

2023-2024

Département Transversal Langues

POLYGRAM

(TD1)

- Third year / 1st semester -

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.EXIGENCES ET RECOMMANDATIONS DE LA CTI ⁽¹⁾ CONCERNANT LES COMPÉTENCES EN LANGUES

_ En anglais et en français langue étrangère, le niveau linguistique minimum à valider dans toutes les compétences pour obtenir le titre d'ingénieur diplômé est le niveau B2 du cadre européen commun de référence pour les langues (CECRL) [...]. Toutefois, en langue anglaise, le niveau C1 est recommandé pour tous les ingénieurs dans les quatre activités de communication langagières : compréhension de l'oral et de l'écrit ; interaction orale et écrite ; production orale et écrite ; médiation.

(source : Référentiels et critères majeurs d'accréditation, février 2023 ; <https://www.cti-commission.fr/fonds-documentaire>)

⁽¹⁾ Commission des Titres d'Ingénieur

_ Self-assessment grid in English (Common European Framework of Reference for Languages)

	Minimum level of competence for an Engineer B2	Expected level of competence for an Engineer C1
Listening Can understand	_ extended speech and lectures and follow even complex lines of arguments, provided the topic is reasonable familiar _ most tv news and current affairs programmes _ majority of films in standard dialect	_ extended speech, even when it is not clearly structured and when relationships are only implied and not signalled explicitly _ television programmes and films without too much effort
Reading can read	_ articles and reports concerned with contemporary problems _ contemporary literary prose	_ long and complex factual and literary texts, appreciating distinctions of style. _ specialized articles and longer technical instructions, even when they do not related to my field
Spoken Interaction can interact	_ with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible _ in discussion in familiar contexts, accounting for and sustaining my views	_ fluently and spontaneously without much obvious searching for expressions. _ can use language flexibly and effectively for social and professional purposes _ can formulate ideas and opinions with precision and relate my contributions skilfully to those of other speakers.
Spoken Production	_ can present clear, detailed descriptions on a wide range of subjects related to my field of interest. _ can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options	_ can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion
Writing can write	_ clear, detailed texts on a wide range of topics related to my interests _ essay or report _ letters	_ clear, well-structured text, expressing points of view at some length. _ about complex subjects in a letter, essay or report. _ can select appropriate style to the reader in mind

Which competence will this language course help me improve ?

	Improving grammatical competence	Storytelling activity
Listening	✓	✓
Reading	✓	
Spoken interaction		✓
Spoken production	✓	
Writing	✓	✓

You will be assessed on:

- 2 tests (on 3 units each) (coefficient 1)
- 2 tests on irregular verbs (coefficient 0,5)
- 1 oral presentation (storytelling) (coefficient 1)

The end-of-semester exam in January will cover:

grammar and irregular verbs
email and meeting vocabulary and structures

	Polygram (TD 1)	Poly Expression (TD2)	End-of-semester exam
FINAL GRADE	30%	30%	40%

.UNIT 1 – PRESENT & FUTURE / PRÉSENT & FUTUR

-- PRESENT TENSES --

There are two tenses within the present tense, the PRESENT SIMPLE and the PRESENT CONTINUOUS, which are used in different situations.

1 • The PRESENT SIMPLE describes habitual actions, or when something is generally true.

CONJUGATION

I drive
You drive
He/she/it <u>drives</u>
We drive
You drive
They drive

Signal words for the present simple

every + day/week/month/year

on + day (On Wednesdays)

usually, regularly, often, always, never, sometimes etc.

USES

1 - To describe a *habitual action*:

E.g. I drive to school *everyday*.
She gets up at 8 o'clock *every morning*.

2 - To describe things that are generally true:

E.g. Water boils at 100°C.
They work in a bank.
The earth goes around the sun.

3 - When talking about timetables (transportation, cinema, classes, etc.).

E.g. What time does the train leave?
The first class this afternoon starts at 2 pm.

2 • The PRESENT CONTINUOUS (Be + ING) is used to talk about something that is happening at the time of speaking, or around the time of speaking.

CONJUGATION

I	am	Driving.
You	are	
He/ she/it	is	
We	are	
You	are	
They	are	

Signal words for the present continuous

Now, at the moment, currently, these days, today,
this morning, next weekend, next week etc.

USES

1 - To describe an action happening at this very moment, an action in progress.

E.g. Please don't make so much noise, I'm studying.

2 - To describe an action happening in the near future, something that is planned.

E.g. I'm taking the train tomorrow.

- To describe something that is happening around the time of speech (not necessarily at that *exact* moment).

E.g. Emma and Sam are having coffee in a café. Sam says "I'm reading an interesting book at the moment. I'll lend it to you when I'm finished."

You're working hard today.

NB: Some verbs are generally used only with the simple tenses; for example, you cannot say “~~I am knowing~~”, you can only say “I know”. These verbs usually express:

Intellectual process	feelings	Physical sensations
To know, to believe, to think, to understand, to remember, to forget, to mean...	To love, to like, to prefer to hate, to dislike...	To hear, to see, to taste, to feel, to smell

The meaning of some verbs can change depending on the context and therefore may be used with a present continuous. Compare the sentences below:

I think this is a great idea !	I’m thinking of changing jobs next year.
I feel cold, I’m going to put a sweater on.	He was feeling for the doorknob in the dark.

-- FUTURE TENSES --

There are three ways of expressing the future tense in English.

1 • “Will” is the most common way to express something which will happen in the future

E.g. Oh, I’ve left the door open. I’ll go and shut it.

I think *I will not* (= *won’t*) go out tonight.

The car won’t start.

I’ll phone you when I get home.

Will you shut the door, please?

- Shall is becoming rare in everyday language, except in questions with I/we:

E.g. Shall I help you?

Shall we go for a drink?

2 • “going to” is used when talking about something we have *already decided to do*, or things you think will happen in the future:

E.g. There’s a film on tonight. Are you going to watch it?

I’m too tired, I’m going to have an early night.

Look at the sky! It’s going to snow.

3 • Present tenses can also express the future (like in French).

- The *Present Continuous* (Be + ING) can be used for what has been organised, very often with an adverb of time:

E.g. I’m taking the train tomorrow.

What are you doing next Friday evening? I’m going to the theatre.

- The *Present Simple* for timetables (transportation, cinema, classes, etc.) or after WHEN (in positive subordinate clauses):

E.g. The basketball match starts at 7 o’clock.

What time does the film begin?

When I am rich, I will travel a lot more. (NOT in questions => When will you come here?)

.UNIT 1 - EXERCISES

Exercise 1: Read and correct the following sentences. The English is correct but the information is wrong. Write two corrected sentences each time.

Example: The sun goes round the earth. The sun doesn't go round the earth. The earth goes round the sun.

