

LIVRE BLANC



FICHES RECAPITULATIVES  
DE GRAMMAIRE ANGLAISE  
A L'USAGE D'UN PUBLIC  
FRANCOPHONE  
ET PRESSÉ

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**Formatrice certifiée CELTA par Cambridge University**

**V 1.10 – 2024 06**



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## INTRODUCTION

Je n'aurais jamais cru qu'il serait nécessaire pour moi d'écrire une grammaire anglaise, pour ajouter ma patte à tout ce qui a déjà été écrit et fait. Et pourtant, cette nécessité s'est finalement imposée, à la demande de mes stagiaires. La théorie se fonde bien sûr sur les ouvrages de référence rédigés par Raymond MURPHY aux Cambridge University Press. Ce livre blanc ne saurait s'y substituer. Il le complète sans doute, et l'éclaire sûrement, de mon expérience d'enseignement face à un public francophone souvent en difficulté ou tenu en échec dans son apprentissage de l'anglais.

J'ai également retrouvé mes intuitions pédagogiques théorisées par John STRATTEN dans son ouvrage « L'anglais expliqué ». John STRATTEN est le père de la théorie de « l'adjoiné » que je reprends ici à mon compte, dans le chapitre « STRUCTURE ».

Enfin, plutôt que de présenter chaque règle et chaque temps pour eux-mêmes, j'ai souvent remarqué qu'il était plus efficace de les présenter ensemble et de comparer avec les élèves les différentes situations d'utilisation. J'ai trouvé également éclairant pour eux de pondérer leur utilisation (plus utile à l'écrit qu'à l'oral, par exemple) voire d'indiquer pour un public francophone les bonnes raisons qu'il y a de bien les maîtriser.

### LES TEMPS

Il est impossible de les aborder en anglais sans mettre en avant « le moment où je parle ». C'est chose faite ici, « le moment où je parle » est matérialisé par une  positionnée sur la ligne du temps matérialisée par une flèche en bleu.

J'insiste aussi sur les questions de fréquences d'utilisation : à l'oral, à l'écrit, les uns par rapport aux autres.

Je présente enfin les différents temps du présent, du passé et du futur en synergie, les uns par rapport aux autres en identifiant les situations où il convient de les utiliser.

J'insiste sur la difficulté que les formes négatives et interrogatives posent aux francophones, au point de consacrer à chacun une fiche récapitulative.

### LES STRUCTURES

Les structures des phrases interrogatives et négatives est revue et expliquée et je me suis appuyée pour ce faire sur les travaux de John Stratten, auteur de « L'anglais expliqué I ».

### LA PRONONCIATION

En France, nous apprenons l'anglais à l'écrit. Inévitablement, cela conduit à prononcer dans sa tête les mots écrits « à la française ». Or la prononciation des mots anglais est très différente. Notamment parce que toutes les syllabes n'ont pas le même poids, une syllabe par mot est accentuée, au détriment des autres syllabes qui ne s'entendent pratiquement pas.

D'autre part, certaines consonnes, à l'intérieur des mots, sont silencieuses, comme le « L » de « walk » ou le 2<sup>ème</sup> « T » de « twenty ». Comme les français apprennent l'anglais à l'écrit, et qu'en français, ces lettres seraient prononcées, alors nous nous entêtons à les prononcer. Ce n'est pas nécessaire, et c'est même faux. En revanche, et encore une fois, contrairement à ce qui se fait en français, il est indispensable de prononcer – et donc, de vocaliser – le « s » à la fin des mots aux pluriel ou des verbes à la 3<sup>ème</sup> personne du singulier. Oublier de le faire, comme cela est si souvent le cas pour les francophones, est très pénalisant pour leur niveau d'anglais à l'oral.

### LES GRANDS CLASSIQUES

J'ai mis en exergue les « pièges » du TOEIC notamment pour la partie 5 du test. Il s'agit de bien repérer ces faux amis et ces structures qui sont régulièrement glissées dans les exercices à choix multiples. Les connaître permet de ne pas perdre des points lorsqu'ils se présentent.



## LA SUITE

Ce livre blanc n'est pas illustré. o'bEiNGLISH va proposer des modules vidéo de e-learning en ligne pour illustrer son propos.

Je vais également le compléter d'un autre Livre Blanc d'exercices, et d'un troisième dédié aux exceptions.

Si, à la lecture, vous avez des suggestions d'amélioration, n'hésitez pas à nous les communiquer, sur la page contact de notre site web : [www.obeinglish.com/contact](http://www.obeinglish.com/contact)

## 1- PRONOMS PERSONNELS ET POSSESSIFS – modifié (v1.7)

LES PRONOMS PERSONNELS	
SUJET	OBJET
<p>I YOU HE SHE IT WE YOU THEY</p> <p><b>ATTENTION:</b> "he or she" se dit maintenant "they"</p>	<p>ME (moi, me, m')</p> <p>YOU (toi, te, t')</p> <p>HIM (lui, le, l')</p> <p>HER (lui, la, l')</p> <p>IT</p> <p>US (nous)</p> <p>YOU (vous)</p> <p>THEM (les, eux, leur)</p> <p><b>ATTENTION:</b> "him or her" se dit maintenant "them"</p>
LES POSSESSIFS	
DETERMINANTS POSSESSIFS	PRONOMS POSSESSIFS
<p>MY (mon, ma, mes) YOUR (ton, ta, tes) HIS (son, sa, ses – possesseur homme) HER (son, sa, ses – possesseur femme) ITS (son, sa, ses – possesseur animal ou chose ou notion abstraite) OUR (notre, nos) YOUR (votre, vos) THEIR (leur, leurs)</p> <p><b>ATTENTION:</b> en anglais, le déterminant possessif s'accorde avec le genre du possesseur. Contrairement au français, il ne s'accorde pas avec la chose possédée</p> <p><b>ATTENTION:</b> "his or her" se dit "their", le masculin ne l'emporte pas sur le féminin en anglais.</p>	<p>MINE (le mien, la mienne, les miens, les miennes) YOURS (le tien, la tienne, les tiens, les tiennes) HIS (le sien, la sienne, les siens, les siennes – possesseur homme) HERS (le sien, la sienne, les siens, les siennes – possesseur femme) ITS (le sien, la sienne, les siens, les siennes – possesseur animal ou chose ou notion abstraite) OURS (le nôtre, la nôtre, les nôtres) YOURS (le vôtre, la vôtre, les vôtres) THEIRS (le leur, la leur, les leur, les leurs)</p>
ATTENTION	
<ul style="list-style-type: none"> <li>• A friend of <b>mine</b></li> <li>• A friend of <b>yours</b></li> <li>• A friend of <b>his</b></li> <li>• A friend of <b>hers</b></li> <li>• <i>And so on...</i></li> <li>• A friend of <b>my husband's</b></li> <li>• A friend of <b>John's</b></li> <li>• A friend of <b>my parents'</b></li> </ul>	

## 1.2 – STRUCTURE : UNE INTRODUCTION A LA CONJUGAISON

Ce chapitre est fondamental.

