

SURVIVAL KIT

<http://www.scelva.univ-rennes1.fr/>



your online platform :

Go to : Rennes 1 accueil -> ENT -> « se connecter » -> Ma Formation -> Mes cours en ligne
-> Scroll down to "Tous les cours" -> Service Commun d'Etudes des Langues Vivantes Appliquées (SCELVA) -> Anglais -> supports TD-Filières -> ESIR 2
(key : pompom)

Remember: A foreign language is just like sports: you have to **practice regularly!** Otherwise you get rusty and it hurts!

- **You must memorise** each week's class and **prepare** the next.
- You will find all the documents you need online.

TABLE OF CONTENTS

Tips to improve your English	p.3
Flopsy: Grammar Data Base on line (GDB in short).....	p.4
Some very basic vocabulary	p.5
Cognates	p.6-7
Sound bank (when you do not remember your phonetic symbols).....	p.8
Present perfect.....	p.9
Concordance des temps / style indirect reported speech	p.10
If sentences	p.10
Wish (souhaits et regrets)	p.11
Subjunctive	p.11-12
Modals	p.13-14
The Future.....	p.15
Verbs & their structures	p.16
Active or Passive voice?	p.17
Causative structures (<i>faire faire</i>).....	p.17
Phrasal verbs	p.18-19
Prepositions (after adjectives & verbs)	p.20-21
Make or Do	p.22
The or Ø & what articles to use	p.23
Countable / Uncountable	p.24
Quantifiers & numbers	p.25
Comparatives	p.26
Possessive case ('s) or compound	p.27
Relative	p.28
How to describe trends & graphs	p.29-31
Adverbs	p.32
Means & process	p.33
Transitional expressions	p.34
Useful vocabulary for debate	p.35-36
Idioms	p.37
Keys	p.38
Annexe : les verbes "fantaisistes" (irréguliers)	

You want to improve:

- **your grammar :**

➤ Beside your **custom-made Survival Kit**, you can find many useful sites on the Net with explanations and online exercises, among which:

<http://www.edufind.com/english/grammar/>

<http://www.englishgrammarssecrets.com/> (with exercises)

<http://www.english-hilfen.de/en/> (with exercises) *Mind you: it is a German site – hence the extra “c” in English !!*

➤ You can also read **L’Antifaute**, édition Ellipses.

➤ you can also visit **Flopsy** <http://www2.scelva.univ-rennes1.fr/langues/anglais/flopsy/Index.htm>

➤ And remember to brush up your **irregular verbs**

- **your listening comprehension**

There are many useful sites on the net, among which:

➤ <http://lyricstraining.com/> (to complete song lyrics)

➤ <http://fleex.tv/fr> (gives you subtitles and definitions of words while watching films but it may not remain free for long)

➤ You can also Practice your listening comprehension with **Studio-Elang**

Here is the link:

<http://www2.scelva.univ-rennes1.fr/flash/selang/index.php?ticket=ST-4266370-X7SOVdvwI4NHJ3FIKGP9>

Or follow the following path: Go to the SCELVA Website <http://www.scelva.univ-rennes1.fr/>

Click on “Ressources en langues” -> “Anglais” -> In the top-left case « Ecouter » click on « compréhension orale » -> “outils” -> “une version web simplifiée”

The method consists in educating your ear into hearing the actual sounds of English (and not what you – with your French brain – expect to hear!) Thus the fill-in-the-blanks exercises contain no vocabulary problems but

:

-transparent terms (words which are similar or close to the French)

-simple forms (which you never find problematic when they are written)

-weak forms [ə] (that, was, is, to, for, from, etc.)

- **your reading comprehension and vocabulary**

➤ There are plenty of documents written in English available on the Net! Just **pay attention to the source** = check it comes from an actual English-speaking country or reliable source (newspaper, magazine)

➤ Choose some topics you are interested in (this way you will not feel like working you English...)

➤ Make a **note of interesting new words** and structures you did not know and could reuse = **make up a list** to help you memorise (writing and repeating are essential to memorisation).

Moreover, reading remains the best way to enrich your vocabulary!

- **your fluency :**

➤ You can make an appointment with one of our three American “lecteur” and “lectrices” at the Resource Centre (ground floor of building 26)

Their names are: Janet Bembnister, Jacqueline Massare and Drew Young (all the email addresses are *firstname.surname@univ-rennes1.fr*)

➤ Even better, you can meet them weekly at the **“English Club”** in a pub (time and place will be specified in October)

- A good **dictionary** is always useful; here are two good references:

For a unilingual dictionary: **English Dictionary, Collins Cobuild**, Harper Collins Publishers (Oxford Dictionary is also very good but may not be as user-friendly)

For a bilingual dictionary: **Robert & Collins**



(SCELVA -> Ressources en langues -> Anglais)

Crampes aux verbes irréguliers ? Indigestion de superlatifs ?

Entorses aux règles élémentaires de la grammaire anglaise ?

L'ordonnance de Zigmund : de fortes doses d'exercices (il est conseillé de dépasser les doses prescrites).

1	Adjectifs	18	ENOUGH	35	MIGHT	52	Pronoms relatifs
2	Adjectifs substantivés	19	Faire	36	Modaux	53	Quantifieurs
3	Article "a"	20	Faire faire (fr)	37	MUST	54	Quel temps utiliser
4		21	FOR, SINCE	38	Nationalité	55	Question
5	CAN	22	Formation de l'adverbe	39	On (fr)	56	SOMEBODY/ EVERYBODY
6	Chiffres, nombres, %	23	Forme en ING	40	Pays	57	Style indirect
7	Comme (fr)	24	Forme passive	41	Pendant (fr)	58	Superlatifs
8	Comparatifs	25	Forme possessive De	42	PEOPLE	59	THE ou pas d'article
9	Composés De	26	Futur	43	Permettre de (fr)	60	THERE-THEIR – THEY'RE
10	Connecteurs logiques	27	HAVE	44	Pluriels irréguliers	61	THERE IS-THERE ARE
11	Conventions	28	IF	45	Pour (fr)	62	THIS-THAT
12	COULD	29	Indénombrables	46	Present continu	63	TO
13	Déjà (fr) (ever, already, yet)	30	Il y a / Cela fait (fr)	47	Present perfect	64	Trop (fr) (too, too much, too many)
14	De ne pas, à ne pas, etc	31	-ING, -ED	48	Present simple	65	Used to / Be used to
15	Dire (fr) (say, tell)	32	La plupart de (fr)	49	Preterit	66	Verbe+COD
16	Dont (fr)	33	Lexique Cas particuliers	50	Problèmes d'orthographe	67	Verbes irréguliers
17	Encore/toujours (again, still, always)	34	MAY	51	Pronoms et adjectifs personnels et possessifs	68	WANT / EXPECT

Some very basic vocabulary (To be continued...)

<p>Affirmer : assert, state Améliorer / s'améliorer : improve Analyse : analysis (pl. analyses) Apparition : appearance Appliquer : apply (an application) Atteindre un but : achieve a goal Augmenter : rise (rose, risen), increase [rise ≠ raise] → a level / the sun rises ≠ it raises awareness / a problem Raise awareness / a problem ≠ rise Baisser : decrease, decline Cause : cause, provoke Chercheur : researcher Chimie / chimiste / chimique : chemistry, chemist, chemical Choisir : choose (chose, chosen) (a choice) Comparer : compare (a comparison) Considérer comme : consider as Consommation : consumption (vb. consume) Continuer : carry on Critère : criterion (sg), criteria (pl.) Déterminer : determine Détruire : destroy Développement durable : sustainable development Domaine, champ (de recherche) : field (of research) Donner lieu à : generate Empirer : get worse, worsen Entraîner, occasionner : entail Essayer : try, attempt Etre responsable de : be responsible for Etre touché par (maladie, phénomène, etc.) : be affected by Eviter, empêcher (de) : prevent sth / prevent sth from happening) Evoluer : evolve Expliquer : explain (an explanation) Exprimer : express Faire de la recherche/un stage : do research / a work placement Fonctionner, marcher : work, function (La) génétique : genetics (sg.) Gens : people (+ vb au pluriel) Impliquer (quand c'est implicite) : imply Impliquer (inclure) : involve Important : important, fundamental, essential, crucial Important (taux/niveau/degré) : large/high/significant (rate/level/degree) Machine, appareil : device Mettre l'accent sur : stress Mettre qqch en lumière : highlight sth Necessiter : require Perdre : lose (lost, lost) Permettre de : allow, enable, make it possible Phénomène : phenomenon (sg) / phenomena (pl.) (La) physique : physics (+ vb au sg) Pression : pressure [U] Proposition : proposal Preuve : evidence [U] Rien ne prouve... : there is no evidence Réaliser/faire une expérience : carry out an experiment [realise (false friend) = se rendre compte] Recommander, préconiser : advocate Reconnaître : acknowledge Régler/résoudre un pbl : solve a pb Représenter : represent, stand for</p>	<p>Résumer : sum up Scientifique : a scientist (n), scientific (adj) Se concentrer sur : focus on Se rendre compte : realise Se situer : be located Signaler, faire remarquer : point out Souligner : underline Symboliser : symbolise Technique : a technique (n), technical (adj) Utile : useful Utiliser : use (Utilisation de : use of) Viser à (un but) : aim at (an aim/goal)</p> <p>LINK WORDS A cause de : because of A condition que/de, pourvu que : provided / providing that Alors que, tandis que : whereas (pas temporel) Bien que, quoique : though, although Contrairement à : unlike De sorte que : so that En particulier : in particular, particularly Entre autre : among other things Etant donné que : given Grâce à : owing to, thanks to Malgré, en dépit de : despite Quant à : as for... Tel(le)s que : such as</p> <p>USEFUL EXPRESSIONS Avoir des difficultés à : find it difficult to, have difficulty doing sth Cela vaut la peine de... : it is worth (noting / considering/underlining...)</p> <p>EXPRESSIONS OF TIME Actuellement : presently, currently, now [actually (false friend = in fact)] A la fin des années 50 : in the late 50s (= fifties) Au début des années 70 : in the early 70s (= seventies) Dans l'avenir : in the future Dans le passé : in the past Dans les années 80 : in the 80s (= eighties) Dans un proche avenir : in the near future Dans un premier temps / dans un second temps / et après : first..., second..., then... En ce temps là / à ce moment là : at the time Jusqu'à présent : up to now, so far (+ present perfect) Peu à peu : gradually Pour l'instant : for the time being</p> <p>NOTION OF DISAGREEMENT I don't (quite) agree with... (= je ne suis pas (tout à fait) d'accord...) I disagree with... I don't share your point of view. He may be partly right but...I don't think you're right / I think you're wrong You can't say that... I don't think so. (= je ne crois pas.) This can't be true</p>
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Cognates (faux-amis)

V = VERB
S = SUBSTANTIVE
Adj. = ADJECTIVE
Adv. = ADVERB

achieve	V	<i>réaliser, accomplir</i>	A: How did you achieve that? B: Through the following method...
actually	Adv	<i>en fait</i>	A: Did you ring her? B: Actually , no because I saw her in the street.
advertise	V	<i>faire paraître une annonce faire de la publicité</i>	They will advertise for the job next month. Their new product will be advertised in a famous daily paper.
advice	S	<i>des conseils</i>	The pharmacist gave me a useful piece of advice .
agenda	S	<i>ordre du jour</i>	At the top of the agenda for today's meeting is : security.
ancient	Adj	<i>antique</i>	In Ancient Rome, conferences often took place in the spas.
apology	S	<i>excuses</i>	He sent a written apology to explain his absence at the last meeting.
applicant	S	<i>candidat</i>	There were three applicants for the same job
appointment	S	<i>rendez-vous</i>	I 've had to cancel my dental appointment because of my workload.
attend	V	<i>assister à</i>	I'm afraid we won't be able to attend the lecture
audience	S	<i>public</i>	The audience was very attentive
bachelor	S	<i>célibataire</i>	He remained a bachelor well until into his fifties
bachelor	S	<i>licencié ès sciences</i>	Our new colleague is a Bachelor of Sciences
bribe	S	<i>pot-de-vin (corruption)</i>	Giving bribes is common practice in politics
cabinet	S	<i>armoire à pharmacie</i>	Place all your tablets and other medicines in a locked cabinet !
candid	Adj	<i>franc</i>	If I may be candid with you, your conclusion needs to be re-written!
cave	S	<i>grotte</i>	The cave 's paintings reveal much about hunting at that period.
chance	S	<i>hasard</i>	We met by chance - quite accidentally in fact!
chemist	S	<i>pharmacien</i>	The chemist has a right to sell generic drugs.
choke	V	<i>étouffer</i>	The smoke was so thick he nearly choked
command	S	<i>ordre, domination</i>	The admiral's command over his men was unquestionable.
concern	S	<i>inquiétude</i>	The new-York attacks have raised concerns in the western world.
control	V	<i>maîtriser, diriger</i>	The director has controlled the newspaper group for many years.
corpse	S	<i>cadavre</i>	The corpse was found two days later by the police
cure	V	<i>guérir</i>	The doctor succeeded in curing her of her strange condition.
cure	S	<i>remède, thérapie</i>	Doctors can't always find a cure for people's problems.
currently	Adv	<i>en ce moment</i>	The World Health Organisation is currently holding its annual assembly in Paris.
deceive	V	<i>tromper</i>	I thought my eyes were deceiving me!
delay	S	<i>retard</i>	The train had a 2-hour delay
delay	V	<i>retarder/ remettre à + tard</i>	He delayed submitting his article until the end of the month.
delivery	S	<i>livraison / accouchement</i>	The obstetrician said that the delivery went smoothly considering the complications
demand	V	<i>exiger</i>	The strikers are demanding higher wages.
demanding	adj	<i>exigeant</i>	My bank manager always says that his clients are far too demanding
deserve	V	<i>mériter</i>	Her hard work deserved praise.
device	S	<i>appareil</i>	This is a useful device for speeding things up.
disposable	Adj.	<i>jetable</i>	All nurses now use disposable syringes.
dispose of	V	<i>détruire, se débarrasser de</i>	Fertility clinics had to dispose of several frozen embryos.
don	S	<i>professeur d'université</i>	He has been a don at Cambridge for years.
educated	Adj.	<i>instruit</i>	You need to be well-educated to be able to understand his poetry.
eligible for	Adj	<i>qui a droit à</i>	Some disabled persons are eligible for assistance but not all of them.
eventually	Adv	<i>enfin</i>	The three companies eventually merged to form the Derrien Consultation Group.
evidence	S	<i>preuve</i>	The police needed more evidence to arrest the burglar.
fabric	S	<i>tissu</i>	My jacket is the same fabric as your coat, but not the same colour,
facilities	S	<i>Equipements ,installations</i>	The new facilities will simplify our work
figure	S	<i>chiffre</i>	The recent figures show an increase in unemployment here.
ignore	V	<i>faire semblant de ne pas voir</i>	I met my neighbour in the street the other day, but he ignored me!
issue	S	<i>problème, grande question</i>	Social issues such as unemployment are important questions during election time.
lecture	S	<i>conférence</i>	The students listened to the lecture with great interest.
lunatic	Adj	<i>fou</i>	The government's policy on health expenditure is irresponsible: I say it's lunatic !