1. The sun rises in the west.

2. Mice catch cats.

3. Carpenters make things from metal.

4. The Amazon River flows into the Pacific Ocean.

5. Drivers look after patients in hospitals.

Exercise 2: Put each positive sentence first in the interrogative form, then in the negative form.

1. You like chocolate and caramel.

2. She can watch TV every day.

3. I always forget something.

4. He goes to Le Croisic every weekend.

5. She's thinking of buying a new car.

Exercise 3: Choose the best verb form for the following sentences (the translations are only given for help).

1. What (*are you doing / do you do / will you do*) tomorrow?

(Qu'est-ce que tu fais demain?)

2. What (*are you having / do you have*) ? A beer or a fruit juice?

(Qu'est-ce que tu prends, une bière ou un jus de fruit ?)

3. "What (*are you doing for a living / do you do for a living*) ?" - "(*I'm teaching / I teach*) English in an engineering school."

("Qu'est-ce que tu fais dans la vie?" - "Je donne des cours d'anglais dans une école d'ingénieurs.")

4. What time (*are you leaving / do you leave / you leave*)?
(A quelle heure tu pars?)
5. I usually (*am driving / drive*) to work, but today (*I'm going / I go*) by bus.
(D'habitude, je vais au travail en voiture, mais aujourd'hui je prends le bus.)
6. What (*are you reading / do you read*) at the moment?
(Qu'est-ce que tu lis en ce moment?)
7. Hello, (*I'm calling / I call you*) about the ad.
(Bonjour, je vous appelle au sujet de l'annonce.)
8. I (*know John Smith well / know well John Smith*), we (*currently work / are currently working*) on the same project.
(Je connais bien John Smith, on travaille sur le même projet en ce moment.)
9. It (*smell / smells / is smelling*) very nice; what (*are you cooking / do you cook*) ?
(Ça sent très bon, qu'est-ce que tu prépares?)
10. He (*joins / will join*) us as soon as he (*is / will be*) ready.
(Il nous rejoindra dès qu'il sera prêt.)

Exercise 4: Put the verb into the correct form (present simple or continuous).

1. How many languages _____ (Emma/speak)?
2. You can borrow my coat. I _____ (not/need) it at the moment.
3. Martha is in Paris at the moment. She usually _____ (stay) at the Ritz Hotel.
4. A: What _____ (your father/do)?
B: He's a nurse, but he _____ (not/work) at the moment.
5. Try not to make too much noise. He _____ (study).
6. I _____ (not/belong) to a political party.
7. Hurry! The bus _____ (come). I _____ (not/want) to miss it.
8. George says he's 80 years old but I _____ (not/believe) him.
9. She _____ (stay) with her sister at the moment until she finds a place to live.
10. How often _____ (you/read) a newspaper?

.UNIT 2 – PAST TENSES / LE PASSÉ

IS IT TRUE ?

You are going to tell a story – it can be a true story or a lie. You will choose **one** of the story titles given on your card.

Then think about your story:

- When did it happen?
- Where were you?
- Who was there?
- What happened?

Your story needs a beginning, middle and end – write some notes to prepare what you are going to say.

NARRATIVE TENSES AND PRESENT PERFECT

1. NARRATIVE TENSES

A) Read the story below

Jemima and Jeremy were a young, rich couple who lived and worked in the centre of London. Jeremy's father had found them lucrative jobs so they lived very comfortably.

One Sunday evening, they were driving home in their Jaguar, when they saw a car, closely resembling their Porsche, speeding in the opposite direction. They rushed home and to their horror, they discovered that their Porsche was not there; it had been stolen! They felt terrible and called the police, who said that they would do what they could to help them. However, to their surprise, when they got back home from work the following day, their precious car was sitting outside their house. On the windscreen was a note, which said: *"Thanks very much, we only borrowed the car to go to an important meeting as our car had broken down. To thank you, as we were driving home from the garage earlier today, we bought you some tickets for the best seats at the theatre for tomorrow night."*

The next night, the couple happily went to the theatre and had a wonderful time. But when they got home, they were horrified to find that their house had been burgled!

B) Underline all the verbs in the story.

C) There are three different tenses. Find examples of the tenses in the story and complete the chart

TENSE	EXAMPLES FROM TEXT	WHY ?

1.1. NARRATIVE TENSES - THE PAST SIMPLE (or SIMPLE PAST or PRETERIT)

• Form

Regular verbs → infinitive + ed

Irregular verbs → 2nd column of the table of irregular verbs

• Use

1. Completed actions with no link to the present

- e.g. She **learnt** English from her mother / I **lived** in Japan for two years

2. Completed actions at a specific moment in the past. Look for signal words or expressions such as *yesterday, ago, in 2015*, etc.

- e.g. Last year, I **traveled** to the US with my best friend / They **got** married in 2016 / It **happened** one year ago

Signal words for the past simple

Yesterday, ago, dates, last + week/year/month, past events (during the exam...)

1.2. NARRATIVE TENSES - THE PAST CONTINUOUS

• Form

- to be (was, were) + infinitive + -ing

- e.g. I **was working**...

• Use

1. To talk about something that was happening around a particular time in the past.

- e.g. What **were you doing** at 8 o'clock last night? I **was watching** television.

2. We use the past simple and past continuous to talk about a completed past event that happened when another activity was in progress.

- e.g. It **started** to rain while I **was walking** in the park.

I **was watching** TV when the phone **rang**.

What **were you doing** when he **arrived**?

1.3. NARRATIVE TENSES - THE PAST PERFECT

• Form

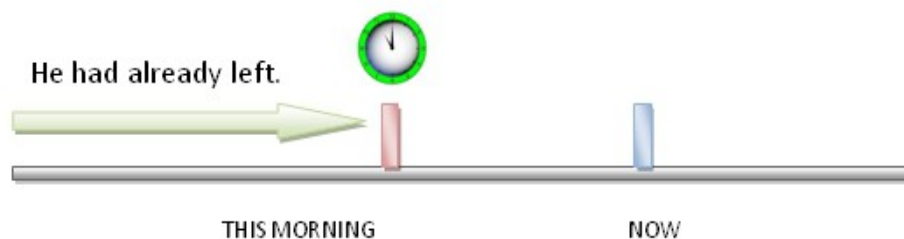
- had + past participle

- e.g. I **had worked**...

• Use

- Completed Action which happened BEFORE another completed action in the Past

- e.g. I arrived at Jack's house at 11am this morning. When I arrived, he **had** already **left**.



2. THE PRESENT PERFECT

• Form

- have/has + past participle
- e.g. *She has worked...*

• Use

1. Situation A → When we are talking about our experience.

Words like 'ever', 'already' and 'never' are often used in this case:

- e.g. "Have you **ever** seen a horror movie?" --> "Yes, I have **already** seen many." / "No, I have **never** seen any."
- NB: the present perfect is also used with other adverbs of time such as just, so far, yet, lately, it is the first time...