Les verbes fonctionnent toujours avec un adjectif. Qu'est-ce qu'un **adjectif** ? Passons par le français pour appréhender cette notion repérée et théorisée par John STRATTEN.

Pour poser une question en français, on a besoin d'un adjectif :

**Est-ce que** tu vas bien ?

**Est-ce qu'**il viendra demain ?

**Est-ce qu'**elles font leurs devoirs ?

Tout comme le point d'interrogation à l'écrit et l'intonation à l'oral, le groupe **est-ce que** ou **est-ce qu'** sont des **adjectifs** pour indiquer qu'une question est posée et que la phrase passe à la forme interrogative

Notez qu'en français l'adjectif **est-ce que** ou **est-ce qu'** est **invariable**, quelque soient le temps ou le sujet, il reste le même, c'est le verbe lexical (dans les exemples ci-dessus, les verbes lexicaux sont « aller » au présent singulier, « venir » au futur singulier, « faire » au présent pluriel) qui s'accorde au sujet (ici tu, il, elles).

Notez qu'à l'inverse, en anglais, tous les verbes (à quatre exceptions près) fonctionnent avec un adjectif à tous les temps, aux formes affirmatives, interrogatives et négatives

En anglais, contrairement au français c'est l'adjectif qui s'accorde au sujet et qui se modifie en fonction du temps choisi. C'est le verbe lexical qui est invariable et ce quelque soient le sujet ou le temps choisi. Selon l'adjectif, le verbe lexical peut prendre trois formes.

Voici l'exemple du Present Simple. L'adjectif de ce temps est DO / DOES

Present simple			
Question form			
ADJOINT	S	VERBE LEXICAL	COMPLEMENT
Do	you	want	some coffee ?
Does	she	go	to London next week ?
Do	they	speak	French ?
Negative form			
S	ADJOINT	VERBE LEXICAL	COMPLEMENT
You	do not / don't	want	coffee
She	does not / doesn't	go	to London next week
They	do not / don't	speak	French
Positive form			
S	ADJOINT	VERBE LEXICAL	COMPLEMENT
You	do / Ø	want	some coffee
She	does / Ø	go	to London next week
They	do / Ø	speak	French

A ce stade deux remarques importantes s'imposent :

L'adjectif **DO / DOES** n'a rien à voir avec le verbe lexical « to do ». Le verbe lexical to do a d'ailleurs besoin de l'adjectif **DO / DOES**

- She **doesn't do** her homework.
- **Do** you **do** your food shopping at Walmart?



- They **do / ∅ do** their homework after school.

A la forme affirmative (positive form) l'adjectif **DO / DOES** disparaît le plus souvent.

- I **∅ enjoy** swimming a lot => I enjoy swimming
- She **∅ goes** to London next week => She goes to London next week

Mais à la forme affirmative renforcée, l'adjectif **DO / DOES** réapparaît à la forme affirmative :

- I **do enjoy** swimming a lot (équivalent de "mais si, j'aime beaucoup nager !")
- She **does go** to London next week (équivalent de "mais si, elle va bien à Londres la semaine prochaine !")
- They **do speak** French (équivalent de "mais si, ils parlent français !")

NB : en français, « mais si » « bien / beaucoup » et « ! » sont autant d'adjoints qui indiquent qu'il s'agit d'une forme affirmative renforcée. Ce qui est la fonction de **DO / DOES** à la forme affirmative.

Tous les verbes lexicaux en anglais fonctionnent donc bien avec un **adjectif**, *que celui-ci soit visible ou non*. Quand l'adjectif est caché je le note **∅**.

L'adjectif s'accorde avec le sujet qui le précède. C'est l'adjectif qui prend la marque du temps choisi (présent, passé, futur, formes progressives).

Le verbe lexical prend une forme, toujours la même, selon l'adjectif qui le précède :

- ⇒ Ces formes sont « work », « to work », « working », « worked » / « 3ème colonne des verbes irréguliers ». Ces accords « adjectif/verbe » sont **invariables**.

Après l'adjectif	L'accord du verbe lexical est	Exemple
Be (am, is, are, was, were)	-ing	She <b>is</b> working / I <b>was</b> working
Have (have, has, had)	-ed (verbes réguliers) ou Forme de la 3ème colonne (verbes irréguliers)	You <b>have</b> worked She <b>has</b> eaten out They <b>had</b> enjoyed it
Can / could	Base verbale (= infinitif sans to)	I <b>can</b> speak English
Must	Base verbale (= infinitif sans to)	You <b>must</b> go and see her
Do	Base verbale (= infinitif sans to)	She <b>does</b> go to London next week
Did	Base verbale (= infinitif sans to)	They <b>didn't</b> like it much
Will	Base verbale (= infinitif sans to)	It <b>will</b> be nice to see you again
Would	Base verbale (= infinitif sans to)	I <b>would</b> like to see you next Sunday
Shall	Base verbale (= infinitif sans to)	<b>Shall</b> I open the window?
Should	Base verbale (= infinitif sans to)	<b>Should</b> you need further information, please contact me
May	Base verbale (= infinitif sans to)	<b>May</b> I sit next to you?
Might	Base verbale (= infinitif sans to)	He <b>might</b> find it a little difficult
Dare	To + verbe	I <b>dare</b> you to jump off!
Be able to	To + verbe	He <b>wasn't able</b> to work on his own
Have to	To + verbe	She <b>has</b> to travel to London next week
Ought to	To + verbe	I <b>ought to</b> go and visit my parents this weekend
Used to	To + verbe	I <b>used to</b> live in Britany when I was a child
Need to	To + verbe	You <b>need to</b> work MAIS You <b>need not</b> work <b>Need</b> you work?

