which
- 2 a) also b) as well c) besides d) moreover
- 3 a) In conclusion b) In contrast c) In other words d) In particular
- 4 a) and b) as a result of c) consequently and d) however didn't



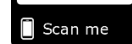
Video →



Audio →



Fluency MC's rap →


**LES VERBES IRREGULIERS : classement par ressemblance**

	Base verbale	Prétérit	Participe passé	Traduction
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**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

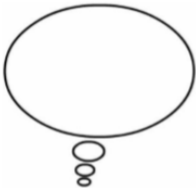
**Mes préférés : ceux qui ne changent pas**


	Cut	Cut	Cut	Couper
	Bet	Bet	Bet	Parier
	Let	Let	Let	Laisser
	Hurt	Hurt	Hurt	Blessar
	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 prétérits 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

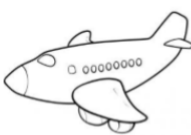


Ceux qui ont 2 formes identiques : présent et participe passé				
	Become	Became	Become	Devenir
	Come	Came	Come	Venir
	Overcome	Overcame	Overcome	Vaincre, surmonter
	Run	Ran	Run	courir

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

## Solutions du test de vérification des connaissances, check 30 page 58.

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

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

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