2. Situation B → For something that started in the past and continues in the present.

- e.g. 1 "They **have been married** for nearly fifty years" (for + duration).
- e.g. 2 "She **has lived** in Liverpool since 2017" (since + date/moment).

3. Situation C → For something that happened in the past (it is not important when it happened → no signal word) but has an **impact on the present**.

- e.g. "I **have cleaned** my room".

Signal words for the present perfect
already, yet, ever, never, until now, so far, for +
duration, since + date

• Read the three situations below. Why is the present perfect used? Write your answer next to each situation.

- "My friend Tom has a number of hobbies: he has played chess for more than fifteen years. He has surfed since he was a little boy, and he has practiced the art of the Japanese tea ceremony since September." => **Situation A / B / C ?**
- "My wife and I have visited many countries in Asia. We have been to China and Thailand a few times. However, our daughter has never visited those countries." => **Situation A / B / C ?**
- "I cannot get in the house because I have lost my keys. I cannot ask my roommate Teresa to help me. I think she has gone shopping." => **Situation A / B / C ?**

.UNIT 2 - EXERCISES

Exercise1 - Past simple Vs. Present perfect

Put the verbs in brackets in the correct form, present perfect or past simple.

1. The film we _____ (see) at the cinema last night was awful.
2. It _____ (not/rain) so far this week.
3. I _____ (graduate) from Polytech in 2018.
4. Martin's company _____ (not/make) enough money last year. As a consequence it _____ (to go) bankrupt.
5. Daniel's English _____ (improve) a lot since last month.
6. I _____ (learn) Spanish about 10 years ago, but I _____ (forget) most of it.
7. I _____ (send) you an email last night. _____ (you/read) it yet?
8. Help! Somebody _____ (steal) my mobile.
9. I _____ (never/go) to Brazil, but I _____ (go) to Peru last year on holiday.
10. _____ (you/see) the match last night? It _____ (be) a fantastic game.
11. The CEO _____ (just/leave). He _____ (be) here earlier.
12. I _____ (attend) my first job interview 10 years ago. Since then, I _____ (work) for several multinational companies.

Exercise2 - Past simple Vs Past continuous

Complete the sentences using the correct form of the past continuous or past simple tense of the verbs in brackets.

1. What film _____ (you/watch) when I _____ (call) you last night?
2. While he _____ (jog) in the park, a dog _____ (bite) him on the leg.
3. I _____ (see) Adam again in the park this morning. He _____ (walk) his dog.
4. You _____ (not/hear) me get home last night because you _____ (sleep).
5. While they _____ (swim), Sam _____ (spot) a dangerous shark. They quickly _____ (swim) back to the shore and _____ (alert) the lifeguard.
6. _____ (you/have) lunch when I _____ (call) your office yesterday?
7. _____ (anyone/call) while I _____ (cook) dinner?

Exercise 3 – Mixed tenses

Put the verbs in brackets in the correct form, past perfect, present perfect, past continuous or past simple.

1. When we arrived at the cinema, the film _____ (already/start).
2. Until then, it _____ (hardly ever/rain).
3. How long _____ (know) your best friend ?
4. While we _____ (tour) Argentina, we _____ (come across) a wonderful small town full of chocolate shops.
5. I _____ (be) stuck in traffic for half an hour this morning.
6. It is the first time I _____ (visit) Scotland. I _____ (never/be) here before.
7. I _____ (never/visit) London. What's it like?
8. Their kitchen is really dirty. They _____ (not/clean) it for weeks.
9. I _____ (not / want) to go to that restaurant last night because I _____ (be) there so many times.
10. Jessica _____ (never fall) in love until she _____ (meet) Ben two years ago.
11. I'm hung-over. I _____ (have) a terrible headache since I _____ (wake up). I definitely _____ (drink) too much at the party last night !
12. I _____ (not/want) a dessert because I _____ (eat) too much.

.UNIT 3 – QUESTIONS / LES QUESTIONS

Introductory activity: A film extract ("I, Robot") (<https://www.youtube.com/watch?v=ZKxr0wylic4>)

a) Watch the extract as many times as necessary (without subtitles) to transcribe the ten questions you hear.

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

b) Sentence diagramming. Fill in the chart below with the questions you have found.

	Question word (+ noun/adj)	Auxiliary/verb "to be"	subject	Main verb	object
ex.	<i>Where</i>	<i>can</i>	<i>I</i>	<i>buy</i>	<i>a bus pass?</i>
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

c) Questions 9 and 10 are incomplete (question word + noun only). Write them so that there is a subject and a conjugated verb in each question.

Question 9: _____

Question 10: _____

NOTES ON QUESTIONS

→ How many question types are there? What are they?

→ Which words do I use to ask questions?

→ What happens to the action verb in a question?

→ What happens if the “action verb” is “to be”?

→ What happens if the question word (words) is (are) the subject of a question?

.UNIT 3 - EXERCISES

Exercise 1: Complete the following questions with the adequate missing word or words.

1. _____ much did you pay for your new computer?
2. How _____ will it take us to fly from Paris to Bucharest?
3. _____ paid for our drinks?
4. How _____ do you go back home? Every week end?
5. _____ happened last night?
6. Where _____ you go on vacation last summer?
7. How _____ students are there in your class?
8. _____ birthday is it? Yours?

Exercise 2: Write a question corresponding to the underlined part in the sentences below.