- ⇒ De même que l'adjoint **DO / DOES** n'a en commun avec le verbe lexical « to do » que son orthographe et sa prononciation, les adjoints **HAVE** et **BE**, ne partagent avec les verbes lexicaux « to have » et « to be » que l'orthographe et la prononciation. Cela engendre bien des confusions pour les non anglophones.
- ⇒ Le verbe lexical « to be », l'équivalent de notre verbe « être » en français, se conjugue au présent et au passé, aux formes affirmatives, interrogatives et négatives **sans adjectif**. En cela il est une exception à la règle en anglais, tout en se comportant comme un verbe en français. Commencer l'apprentissage des verbes et de la conjugaison en anglais avec le verbe « to be » consiste à présenter l'exception au détriment de la règle. Comme cette exception est « confortable » pour les francophones car elle fait écho à des structures proches et déjà connues dans leur langue maternelle, l'enseigner d'abord a pour conséquence ensuite de présenter tous les autres verbes comme une exception car se comportant différemment du verbe « to be ». Comme John STRATTEN le souligne à la page 47 de son ouvrage « l'anglais expliqué I », commencer l'apprentissage de l'anglais en enseignant le verbe « to be » met d'emblée les élèves en difficulté pour intégrer la suite, c'est-à-dire tous les autres verbes du lexique, aux formes interrogatives et négatives et affirmatives renforcées.
- ⇒ Le verbe lexical « to have » a besoin d'un adjectif. Mais en tant qu'adjoints HAVE / HAS / HAD n'ont pas besoin d'adjectif.

To have (verbe lexical)	HAVE / HAS / HAD (adjectif)
He <b>doesn't</b> have a car <b>Does</b> he have a car?	We <b>have</b> got a car He <b>hasn't</b> got a car <b>Has</b> he got a car?

- ⇒ L'avantage d'introduire la notion d'adjectif dès le présent simple, y compris à la forme affirmative permet d'enseigner d'emblée la forme affirmative renforcée, généralement précédée de « mais si » en français, et dont le seul équivalent en anglais est la réintroduction de l'adjectif **DO / DOES** à la forme affirmative.

## 2 – PRESENT TENSES – modifié (v1.6)

PRESENT TENSES		
PRESENT SIMPLE		
POSITIVE FORM	NEGATIVE FORM	QUESTION FORM
<b>TO WORK</b>		
	<b>S + do + not + verb</b> <b>S + don't / doesn't + verb</b>	<b>Do + S + verb?</b>
I (do) work You (do) work He/she/it (does work) works We (do) work You (do) work They (do) work	I don't work You don't work He/she/it doesn't work We don't work You don't work They don't work	Do I work? Do you work? Does he/she/it work? Do we work? Do you work? Do they work?
<b>TO GO TO</b>		
I (do) go to school You (do) go to school He/she/it (does go) goes to school We (do) go You (do) go They (do) go	I don't go You don't go He/she/it doesn't go We don't go You don't go They don't go	Do I go to school? Do you go? Does he/she/it go? Do we go? Do you go? Do they go?
<b>TO FLY</b>		
I (do) fly You (do) fly He/she/it (does fly) <b>flies</b> We (do) fly You (do) fly They (do) fly	I don't fly You don't fly He/she/it doesn't fly We don't fly You don't fly They don't fly	Do I fly? Do you fly? Does he/she/it fly? Do we fly? Do you fly? Do they fly?
<b>ATTENTION : A la 3<sup>ème</sup> personne du singulier au présent</b>		
<p>Les verbes prennent toujours un « s » ou « es » à la fin. A la forme négative ou interrogative c'est <b>DO</b> qui prend « es » à la 3<sup>ème</sup> personne du singulier =&gt; does</p> <p>Par exemple :</p> <ol style="list-style-type: none"> <li>1. She teach<u>es</u> English =&gt; she doesn't teach English =&gt; Does she teach English?</li> <li>2. My brother drink<u>s</u> water at lunch =&gt; my brother doesn't drink water =&gt; Does my brother drink water?</li> <li>3. My mother wear<u>s</u> a coat in winter =&gt; my mother doesn't wear a coat =&gt; does my mother wear a coat?</li> <li>4. He stud<u>ies</u> hard =&gt; he doesn't study hard =&gt; does he study hard?</li> <li>5. The film starts at 9 pm</li> </ol> <p>Seules exceptions : can (pouvoir) must (devoir) may (avoir la permission de)</p>		
<ul style="list-style-type: none"> <li>• <b>Le présent simple s'utilise pour décrire des habitudes, des horaires ou des vérités absolues</b> Ex: I go to bed at 11pm every night / the train leaves at 7 am / the sky is blue</li> </ul>		
<b>ATTENTION:</b>		
« To be » est une exception: le verbe lexical comme l'adjectif prennent les mêmes formes. Ils n'ont jamais besoin de l'adjectif « do »		
« To have » est aussi une exception : to have verbe lexical a besoin de l'adjectif « do ». To have adjectif du present perfect n'a pas besoin de l'adjectif « do »		
<b>TO BE</b>		
	<b>Subject + verb + not</b>	<b>Verb + subject?</b>
I am = I'm You are = you're He / she /it is = he's / she's / it's We are = we're You are = you're They are = they're	I am not You are not = you aren't He/she/it is not = isn't We are not = we aren't You are not = you aren't They are not = they aren't	Am I late ? Are you French ? Is he? Is she? is it? Are we? Are you? Are they?
<b>TO HAVE (adjectif)</b>		
I <b>have</b> = I've got a car You <b>have</b> = you've got a car	I <b>have</b> not = I haven't You <b>have</b> not = You haven't	<b>Have</b> I got a car? <b>Have</b> you got a car?