physician	S	<i>médecin</i>	The Queen has her own private physician - she doesn't see the local General Practitioner!
policy	S	<i>politique (ligne de conduite)</i>	The university has a new policy in terms of security.
politics	S	<i>la politique</i>	Politics is not my favorite topic in dinner parties
preservative	S	<i>conservateurs</i>	This jam is preservative-free so it only keeps 2 weeks.
pretend	V	<i>faire semblant</i>	Children love pretending to be mum & dad.
prevent	V	<i>empêcher</i>	The committee wanted to prevent him from speaking.
range	V	<i>s'étendre / aller de... à...</i>	The results ranged from 4 to 12.
	S	<i>gamme de</i>	The new shop offers a wide range of products
receiver	S	<i>combiné téléphonique, destinataire</i>	Don't put the receiver down, I have other things to tell you!
recipient	S	<i>bénéficiaire, receveur(d'un don)</i>	Organ recipients are not allowed to know the donor's identity.
resume	V	<i>recommencer</i>	They resumed their unfinished discussions after a good lunch.
supply	V	<i>fournir</i>	The laboratory can supply us with the equipment next week.
susceptible	Adj	<i>vulnérable</i>	These local organisations are often susceptible to government pressure.
sympathise	V	<i>compatir</i>	I can sympathise with him - it must be very difficult.
the West Indies	S	<i>Les Antilles</i>	I wish I were sunbathing on a West Indies beach!
tourniquet	S	<i>garrot</i>	The nurse used a tourniquet before drawing blood from my arm,
train	V	<i>former</i>	They trained the young men to kill.
trainee	S	<i>stagiaires</i>	We hope our trainees are motivated and ...indulgent!
vacancy	S	<i>poste vacant, chambre à louer</i>	There is a new vacancy at the institute.
versatile	Adj	<i>doué en tout, universel</i>	He's the most versatile of colleagues! / Cannabis is said to be a versatile drug

American English or British English ?

Spelling is one way you can tell whether a document is in American or British English. Here are the main differences:

	British	American
Ae / e	haemorrhage	hemorrhage
Ce / se	practice (noun)	Practise (noun)
En / in	ensure	insure
gramme / gram	programme	program
Ise / ize	apologise	apologize
Oe / e	oedema	edema
Oea / ea	diarrhoea	diarrhea
Ogue / og	catalogue	catalog
Our / or	labour	labor
Re / er	centre	center
Xion / ction	connexion	connection

SOUND BANK - to be completed by YOU

BRITISH ENGLISH PHONETICS - Biblio. *English Pronouncing Dictionary*, D. Jones (cf. in the Resource Centre)

Vowels + diphthongs + consonants

1. [æ]	man, cat.....	analysis, <u>analyse</u> ,
2. [ɑ:]	car, park.....	laugh, <u>paragraph</u> , <u>banal</u> , heart
3. [ɒ]	dog, not.....	want, watch, bomb [bɒm],
4. [ɔ:]	ball, horse.....	law, door, poor, sure.....
5. [ʊ]	foot, put.....
6. [u:]	two, cool.....
7. [ɪ]	it, Philip (<i>dites 'i' en pensant 'é'</i>)	<u>promise</u> , build [bild],.....
8. [i:]	please, meeting.....	believe, quay = key, genes = jeans,
9. [e]	red, head.....	says.....
10. [ʌ]	but, up	love, <u>money</u> , <u>government</u> , blood,
11. [ɜ:]	bird, word, were.....	research.....
12. [ə]	the, again.....	<u>banal</u> , <u>bacillus</u> , <u>cathedral</u> ,.....
13. [əʊ]	no, go.....	<u>logo</u> , low.....
14. [aʊ]	now, how.....
15. [ɪə]	here, dear.....	engineer, period,
16. [eɪ]	say, day.....
17. [ɔɪ]	boy.....
18. [aɪ]	my, fly.....	<u>virus</u>
19. [eə]	where, share.....
20. [ʊə]	tour.....	<u>Europe</u> , lure ,.....
21. [ð]	the, they.....	<u>Southern</u> , <u>Northern</u>
22. [θ]	thin, thousand, three.....	South, North, <u>method</u>
23. [j]	yes, you, new [nju:].....	knew [nju:].....
24. [dʒ]	jazz, jeans.....	tragedy, <u>magic</u> , pyjamas, <u>procedure</u>
25. [ʒ]	measure, pleasure.....	<u>equation</u> , <u>vision</u>
26. [ʃ]	ship, machine.....	<u>pressure</u> , sugar, sure.....
27. [tʃ]	cheap, China [ˈtʃaɪnə]..	<u>picture</u>
28. [k]	kilt, can.....	<u>chemist</u> (ry), <u>sceptic</u> , <u>chemotherapy</u> , <u>quay</u> ,.....
29. [s]	sit, rice.....	episode, isolated, dose, <u>asylum</u> , <u>chromosome</u> ,
30. [z]	zen.....	Missouri [miˈzuəri], <u>Kansas</u> [ˈkænzəs], <u>possess</u> [pəˈzes], <u>absorb</u>
31. [ŋ]	doing,	ink, <u>drunkard</u>
32. [kw]	queen, <u>question</u>	<u>equipment</u> , <u>quality</u> , <u>liquid</u> , <u>quit</u>

- Silent **r** , before another consonant and at the end of words (liaisons are not very common in English) :

Ex. power [ˈpaʊə], water [ˈwɔ:tə], actor [ˈæktə], dollar [ˈdɒlə], park [pɑ:k], horses [ˈhɔ:sɪz], particular [pəˈtɪkjələ]

- **ps** = [s] : psychological [saɪkəʊˈlɒdʒɪkəl], psychology, psychiatrist, psychiatric, pseudo [ˈsju:dəʊ]

- **kn** = [n] : know [nəʊ], knife [naɪf], knee [ni:]

- h, t, p, k are « breathed » when stressed . Ex. a **h**at ; a **c**up of **t**ea ; **P**eter **P**iper **p**icked a **p**eck of **p**ickled **p**eppers...

- [ə] must be pronounced very weakly (French people must practise a lot, especially when [ə] comes in the last syllable)

Most of the time, unstressed a, o, u = [ə]

Ex. gain, certain, medium, possession, Europe, production, police, America, problem, campus

- **-ion** words are stressed on the penultimate syllable (l'accent tonique est sur l'avant-dernière syllabe).

Ex. attention, profession, decision, ...etc. **Excpt.** television

- Words finishing in **-ic**, **-ically**, **-ics** are stressed on the syllable preceding these endings :

Ex. economic, economics, economically, magic, theoretical, phonetics, etc.

Present perfect

HAVE + participe passé (ed ou 3ème colonne des verbes irréguliers) (Flopsy 47)

L'emploi du present perfect n'a pas d'équivalent en français. Il peut recouvrir du passé-composé ou du présent. Il est donc important de ne pas calquer une langue sur l'autre.

Le present perfect est avant tout un lien entre passé et présent. C'est un présent et c'est par conséquent dans le présent que l'on se situe.

Les marqueurs temporels qui l'accompagnent reflètent cela :

- now
- up to now (= jusqu'à présent)
- so far (= jusqu'à présent)
- since + point précis dans le temps

En gros, on emploie le present perfect dans 2 cas de figure:

1. Pour toute "action" commencée dans le passé qui se poursuit dans le présent.

*I **have been** in London for two hours (now) and I don't like it!*

Ça fait deux heures que je suis à Londres et ça ne me plaît pas!

*Mike O'Fee **has worked** as a waiter since 1982.*

Mike O'Fee est serveur depuis 1982.

2. Pour parler d'une expérience : on fait un bilan maintenant dans le présent de ce qui s'est passé dans les derniers jours, mois, ou dernières années. En d'autres termes, on "scanne" le passé jusqu'au moment présent.

*I **have been** to the bus stop in Gallipolis, Ohio, three times in my life (up to now).*

Je suis allé(e) 3 fois à l'arrêt de bus de Gallipolis, Ohio (jusqu'à présent).

☛ Attention ! dès que l'on a un repère temporel passé, on est obligé d'employer le prétérit.

Simple past (temps du passé)	Present-perfect (lien entre présent et passé)
Ago	« depuis » Je suis malade depuis trois jours : I have been ill <u>for</u> three days. I have been ill <u>since</u> Monday.
Action finie	Action qui continue dans le présent / qui a des conséquences dans le présent.
Repère temporel / action datée	Action non datée.

USE EITHER THE PRESENT PERFECT OR THE PRETERITE

A

- 1) When _____ the accident _____ ? (to happen)
- 2) I _____ him a long time ago. (to meet)
- 3) _____ you ever _____ to London ? (to be)
- 4) I _____ to London when I was young. (to go)
- 5) I never _____ English while I was in London. (to speak)
- 6) I can't watch TV, I _____ n't _____ my homework. (to do)
- 7) Look at my car ! Someone _____ it ! (to wash)
- 8) Marilyn Monroe _____ 10 films. (to make)
- 9) He _____ two whiskeys before dinner. (to drink)

B

- 1/ I (to get) _____ that letter 2 days ago.
- 2/ They (to break) _____ one more plate. Look !
- 3/ I (to meet) _____ that girl last year.
- 4/ Show me what you (to buy) _____ for her birthday. I know you have it.
- 5/ She (to see) _____ her present yet. (yet = déjà)
- 6/ Dad always (to tell) _____ funny stories.
- 7/ Stan (to come) _____ here just before you (to leave) _____.
- 8/ _____ you _____ (to finish) ?
- 9/ I _____ junk food for 30 years and I intend to go on. (to eat)
- 10/ I _____ her ever since I met her. (to love)

Concordance des temps / Tense agreement :
Style indirect / Reported speech
& If –sentences

Style indirect / Reported speech

Deux règles à retenir :

- **L'ordre des mots est celui d'une phrase affirmative** (pas d'auxiliaire et le verbe est après le sujet)
- Il faut penser à la **concordance des temps et des pronoms**

Ex

- "Where **is** the station?" -> I would like to know where the station **is**. (indirect question in present tense)

-> He **wanted** to know where the station **was**. (indirect question in past tense)

- He told me: "**I will** stay until Tuesday" -> He told me that **he would** stay until Tuesday

Attention au cas des subordonnées de temps au futur ! (cf Kit p.12)

- I told her: "We will go as soon as you are ready" -> I **told** her that we **would** go as soon as **she was** ready. (*Je lui ai dit que nous partirions dès qu'elle serait prête*)

Note: pour rapporter des ordres, on utilise un infinitif

Ex : "Come right now" -> I asked him **to come** right now.

→ Exercise : turn the following sentences into indirect speech

1. "I've lost your address"
-> He explained that
2. "I'm going to Spain this summer"
-> She said that
3. "Shut the door".
-> I asked him
4. "Whose car is this?"
-> I was wondering
5. "What did you do last night?"
-> I would like to know
6. "Don't be late"
-> They told us

If-sentences

Deux règles à retenir :

- Il n'y a **jamais de futur ni de conditionnel après IF**
- Pour une fois, la **concordance** est la même qu'en français ! Les temps sont en fonction du degré de l'hypothèse.

1. **Potentiel** (c'est toujours possible dans le **futur**)

*If one day I **am** rich, I **will** travel around the world* (Si jamais je **suis** riche un jour, je **ferai** un voyage autour du monde)

2. **Irréel du présent** (l'hypothèse concerne le **présent** qu'on souhaiterait différent)

*If we **were** rich, we **would** travel around the world* (Si **nous étions** riches (mais ce n'est pas le cas, c'est juste une supposition), nous **ferions** un voyage autour du monde)

Pour la 1^{ère} et la 3^{ème} personne du singulier, on emploie "**were**" (forme subjonctive) plutôt que « was » dans une langue soutenue Ex *If I **were** you, I wouldn't do this*

3. **Irréel du passé** (l'hypothèse concerne le **passé** qu'on souhaiterait différent)

*If I **had known** you were coming I **would have met** you at the station* (si j'**avais su** que tu venais, je t'**aurais attendu** à la gare) (mais c'est trop tard maintenant)

WISH

WISH can be used in 3 different ways:

- **Wish + could / would** : to express a wish about the future

eg : "I wish he would stop talking nonsense"

Note that "could" is more commonly used with the pronoun "I"

eg : "I wish I could help you"

- **Wish + preterite** : to express a regret about the present (and a wish for a change)

eg : "I wish I had the money" implies "I haven't got the money now and I need it now"

"I don't like this place. I wish I lived in somewhere more interesting."