1. John drove Ryan to the airport.

2. The students have 3 days to complete their report.

3. The next gas station is 10 miles from here.

4. He is a tall red-haired man.

5. I've already called my mentor three times.

6. They need to have all applicants' contact details.

7. A lecture lasts about an hour.

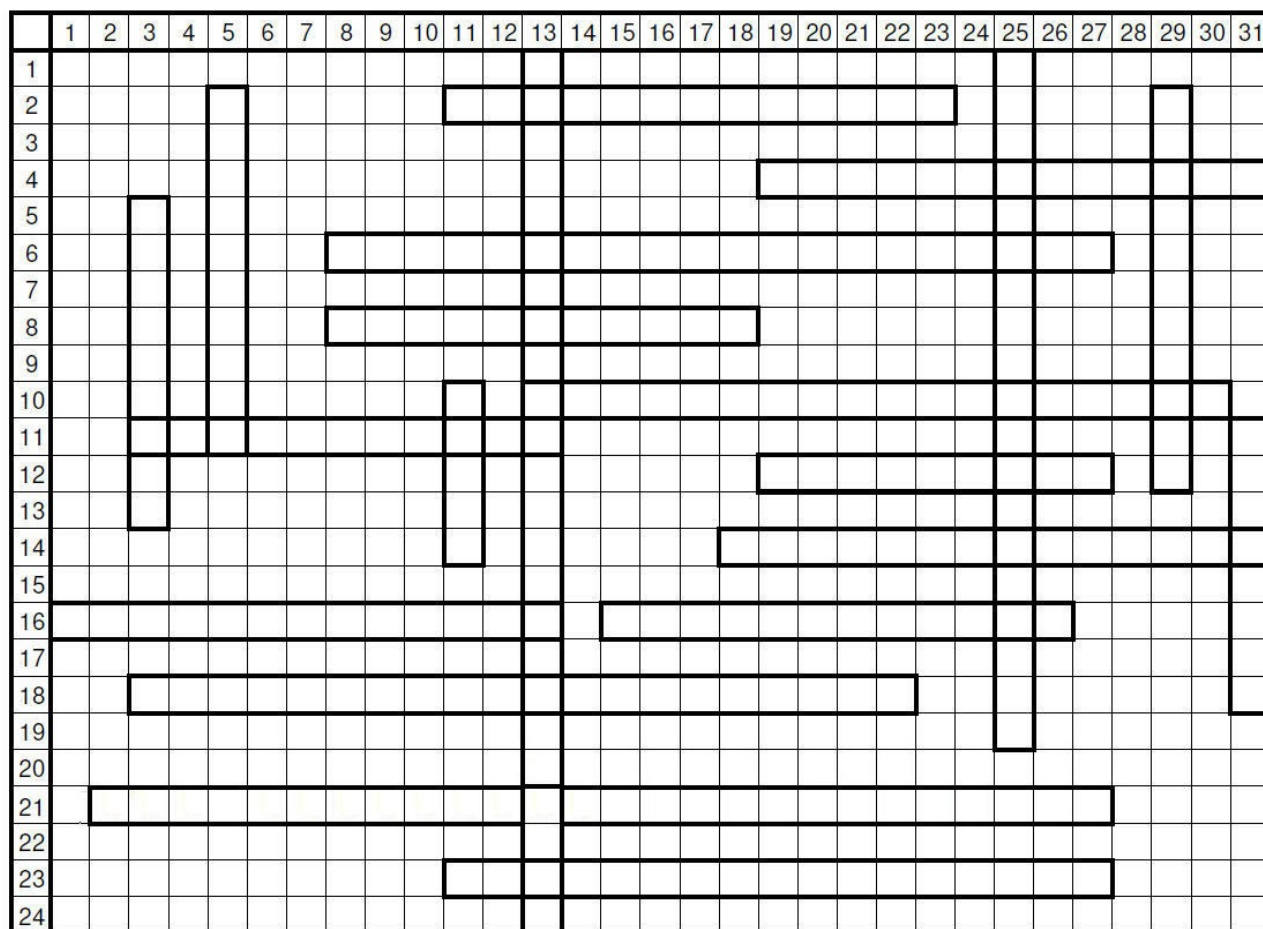
8. She's very friendly.

.UNIT 4 – NUMBERS, FIGURES & DATES / NOMBRES, CHIFFRES ET DATES

	EXAMPLES
Numbers	<p>15 – <i>fifteen</i> 50 – <i>fifty</i> 500 – <i>five hundred</i> (NO 'S') 1500 – <i>one thousand five hundred</i> (<u>or</u> <i>fifteen hundred</i>) 15,000 (or 15 000) – <i>fifteen thousand</i> 40 137 or 40,137 – <i>forty thousand one hundred and thirty seven</i> Hundreds of cars, thousands of fans millions of stars, etc.</p>
Telephone numbers	<p>02 40 68 30 00 (<i>o-two four-o six-eight three-o double-o</i>) <i>This is a ten-digit number - To dial a number - an extension (= un N° de poste)</i></p>
Dates	<p>Most commonly written: <i>21 July 1969 (the twenty-first of July nineteen sixty-nine)</i> Other possibilities: <i>21st July 1969</i> <i>July 21(st), 1969 July the twenty-first nineteen sixty-nine</i> NB 1: <u>on</u> <i>the twenty-first of July</i></p>
Time	<p><i>A quarter to six = 5:45</i> <i>A quarter past six = 6:15</i> <i>am = in the morning</i> <i>pm = in the afternoon</i></p>
Symbols	<p>+ <i>plus</i> (3+8: <i>three plus eight, three and eight</i>) - <i>minus</i> (10-7: <i>ten minus seven</i>) x <i>times</i> (9x3: <i>nine times three</i>) ÷ <i>divided by</i> (13÷3: <i>thirteen divided by 3</i>) / <i>divided by, over</i> (5/8: <i>five divided by eight, five over 8; five eighths</i>) = <i>is</i> ("2+2=5": <i>"two plus two is five" / two plus two equals five</i>)</p>
Decimals	<p>15.51 (<i>fifteen point five-one</i>), 3.14159 (<i>three point one four one five nine</i>), 3.05 (<i>three point <u>o</u>-five</i>) N.B.: 0.15 (<i>zero point one five, nought point one five, point one five</i>)</p>
Percentages	<p>76% (<i>seventy-six per cent</i>) <i>Production has risen by 3%</i></p>
Ratios	<p>2:3 (<i>two to three</i>) => <i>the ratio of female births to male births is 51:49 in Europe.</i></p>
Money	<p>£ <i>pounds</i>, \$ <i>dollars</i>, € <i>euro(s)</i> - In English, the symbol is placed before the number: <i>\$3,000,000 = 3 million dollars</i></p>
Power and roots	<p>10^2 = <i>ten squared, ten to the power of 2</i> 10^3 = <i>ten cubed, ten to the power of 3</i></p>

.UNIT 4 - EXERCISES

Exercise 1: Find the following twenty words or expressions, and write them in full (leave a space between words).



Across

- 2. 9:10
- 4. £80
- 6. Space Odyssey
- 8. 600
- 10. 2:45
- 11. 2,000,000
- 12. 33%
- 14. D-Day
- 16a. 6:30
- 16b. The most important birthday in many English speaking countries
- 18. 98,000,000,000
- 21. 2500 (number)
- 23. Centenary of the WWII (year)

Down

- 3. 25%
- 5. 1:58
- 11. French phone numbers have ten
- 13. Meters in a mile (approximately)
- 25. Centimetres in an inch
- 29. One tenth
- 31. The voting age in most countries

Exercise 2: Write the following dates and numbers in full.

- a) 1066 _____
- b) 1700 _____
- c) 16/10/1815 _____
- d) 01/01/1901 _____
- e) 7,505 _____
- f) €81,739 _____
- g) \$123,456 _____
- h) £2,398, 505 _____

Exercise 3: Give the time, and when possible use both the "traditional" way and the "digital" way.

Example: 8:55 => five to nine/ eight fifty-five

- a) 2:00 _____
- b) 3:10 _____
- c) 4: ¼ _____
- d) 6:30 _____
- e) 7:40 _____
- f) 9:45 _____
- g) 11:50 _____
- h) 13:58 _____

Exercise 4: Do you know these expressions?