He/ she / it <b>has</b> = he's / she's / it's got a car We <b>have</b> = we've got a car You <b>have</b> = you've got a car They <b>have</b> = they've got a car	He/she /it <b>has</b> not = He/she/it hasn't got a car We <b>have</b> not = we haven't got a car They <b>have</b> not = they haven't got a car	<b>Has</b> he? <b>Has</b> she? <b>Has</b> It got a car? <b>Have</b> we got a car? <b>Have</b> you got a car? <b>Have</b> they got a car?
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**TO HAVE (verbe lexical)**

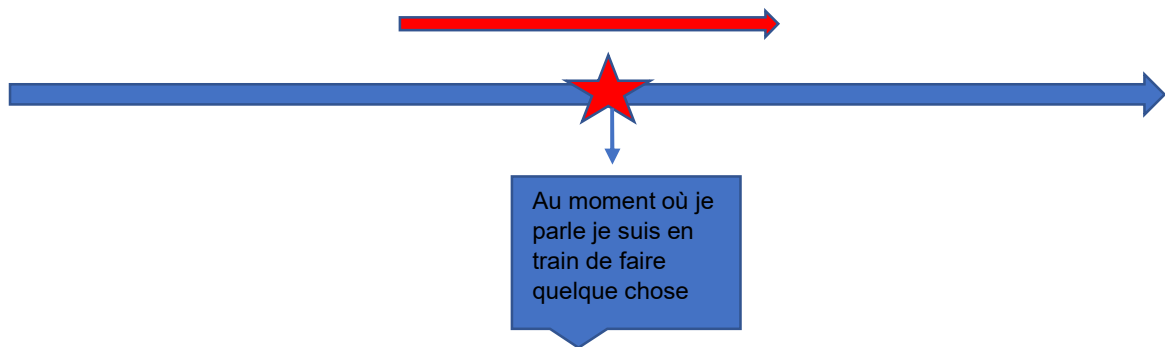
	S + <b>do not</b> + have + CO	<b>Do</b> + S + Have + CO ?
I (do) <b>have</b> a car You (do) <b>have</b> a car He/she/ it (does have) <b>has</b> a car We (do) <b>have</b> a car You (do) <b>have</b> a car They (do) <b>have</b> a car	I <b>don't</b> <b>have</b> a car You <b>don't</b> <b>have</b> a car He/she/ it <b>doesn't</b> <b>have</b> a car We <b>don't</b> <b>have</b> a car You <b>don't</b> <b>have</b> a car They <b>don't</b> <b>have</b> a car	<b>Do</b> I <b>have</b> a car? <b>Do</b> you <b>have</b> a car? <b>Does</b> he/she <b>have</b> a car? <b>Do</b> we <b>have</b> a car? <b>Do</b> you <b>have</b> a car? <b>Do</b> they <b>have</b> a car?

**PRESENT CONTINUOUS**

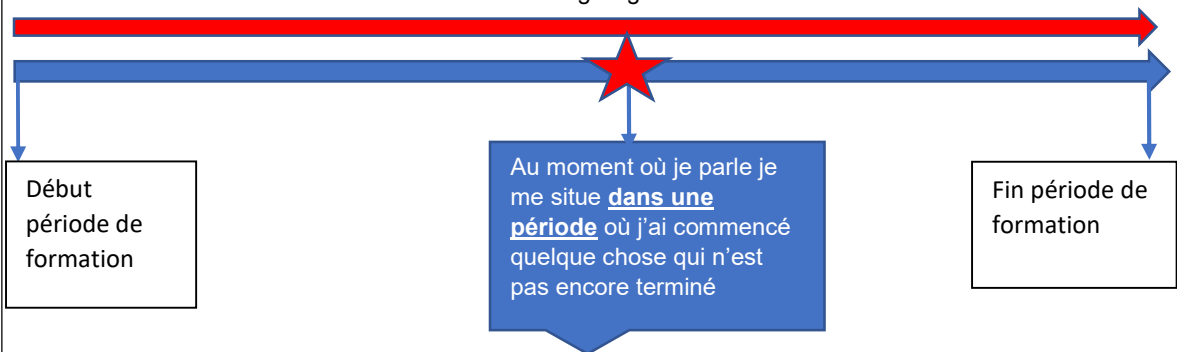
<b>POSITIVE FORM</b>	<b>NEGATIVE FORM</b>	<b>QUESTION FORM</b>
<b>S + to be + verb+ing</b>	<b>S + to be + not + verb + ing</b>	<b>To be + s + verb + ing</b>
I am working = I'm working You are working = you're working He/she/it is working = he's /she's/it's working We are working = we're working You are working = you're working They are working = they're working	I'm not working You are not working (aren't) He/she/it is not working (isn't) We are not working (aren't) You are not working (aren't) They are not working (aren't)	Am I working? Are you working? Is he/she/it working? Are we working? Are you working? Are they working?

J'utilise le présent continu ou présent progressif dans deux cas :

Ex: I'm studying for my English test



Ex: I'm taking English lessons



**Plusieurs remarques concernant la fréquence d'utilisation du présent continu :**

⇒ Le present continu est beaucoup plus fréquemment utilisé à l'oral notamment, que le present simple.



⇒ Certaines méthodes d'enseignement tendent à faire coïncider le present continuous avec l'expression française « être en train de ». **ATTENTION** : en français, lorsque l'on prend la peine d'insister sur le fait qu'on est en train de faire quelque chose, c'est notamment pour faire comprendre, avec une pointe d'agacement, que l'on est déjà occupé et que l'on ne peut pas faire 2 choses à la fois. L'utilisation de « être en train de » est réservée à ce genre de situations. Ce n'est pas du tout le cas du present continuous. Son utilisation est donc **beaucoup plus fréquente** en anglais, que celle de « être en train de » en français.

**ATTENTION**

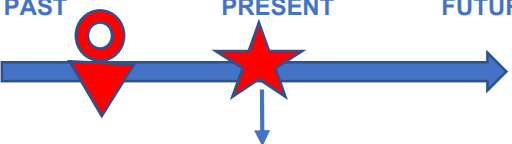


Certains verbes ne se mettent pas au present continuous :

- Like, want, need, prefer, know, realize, suppose, mean, understand, believe, remember, belong, fit, contain, consist, seem
- Think : quand il signifie « believe » ou « have an opinion »
- See, hear, smell, taste

Ce sont des verbes d'état. Le present continuous est réservé aux verbes d'action.