- **Wish + pluperfect** : to express a regret about the past

eg : "I wish I had had the money" implies "I needed the money at a time in the past"

Tip! Think of the phrase "If only" to find the right structure:

Eg. "If only I had had the money!" "If only I had known !"

Exercises

A/Complete the sentence with the correct form of the verb in brackets ()

1. we always have to take the bus home. I wish we (not live) so far from the city centre.

2. We are completely soaked. I wish we (bring) an umbrella.

3. He is always whistling. I wish he (not do) that all the time.

4. I wish my neighbours (not make) so much noise last night. I could hardly sleep.

5. She feels bored in her new job. She wishes her boss (give) her more responsibility;

B/Translate

1. Cet ordinateur est complètement nul. Je regrette de l'avoir acheté.

2. J'aimerais avoir les moyens de faire le tour du monde.

3. Je regrette que tu ne sois pas avec nous.

Subjunctive

The subjunctive is used to refer to events that are not certain to happen and to emphasize urgency or importance.

Form

There are two forms of subjunctive: present and past (but they do not express ideas of time but notions of necessity, hypothesis etc.)

The Present Subjunctive looks like the infinitive without "to" for all verbs.

The Past Subjunctive looks like the preterit (simple past) for all verbs except for "to be" which uses "were" for all persons (I were / you were / he, she, it were / we were / you were / they were)

The use of the subjunctive is **more common in American English** than in English, where **should + infinitive** is often used.

Examples: I suggest that he study.

Is it essential that we be there?

Tom recommended that you join the committee.

In **negative form**:

*The boss insisted that Sam **not be** at the meeting.*

*The company asked that employees **not accept** personal phone calls during business hours.*

*I suggest that you **not take** the job without renegotiating the salary.*

Use of the subjunctive:

1) After verbs used to express suggestions, wishes and commands:

Advise / ask / command / demand / desire / insist / instruct / propose / recommend / request / require
suggest / urge / warn

Examples:

- I **suggest** you **come** with us.
- Dr. Smith **asked that** Mark **submit** his research paper before the end of the month. (or that Mark should submit...)
- Donna **requested** Frank **come** to the party. (or Frank should come...)
- The teacher **insists that** students **be** on time. (or that students should be ...)

Note that **some** of these verbs can be used with a simple infinitive:

- Her mother **advised** them to be home by ten o' clock.
- They **required** me to clean the house every Saturday.
- You **asked** me to let you know how much it would cost.
- I **warned** him not to swim where there were dangerous currents.

2) After expressions used to express urgency or importance.

It is best / crucial / desirable / essential / imperative / important / recommended / urgent / vital / a good idea / a bad idea

Examples:

- **It is crucial that** you **be** there before Tom arrives. (or that you should be...)
- **It is important** she **attend** the meeting.
- **It is recommended that** he **take** a gallon of water with him if he wants to hike to the bottom of the Grand Canyon.

Note: you must use a **past subjunctive** after the phrase "**it's time**" and its variants "it's high time" "it's about time"

Examples:

- It's high time he **woke** up! (*il est grand temps qu'il se réveille !*)
- It's about time you **made** up your mind (*il serait temps que tu te décides*)

- 3) *After wish and in if-clauses*: "were" is used instead of "was" with I and he/she/it : this is formal language and you can also use the simple preterit (which will sound more informal)

Examples:

- I wish she **were** (or was) here
- If I **were** (or was) you, I would phone her.

Note: See above chapters on Wish and If-sentences

Note : **subjunctive is also used after the phrase "I would rather" (= I'd rather) = je préférerais**

Examples :

- We'd rather you came tomorrow (*nous préférierions que vous veniez demain*)
- I'd rather he had come (*j'aurais préféré qu'il vînt*)

1) *In some phrases such as:*

- **Bless you**. (Which means: May God bless you.)
- God **save** the Queen. (the British National Anthem)
- **Long live** our gracious Queen. (The first line of the British National Anthem)
- A toast now: **long live** the bride and groom.
- I have always supported you financially, but **be that as it may**, I can no longer support your current lifestyle. (= whatever the case may be, in spite of that)
- If I have to pretend that you no longer exist, **so be it**. (=used to express agreement or resignation, meaning 'nothing can or will be done to change that')

Modaux (should, must, can, may, etc.)

BASE DE DONNEES GRAMMATICALES DU SCELVA

<http://www.scelva.univ-rennes1.fr/langues/anglais/flopsy/b/Explications/36-modaux.htm>

A GENERALITES

Il y a 2 règles à suivre :

Les modaux sont INVARIABLES (ils ne se conjuguent pas)

Les modaux (CAN, COULD, MAY, MIGHT, MUST, SHALL, SHOULD, WOULD) sont immédiatement suivis de l'INFINITIF SANS TO

(ce qui n'est bien sûr pas le cas des équivalents BE ABLE TO, HAVE TO, OUGHT TO)

B VALEUR

Chaque modal a deux valeurs différentes :

1° **Capacité, obligation, permission etc.**

(Le modal exprime une capacité, obligation, autorisation, etc. qui concerne le SUJET de la phrase.)

2° **Probabilité de l'action/ l'événement** (porte sur la PHRASE entière : on est plus ou moins sûr de ce qui va se passer.)

1° **Capacité, obligation, permission, etc.**

(porte sur le SUJET de la phrase).

On a recours à des EQUIVALENTS (semi-modaux) pour exprimer les mêmes notions au passé, futur, infinitif etc.

Can	be able to
Must	have to
May	be allowed to
Should	ought to

Le modal exprime une capacité, obligation, autorisation, etc. qui concerne le sujet.		
VALEUR	MODALS (& equivalents)	EXEMPLES
Capacité	can, could (be able to)	Flopsy <u>can</u> be quite normal : he loves carrots. He <u>could</u> stop collecting pressure cookers.
Permission	can, could, may	You <u>may</u> / <u>can</u> have a carrot now, Flopsy.
Instructions et requêtes	can, could, will, would, may	<u>Could</u> you tell me the best way to treat him ? Will you stop speaking to your pressure cooker!
Suggestions	could, may, might, shall	You <u>could</u> go to the therapy group tonight.
Offres et invitation	can, could, shall, will, would	<u>Could</u> you leave your pressure cooker and your carrots outside please?
Souhaits & préférences	would like, would rather, wouldn't mind	I would like him to behave normally. I'd rather he didn't bring all of these carrots after all.
Obligation & nécessité	need, must, mustn't (have to, have got to)	All your habits <u>must</u> change. You <u>mustn't</u> see Fred the Fabulous frog anymore.
Absence d'obligation & nécessité	Needn't (not have to)	You needn't tell Pitt Bull about this.
Conseil & obligation	Should, shouldn't (ought to)	You should start looking for another past time.

2° Probabilité de l'action/ l'événement :

(porte sur la PHRASE entière : on est plus ou moins sûr de ce qui va se passer.)

Certitude absolue	WILL, SHALL / WILL NOT, COULD, SHALL NOT	<input type="checkbox"/> be bound to
Forte probabilité / quasi-certitude	MUST, CANNOT, SHOULD Flopsy <u>must</u> be neurotic.	<input type="checkbox"/> to be sure / certain /highly probable / be expected to / in all likelihood
Possibilité	CAN, MAY / MAY NOT Other people <u>may</u> be asked to submit evidence.	<input type="checkbox"/> possibly, probably, maybe, perhaps, be likely to
Eventualité	MIGHT / MIGHT NOT, COULD A major epidemic <u>could</u> break out. The talks <u>might</u> collapse.	<input type="checkbox"/> possibly, probably, maybe, perhaps, be likely to

Au **PASSE** ; **MODAL + INFINITIF PASSE** (= have + participe passé) :

Flopsy must have scared them. *Flopsy a dû les effrayer.*

There might have been more people. *Il se peut qu'il y ait eu plus de monde.*

Note : may / might ont également une valeur future :

I'm afraid the pressure cooker virus might infect other categories of living beings.

Il se peut que le virus de la cocotte minute infecte d'autres catégories d'êtres vivants = il les infectera peut-être.

Match the following sentences (1-20) with their appropriate translations (A-T)

1. She can write it.		A. Il se peut qu'elle l'écrive.
2. She could write it.		B. Elle aura à l'écrire.
3. She was able to write it.		C. Il se pourrait qu'elle l'écrive.
4. She could have written it.		D. Elle aurait dû l'écrire.
5. She will be able to write it.		E. Ce n'était pas la peine qu'elle l'écrive (elle l'a fait pour rien).
6. She must write it.		F. On ne lui a pas permis de l'écrire
7. She will have to write it.		G. Elle n'a pas eu besoin de l'écrire (cela n'a pas été nécessaire).
8. She had to write it.		H. Elle aurait pu l'écrire.
9. She must have written it.		I. Si elle l'écrivait...
10. She should write it.		J. Il se pourrait qu'elle l'ait écrit.
11. She should have written it.		K. Elle devrait l'écrire.
12. She would have written it.		L. Elle doit l'écrire.
13. She may write it.		M. Elle a su l'écrire.
14. She might write it.		N. Il se peut qu'elle l'ait écrit.
15. She may have written it.		O. Elle a dû l'écrire, je reconnais son style.
16. She might have written it.		P. Elle a été obligée de l'écrire.
17. She didn't need to write it.		Q. Elle peut l'écrire.
18. She needn't have written it.		R. Elle l'aurait écrit.
19. She wasn't allowed to write it.		S. Elle pourra l'écrire.
20. Should she write it ...		T. Elle pourrait l'écrire.

Talking about the FUTURE

1° Le futur se forme avec **WILL** qui est un **auxiliaire modal**

En anglais courant, on utilise WILL à toutes les personnes. (Contraction : 'll / Négation : will not ou won't)

Ex: I **will** be ready in a minute (*Je serai prêt dans une minute*)

She **will** do everything to succeed (*Elle fera tout pour réussir*)

SHALL est la forme archaïque du futur pour la 1^{ère} personne (singulier et pluriel) et s'emploie encore parfois dans des **formes interrogatives**.

ex: **Shall** we go now? (*Pouvons-nous partir maintenant?*) What **shall** I do? (*Que dois-je faire ?*)

Note :

WILL peut aussi indiquer une très forte probabilité (quasi-certitude) du fait de la nature des choses

Ex : Boys **will** be boys (*Les garçons, ils ne changeront jamais*)

Accidents **will** happen (*Il arrive toujours des accidents*)

WILL NOT (accentué) peut exprimer le refus

Ex : He will not listen to me (*Il refuse de m'écouter*)

I won't obey such stupid orders (*Je refuse d'obéir à des ordres aussi stupides*)

ATTENTION !

On utilise le **PRESENT** dans les **PROPOSITIONS subordonnées de TEMPS** introduites par
WHEN / AS SOON AS / UNTIL / AFTER / BEFORE

Ex: As soon as you **are** ready, we will go. (*Dès que tu seras prêt, nous partirons*)

When you **arrive** at the station, take the bus and we will meet at my home. (*Quand tu arriveras à la gare, prends le bus et nous nous retrouverons chez moi*)

Au style indirect, n'oubliez pas de respecter la concordance des temps (Cf Kit p.9)

Ex : I told her that we would go as soon as she was ready. (*Je lui ai dit que nous partirions dès qu'elle serait prête*)

MAIS cette règle ne s'applique pas lorsque :

1. « when » introduit une question indirecte :

Ex: When will they arrive? -> I do not know when they will arrive. (*Je ne sais pas quand ils arriveront*)

Compare: Tell us when you are ready = *Prévenez-nous quand (une fois que) vous serez prêt.*

Tell us when you will be ready = *Dites nous (maintenant) quand vous serez prêt.*

2. « when » introduit une relative (après un nom)

Ex: I look forward to the day when I will move to my new flat.

→ **Exercise**: complete the following sentence with the appropriate verbal form

1. It will be dark when we home (to get)

2. I'll remember him as long as I (to live)

3. He does not know when his book (to be published)

4. Come as soon as you free (to be)

5. I told all my friends I would buy a car after I my driving licence (to get)

2° **BE GOING TO** s'utilise pour exprimer une **intention** ou une **conviction**

Ex: I'm going to learn Japanese (*Je vais apprendre le japonais (c'est mon intention)*)

It's going to rain (*Il va pleuvoir (j'en ai la conviction)*)

3° **BE ABOUT TO** exprime le futur **PROCHE**

Ex: the train **is about to** leave the station. (*Le train s'apprête à / est sur le point de partir de la gare*)

4° **BE TO** s'utilise pour des événements programmés ou des instructions

Ex : The Queen is to go to Canada next week (*La Reine se rendra au Canada la semaine prochaine (c'est prévu)*)

What I am to do? (*Que faut-il que je fasse?*)

5° Note : les modaux MAY-MIGHT peuvent aussi exprimer une idée de futur (pour des probabilités dans le futur : risques, incertitudes...) Cf Kit p.11

VERBS & their STRUCTURES

Verbs followed by –ING

e.g. I am **considering** going to the USA next year (*j'envisage de partir aux US l'année prochaine*)
 I can't **help** laughing (*je ne peux pas m'empêcher de rire*)
 Do you **mind** opening the window? (*cela vous dérange-t-il d'ouvrir la fenêtre ?*)

admit advise appreciate avoid can't help celebrate consider	delay deny detest discontinue discuss dislike	endure enjoy feel like finish forgive imagine	justify keep mention mind (= object to) miss postpone	practise propose recall recommend regret report	resent resist risk suggest tolerate understand
---	--	--	--	--	---

Verbs followed by TO (Infinitive)

e.g. I **can't afford to** buy a new car (*je n'ai pas les moyens de m'acheter une voiture neuve*)
 I have **decided to** move to a new flat (*j'ai décidé de déménager*)
 I don't **want to** go out tonight (*je ne veux pas sortir ce soir*)

afford agree appear arrange ask attempt choose consent	decide deserve expect fail grow help hesitate hope	hurry intend learn manage mean need neglect offer	pay plan prepare pretend promise refuse request struggle	swear volunteer wait want wish would like / love / hate yearn
---	---	--	---	---

Verbs which can be followed by Object + infinitive = Infinitive clauses

e.g. Do you **want me to** help you? (*veux-tu que je t'aide?*)
 I am **asking you to** leave (*je te demande de partir*)
 You don't **teach old apes to** make faces! (*on n'apprend pas à de vieux singes à faire des grimaces*)

advise allow ask cause challenge choose convince	enable encourage expect forbid force get help	hire invite need order pay permit persuade	promise remind request require teach tell urge	want warn wish would like / love / hate
--	---	--	--	--

Verbs followed by ING or infinitive **BUT** ☛ there is a big difference in meaning ☛ !!