A journey of a thousand miles begins with a single step.

A picture paints a thousand words.

A stitch in time saves nine.

We're back to square one.

I got a baker's dozen!

My wife is my better half.

It's a Catch 22 situation...

She's on cloud nine.

Is that double Dutch to you?

Hey, high five!

Try again, you'll be third time lucky.

He works 24/7.

That's only my two cents' worth

It's as easy as one two three

He arrived at the eleventh hour

Why don't we share this fifty-fifty

It takes two to tango

He's got a nine to five job

Come on Monday, we'll kill two birds with one stone.

He was of two minds about going to America

I'm sorry, I've got two left feet

Two's company, three's a crowd...

Two heads are better than one

.UNIT 5 – LINK WORDS / MOTS DE LIAISON

Link words 'link' or connect two ideas, with different values: contrast & opposition, cause and result, etc.

To choose the accurate link word, you should consider two aspects:

- 1) the place and status of the link word in the clause (preposition, adverb, conjunction)
- 2) the meaning of the link word (opposition, additional information etc.)

1) The place and status of the link word in the clause

preposition	Prep + Noun Group / Pronoun / V-ing	I can't live <u>without</u> my friends / <u>without</u> you / <u>without</u> reading.
Adverb ⁽¹⁾	Clause 1 + Adverb + Clause 2 Adverb + Clause / Clause + Adverb	I'd like to come with you <u>but</u> I don't have time. <u>Still</u> , I'd like to come with you. I'll go with you <u>nevertheless</u> .
Conjunction ⁽¹⁾	Clause 1 + conjunction + Clause 2 Conjunction + Clause 1 + Clause 2	<u>If</u> I decide to move, I will sell a lot of my stuff. I will sell a lot of my stuff <u>if</u> I decide to move.

⁽¹⁾ The difference between an adverb and a conjunction: The adverb can be removed and the sentence will still make sense while if you remove the conjunction, the sentence does not mean anything anymore.

	Cause and result
preposition	The picnic was cancelled <u>due to</u> the heavy rain.
adverb	It was raining heavily <u>so</u> they cancelled the picnic.
conjunction	They cancelled the match <u>because</u> it was raining.

	Contrast and opposition
preposition	Trains are still running <u>despite</u> the snow.
adverb	It is snowing heavily <u>but</u> trains are still running.
conjunction	<u>Although</u> it is snowing heavily, trains are still running.

	Additional information
preposition	She's a fitness instructor <u>in addition to</u> being a full-time student.
adverb	She's a fitness instructor <u>and</u> a full-time student.

.UNIT 5 - EXERCISES

Exercise 1: Put the following link words in the appropriate column:

but because even though moreover as well despite the fact that
in addition to this so therefore furthermore as a result while and although
due to the fact that in spite of apart from however as well as owing to the fact that
despite consequently since whereas besides due to

a) Put the link words in the appropriate column (place and status)

Link word + noun group / v-ing	Link word + subject + verb, main clause*	Clause 1 + link word + clause 2 or Link word, main clause
<i>in spite of</i>	<i>because</i>	<i>but</i>

* a (minimal) clause is made of a subject and a conjugated verb

b) Put the link words in the appropriate column (meaning)

Contrast or opposition Synonyms for « but »	Cause and Result Synonyms for « Because » / « So »	Additional Information Synonyms for « And »

Exercise 2: From memory or logic, complete these sentences from the game played in class.

1. I like the VW Golf ____ I like the Alpha Romeo 147.
a) because b) while c) and
2. _____ it was cheaper, I bought a Twingo.
a) apart from b) because c) however
3. _____ I prefer the VW Golf, I bought a Twingo.
a) Even though b) As a result c) As well as
4. The essay is quite good, _____ there are many spelling mistakes.
a) apart from b) but c) due to the fact that
5. _____ the screws were too short, the table fell apart.
a) While b) Furthermore c) Due to the fact that
6. We are respecting the environment. _____, we are respecting international laws.
a) Furthermore b) But c) Due to
7. He was the first black President of the US. _____, he was one of the youngest presidents.
a) Because b) Moreover c) Even though
8. _____ there was little chance of survival, the vet continued to work on the horse.
a) Since b) Despite the fact that c) Besides
9. Ellen's daughter had a high temperature _____ she took her to the doctor.
a) so b) as well c) because
10. The instructions must be clearly written. The notice must be included in the box _____.
a) besides b) as a result c) as well
11. _____ he's been sick, he looks old and tired.
a) as a result b) even though c) since
12. The item doesn't have a reference number. _____, we cannot find it in the data base.
a) Because b) Therefore c) Although
13. _____ the bad weather, he still went out for a walk.
a) Despite b) Moreover c) Due to the fact
14. _____ the languages may be different; the content must be the same.
a) As a result b) While c) Furthermore
15. The airport renovation has been approved. _____, a new control tower will be built.
a) However b) In spite of c) In addition
16. The man stopped shouting, _____, he was still very angry.
a) however b) since c) moreover
17. It was his turn to speak. _____ James turned red with embarrassment.
a) As a result b) Since c) Even though
18. _____ being young and energetic, the dog is also smart.
a) Because b) Besides c) Even though

19. _____ the difficult problem, she solved it easily.
 a) Apart from b) Since c) In spite of
20. _____ kids are under pressure to grow up quickly, they are more vulnerable.
 a) Owing to the fact that b) Despite c) However
21. He did not register to vote. _____, he cannot vote in the next election.
 a) Because b) Consequently c) Although
22. _____ the weather was very bad; he still went out for a walk.
 a) Owing to the fact that b) However c) Although
23. _____ the many hours of training by the airlines, the cabin crew is highly experienced.
 a) Despite b) Apart from c) As a result of
24. _____ the strike by airline ground crews, all flights are cancelled for tomorrow.
 a) Due to b) As well c) Even though
25. In the US we eat mostly fast food, _____ in France we tend to eat 'slow food'.
 a) In spite of b) whereas c) besides

Exercise 3: Linking sentences to form a paragraph

- Family is important.
- In old age you may want to be close to your relatives.
- I don't like thinking about ageing.
- Some young people feel guilty about old people.
- At times old people want to be independent.

Form a paragraph with the above sentences, reducing the number of complete sentences to 2 or 3. You may change the order as necessary and must use link words to connect the ideas. Additional clauses or sentences may also be added if needed.

Now choose a topic and write 5 general/open sentences of your own. Exchange with another student and each of you will create a short paragraph with the help of link words.