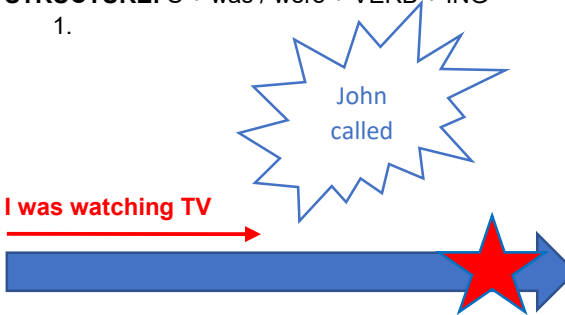

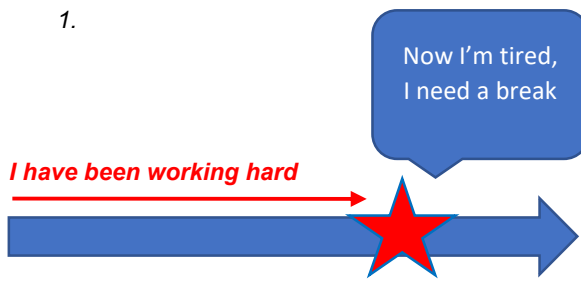
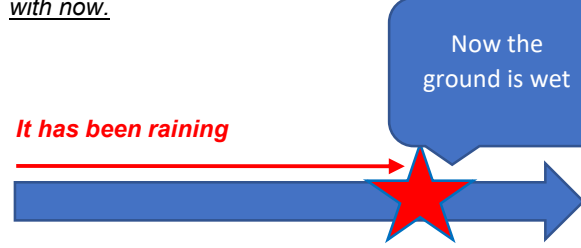
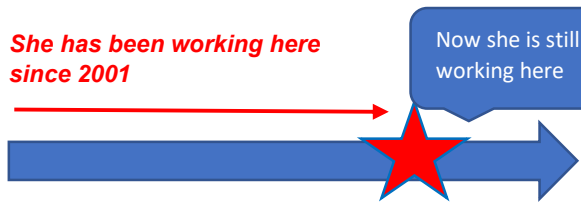
Look et feel peuvent s'utiliser aussi bien à la forme present simple qu'à la forme present continuous

### 3 – PAST TENSES – modifié (v1.6)

PAST TENSES			
PAST SIMPLE (preterit)		PRESENT PERFECT	
<b>POSITIVE FORM: STRUCTURE</b>			
Regular verbs	Irregular verbs	Regular verbs	Irregular verbs
Verb + ed	Irregular form (column 2)	Subj. + Have + past participle -ed	Subj. + Have + irregular participle (column 3)
CALL + ED	GO / WENT	HAVE + CLEAN + ED	HAVE + LOST
Yesterday I <b>called</b> John.	Yesterday I <b>went</b> to the cinema.	1. I <b>have cleaned</b> the house = the house is clean now. 2. I have just cleaned the house.	1. I <b>have lost</b> my keys = I don't have my keys with me and I'm locked out. 2. I have just lost my keys.
<p><b>PAST</b>                      <b>PRESENT</b>                      <b>FUTURE</b></p>  <p style="text-align: center;">Au moment où je parle l'action dont je parle <b>est terminée.</b></p>		<p><b>PAST</b>                      <b>PRESENT</b>                      <b>FUTURE</b></p> <p>1. </p> <p style="text-align: center;">L'action du passé a <b>un impact</b> sur le moment où je parle.</p> <p><b>PAST</b>                      <b>PRESENT</b>                      <b>FUTURE</b></p> <p>2. </p> <p style="text-align: center;">L'action <b>vient juste de se terminer</b> au moment où je parle.</p>	
<p>Le <b>past simple</b> est l'équivalent du passé simple en français. Il nous sert à décrire les <b>actions ponctuelles</b> du passé. Utilisé quand l'action est <b>datée</b> ou « <b>datable</b> » C'est le temps de l'Histoire et de notre histoire. On peut répondre aux questions où, quand, comment, pourquoi ? Son utilisation est <b>très fréquente.</b></p>		<p><u>Le <b>present perfect</b> n'est pas un temps du français.</u></p> <p>Les francophones ont tendance à l'utiliser beaucoup trop souvent car il ressemble en tout point à notre passé composé. <b>MAIS</b> en anglais il est <b>beaucoup moins utilisé</b> que le <b>past simple.</b> Quand on s'exprime au <b>present perfect</b>, les questions où, quand, comment, pourquoi ne sont pas pertinentes. L'action n'est pas forcément précisément <b>datée</b> ou « <b>datable</b> ». L'action n'est pas nécessairement terminée : ses conséquences impactent le moment où je parle. <b>Le present perfect se construit uniquement avec l'adjectif « have », jamais avec l'adjectif « be ».</b></p>	

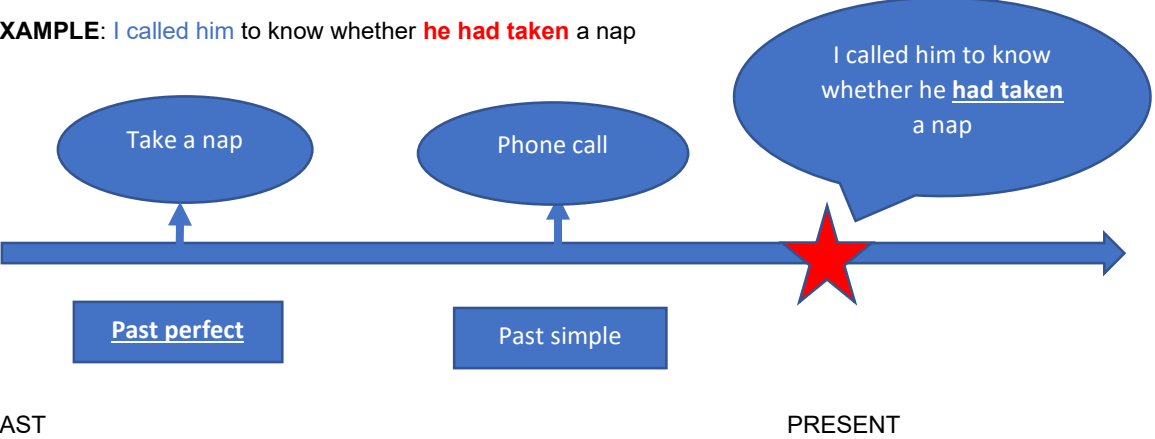
QUESTION FORM: STRUCTURE			
PRETERIT		PRESENT PERFECT	
Regular verbs	Irregular verbs	Regular verbs	Irregular verbs
Did + subject + infinitive without to	<i>Did + subject + infinitive without to</i>	Have + subj + past participle -ed	<i>Have + subj + irregular participle (column 3)</i>
<b>Did</b> you <b>call</b> John?	<b>Did</b> you <b>go</b> to the cinema?	Have you <b>cleaned</b> the house?	<i>Have you <b>lost</b> your keys?</i>
NEGATIVE FORM: STRUCTURE			
Regular verbs	Irregular verbs	Regular verbs	Irregular verbs
subject + did + not (didn't) + infinitive without to	<i>subject + did + not infinitive without to</i>	subj + have + not (haven't / hasn't) + past participle -ed	<i>subj + have + not (haven't / hasn't) + irregular participle (column 3)</i>
I <b>didn't call</b> John	I <b>didn't go</b> to the cinema	I <u>haven't</u> <b>cleaned</b> the house	I <u>haven't</u> <b>lost</b> my keys
USED TO			
STRUCTURE			
POSITIVE FORM	NEGATIVE FORM	QUESTION FORM	
S + used to + verb + complement	S + did + not (didn't) + use to + verb + complement	Question word + did + S + use to + verb	
I <b>used to work</b> in Paris I <b>used to play</b> tennis every Saturday	I <b>didn't use to play</b> tennis	Where <b>did you use to go</b> to school?	
<p style="text-align: center;"> <b>PAST PAST PAST</b>                      <b>PRESENT</b>                      <b>FUTURE</b> </p> <p style="text-align: center;">             Au moment où je parle l'action est terminée. Il s'agit d'une action qui a duré un certain temps ou qui s'est répétée dans le passé.         </p>			
Il nous sert à décrire les <b>actions ou les habitudes du passé qui ont duré un certain temps ou qui se sont produites régulièrement et qui sont révolues</b> . C'est quelque chose qu'on avait l'habitude de faire mais qui est terminé et qui ne reviendra plus. Il est l'équivalent de notre imparfait.			
ATTENTION			
Les verbes modaux <b>can, must, may, might</b> n'ont pas de forme passée en l'état. On ne dit pas <ul style="list-style-type: none"> <li>• <del>I used to can</del> ou</li> <li>• <del>I used to must</del></li> <li>• <del>I canned</del></li> <li>• <del>I musted</del></li> </ul> Mais <ul style="list-style-type: none"> <li>• I used to be able to</li> <li>• I used to have to</li> <li>• I was able to</li> <li>• I had to</li> </ul>			