As a rule, + **ing** refers to **the past** / **the infinitive** refers to **the future**

e.g. **Stop making** that noise! (*arrête de faire du bruit!*) ≠ Can you **stop to** help me? (*peux-tu t'arrêter un moment -de faire ce que tu es en train de faire - pour m'aider?*)
 I **remember seeing** this before (*je me souviens d'avoir vu cela*) ≠ **Remember to** buy some milk (n'oublie pas d'acheter du lait)
 I **hate waiting** for the bus (*je déteste attendre le bus*) ≠ I **hate to** disturb you but ...(*je m'excuse de vous déranger mais...*)

Forget	Remember	Stop	Like / love / hate	
--------	----------	------	--------------------	--

Verbs followed by ING or infinitive with no difference in meaning

e.g. He **started working** for this company five years ago / he **started to** work for this company ten years (*il a commencé à travailler pour cette entreprise il y a cinq ans*)

Begin / Start	Continue	Can't stand	Prefer	Try
---------------	----------	-------------	--------	-----

Active or passive voice ?

La voie passive indique que le sujet **subit** l'action.

Le passif se construit avec l'auxiliaire **BE = participe passé (ED)**.

L'agent (de l'action) est introduit par **by** mais la plupart des phrases passives n'ont pas de complément d'agent : au passif on s'intéresse avant tout à l'action et non à qui l'effectue.

Voie active	Voie passive = Be + past participle
My father builds bridges. (present simple)	→ Bridges are built
My father is building a bridge here (present continuous)	→ A bridge is being built here (by my father)
My father has built this bridge (present perfect)	→ This bridge has been built (by my father)
My father built this bridge last year (simple past)	→ A bridge was built last year (by my father)
My father will build a bridge next year (future)	→ A bridge will be built next year (by my father)
My father must build a bridge here	→ A bridge must be built here (by my father)

△ Faites attention à bien distinguer les formes actives (-ING) et les formes passives (-ED) !

Comparez: *He is so boring* (il est si ennuyeux!); *he is so bored* (il s'ennuie tellement)

This is an interesting project (c'est un projet intéressant) *I'm interested in this project* (ce projet m'intéresse)

Note: en anglais, la forme passive est beaucoup plus fréquente qu'en français ; en particulier elle sert souvent

-à traduire le « on » ex : *my house has been broken into*. (on est entré dans ma maison par effraction)

-à traduire des verbes pronominaux ex : *to be bored* (s'ennuyer) ; *to get drunk* (s'enivrer) ; *to get married* (se marier)

-dans des expressions ex : *to be taken ill* (tomber malade) ; *It's easier said than done* (c'est plus facile à dire qu'à faire) ; *What is to be done ?* (que faut-il faire ?) *There was no more to be said* (il n'y avait rien à ajouter)

-avec des verbes suivis d'une proposition infinitive (cf Kit p.13) ex : *I was told to wait outside* (on m'a dit d'attendre dehors) ; *He is said to be a dangerous man* (on dit (de lui) qu'il est dangereux)

→ **Exercise:** translate into English (use a passive form)

1. On ne l'a pas encore attrapé.
2. On te demande au téléphone.
3. On entendit du bruit.
4. On pouvait voir de la fumée sortir du moteur.
5. On s'attend à ce que vous fassiez de votre mieux.
6. On m'a demandé de montrer mon passeport.
7. On lui a accordé une bourse (*scholarship*)
8. On enseigne le Chinois dans cette école.

Causative structures / Les structures causatives (traduction de « faire faire »)

Les structures causatives sont des structures dans lesquelles le sujet est à l'origine de l'action mais ce n'est pas lui qui l'accomplit pour autant.

-Il la fait faire = cas à sens ACTIF Ex *Ma mère m'a fait ranger ma chambre.* (*Ma mère est à l'origine de l'action, mais c'est moi qui l'accomplis*)

-ou la fait subir = cas à sens PASSIF Ex *Je ferai réparer ma voiture.* (*Je suis à l'origine de l'action, mais c'est "ma voiture" qui subira l'action*)

I. SENS ACTIF = Auxiliaire + Objet + Verbe (Infinitif sans TO) : (le complément accomplit l'action)

MAKE + Objet + Base Verbale

Ex : They made him wash their car. *Ils lui ont fait laver leur voiture* ; She always makes them repeat. *Elle leur fait toujours répéter.*

A noter: On peut mettre ces phrases à la voix passive mais il faut alors un infinitif complet (avec TO)

Ex : "They made him wash their car." devient: "He was made **to** wash their car."

En anglais américain, on peut aussi employer Have à la place de Make **HAVE + Objet + Base Verbale**

Ex : We had him tidy his room. = We made him tidy his room. *Nous lui avons fait ranger sa chambre.*

Dans ce cas, la voix passive n'est pas possible.

II. SENS PASSIF = Auxiliaire + Objet + Participe Passé (le complément subit l'action)

HAVE + Objet + Participe Passé

Ex: I had my hair cut. *Je me suis fait couper les cheveux* ; They had their house built. *Ils ont fait construire leur maison.*

GET + Objet + Participe Passé

Ex: I got my hair cut. *Je me suis fait couper les cheveux* ; She got her car washed. *Elle a fait laver sa voiture.*

"Get", contrairement à "Have", insiste davantage sur un résultat à obtenir.

PHRASAL VERBS

Certains verbes anglais s'emploient avec une préposition devant le complément d'objet (eg : to look at something; to listen to someone etc.) Il s'agit de **verbes prépositionnels** (*prepositional verbs*).

Les "**phrasal verbs**", eux, sont formés par le verbe suivi d'une particule adverbiale. Le verbe et la particule, ou postposition, forment un groupe phonétiquement inséparable. Dans des verbes comme *get up*, *make out* (understand), *bring about* (cause), *up*, *out* et *about* ne sont pas des prépositions mais des particules adverbiales. En effet :

- Elles ne sont pas forcément suivies d'un complément d'objet, contrairement aux prépositions (eg : on peut dire *I'm getting up* mais pas *I'm looking at*).
- La postposition est toujours accentuée, alors que la préposition ne l'est que dans des cas exceptionnels (comparez : *to drive in England* et *to drive in a nail*).
- Place de la postposition :

Elle se met toujours après un pronom complément : eg *I picked it up*.

Elle peut se mettre avant ou après un nom complément (si le complément est long, elle se place avant) : eg *I picked up my glass* ou *I picked my glass up*.

Sens des principales postpositions :

ABOUT	-en tous sens (mouvement) <i>He gets about a lot for his work</i> -ça et là (sans mouvement) <i>Books are lying about in his room</i>
AWAY	-éloignement <i>To run away</i> -disparition complète <i>The snow has melted away</i> -entraîne <i>To be carried away</i> = <i>to be enthusiastic</i>
BACK	-mouvement vers l'arrière / retour au point de départ <i>Put it back / Call him back / To pay someone back</i> -réplique, revanche <i>To answer back / To hit someone back</i> -attitude réservée <i>She kept back her tears</i>
DOWN	- mouvement vers le bas <i>Sit down !</i> diminution <i>Calm down !</i> - prise de notes écrites <i>Take it down</i> = <i>make a note of it</i>
IN	- situation à l'intérieur / visite - insistance <i>Don't rub it in</i> (=ne remue pas le couteau dans la plaie)
OFF	- éloignement / départ, séparation nette <i>The plane is going to take off / I will see them off / Off we go!</i> - interruption / achèvement total <i>To switch the light off / He paid off his debts</i>
ON	- contact <i>To switch the light on / to log on</i> - progression, continuation / mise en marche <i>To go on / keep on doing something</i>
OUT	- situation à l'extérieur <i>To eat out (in a restaurant as opposed to 'at home')</i> - extension / distribution <i>To hand a paper out</i> - éclaircissement, extériorisation <i>To make out</i> = <i>understand</i> / <i>To find out</i> - disparition / soudaineté <i>To wear out / The fire broke out two hours ago</i>
OVER	- passage d'un lieu à un autre, transmission <i>To hand a paper over</i> - mouvement pour retourner, faire basculer <i>Please turn the page over</i> - répétition / soin <i>Read it over / Think it over</i>
ROUND	- mouvement circulaire, demi-tour <i>To look round</i> - retour cyclique <i>When spring comes round</i> - succession d'endroits
THROUGH	-action faite entièrement <i>To be through with it, with one's work</i> - épreuve subie jusqu'au bout <i>To go through an experience</i>
UP	-mouvement vers le haut / intensité accrue <i>Speak up ! I can't hear you.</i> - achèvement total <i>Drink up your beer! It's closing time.</i>

Traduisez en utilisant le verbe *to put* suivi d'une postposition :

- 1° Il a grossi.
- 2° Rangez tous ces livres.
- 3° Levez la main si vous avez des questions.
- 4° La réunion a été remise à plus tard.
- 5° Tout ce qu'il a dit fut immédiatement consigné par écrit.
- 6° Pourrais-je parler au directeur ? (au téléphone)
- 7° Nous les avons hébergés pour la nuit.
- 8° Il a pu mettre de côté une importante somme d'argent.
- 9° A cause du vent, ils n'ont pas pu éteindre le feu.
- 10° Elle n'arrête pas de parler; je ne peux pas en placer une.
- 11° Ils ont monté la pièce dans un petit théâtre.
- 12° Nous avons dû les supporter toute la soirée.
- 13° J'ai freiné et la voiture a dérapé.
- 14° Il est parfois difficile de remonter ce que l'on vient de démonter.
- 15° Est-ce que cela te dérangerait de me conduire à la gare ?
- 16° J'ai bien peur que toutes ces difficultés ne le dégoûtent.

Complete with the appropriate postposition :

- 1- Brothers and sisters don't always get well. 2- She tried to find who the new neighbours were. 3- The fire broke during the night, and by daybreak several houses had been burnt 4- Owing to the bad weather the launching of the spacecraft had to be put 5- You'll never read those magazines, you'd better throw them 6- Whenever he learnt a new phrase he took it in a little note-book. 7- I can't put with bad-mannered people. 8- I was prepared to trust him, but what I learnt about his past put me 9- You have to fill your tax return by February 28th. 10- Here is the document, please hand it for everybody to see it. 11- He tried to cheat. Does he imagine he can get with it? 12- It was written in old English, I couldn't make what it meant. 13- The car pulled at the zebra crossing to allow a child to cross the street. 14- Mr Jones is bankrupt; I wonder what brought his ruin. 15- My friends are leaving tomorrow, I'm going to see them at the airport. 16- We hoped the noise would stop, but it went for hours. 17- She is waiting for our answer, we must make our minds quickly. 18- Don't put the brakes too suddenly, you might skid. 19- It's getting dark, please switch the light. 20- If you want to visit the mosque you have to take your shoes 21- She won't come with us, we'd better give trying to persuade her. 22- We were lazy yesterday, we'll have to work hard today to make for lost time. 23- (on the phone) Will you put me to the manager, please. - Hold a minute, he's on another line. 24- I'm sure these gloves are too small for me. - Well, try them 25- I'm looking to meeting your sister. 26- Look, a huge plane is about to take 27- They won't tell us what happened, but the truth will come in the end. 28- I didn't like him at first, but he turned to be very nice. 29- The advice he's given you is excellent, you ought to think it 30- You ought to put the clock , it's nearly twenty minutes fast.