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

.UNIT 6: COMPARATIVES AND SUPERLATIVES (DESCRIBING GRAPHS, TRENDS AND RESULTS)

Comparatives and superlatives (along with specific words) are used:

1. to describe results of an experiment in a graph
2. to assess the quality of a result or a specific element;
3. to compare different elements.

e.g. "Signal strengths can range from approximately -30 dBm to -110 dBm. The closer that number is to 0, the stronger the cell signal. In general, **anything better than -85 decibels** is considered a usable signal. To improve your cellphone signal, find out where your closest cell tower is."

1. Comparatives and superlatives

1.1. Comparatives

	Long Adjectives (≥2 syllables)	Short Adjectives (1 syllable)*
Superiority =	"more...than" => <i>She is more intelligent than me.</i>	"[adjective]+(e)r... than" => <i>She is taller than me.</i>
Inferiority =	"less...than" or "not as...as" => <i>This is less expensive than I thought / this is not as expensive as I thought.</i>	
Equality =	As + adjective + as => <i>He is as intelligent as his brother.</i>	

* A two-syllable adjective ending in "-y", "-ow" or "-er" follows the same rules as a short adjective:
(funny => funnier, narrow => narrower, clever => cleverer)

NB: Increasing superiority: *I am **more and more** impatient* (long adj) /

*The food is getting **nicer and nicer*** (short adj)

Increasing inferiority: *I am **less and less** patient.* / *The food is getting **less and less** nice.*

Proportionate increase: **The more** I work, **the more** I understand.

Proportionate decrease: **The less** I see you, **the less** I love you.

3 / 4 / ... x more: **3 / 4 / ... times bigger / more expensive...**

But: 2 x more: **twice as (many / much / big / expensive ...) as**

3 / 4 / ... x less: **3 / 4 / ... times less** (less big / less expensive...) **than**

But: 2 x less / ½ less = **half as (many / much / big / ...) as**

1.2. Superlatives

	Long Adjectives (≥2 syllables)	Short Adjectives (1 syllable)*
Superiority =	"the most + [adjective]" => <i>She is the most intelligent girl in the class.</i>	"the [adjective]+(e)st... " => <i>She is the tallest girl I know.</i>
Inferiority =	"the least + [adjective]" => <i>She's the least intelligent girl I know.</i>	

* A two-syllable adjective ending in "-y", "-ow" or "-er" follows the same rules as a short adjective:
(funny => funniest, narrow => narrowest, clever => cleverest)

Note that comparatives can also be used with nouns, verbs, and adverbs.

1.3. Exceptions

Adjective	Comparative	Superlative
good	better (than)	best
bad	worse (than)	worst
far		
(physical)	farther (than)	farthest
(figurative)	further (than)	furthest

NB: the adverb "well" uses the same comparative and the same superlative as "good"

"the" + comparative compares 2 elements:

"the elder" (= the elder child of the 2 children)

"fewer" is used for countable nouns: "fewer cars,"
whereas "less" can be used for countable and uncountable nouns: "less cars", "less money"

2. The language of graphs

2.1. Verbs to describe a trend

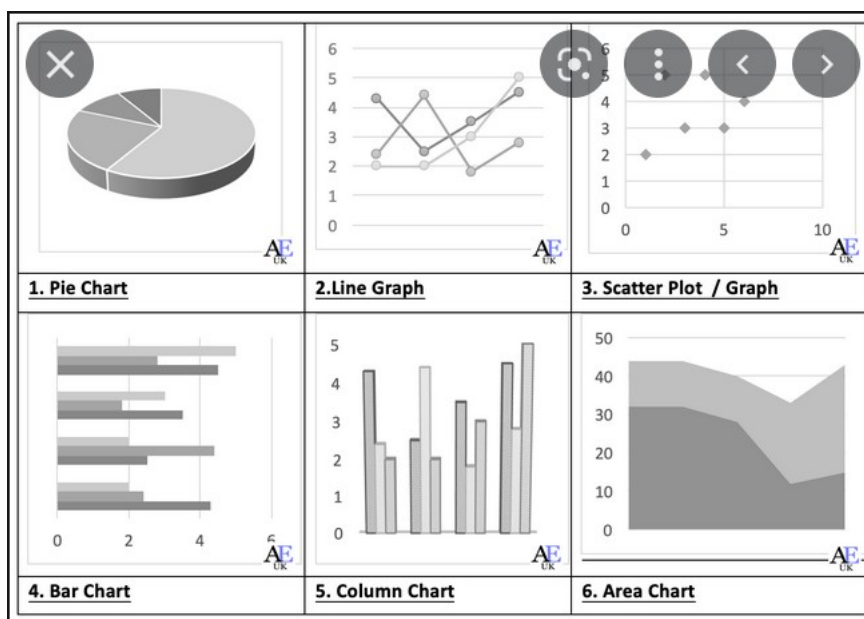
upward trend	downward trend	stable trend
To rise – to increase – to skyrocket to jump – to grow – to go up etc.	To decline – to decrease – to fall to plunge – to plummet – to drop	To maintain – to remain – to stay

2.2. Adverbs to describe a trend

great intensity / pace	more moderate pace / intensity	less significant change
sharply – rapidly – quickly – steeply considerably – substantially – significantly	steadily – gradually – moderately	slightly – slowly

2.3. Nouns used to describe trends and graphs

upward trend	downward trend	other
A growth – an increase – a rise a peak (highest point)	a decline – a decrease – a fall – a drop – a dip (momentary small drop in the level of something) a slump (a prolonged / severe fall)	a fluctuation – a variation the x / y axis – a line – a bar – a segment – a curve – a column



From the Academic English UK website at <https://academic-englishuk.com/graphs/>

.UNIT 6: EXERCISES

Exercise 1: Give both the comparative and superlative form for each of the adjectives listed in the table.

	Comparative form	Superlative form
<i>interesting</i>		
<i>weak</i>		
<i>funny</i>		
<i>big</i>		
<i>boring</i>		
<i>noisy</i>		
<i>good</i>		
<i>bad</i>		
<i>far</i>		
<i>well known</i>		

Exercise 2: Read and fill in the blanks in the extract from the article below.

Mac vs. PC: Which Laptop is _____ for You?

While both systems are now _____ similar _____ ever, picking the right laptop for you could boil down to what you will be using your computer for.

What is the difference between a Mac and a PC?

The _____ (*big*) difference between Mac and PC hardware is the amount of choice you have. If you have a highly specific computer in mind — high amounts of memory, touch screen, lots of ports, no webcam, excellent speakers — PC laptops are the right way to go. Apple is the only company that makes Macs; [...] Apple has the ability to make sure all of its computers meet a strict standard for quality. There isn't anything quite like that on the PC side, but again, you have many _____ options.