## 4 – PAST TENSES IN THE CONTINUOUS FORM

PAST TENSES IN THE CONTINUOUS FORM	
PAST CONTINUOUS	PRESENT PERFECT CONTINUOUS
<b>POSITIVE FORM</b>	
<p><b>STRUCTURE:</b> S + was / were + VERB + ING</p> <p>1.</p>  <p><i>I was watching TV</i></p> <p>I was doing something when something else happened Ex: last night, <b>I was watching TV</b>, when John called.</p> <p>On utilise le <b>past continuous</b> quand on veut considérer une activité (et non juste une action) dans sa durée dans le passé : ici <b>I was watching TV</b>. Cette activité a pu être interrompue par un événement : ici : <b>John called</b>.</p> <p>2. On utilise le past continuous pour décrire une activité passée.</p>  <p><b>At 10 o'clock, yesterday</b> <i>I was watching TV</i></p>	<p><b>STRUCTURE:</b> S + have been / has been + VERB + ING</p> <p>1.</p>  <p><i>I have been working hard</i></p> <p>Now I'm tired, I need a break</p> <p><i>I have been doing something for quite a time, and now I decide or I can see it's finished. <u>There's a connection with now.</u></i></p>  <p><i>It has been raining</i></p> <p>Now the ground is wet</p> <p>2. On utilise aussi le past perfect continuous pour une activité qui se répète sur une longue période et qui n'est pas terminée</p>  <p><i>She has been working here since 2001</i></p> <p>Now she is still working here</p>
<b>Le past continuous et le past perfect continuous sont des temps très utilisés en anglais, notamment à l'oral</b>	
<b>NEGATIVE FORM</b>	
S + wasn't / weren't + VERB +ING	S + hasn't been / haven't been + VERB +ING
Ex: I wasn't watching TV last night	Ex: It hasn't been raining
<b>QUESTION FORM</b>	
Was/were + S + VERB + ING?	HAS/HAVE + S + BEEN + VERB + ING?
Ex: Were you watching TV last night when John called?	Ex: What have you been doing? I have been looking for you everywhere!
<b>ATTENTION</b>	
<p>Certains verbes ne se mettent pas au present continuous :</p> <ul style="list-style-type: none"> <li>Like, want, need, prefer, know, realize, suppose, mean, understand, believe, remember, belong, fit, contain, consist, seem</li> <li>Think : quand il signifie « believe » ou « have an opinion »</li> <li>See, hear, smell, taste</li> </ul> <p>Ce sont les verbes d'état. Seuls les verbes d'action prennent la forme continue. Look et feel peuvent s'utiliser aussi bien à la forme past simple qu'à la forme past continuous</p>	