Prepositions

After	To look AFTER (=take care of)
about	to be angry / annoyed / furious ABOUT something or WITH someone FOR doing something to be excited / worried / upset / nervous / happy ABOUT something to be sorry ABOUT something to talk / read ABOUT / tell someone ABOUT to care ABOUT someone / something (= think someone / something is important) to be warned ABOUT (a danger, something bad which might happen)
at	to be surprised / shocked / amazed / astonished AT (or BY) something to be good / bad / excellent / brilliant / hopeless AT to arrive AT (a place) to look / have a look / stare / glance AT to laugh / smile AT to wonder AT (=be surprised) to aim / point / shoot / fire (a gun) AT to shout AT someone / to throw something AT someone (only when you are angry: if not, you throw something TO someone)
for	to be sorry FOR doing something / to feel sorry FOR somebody to be famous FOR to be responsible FOR to care FOR someone / something (= like or look after someone/ something) to ask/ beg someone FOR something (except to ask someone a question/ to ask someone the way to the station) to apply (TO someone) FOR a job to wait FOR to hope / pray / long / yearn FOR to search (a person, a place , a bag etc = <i>fouiller</i> in French...) FOR something (I have searched the house for my keys) to look FOR (= search for, try to find) to arrest someone FOR something to punish / blame someone FOR something to thank / praise someone FOR something to pay (somebody/ a sum of money) FOR something. to apologize FOR to forgive someone FOR something to cater for / provide something FOR someone to mistake for / stand for / substitute for
from	to be different FROM to differ FROM to deter / discourage / prevent / prohibit someone FROM something / doing something benefit FROM borrow FROM to steal something FROM someone to suffer FROM to recover FROM / save FROM to exclude / expel someone FROM something to resign / retire FROM
in	to be interested IN to believe IN to dress IN to result IN to succeed IN to invest IN involve someone/something IN participate IN to specialise IN to persist IN
into	to crash / drive / bump / run INTO to break INTO a house (entered illegally by a thief) to translate a book from one language INTO another
of	It + be + nice / kind / good / generous / polite / silly / stupid OF someone (to do something) <i>It was awfully nice OF you to help. (de votre part in French)</i> to be afraid / frightened / terrified / scared OF To be suspicious / critical / tolerant OF to be fond / proud / ashamed / jealous / envious OF to be aware / conscious OF to be capable / incapable OF to be full / short OF to be tired OF to get rid OF to take care OF (=look after) to accuse / convict s.o. / suspect someone OF something / doing something to approve / disapprove OF to die OF (an illness) to rob someone OF something
on	to be keen ON to be dependent ON to count / depend / rely ON to blame something ON someone / to put the blame ON someone to live ON (money / food) to spend/ save money ON something

	to comment ON to elaborate ON to concentrate ON to insist ON to decide ON to experiment ON to operate ON
to	to be nice / kind / good / generous / polite / friendly / cruel TO someone to be similar TO to compare TO to prefer one thing TO another to talk / speak TO to explain something TO someone to write (a letter) TO to listen TO to shout TO someone (to be heard) / to throw something TO someone (for someone to catch) to admit / confess TO a crime to object TO to belong TO to subscribe TO to sentence s.o. TO something (<i>condemner qq à ...</i> in French) to see TO something (that needs attention) (=deal with it)
With	to be delighted / pleased / satisfied / disappointed WITH something to be impressed WITH (or BY) To be fed up / bored WITH to agree / disagree WITH someone to charge someone WITH something to collide WITH / compete WITH to cope WITH to provide / present someone WITH something to trust someone WITH something

• **Some interesting cases**

Dream I dreamt ABOUT you last night (when I was asleep)
I often dream OF being rich (=imagine)

Hear Did you hear ABOUT last night's accident? (=be told about something)
I have never heard OF this person before (=know about his/ her existence)
Have you heard FROM Jane recently? (=receive some news from someone)

Think I will think ABOUT your proposal (=consider, concentrate your mind on)
He told me his name but I can't think OF it now (=the idea comes to your mind)
What do you think OF the film? (=have an opinion)

Remind I'm glad you reminded me ABOUT the meeting. I had completely forgotten it. (=tell someone not to forget)
This house reminds me OF the one I lived in when I was a child. (=cause someone to remember)

Complain We complained to the manager ABOUT the food. (=say you are not satisfied)
We called the doctor because Peter was complaining OF a pain in his stomach (=say you suffer)

Consist We had an enormous meal that consisted OF seven courses (to describe the different elements)
What does your project consist IN? (to describe the principle of something)

• **But there is no preposition with the following:**

To **discuss something** (e.g. We discussed a lot of issues at the meeting)
To ask someone (for) something (e.g. He asked me for money / He asked her what she was doing)
To answer a question / to answer someone To phone / telephone someone
To enter a place To trust someone To marry someone To survive something

Exercises A. Match

1	admirer
2	attendre avec impatience
3	chercher
4	considérer avec mépris
5	regarder
6	s'occuper de
7	surveiller

To look	At
	After
	Down on
	For
	Forward to
	Over
	Up to

B. Translate using one of the following: CARE ABOUT / CARE FOR / TAKE CARE OF /

1. Fais ce que tu veux; je m'en fiche.
2. Je dois m'occuper de mon petit frère ce soir.
3. Je n'aime pas beaucoup les grosses chaleurs
4. Est-ce qu'une tasse de thé vous dirait ?
5. Elle est très égoïste et n'a aucune considération pour autrui.
6. Je vais l'aider à s'occuper de ses biens.

MAKE or DO ?

In general **DO** relates to actions (we do work or do a job), **MAKE** relates to creating or constructing (we make plans, a table is made of wood).

But there are a lot of common expressions based on DO and MAKE and the only way to know which verb to use is to learn them!

Here is a list of the most common expressions with make and do, excluding phrasal verbs:

DO	MAKE
better / worse one's best / one's worst damage / harm / evil / good / right / wrong business (with) one's duty an exercise / a job / work / homework a favour / a kindness / a service the shopping / the cooking / the washing-up / the housework an injury / an operation justice (to) repairs wonders	an appointment / arrangements / a phone call a change / a difference (to) / a discovery / a search a complaint / a confession / a speech / a report (on) a decision / a guess a demand / a request / enquiries / an offer / a suggestion a movement / a gesture / an effort / an attempt / a try / a mistake a journey / a trip / an escape an excuse (for) / allowances (for) money / a profit / a loss peace (with) / war (on) / an attack (on) / trouble (for) haste / progress / room (for) / way (for) friends (with) use (of) / work (for others) faces (at) / fun (of) / a fool (of) the best (of) / the most (of) certain (of) / sure (of) / a success (of)

-->Complete the following sentences using appropriate forms of DO or MAKE. Check your answers with the table:

- Can you me a favour? I'd like to a phone call.
- If they their jobs properly, the firm will a profit. But we can't business with them if they spend all their time complaints about working conditions and not any work.
- "I've my best to help him but I think I've a mistake, because he doesn't anything to help himself. He must an effort to solve his own problems. Otherwise he is just trouble for us all.
- "I don't think you justice to him. I'm not excuses for him, but I think he means well.
- "Well I suppose we must the best of it. I don't want to him any harm. But sooner or later he will have to a decision about his private life and start some work. Ever since his divorce he's been coming to the office, nothing and work for everyone else.
- Pacifist posters in the 1960s used to say "..... love not war!"
- I think I've a fool of myself. I wanted to dress smartly for the interview to a good impression but it such a change for me I really felt like a fish out of water.

There is also a number of **phrasal verbs** based on DO and MAKE

Phrasal verb	Meaning	Example
do with	need, want	I could do with something to eat
do without	manage without	We'll have to do without a new car this year
do away with	abolish	Slavery was not done away with until last century
do out of	prevent from having (by deceit)	He did me out of my rightful inheritance
do up	fasten / renovate	your shoelaces are untied; do them up or you'll trip
make for	move in the direction of	Let's make for the city centre
make of	think (opinion)	What do you make of him?
make off	leave hurriedly	He made off as soon as he heard there was a problem
make out	claim / manage to see / understand complete	This picture is out of focus; I can't make out what it represents
make up	compose / invent / constitute put cosmetics on	He is always making up stories to show off
make up for	compensate for	We will have to make up for the lost time and work as twice as hard
make up to	be nice to (in order to get s.th.)	He made up to her until she agreed to help

THE or Ø

You should use ' THE ' in the following cases	You should NOT use ' THE ' in the following cases
<ul style="list-style-type: none"> When the person or thing has been identified or specified , including musical instruments (Brit. English only) <i>The man <u>who stole my car</u> has been arrested</i> <i>The patient met all the criteria <u>for brain death</u></i> When the thing you wish to talk about is unique <i>Look at the moon ! Isn't it beautiful?</i> Before the names of countries that contain a common noun (such as land, state, kingdom, republic ...) <i>The Netherlands, The United States, the UK</i> Before the names of rivers and oceans <i>the Thames, the Pacific</i> Before groups of people made from adjectives <i>The French</i> (= French people) <i>The blind</i> (all people who are blind) 	<ul style="list-style-type: none"> Before uncountable nouns when used generally <i>Life can be dangerous</i> <i>Humour helps a lot in some situations.</i> Before colours, names of meals, names of substances <i>In general, the English drink more tea than coffee</i> <i>Water is rare in this part of Africa</i> Before names of activities, games, sports, sciences. <i>My brother likes badminton, rave parties but not work!</i> Before indefinite plural nouns <i>Doctors often have to work very hard.</i> Before much used nouns such as : <i>home, school, hospital ...</i> when they are used for their primary purpose e.g. : <i>He went to university to study physics</i> <i>He was rushed to Ø hospital but THE hospital transferred him to a clinic...</i> Before titles and days <i>President Bush will give a speech on Monday</i> Before the names of languages and many countries. <i>People in Wales don't speak English, don't they?</i> Before abbreviations used as words <i>UNICEF , NATO</i> except the WHO (World Health Organisation) Before the names of diseases <i>Cancer still kills too many people.</i> Before the names of lakes and mountains <i>Lake Ontario, Mount Everest</i>

You should use ' A/AN ' in the following cases	You should NOT use ' A/AN ' in the following cases
<ul style="list-style-type: none"> Before an occupation (job) <i>She's a computer scientist. He's a student</i> After the preposition WITHOUT <i>He went out without an umbrella</i> Before expression of time and measurement <i>He earns £5 an hour</i> 	<ul style="list-style-type: none"> Before uncountable nouns (information, hair, homework, furniture, clothes, news, glasses, scissors, shorts, trousers, pyjamas...)

Note : to refer to parts of the body, you have to use a **possessive pronoun**

*He broke **his** arm while playing with the keyboard*

To recap: What article to use

	A /an	The	Ø
Countable singular	A cat is usually smaller than a dog (general statement as the representative of a category)	The cat which is sleeping on your bed (specific)	
Countable plural		The cats which are sleeping on your bed (specific cats)	Cats and dogs are common pets (general statements)
Uncountable		The air in this city is very polluted (specific)	Human beings need air to live. (general statement)

Countable & Uncountable Nouns

En anglais, il est essentiel de savoir si un nom est dénombrable (*Countable*) ou indénombrable (*Uncountable* ou *Non-countable* ou *Mass nouns*).

Les dénombrables sont ceux que l'on peut compter : one *pen*, two *pens*, three *pens*, four *pens*...

Les indénombrables, à l'inverse, sont des noms qui renvoient soit à des entités abstraites soit à des entités collectives.

-idées abstraites: *freedom, life, truth, love, fun, progress, etc.*

-qualités ou activités humaines: *health, behaviour, laziness, travelling, sleeping etc.*

-matériaux et aliments: *wood, oil, water, air, butter, meat, etc.*

-noms collectifs MAIS SINGULIERS: *information, knowledge, advice, furniture, news, etc.*

Concrètement, cela signifie que les indénombrables sont toujours au **SINGULIER** (même s'ils peuvent avoir un sens pluriel).

Cela veut dire qu'il faut faire **attention aux articles et aux quantifieurs** qui les introduisent. En particulier, on ne peut pas utiliser l'article **a/an**. Si vraiment on veut insister sur l'unité d'un tout, on peut utiliser « a piece of », « an item of » etc. mais c'est souvent inutile à la compréhension.

→Exercices

1. Find the odd one out (*Cherchez l'intrus*)

Advice	Time
Information	Clothing
Evidence	Sugar
Milk	Water
Luggage	News
Furniture	Work
Hair	Food
Book	

→ All these words are except

2. Which of the following can you use with these words?

<input type="checkbox"/> MUCH	<input type="checkbox"/> MANY	<input type="checkbox"/> THIS	<input type="checkbox"/> THESE
<input type="checkbox"/> A FEW	<input type="checkbox"/> A LITTLE	<input type="checkbox"/> FEW	<input type="checkbox"/> LITTLE
<input type="checkbox"/> FEWER	<input type="checkbox"/> LESS	<input type="checkbox"/> IS	<input type="checkbox"/> ARE

3 Complete the following with the words in the list above (in 1.):

- | | |
|--------------------|-----------------------|
| • a piece of _____ | • an article of _____ |
| • a piece of _____ | • a lock of _____ |
| • a piece of _____ | • a glass of _____ |
| • a piece of _____ | • a glass of _____ |
| • a lump of _____ | |

4 What non count words do the following correspond to?

A suitcase < _____
 A task < _____
 An ingredient < _____
 An hour < _____

Note: de nombreux noms peuvent être **à la fois** dénombrables et indénombrables
MAIS ils n'ont alors pas le même sens !

eg : hair (on your head = *cheveux*)
 glass (*la matière*)
 cloth (material, fabric = *du tissu*)
 iron (the metal)
 paper (the matter)
 work (a task)
 country (countryside = *la campagne*)
 cold (*le froid*)
 room (*de l'espace*)
 business (activity)

hairs (on your arm, leg..= *poils*)
 a glass (*le recipient ou son contenu*)
 a cloth (*un chiffon*)
 an iron (*un fer à repasser*)
 a paper (a newspaper or a student's paper)
 a work (a book or painting= *oeuvre d'art*)
 a country (a nation)
 a cold (*un rhume*)
 a room (*une salle*)
 a business (= a company)

Quantifiers

Countables	uncountables	Meaning	Translation
All the		Totality e.g. : <i>All the books</i>	Tout le / les
The whole	Ø	Totality e.g. : <i>The whole afternoon</i>	L'ensemble de
Every	Ø	Totality e.g. : <i>Every student</i>	Chaque
Too many	Too much	Excess e.g. : <i>Too much coffee</i>	Trop de
So many	So much	Excess e.g. : <i>So much work</i>	Tant de
Most (of the)		Almost all of e.g : <i>Most of the time</i>	La plupart de
Plenty of		Big quantity e.g. : <i>Plenty of food</i>	en assez de
Lots of		Big quantity e.g. : <i>Lots of books</i>	Énormément de
A lot of		Big quantity e.g. : <i>A lot of work</i>	Beaucoup de
Many	Much	Big quantity e.g. : <i>Many problems</i>	Beaucoup de
More (than)		Greater quantity e.g.: <i>More than this</i>	Plus de
As many (as)	As much (as)	Comparison e.g. : <i>As much as him</i>	Autant de
Enough		Sufficiency e.g. : <i>Enough water</i>	Assez de
Fewer (than)	Less (than)	Smaller quantity e.g.: <i>Fewer trials</i>	Moins de
Some / any		Part of a group e.g.: <i>Some results</i>	Du/de la /les
Several	Ø	Certain quantity e.g. : <i>Several works</i>	Plusieurs
A few	A little	Small but sufficient e.g. : <i>a little milk</i>	Quelques / un peu de
Not many	Not much	Small but sufficient e.g. : <i>not much sugar</i>	Pas beaucoup de
Few	little	Insufficient quantity e.g. : <i>Few studies</i>	Peu de
Not enough		Insufficient quantity e.g. : <i>Not enough research</i>	Pas assez de
Hardly any		Very small quantity (insuff) e.g. : <i>Hardly any time</i>	Guère de
Not any		Stating inexistence e.g. : <i>Not any possibility</i>	Pas de
No (none)		Opinion on inexistence / absence e.g. : <i>No possibility</i>	Aucun (-e, -s, -es)

...and numbers

Remember :

A figure = a number Note the symbol #6 = number 6

A digit = *un chiffre*

-Dozen, hundred, thousand, million etc. are **INVARIABLE** when used with precise numbers

e.g. two hundred euros ; \$ 20,000 = twenty thousand dollars

Note : there is NO preposition

BUT you need an -s only with "of" after the term (and no precise numbers before)

eg: dozens of people; millions of dollars

-For **decimals** you need **a dot** [.]

eg 4.5= four point five (NOT a comma [,] which is used to separate thousand (1 million = 1,000,000)

-For **ordinal** numbers: you add -th eg four -> fourth ; five -> fifth Except : first / second / third

-For **fractions**: ½ = one half ; 1/3 = one third ; 2/3 = two thirds ; ¼ = one fourth etc.