Windows 10 vs. MacOS

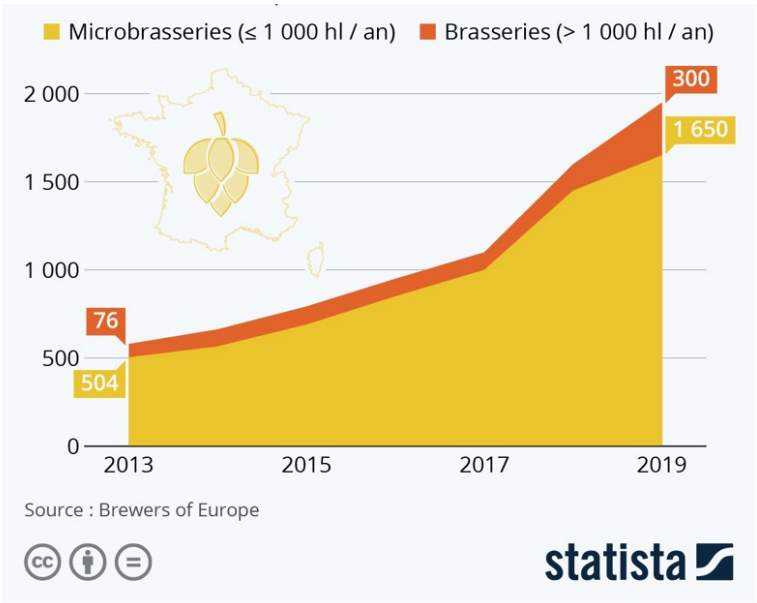
The _____ substantial difference between MacOS and Windows is that because MacOS is _____ popular (_____ than 10% of computers run it), it's a lot _____ attractive to people writing viruses. MacOS also has a few additional safeguards in place to help most users avoid Malware by limiting their access to the computer's file system. Windows may not have all the same safeguards _____ MacOS, but Microsoft has been diligent about patching security holes quickly to keep users safe.

Is a Mac or a laptop _____?

If you prefer Apple's tech, and don't mind accepting that you'll have _____ (few) hardware choices, you're better off getting a Mac. If you'd like more hardware choices, and want a platform that's _____ for gaming, you should get a PC.

Adapted from *Rolling Stone*, August 2020

Exercise 3: Describe the graph entitled “The boom in French craft beer” (microbreweries) using specific vocabulary and comparative or superlative structures. Describe the type of graph, the main trends and compare the two types of breweries.



Taken from Statista (<https://fr.statista.com/infographie/19362/evolution-du-nombre-de-brasseries-et-microbrasseries-en-france/>)

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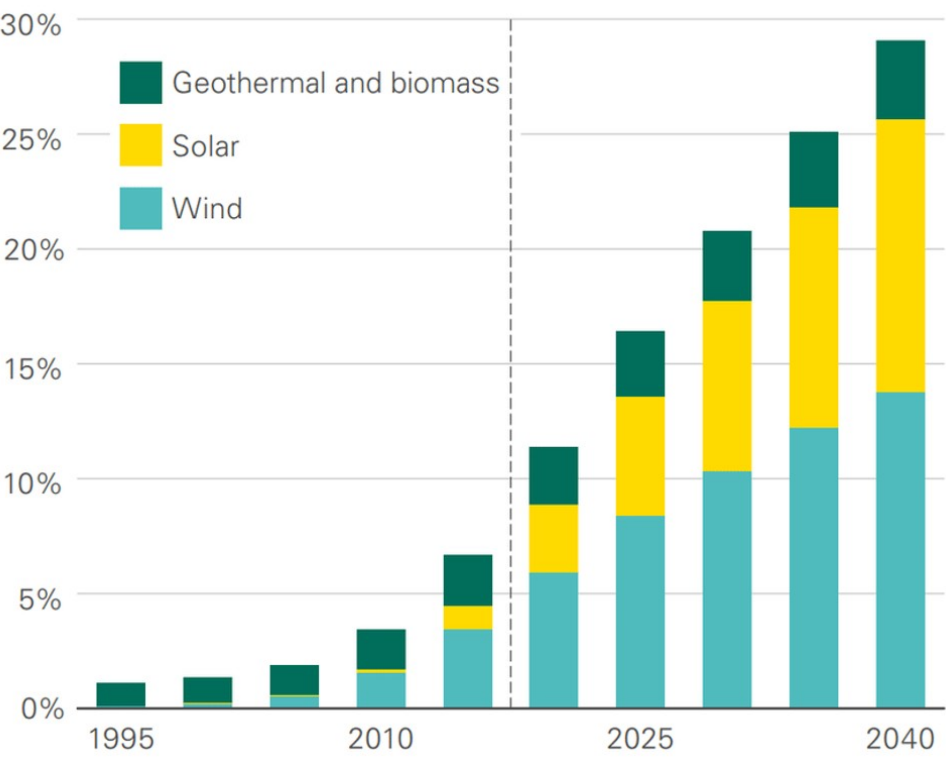
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You're simply the best!
Better than all the rest!
Better than anyone
Anyone I've ever met!

Exercise 4: Describe the graph entitled “The distribution of renewable energy in the production of electricity” using specific vocabulary and comparative or superlative structures. Describe the type of graph, the main trends and compare productions in time and between the different types of energies.



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.MEMRISE – IRREGULAR VERBS AND VOCABULARY

Vous trouverez ci-dessous le lien du vocabulaire à apprendre sur le site MEMRISE.

1. Ouvrir un compte individuel de type prenom.nom ou nom.prenom (pour que l'on puisse vous reconnaître dans le système de points du site) sur <https://www.memrise.com/fr/>
 2. Copier le lien du cours : <https://app.memrise.com/course/2233959/3a-s1-polytech-nantes-irregular-verbs-meetings/>
- Vous pouvez ensuite commencer à apprendre des mots, cela devrait épingler le cours sur votre tableau de bord.
3. Une fois l'inscription faite PAR ORDINATEUR (et une fois que le cours est épinglé), vous pouvez aussi l'utiliser sur un smartphone (via l'appli).

Chapter 1: Irregular verbs1 (65 words)

Chapter 2: Irregular verbs 1 (65 words)

Chapter 3: Meetings (32 words) => see TD2

.GRAMMAR STORIES

GUIDELINES

The objectives of the activity are to demonstrate:

- 1) your mastery of English grammar
- 2) your mastery of oral English
- 3) your ability to organize a group activity
- 4) your ability to communicate with a group

1. Preparation

_ With your partner(s), you will work on two grammar notions from the booklet:

First Notion- Unit 1 OR Unit 2

Second Notion- Unit 4, Unit 5 OR Unit 6

(Unit 3 will be covered in every presentation by the quiz section at the end of the activity)

_ If necessary, review them carefully to avoid making mistakes! (Remember: you are supposed to demonstrate your mastery of English grammar.)

_ Imagine a scenario or choose a situation in which these grammar notions are particularly essential to communicate.

e.g.: Past Tenses + Link Words= murder investigation or news interview, Present/Future Tenses + Comparatives/Superlatives = Preparing for a holiday or a time travel scenario etc.