## 5-PAST PERFECT – modifié (v1.6)

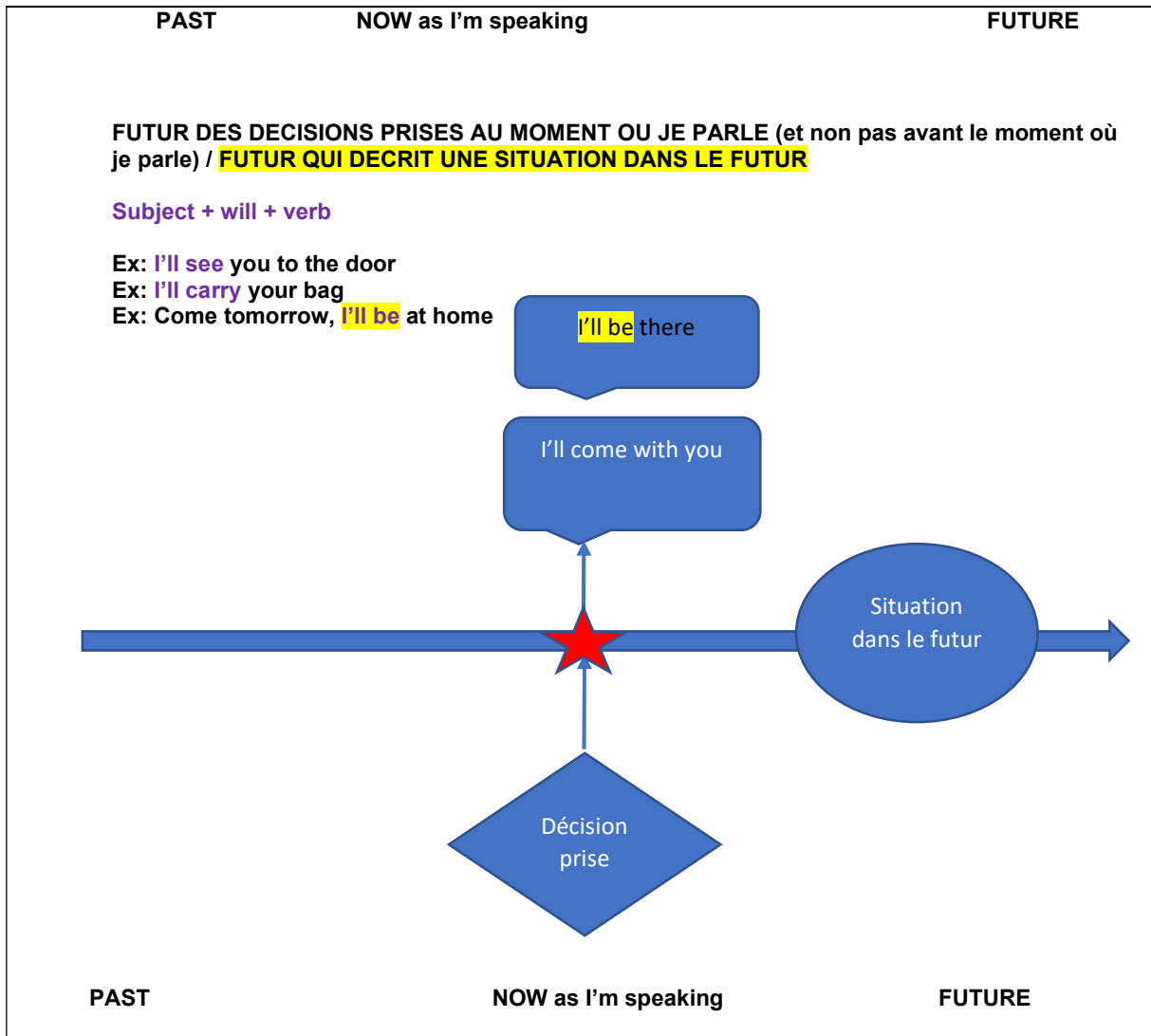
PAST PERFECT	
<b>STRUCTURE:</b> S + HAD + PAST PARTICIPLE	
<b>EXAMPLE:</b> I called him to know whether <b>he had taken</b> a nap	
 <p>The diagram illustrates the timeline of the example sentence. A horizontal blue arrow represents the progression of time from PAST to PRESENT. A red star is positioned on the arrow, marking the transition point. To the left of the star, two blue ovals represent events: 'Take a nap' and 'Phone call'. Below these ovals are blue boxes labeled 'Past perfect' and 'Past simple' respectively. To the right of the star, a blue speech bubble contains the sentence 'I called him to know whether he <u>had taken</u> a nap'. Below the arrow, the word 'PAST' is written on the left and 'PRESENT' on the right.</p>	
<b>ATTENTION :</b>	
<ul style="list-style-type: none"><li>⇒ C'est le temps utilisé pour assurer la <b>concordance des temps</b></li><li>⇒ Il est en tous points comparable – structure et utilisation – au plus que parfait du français.</li><li>⇒ Mais : il se conjugue uniquement avec l'adjectif « have » jamais avec « be ».</li></ul>	

## 6 – PAST TENSE PRONUNCIATION FOR REGULAR VERBS (-ED) – modifié (v1.6)

Past Tense Pronunciation for Regular Verbs (-ed)		
Rule #1	Rule #2	Rule #3
<p>If the verb base ends in a <u>voiceless sound</u>, then the –ed ending sounds like “t”.</p> <p>The “t” is <b>blended</b> together with the previous consonant and <u>not pronounced as an extra syllable</u>.</p>	<p>If the verb base ends in a <u>voiced sound</u>, then the –ed ending sounds like “d”.</p> <p>The “d” is <b>blended</b> together with the previous consonant and <u>not pronounced as an extra syllable</u>.</p>	<p>If the verb base <u>ends in a “t” or “d”</u> sound already, then the –ed ending sounds like “id” or “ud”.</p> <p>It is <u>pronounced as an extra syllable</u>.</p>
<p>A voiceless sound is like a whisper. Your vocal cords don't vibrate.</p>	<p>A voiced sound means that your vocal cords vibrate.</p>	
<p><b>Voiceless consonant sounds:</b></p> <p><i>c, ch, f, k, p, s, sh, th</i></p>	<p><b>Voiced consonant sounds:</b></p> <p><i>b, g, j, l, m, n, r, th, v, w, y, z</i></p> <p><b>All vowel sounds are voiced.</b></p>	<p><b>Voiced consonant sounds:</b></p> <p><i>d, t</i></p>
<p>Examples of past tense verbs where the –ed ending sounds like “t”</p>	<p>Examples of past tense verbs where the –ed ending sounds like “d”</p>	<p>Examples of past tense verbs where the –ed ending sounds like “id” or “ud”</p>
<p>worked</p> <p>dropped</p> <p>finished</p> <p>divorced</p> <p>stopped</p> <p>laughed [loft]</p> <p>coughed [koft]</p> <p>watched</p>	<p>moved</p> <p>returned</p> <p>stayed</p> <p>studied</p> <p>married</p> <p>widowed</p> <p>raised</p> <p>engaged</p> <p>traveled</p>	<p>Started</p> <p>wanted</p> <p>graduated</p> <p>visited</p> <p>separated</p> <p>dated</p> <p>attended</p>

## 7 – FUTURE TENSES

FUTURE TENSES	
FORME AFFIRMATIVE: STRUCTURE	
<ul style="list-style-type: none"> <li> <b>FUTUR DES HORAIRES</b> : Ce qui va se passer <b>ne dépend pas de moi</b> : heure de départ des trains, de début d'une réunion, de début de film  <b>Present simple</b>  <b>Subject + verb + when</b>            Ex: The train <b>leaves</b> at 7pm            Ex: the movie <b>starts</b> at 9pm            Ex: next year the French government <b>changes</b> the tax system         </li> </ul>	
<ul style="list-style-type: none"> <li> <b>FUTUR DES DECISIONS / DES EVENEMENTS PROGRAMMES + FUTUR IMMEDIAT</b>            Au moment où je parle j'ai déjà pris ma décision et je me suis organisé  <b>Present continuous</b>  <b>When + Subject + be + verb ing</b>  </li> </ul>	
<ul style="list-style-type: none"> <li> <b>FUTUR DES INTENTIONS + FUTUR DES PREDICTIONS</b>            Au moment où je parle je n'ai pas encore pris ma décision, je ne me suis pas organisé, je n'ai qu'un projet, une intention, ma décision sera prise plus tard / Je prédis qqchose que je vois arriver  <b>When + subject + be + GOING TO + verb</b>  </li> </ul>	