-Some mathematical symbols

+ plus - minus [mainəs] x times / multiplied by ÷ or / divided by = equals 4² four squared
2³ two cubed 5¹⁰ five to the power of ten √4 square root of four % percent

For more help see http://www.rapidtables.com/math/symbols/Basic_Math_Symbols.htm#basic

Comparatives

Comparatifs → on compare au moins DEUX éléments (≠ superlatif)

• SUPERIORITE

→ **er ... than ...** (avec adjectifs d'1 ou 2 syllabes) **Cleopatra had a longer nose than Queen Victoria.** *Le nez de Cléopâtre était plus long que celui de la reine Victoria.*

→ **more ... than ...** (avec adjectifs de 2 syllabes ou plus) **More than fifty people in the world now speak Cornish.** *Plus de 50 personnes dans le monde parlent désormais le cornouaillais.*

→ **more and more** **There are more and more people buying pressure cookers every year.** *De plus en plus de gens achètent des cocottes-minute chaque année.*

→ **the more ... the more ... / the -er ... the -er...** (progression) **The bigger the Pittbull the faster you run.** *Plus le Pittbull est gros, plus vite on court.*

→ **the less ... the less ...** (progression) **The less you fish the less you feel like fishing.** *Moins on pêche, moins on a envie de pêcher.*

✳ Comparatifs et superlatifs irréguliers

good	better	the best
bad	worse	the worst
little	less	the least
much	more	the most
far	Farther / further	the farthest / the furthest

• EGALITE

→ **as ... as...** : **It is as nice as a holiday with Flopsy.** *C'est aussi bien que des vacances avec Flopsy.*

→ **the same ... as ...:** **It was not the same guillotine as this one.** *Ce n'était pas la même guillotine que celle-ci.*

→ **as much ... as ... (+ indénombrables)** **There isn't as much information on teddy-bears as there used to.** *Il n'y a plus autant d'informations qu'autrefois sur les ours en peluche.*

→ **as many ... as :** **There are as many GI Joes as teddy-bears.** *Il y a autant de GI Jo que d'ours en peluche.*

• INFERIORITE

+ indénombrables

→ **less ... than ...** (rarement employé : on préfère un comparatif de supériorité négatif ou le structure qui suit).

→ **not as much ... as...** **There is not as much sex-appeal in a teddy bear as in a Britney S., though.** *Et pourtant, un ours en peluche n'a pas autant de sex-appeal qu'une Britney S.*

→ **lesser...than...** **There is a lesser degree of artistic awareness among crabs than among oysters.** *Le degré de conscience artistique est moindre chez les crabes que chez les huîtres.*

+ pluriels

→ **fewer ... (than...)** **When I have fewer boils (than now), I will kiss you.** *Quand j'aurai moins de furoncles, je t'embrasserai.*

→ **not as many ... as** **There are not as many grammes in a kilogramme today (as before).** *De nos jours, il y a moins de grammes dans un kilogramme.*

POSSESSIVE CASE

We normally use **'s** for **people** or groups of people (including countries or cities) and animals to express a notion of possession or a family connection

Where is the manager's office? What colour are Sarah's eyes?

This isn't my car. It's my brother's. (you don't have to repeat my brother's car)

A woman's hat (= a hat specifically designed for a woman)

After a singular	' s	<i>My sister's room</i>
After a plural ending in -S	'	<i>The Carters' house, my neighbours' dog</i>
After irregular plurals	' s	<i>The children's bikes, the men's changing room</i>

Note that the article always refers to the 1st term (Ø [my sister] 's room ; Ø [the children] 's bikes ...)
There is no article before a possessive case: Ø Sarah's eyes

For **things, ideas** etc. **'s** is **NOT** possible ; you have to use:

-the preposition **OF** when it is a specific case

-or a compound when it refers to a category

The only exception (for fun) is in expressions of time.

Have you read today's newspaper?

Monday's meeting was extremely boring!

It's a five minutes' walk.

'S or COMPOUND ?

Il existe 3 types de complémentarisation du nom par un autre nom.

- 1- **the pubs of London** : le terme *pubs* constitue le centre d'intérêt du discours ; le complément avec *of* vient restreindre la catégorie des *pubs*, apporte une précision, une information supplémentaire.
- 2- **London pubs** : un nom composé définit une sous-catégorie de *pubs*, il renvoie à une nouvelle entité lexicale.
- 3- **London's pubs** : ici London est le centre d'intérêt du discours et parlant de la ville on s'intéresse ensuite aux *pubs* qui en font partie.

En règle générale, le cas possessif ('s) s'emploie pour exprimer un rapport de possession ou de parenté (ce qui explique pourquoi il ne s'applique qu'aux êtres animés). Il permet de **particulariser** le second terme par le premier qui doit donc être fortement déterminé.

En revanche, un nom composé (compound) définit une sous-classe d'objets. Il renvoie donc à une nouvelle entité lexicale qui reste une **catégorie générale**.

Compare:

Fellini's first film = the first film that Fellini made ≠ **A Fellini film** = a film in the same style as Fellini's film

Last Sunday's paper = refers to a specific newspaper ≠ **a Sunday paper** = belonging to the category of newspaper published on Sundays

Note the difference between:

A wine glass (perhaps empty but usually used to serve wine) and **a glass of wine** (= a glass with wine in it)

A shopping bag (perhaps empty but usually used to go shopping) and **a bag of shopping** (= a bag full of shopping)

RELATIVE PRONOUNS		
	Animate	Inanimate
Subject	WHO + THAT (If defining relative)	WHICH + THAT (If defining relative)
Complement	WHO(M) + THAT or Ø (If defining relative)	WHICH + THAT or Ø (If defining relative)
Possessive case	WHOSE	WHOSE

• **Beware of the French « dont »** which can mean many different things:

-It can express a relation of possession or parenthood: **WHOSE**

Eg The data base designers will soon make a decision. Their job is to address this kind of problems. ➤ The data base designers, **whose job** is to address this kind of problems, will soon make a decision.

-It can replace a preposition after the verb in French: The English equivalent may or may not use a preposition

The government has taken drastic measures. Our economic future depends on them. ➤ The government has taken drastic measures (**which**) our economic future depends **on**.

- It can refer to a part of a group: among which / among whom

Before I left, I read a lot of guide-books. One of them gave excellent advice. ➤ Before I left, I read a lot of guide-books, **one of which** gave excellent advice.

• **Relative clauses can be defining or non-defining**

Defining relative clauses are used to identify a specific element that you isolate from a group/category

e.g. I've got three phones; the phone which is in the kitchen is broken.

Non-defining relative clauses are used to give additional information

e.g. I've got only one phone. The phone, which is in the kitchen, is broken.

Note: - A **non-defining clause** is separated by **commas** (without commas, the clause becomes a defining relative clause and the sentence has a very different meaning)

- You can use "that" instead of "which" or leave out object relative pronouns in **defining clauses only**.

Exercise: True or False? Write T (true) or F (false) for the following statements:

1. "Use the computer which is in the living room."

⇒ There is only one computer in the house. _____

2. "Press the red button, which in on the right."

⇒ There is probably only one red button. _____

3. "My sister who sells computers lives in Manchester."

⇒ I have more than one sister. _____

4. "My stereo, which worked yesterday, doesn't work today."

⇒ It's likely that I have another stereo I can use. _____

5. "A mobile phone which has voice activation is very convenient."

⇒ All mobile phones have voice activation. _____

6. "My flatmate, who is afraid of computers, has never been on the internet."

⇒ I probably have more than one flatmate. _____

Last (but not least)

Which is used to refer to a whole clause mentioned before

e.g. He turned out to be a serial killer, **which** surprised all his neighbours.


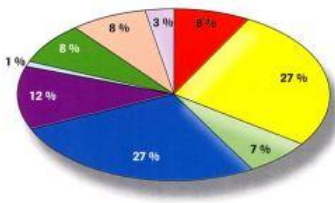
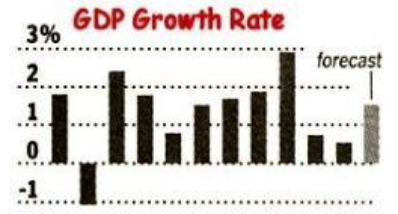
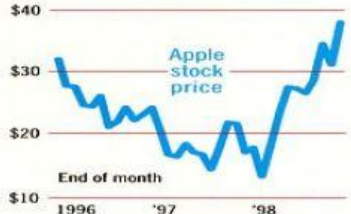

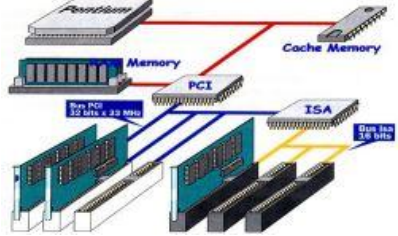
What is used to introduce a whole clause

e.g. **What** is surprising in this film is that there is hardly any dialogue.

HOW TO DESCRIBE TRENDS & GRAPHS

Note: you must **always describe** before proposing an interpretation

Which is which? Complete the blanks with the help of the vocabulary below:

Bar graph	diagram ['daɪəgræm]	flow chart	line chart	pie chart	table
A is a diagram showing the progress of material through the <i>steps</i> (<i>étapes</i>) of a manufacturing <i>process</i> (<i>processus</i>) or the succession of operations in a complex activity		A displays the <i>size</i> (<i>taille</i>) of each part as a percentage of a <i>whole</i> (<i>un tout</i>).		A (vertical or horizontal) is used to compare <i>unlike</i> (<i>different</i>) items	
					
A depicts changes over a period of time, showing data and trends		A is a convenient way to show large amount of <i>data</i> (<i>données, informations</i>) in a small space		A is a drawing showing arrangements and situations, such as <i>networks</i> (<i>réseaux</i>), distribution, fluctuation ...	
					

Presenting a graph

-Always start by describing the graph before proposing an interpretation

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

The four basic trends (*tendances*) are :

- * upward movement : ↗
- * downward movement : ↘
- * same movement : →
- * change in direction

1. Indicating upward movement : ↗

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

Note the difference between **to rise** (intransitive verb i.e. used with no object after the verb) and **to raise** (transitive verb i.e. used with an object after the verb)

Ex: The sun **rises** early in summer **Raise** your hand if you have any questions

Prices **rose** sharply in September The government decided to **raise** the minimum wage

2. Indicating downward movement : ↘

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

3. Indicating same movement : →

Verbs		Nouns
Transitive	Intransitive	
(to) keep ... stable	(to) remain stable / steady	
(to) hold ... constant	(to) stay constant	
(to) stabilize	(to) stabilize	stability
(to) level off	(to) level off/out, to flatten out	(a) levelling-off
(to) stand at		

4. Indicating a change of direction : ↗ or ↘ ...

Verbs		Nouns
Transitive	Intransitive	
	(to) stop falling/rising	(a) change
	(to) stop falling and start rising	
	(to) stop rising and start falling	

Mind the preposition!

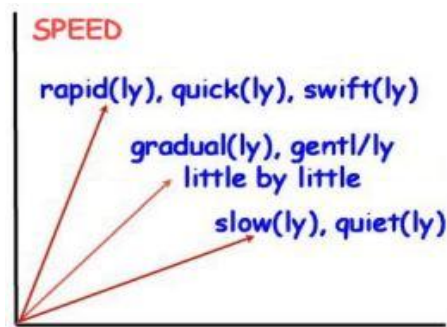
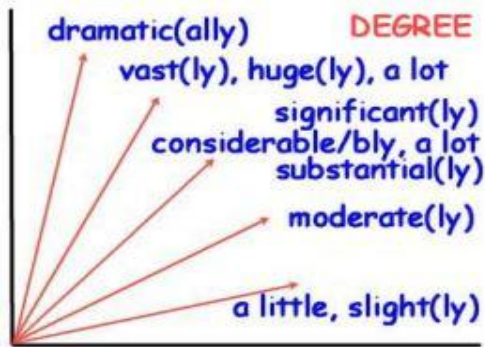
Sales fell **FROM** 20,000 (before) **TO** 8,000 (now) in one year: sales fell **BY** 12,000 (difference).

There was a six-percent rise **IN** production.