_ Prepare lines of dialogue, questions, new elements (see Organization below)

_ Practice, practice and practice!

2. Organization

Pairwork / Group of 3

length: 20'

	Description	Length
Storytelling	_ The beginning of the story: the two/three participants alternate narrating the story and playing scenes (dialogue) of the story.	5'
Comprehension check	_ Ask five questions to the audience	2'
New element	_ The new element can be a picture / a sound / an object that has a key role in the plot. In small groups, people share ideas as to what the new element is and what is its role in the story. (3') Different groups share their ideas with the class (2')	5'
Conclusion	_ The organizers tell the end of the story to the group.	2'
Quiz	_ Multiple-choice quiz based on the two selected grammar notions	5'

3. Requirements

	Requirements
Storytelling	These parts should include (at least) 8 to 10 occurrences of your selected grammar notions. All organizers will be involved in spoken production (narrating, summarizing, explaining, giving a speech etc.) and spoken interaction (conversation, interview, negotiation etc.) <u>You can't have any notes!</u>
Comprehension check	The questions should focus on the content of your story/scenario. They must be grammatically correct and presented on a slide.
New element 1	As organizers, you make the groups. Then you will circulate around the room, ensuring all students speak in English only. You will ask different groups what their ideas are and to justify their hypotheses.
Conclusion	
Quiz	10 items _ right or wrong (Is this sentence grammatically correct?) _ multiple-choice questionnaire <u>You should be able to give explanations to the class if necessary.</u>

4. Assessment

Group grade (n/5)	Individual grade (n/15)
_ time and group management (n/1) _ organization of the session (n/1) _ creativity and relevance of scenario (n/3)	_ grammar skills (n/7) _ communication skills (n/3) _ oral English (n/5)

** 1 point will be taken off for a too short or too long activity.*

.THIRD-YEAR ENGLISH EXAM (2022-2023)

Duration: 1 hour

Exercise 1: QUESTIONS. Ask the question referring to the underlined part of the sentence. **Do not change the tense in the question.** (10 points)

1. He borrowed Sam's laptop to write the report.

.....

2. Jack and Jill are sharing a flat.

.....

3. The train leaves at 5.

.....

4. Third-year students have English twice a week.

.....

5. His favorite Harry Potter book is The Prisoner of Azkaban.

.....

6. She paid 2000 euros for her car.

.....

7. There are 102 floors in the Empire State building.

.....

8. A standard gold bar weighs 12.4 kilograms.

.....

9. He took the TOEIC test once.

.....

10. A lecture at Polytech lasts 75 minutes.

.....

Exercise 2: EMAILS AND TENSES. Complete the sentences with the appropriate word (one word only) or conjugate the verbs between brackets. You can use the following tenses: present simple, present continuous, preterit, present perfect, past continuous, past perfect. (20 points)

From: juan.gonzalez@solartech.co.uk To: sajad.patel@solartech.co.uk Date: December 1, 2022 __ [1]: quality problem + business proposal	
Dear Mr. Patel	[1]
First of all, I would like to thank you for replying so quickly to my message. I share your concerns regarding the quality problem and I would like to give you an update on the situation.	[2] [3]
My staff members __ [2] (to investigate) the causes for the last two weeks but so far, the tests __ [3] (to be) inconclusive. We __ [4] (to wait + currently) for new results and I will inform you as soon as I __ [5] (to receive) them.	[4] [5] [6]
I __ [6] (to write+ also) to you with __ [7] to a business proposal.	[7]
When I __ [8] (to be) at CES ⁽¹⁾ last January, I __ [9] (to meet) an engineer from a French start-up. I __ [10] (to hear + never) of his company before but I __ [11] (to spend) an hour with him and it __ [12] (to be) really interesting.	[8] [9] [10] [11]
Alain Génieur (that's his name) has the patent on a new revolutionary electronic device and he would like to do business with us. He __ [13] (to send) me a message last night (which I am __ ⁽²⁾ [14] to you). You will also find his proposal __ [15] to this email.	[12] [13] [14]
I would be __ [16] if you could __ [17] back to me __ [18] a week, to let me know what you think.	[15] [16]
I'm looking forward to __ [19] from you.	[17]
__ [20]	[18]
Juan Gonzalez	[19]
⁽¹⁾ CES: consumer electronics Show, annual trade fair organized in Las Vegas	[20]
⁽²⁾ : Do not use the verb "to send"	

Exercise 3: CORRECT THE MISTAKE. Underline the mistake in the first column, then correct it in the second column. If your correction consists in removing a word / words, write Ø in the second column. (15 points)

1. The Eiffel Tower is 330 meters hight.	
2. The toy is made off fabric and wood.	
3. In the next stage, the mixture is transferring to another machine.	
4. Every children should have access to education.	
5. More than two thousands people attended Polytech By Night in October.	
6. The price of electricity has recently increased to 15%.	
7. Despite of his good level in English, he didn't get the job.	
8. We don't need some additional time to review the applications.	
9. Thank you for providing me with all the informations I requested.	
10. The essay is very good, therefore there are a lot of mistakes.	
11. The meeting room is quite spacious and can fit 20 chairs and various furnitures.	
12. There are a lot of very disturbing news these days.	
13. I sent the manager a mail to inform her about the situation.	
14. I like Asian cuisine and I prefer Italian food.	
15. How much people will come to the party?	

Exercise 4: Meetings. Fill in the blanks with the missing word (one word only). Use the most idiomatic word. (15 points)

1 Ladies and gentlemen, I declare the meeting __ [1]. Today's meeting has been __ [2] to discuss the implementation of the new software in the department.	[1] [2]
2 Sorry to __ [3], Keira told me she couldn't be here after all.	[3]
3 Oh, thank you for letting me know. Are there any other __ [4]?	[4]
4 I am afraid Jim is still on sick leave so he will not be able to __ [5]	[5]
5 Of course. Anyone else? No? Ok. First, has everyone read the __ [6]? And who can write the __ [7]?	[6] [7]
6 I can do it!	[8]
7 Thank you. Let's get down to __ [8]. The first issue we need to consider is the calendar. I think we will have to __ [9] the launch by at least a month. I am aware it's not ideal but I don't think we have a choice. So let's have a show of __ [10] to see if you all agree on this. All those in __ [11]?	[9] [10] [11]
<i>(the vote is taking place)</i>	
8 Ok, great. Let's move __ [12] to the next item.	[12]
9 Sorry, but I would really like to talk about the retirement party for Derek.	[13]
10 I am sorry but let's __ [13] to the subject.	[14]
<i>(an hour later)</i>	
11 Well, it's almost time. Before we __ [14], has anyone got anything more to bring up? No? Well, I declare the meeting __ [15]. That's all for today!	[15]