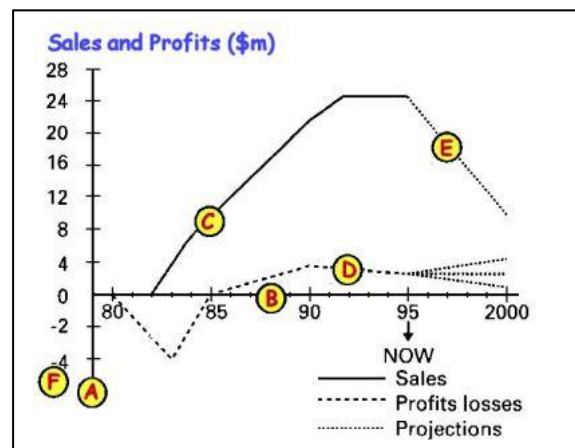
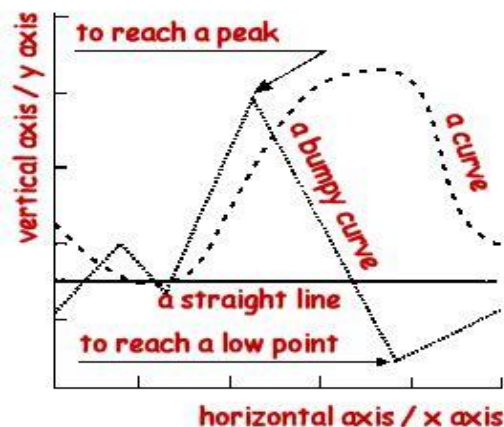
5. Indicating the degree or the speed of change

to describe a change which is:	Adjective + noun	Adverb + verb
- small or very small	slight	slightly
- large	sharp	sharply
- regular (over a long period of time)	steady	steadily
- sudden and very large (can be equally positive or negative)	dramatic	dramatically

The **adjective important** refers a **quality only**. Ex : an important decision BUT a significant / substantial rise



6. Describing the elements of a graph



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

- | | |
|--|---------------------------------------|
| <input type="radio"/> : the horizontal axis (or the x axis) | <input type="radio"/> : a solid line |
| <input type="radio"/> : the vertical axis (or the y axis) | <input type="radio"/> : a broken line |
| <input type="radio"/> : the scale | <input type="radio"/> : a dotted line |

7. Commenting

Drawing attention	Let us now concentrate on... / Let me draw your attention to ... As you can see from the graph ... / As can be seen on the transparency... This is symbolised by an asterisk / an arrow ...
Observing	It is worth noting that ... / It is noticeable that ... / It should be noted that ... What is interesting to note here is that ... This shows / demonstrates that ... + Use comparisons (similarities and differences)
Expressing surprise	It may come as a surprise to find that ... / You may find it surprising but ... Surprising enough, ... Contrary to what we might have expected...

Adverbs

(where to put the adverb in the sentence)

There are three main possibilities: initial, middle or end position. Depending on the 'message' of the adverb, you may have some choice (or not!) on where to put it.

1. For example, adverbs expressing 'how' can go in several places according to the rhythm of the sentence. In general they are :

- **After the object** ➤ *He ate his supper slowly*
- **After the verb** if there is no object ➤ *She died peacefully.*
- Before the verb if the object is long.
➤ *This document largely summarises the events of the election programme of Tony Blair.*
- The 'how' adverbs **never** go between the verb and the complement
➤ *He kindly answered my letter concerning the draft.*

2. Adverbs of frequency (always, often, sometimes, never, no longer, seldom, usually ...) go

- **Before the verb** (simple form) ➤ *We generally have lunch at 12.30.*
- **After 'be'** ➤ *He is frequently in the States.*
- **Between the auxiliary and the verb** in compound verbs. e.g.: *We should soon hear from the editor.*

3. Adverbs expressing 'where' or 'when' generally go

At the end of the sentence. ➤ *I haven't heard from him recently.*

N.B : 'yet' follows this rule whereas 'still' follows adverbs of frequency rules.

➤ *He hasn't arrived yet.* BUT ➤ *He still works in his lab.*

4. Also, too, as well

- 'Also' goes before a simple verb and between an auxiliary and a past participle.
➤ *He also came to the meeting*
➤ *I have also lost my key*

N.B: it can also go at the very beginning of a sentence, as in: *Also, his job involved much travelling.*

- 'Too' and 'as well' go at the end of the sentence.

5. Enough goes **after the verb and adjective** that it affects but **before the noun**.

➤ *I've had enough, thanks.*
➤ *He's got enough experience for the job.*

Means & Process

Means and Process are concerned with the way things are done, with answering the question 'how?' This is expressed by :

- adverbial forms and prepositional phrases
- verbal forms

1. Adverbial and prepositional phrases :

By(+ V_ing) ., by means of, through, via, thereby, thus, thanks to (+ positive result)

2. Verbs :

➤ To enable ..., allow ..., permit, make possible, let ...

Meaning :

- **To enable / make possible** have the primary meaning of making sth. **feasible (physically possible)**.
e.g. : *Air transport enables people to travel faster.*
The extra money made it possible for her to go on studying.
- **To allow / permit** have the primary meaning of making sth. possible giving **authorisation / permission**.
e.g. : *She is not permitted / allowed to travel long distances.*
- **Let** has a very similar meaning to *allow / permit*. However, **it cannot be used in the passive form**.
e.g. : *The doctor will not let her travel long distances.*
- It **ensures that** the metal **will** not rust.

Structure :

• To let

Verb + object + **infinitive without 'to'**

e.g. : *Let it be!*

• To enable / permit / allow

Verb + object + **infinitive** (with 'to')

e.g. : This enables / permits / allows the work to continue.

Note: you an object after the verb! It **allows the user to** reduce the pressure.

→ The solution is to use a **PASSIVE** form it allows **the pressure to be reduced**.

• To make possible.

Make + object + possible + (for + noun) + infinitive with 'to'

e.g. : This made **it** possible for the midwife to continue her examination.

Example

Purpose	Means	What it makes possible (or not)
-It is designed to protect	-it does it by generating a signal	-it allows the user to reduce the pressure.
-it is meant to protect		-it enables the user to reduce the pressure.
-it is used to protect	-this is achieved by means of a signal.	-It makes it possible for the user to reduce the pressure.
-it is used for protecting	-this is achieved thanks to a signal.	-it prevents rust
-it provides protection	-this is achieved via a signal.	-it prevents the metal from rusting.
-It is turned off so as to protect	-this is achieved through a signal	-it stops the metal from rusting
		-it ensures that the metal will not rust.

Transitional expressions = link words

1. TO LIST / ENUMERATE Introduces the order in which points are to be made or the time sequence in which actions or processes took place	-First(ly) / to begin with, -Second(ly) / third(ly) -Then / finally / last(ly) / in the end / in conclusion / to conclude
2. TO ADD information 2.1 <u>To express similarity</u> Introduces a statement of similarity with what has preceded 2.2 <u>Transition</u> introduces a new stage in the sequence of presentation of information	Again / then again (<i>encore une fois</i>) Moreover / what is more / besides / furthermore / in addition (<i>de plus, en outre</i>) Above all (<i>par-dessus tout</i>) Likewise / similarly / in the same way / equally Now / well
3. TO EXPRESS A CONTRAST 3.1 <u>To express opposition</u> Introduces information in opposition to what preceded 3.2 <u>To express a concession</u> Introduces information which is unexpected in view of what preceded 3.3 <u>To contrast similar ideas</u> 3.4 <u>To express an alternative</u> Introduces an alternative to what preceded	-On the one hand (<i>d'une part</i>) / on the other hand (<i>d'autre part</i>) -On the contrary / conversely (<i>et vice-versa</i>) / by contrast -Anyway / anyhow (<i>de toute façon</i>) -However / nevertheless / nonetheless (<i>cependant</i>) -Although (<i>bien que</i>) / while (<i>alors que</i>) -Even if / even though (<i>même si</i>) -In spite of = despite (<i>malgré</i>) -Whereas + verb (<i>alors que</i>) / while -Unlike / contrary to (<i>contrairement à</i>) Alternately / or rather / but then
4. LOGICAL SEQUENCE 4.1 <u>To sum up</u> Introduces a summary of what preceded 4.2 <u>Resultative</u> Introduces an expression of the result or consequence of what preceded	-So / so far / then (<i>puis</i>) / thus (<i>ainsi</i>), -In short / to sum up / to conclude So / as a result / consequently / as a consequence Now / Hence (<i>d'où</i>) / therefore (<i>c'est pourquoi</i>) / thus
5. TO GIVE AN EXPLANATION Introduces an illustration or example of what preceded	Namely / i.e (from Latin 'id est') = that is to say / in other words /
6. TO GIVE AN ILLUSTRATION Introduces an illustration or example of what preceded	For example / for instance / e.g. (from Latin 'exempla gratia')

Useful vocabulary for debate

AGREEMENT	ACCORD
It is true that...	<i>Il est vrai/juste que...</i>
I'm broadly in agreement with...	<i>Je suis d'accord dans les grandes lignes avec...</i>
You say, rightly in my view, that...	<i>Et à juste titre, selon moi...</i>
I must acknowledge the validity of your point...	<i>Je dois reconnaître la validité de votre argument.</i>
To side with...	<i>Se ranger aux côtés de...</i>
You were quite right to point out...	<i>Vous aviez raison d'attirer l'attention sur...</i>
Approve of ...	<i>Approuver...</i>
It is agreed that...	<i>Il est convenu que ...</i>
Though I fully agree with you that... I still believe that...	<i>Bien qu'étant totalement d'accord avec..., je n'en crois pas moins que...</i>

DISAGREEMENT	DESACCORD
To make reservations	<i>Formuler quelques réserves</i>
To refute a claim	<i>Réfuter un argument</i>
Questionable	<i>Contestable</i>
Inaccurate	<i>Inexacte</i>
I disagree with...	<i>Je ne suis pas d'accord avec...</i>
I am in complete disagreement with...	<i>Je suis en total désaccord avec...</i>
Disapprove of...	<i>Désapprouver</i>
I don't share your opinion...	<i>Je ne partage pas votre point de vue...</i>
I don't see it in the same way as...	<i>Je ne le vois pas sous le même angle que...</i>
The question is not whether...	<i>La question n'est pas de savoir si...</i>
The real point is that...	<i>La vérité, c'est que...</i>
Where we part company is when...	<i>Là où nos opinions divergent c'est quand...</i>
I don't see your point	<i>Je ne comprends pas ce que vous voulez dire</i>
I don't follow the trend of your thoughts	<i>Je ne suis pas votre raisonnement</i>

ISSUES	LES PROBLEMES
An issue/a problem	<i>Un problème</i>
An intractable issue	<i>Un problème insoluble</i>
A thorny issue	<i>Un problème épineux</i>
A topical question	<i>Une question d'actualité</i>

FOR AND AGAINST	POUR ET CONTRE
A proponent	<i>Un partisan</i>
An opponent	<i>Un adversaire</i>
To be for/in favor of	<i>Être pour</i>
To be against	<i>Être contre</i>
Advantages and drawbacks	<i>Avantages et inconvénients</i>
The case for	<i>Les arguments pour</i>
The case against	<i>Les arguments contre</i>
The advantages outweigh the drawbacks	<i>Les avantages l'emportent sur les inconvénients</i>

EXPRESSING OPINIONS	EXPRIMER UNE OPINION
As far as I am concerned	<i>En ce qui me concerne</i>
I personally believe that...	<i>Je crois personnellement que...</i>
I, for one, think that...	<i>Quant à moi, je pense que...</i>
With due respect, I think that...	<i>Sans vouloir vous contredire, il me semble que...</i>
What I would like to point out is...	<i>Ce sur quoi j'aimerais attirer l'attention est...</i>
It cannot be denied that...	<i>On ne peut nier le fait que...</i>
On the other hand...	<i>D'autre part...</i>
It may be asserted however that...	<i>On peut affirmer cependant que...</i>
You must bear in mind that...	<i>Vous ne devez pas oublier que...</i>
What I'd like to know is why/the reason why...	<i>Ce que j'aimerais savoir, c'est pourquoi/la raison pour laquelle...</i>
What puzzles me is why...	<i>Ce qui m'intrigue, c'est pourquoi...</i>
Let us consider...	<i>Examinons...</i>
My intention is to...	<i>Il est de mon intention de...</i>
This brings me to...	<i>Ceci m'amène à...</i>
I am not concerned here with...	<i>Mon propos ici n'est pas d'examiner...</i>
There is no reason to suppose...	<i>Il n'y a pas de raison de supposer...</i>
I'm not suggesting that...	<i>Je ne veux pas laisser entendre que...</i>

WRITTEN DOCUMENTS	LES TEXTES
It deals with the problem/it tackles the problem of...	<i>Il traite du problème de...</i>
The interest of the documents lies in...	<i>L'intérêt de l'article réside dans...</i>
The document raises the question of...	<i>Le texte soulève le problème de...</i>
The documents deal with/are about...	<i>Les textes parlent de...</i>
First and foremost...	<i>En tout premier lieu...</i>
First/secondly/finally	<i>Premièrement/deuxièmement/enfin</i>
The emphasis is on...	<i>L'accent est mis sur...</i>
The first question that arises is...	<i>La première question qui se pose, c'est de savoir...</i>
The first thing that must be said is that...	<i>La première constatation qui s'impose est que...</i>
The article is based upon the idea that...	<i>Cet article est fondé sur l'idée que...</i>
One recurring problem	<i>Un problème dont il est souvent question</i>
We are introduced to...	<i>On nous présente...</i>
The author draws our attention to the fact that...	<i>L'auteur attire notre attention sur le fait que...</i>
The author makes it clear that...	<i>L'auteur fait bien comprendre que...</i>
To assert	<i>Affirmer</i>
To claim	<i>Prétendre, soutenir</i>
To focus on	<i>Se concentrer sur</i>
To enlarge on	<i>Développer</i>

IDIOMS

A bird in the hand is worth two in the bush	<i>Un tiens vaut mieux que deux tu l'auras</i>
Come what may	<i>Advienne que pourra</i>
Like father like son	<i>Tel père tel fils</i>
The end justifies the means	<i>La fin justifie les moyens</i>
There are plenty of fish in the sea	<i>Un de perdu, dix de retrouvés</i>
No news is good news	<i>Pas de nouvelles, bonnes nouvelles</i>
The more, the merrier	<i>Plus on est de fous, plus on rit</i>
It takes all sorts to make a world	<i>Il faut de tout pour faire un monde</i>
You never can tell	<i>On ne sait jamais</i>
To err is human	<i>L'erreur est humaine</i>
Talk of the devil and he will appear	<i>Quand on parle du loup, on en voit la queue</i>
All roads lead to Rome	<i>Tous les chemins mènent à Rome</i>
An eye for an eye, and a tooth for a tooth	<i>Oeil pour œil, dent pour dent</i>
You can't make an omelette without breaking eggs	<i>On ne fait pas d'omelette sans casser les œufs</i>
When the cat's away the mice do play	<i>Quand le chat n'est pas là, les souris dansent</i>
Every penny counts	<i>Un sou est un sou</i>
Business is business	<i>Les affaires sont les affaires</i>
There's no smoke without fire	<i>Il n'y a pas de fumée sans feu</i>
Lucky at cards, unlucky in love	<i>Heureux au jeu, malheureux en amour</i>
Cloudy mornings turn to clear evenings	<i>Après la pluie, le beau temps</i>
Where there's a will there's a way	<i>Vouloir, c'est pouvoir</i>
Long absent, soon forgotten	<i>Qui s'absente, se fait oublier</i>

Other useful phrases

<i>Avoir l'air d'un chien battu</i>	To have a hang-dog look
<i>Avoir la chair de poule</i>	To have goose pimples
<i>Avoir un air mi-figue, mi-raisin</i>	To act half in jest, half in earnest
<i>Monter sur ses grands chevaux</i>	To get on one's high horse
<i>Être une poule mouillée</i>	To be chicken-hearted
<i>Revenons à nos moutons</i>	Let's get back on track.
<i>Chercher la petite bête</i>	To be overcritical
<i>Avoir du pain sur la planche</i>	To have one's work cut out for one
<i>Mettre la charrue avant les boeufs</i>	To put the cart before the horse
<i>Tourner autour du pot</i>	To beat around the bush
<i>Donner sa langue au chat</i>	To throw in the towel
<i>Verser de l'huile sur le feu</i>	To add fuel to the fire
<i>Jouer au chat et à la souris</i>	To play cat and mouse
<i>Avoir un coeur d'artichaut</i>	To be fickle
<i>Poser un lapin à quelqu'un</i>	To stand someone up
<i>S'entendre comme chien et chat</i>	To get along like cats and dogs
<i>Ne pas faire long feu</i>	Not to stand a chance
<i>Quand les poules auront des dents</i>	Until the cows come home
<i>Etre sourd comme un pot</i>	To be deaf as a post
<i>Etre haut comme trois pommes</i>	To be knee-high to a grasshopper
<i>Etre blond comme les blés</i>	To be a golden blond
<i>Prendre du bon temps</i>	To paint the town red
<i>Jour à marquer d'une pierre blanche</i>	A red-letter day
<i>Faire d'une pierre deux coups</i>	To kill two birds with one stone
<i>A vol d'oiseaux</i>	As the crow flies
<i>Prendre des gants avec quelqu'un</i>	To handle someone with kid gloves

KEYS

p.9. A/ 1. did... happen / 2. met / 3. Have... been / 4. went / 5. spoke / 6. haven't done / 7. has washed / 8. made / 9. drank

B/ 1. got / 2. have broken / 3. met / 4. have bought / 5. hasn't seen / 6. told / 7. came ... left / 8. Have... finished / 9. have been eating / 10. have loved

p.10 1. He explained that **he had lost my** address. 2. She **said** that **she was going** to Spain this summer. 3. I asked him **to shut** the door. 4. I **was** wondering whose car **this was**. 5. I would like to know what **you did** last night. 6. They told us **not to be** late.

p.11 A/ 1. didn't live / 2. Had brought / 3. Would not do / 4. had not made / 5. Would give

B/ 1 This computer is useless. I wish I had not bought it. 2. I wish I could afford travelling around the world./ 3. I wish you were here with us.

p.14 1.Q / 2.T / 3.M / 4.H / 5.S / 6.L / 7.B / 8.P / 9.O / 10.K / 11.D / 12.R / 13.A / 14.C / 15.N / 16.J / 17.G / 18.E / 19.F / 20.I

p.12 1. It will be dark when we **get** home. (subordonnée de temps) 2. I'll remember him as long as I **live**. (subordonnée de temps) 3. He does not know when his book **will be** published. (question indirecte) 4. Come as soon as you **are** free (subordonnée de temps) 5. I told all my friends I would buy a car after I **got** my driving licence. (subordonnée de temps + concordance)

p.17 1. He hasn't been caught yet. 2. You are wanted on the phone. 3. Some noise was heard. 4. Smoke could be seen coming out of the engine. 5. You are expected to do your best. 6. I was asked to show my passport. 7. She was given / awarded a scholarship. 8. Chinese is being taught in this school.

p.19 Exo 1. 1. He has put **on** weight. 2. Put all these books **away**. 3. Put your hands **up** if you have any questions. 4. The meeting was put **off**. 5. Everything he said was immediately put **down**. 6. Will you put me **through** to the manager? 7. We put them **up** for the night. 8. He managed to put **by** (or **away**, or **aside**) a large sum of money. 9. Because of the wind, they couldn't put **out** the fire. 10. She never stops talking; I can't put **in** a word. 11. They put the play **on** in a small theatre. 12. We had to put **up** with them for the whole evening. 13. I put **on** the brakes and the car skidded. 14. It is sometimes difficult to put **back together** what we have just put apart. 15. Would it put you **out** too much to drive me to the station? 16. I'm afraid that all these difficulties will put him **off**.

Exo 2 1. on or along (with s.o./each other) 2. out 3. out / down 4. off 5. away 6. down 7. up 8. off 9. in 10. out (distribuer) or around (faire passer) 11. away 12. out 13. up 14. about 15. off 16. on 17. up 18. on 19. on 20. off 21. up 22. up 23. through / on 24. on 25. forward 26. off 27. out 28. out 29. over 30. back

p. 21 A. Match 1. up to 2. forward to 3. for 4. down on 5. at 6. after 7. over **B.** 1. Do as you like, I don't care (about it). 2. I must take care of my little brother tonight. 3. I don't care much for hot weather. 4. Would you care for a cup of tea? 5. She is very selfish and doesn't care about other people. 6. I can take care of your property.

p.22 1. do / make 2. do / make / do / making / doing 3. done / made / do / make / making // do / making // make / do / make / doing / doing / making 4. make 5. made / make / made

p.24 1) All words are Uncountable except "book" ; 2) with these words you can use: much / this / a little / little / less / is; 3) a piece of advice/ information / evidence / luggage / news / furniture - a lump of sugar - an article of clothing - a glass of milk / water ; 4) luggage / work / food / time

p.28 1-F ; 2-T ; 3-T ; 4-F ; 5-F ; 6 -F

p.29 answers from left to right 1st line = flow chart / pie chart / bar chart / 2nd line = line chart / table / diagram

p.31 B= horizontal axis / A = vertical axis / F = scale / C= solid line / D = broken line / E = dotted line

ANNEXE : Les verbes « fantaisistes » (irréguliers)

<i>Mes préférés : ceux qui ne changent pas. 3 formes identiques pour me simplifier la vie !</i>				<i>La série des « j'ai acheté »... ght</i>			
Infinitif	Passé	Participe passé		to buy	bought	bought	acheter
				to bring	brought	brought	apporter
to bet	bet	bet	parier	to fight	fought	fought	se battre
to let	let	let	laisser	to think	thought	thought	penser
to set	set	set	régler				
to cut [ʌ]	cut	cut	couper	to catch	caught	caught	attraper
to shut [ʌ]	shut	shut	fermer	to teach	taught	taught	enseigner
to put [ʊ]	put	put	mettre	<i>Les leaders sanglants : les i longs [i :] qui se transforment en [e]</i>			
to hurt [3:]	hurt	hurt	faire mal				
to burst [3:]	burst	burst	éclater	to lead	led	led	mener
to hit	hit	hit	frapper	to bleed	bled	bled	saigner
to cost	cost	cost	coûter	to feed	fed	fed	nourrir
to spread [e]	spread	spread	étaier	to creep	crept	crept	ramper
<i>Je me méfie de « read » qui a 3 formes identiques mais 2 prononciations différentes</i>				to feel	felt	felt	ressentir
				to keep	kept	kept	garder
to read [i :]	read [e]	read [e]	lire	to kneel	knelt	knelt	s'agenouiller
<i>Ceux qui ont 2 formes identiques, passé et participe</i>				to meet	met	met	rencontrer
				to sleep	slept	slept	dormir
Infinitif	Passé	Participe passé		to sweep	swept	swept	balayer
to say [eI]	said [e]	said [e]	dire	to weep	wept	wept	pleurer
to pay [eI]	paid [eI]	paid [eI]	payer	to dream	dreamt	dreamt	rêver
to lay [eI]	laid [eI]	laid [eI]	poser	to lean	leant	leant	s'appuyer
				to leave	left	left	quitter
				to mean	meant	meant	signifier
				<i>...et les U-U</i>			
to get	got	got	obtenir	to dig	dug	dug	creuser
to lose	lost	lost	perdre	to hang	hung	hung	suspendre
to shoot	shot	shot	tirer (un coup de feu)	to stick	stuck	stuck	coller
				to sting	stung	stung	piquer
				to swing	swung	swung	se balancer
to have	had	had	avoir	<i>Attention aux « i » qui ont bu et changent de note en chantant de A à U</i>			
to make	made	made	faire/ fabriquer				
to hear [Iə]	heard [3:]	heard	entendre	Infinitif	Passé [æ]	Participe passé [ʌ]	
to sit	sat	sat	être assis	to begin	began	begun	commencer
to stand	stood	stood	être debout	to drink	drank	drunk	boire
to understand	understood	understood	comprendre	to ring	rang	rung	sonner
to find	found	found	trouver	to shrink	shrank	shrunk	rétrécir
to sell	sold	sold	vendre	to sing	sang	sung	chanter
to tell	told	told	dire	to sink	sank	sunk	couler
to hold	held	held	tenir	to swim	swam	swum	nager
to light	lit	lit	éclairer	<i>Ceux qui ont 2 formes identiques, infinitif-présent et participe</i>			
to shine	shone	shone	briller				
to slide	slid	slid	glisser	Infinitif	Passé	Participe passé	
to win	won [ʌ]	won	gagner	to become [ʌ]	became [eI]	become	devenir
<i>Ceux qui aiment le T... normal pour des anglais !</i>				to come [ʌ]	came	come	venir
				to run [ʌ]	ran [æ]	run	courir
to build	built	built	construire				
to burn	burnt	burnt	bruler				
to learn	learnt	learnt	apprendre				
to lend	lent	lent	prêter				
to send	sent	sent	envoyer				
to spend	spent	spent	dépenser				

Les presque réguliers : « -ed » au passé et « -n » au participe

Infinitif	Passé	Participe passé	
to sew [əʊ]	sewed	sewn	<i>coudre</i>
to show	showed	shown	<i>montrer</i>

Ceux qui savent qu'ils soufflent en volant : les « -ew » du passé et « -own » du participe

Infinitif	Passé	Participe passé	
to blow	blew	blown	<i>faire</i>
to grow	grew	grown	<i>grandir</i>
to know	knew	known	<i>savoir</i>
to throw	threw	thrown	<i>jeter</i>
to fly	flew	flown	<i>voler (avion)</i>

Très proche

to draw	drew	drawn	<i>dessiner</i>
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Ceux qui jurent de ne pas porter de vêtements déchirés: les « -ore » du passé et « -orn » du participe

Infinitif	Passé	Participe passé	
to bear [eə]	bore	born borne	<i>mettre au monde supporter</i>
to swear	swore	sworn	<i>jurer</i>
to tear	tore	torn	<i>déchirer</i>
to wear	wore	worn	<i>porter</i>

Sans oublier ... les participes passés en « -en »

Infinitif	Passé	Participe passé	
to beat [i :]	beat	beaten	<i>battre</i>
to eat	ate	eaten	<i>manger</i>
to give	gave	given	<i>donner</i>
to forgive	forgave	forgiven	<i>pardonner</i>
to forbid	forbade	forbidden	<i>interdire</i>
to drive [ai]	drove	driven [i]	<i>conduire</i>
to ride	rode	ridden	<i>monter à cheval</i>
to rise	rose	risen	<i>se lever</i>
to write	wrote	written	<i>écrire</i>
to hide [ai]	hid [i]	hidden [i]	<i>cacher</i>
to bite	bit	bitten	<i>mordre</i>
to take	took	taken	<i>prendre</i>
to shake	shook	shaken	<i>secouer</i>
to break	broke	broken	<i>casser</i>
to wake	woke	woken	<i>s'éveiller</i>
to freeze	froze	frozen	<i>geler</i>
to speak	spoke	spoken	<i>parler</i>
to steal	stole	stolen	<i>dérober</i>
to choose	chose	chosen	<i>choisir</i>
to fall	fell	fallen	<i>tomber</i>
to forget	forgot	forgotten	<i>oublier</i>
to be	was/were	been	<i>être</i>
to see	saw	seen	<i>voir</i>

Les plus irréguliers de tous

Infinitif	Passé	Participe passé	
to do	did	done	<i>faire</i>
to go	went	gone	<i>aller</i>
to lie	lay	lain	<i>être allongé</i>