**FUTUR DES DECISIONS PRISES AU MOMENT OU JE PARLE (et non pas avant le moment où je parle) / FUTUR QUI DECRIT UNE SITUATION DANS LE FUTUR**

**Subject + will + verb**

- Ex: I'll see you to the door
- Ex: I'll carry your bag
- Ex: Come tomorrow, I'll be at home

I'll be there

I'll come with you

Situation dans le futur

Décision prise

NEGATIVE FORM: STRUCTURE + EXAMPLES			
FUTUR DES HORAIRES	FUTUR DES DECISIONS	FUTUR DES INTENTIONS	FUTUR DES DECISIONS PRISES AU MOMENT OU JE PARLE
The train <b>doesn't leave</b> at 7pm	Next summer I'm <b>not traveling</b> to Spain	Next summer I'm <b>not going to travel</b> to Spain	I <b>won't come</b> with you
QUESTION FORM: STRUCTURE + EXAMPLES			
<b>Does</b> the train <b>leave</b> at 7pm?	<b>Are you traveling</b> to Spain next summer?	<b>Are you going to travel</b> to Spain next summer	<b>Will you come</b> with me?



## 8 – NEGATIVE FORMS

NEGATIVE FORMS			
WITH DO – DOES – DID AS AN AUXILIARY			
PRESENT SIMPLE	S + <b>DO + NOT</b> + VERB S + <b>DON'T</b> + VERB	I – you – we – you – they	<i>I don't know</i>
	S + <b>DOES + NOT</b> + VERB S + <b>DOESN'T</b> + VERB	He – she – it	<i>He doesn't know</i>
PAST SIMPLE	S + <b>DID + NOT</b> + VERB S + <b>DIDN'T</b> + VERB	I – you – he – she – it – we – you – they	<i>You didn't see them</i>
CAS PARTICULIERS			
To have something (avec DO)	S + <b>DO + NOT</b> + HAVE + OBJ S + <b>DON'T</b> + HAVE + OBJ	I – you – we – you – they	<i>I don't have a car</i>
	S + <b>DOES + NOT</b> + HAVE + OBJ S + <b>DOESN'T</b> + HAVE + OBJ	He – she – it	<i>He doesn't have a car</i>
To have got something (have = auxiliaire => sans DO)	S + <b>HAVE + NOT</b> + GOT + OBJ S + <b>HAVEN'T</b> + GOT + OBJ	I – you – we – you – they	<i>You haven't got a car</i>
	S + <b>HAS + NOT</b> + GOT + OBJ S + <b>HASN'T</b> + GOT + OBJ	He – she – it	<i>She hasn't got a car</i>
EXCEPTIONS (without do – does – did)			
To be (+ the passive form)			
PRESENT SIMPLE	S + <b>AM + NOT</b> + ADJ/OBJECT	I	<i>I am not your friend</i>
	S + <b>ARE + NOT</b> + ADJ/OBJ S + <b>AREN'T</b> + ADJ/OBJ	You – we – they	<i>They aren't rich</i>
	S + <b>IS + NOT</b> + ADJ/OBJ S + <b>ISN'T</b> + ADJ/OBJ	He- she - it	<i>He isn't happy</i>
PAST SIMPLE	S + <b>WAS + NOT</b> + ADJ/OBJ S + <b>WASN'T</b> + ADJ/OBJ	I – he – she - it	<i>She wasn't French</i>
	S + <b>WERE + NOT</b> + ADJ/OBJ S + <b>WEREN'T</b> + ADJ/OBJ	You – we – they	<i>They weren't happy</i>
OTHER EXCEPTIONS: without do – does - did			
Must (present simple only)	S + <b>MUST + NOT</b> + VERB + OBJ S + <b>MUSN'T</b> + VERB + OBJ	I – you – He – she – it we – you – they	<i>I mustn't tell you They mustn't do it</i>
Can / could	S + <b>CAN/COULD + NOT</b> + VERB + OBJ S + <b>CAN'T / COULDN'T</b> VERB + OBJ	I – you – He – she – it we – you – they	<i>They can't do that I couldn't do it</i>
OTHER TENSES (without do – does – did)			
PRESENT AND PAST CONTINUOUS	S + <b>BE + NOT</b> + VERB + ING	<i>I'm not cooking She isn't sleeping You aren't doing your homework</i>	<i>I wasn't cooking she wasn't sleeping you weren't doing your homework</i>
PRESENT AND PAST PERFECT	S + <b>HAVE + NOT</b> + PAST PARTICIPLE	<i>You haven't cleaned the house She hasn't lost the keys I haven't got a car</i>	<i>you hadn't cleaned the house she hadn't lost the keys I hadn't got a car</i>
WILL / WOULD	S + <b>WILL / WOULD</b> + NOT + VERB S + <b>WON'T/ WOULDN'T</b> + VERB	<i>She won't drive the car</i>	<i>She wouldn't drive the car</i>
SHOULD	S + <b>SHOULD</b> + NOT + VERB S + <b>SHOULDN'T</b> + VERB	I – you – He – she – it we – you – they	<i>You shouldn't say that</i>

## 9 – QUESTION FORMS

QUESTION FORMS				
WITH DO – DOES – DID AS AN AUXILIARY				ANSWERS
PRESENT SIMPLE	DO + S + VERB?	I – you – we – you – they	<i>Do you know her?</i>	<i>No, I don't - Yes, I do</i>
	DOES + S + VERB?	He – she – it	<i>Does she know you?</i>	<i>No, she doesn't - Yes, she does</i>
PAST SIMPLE	DID + S + VERB?	I – you – he – she – it – we – you – they	<i>Did you see them? Did she know them?</i>	<i>No, I didn't - Yes, I did  No, she didn't – Yes, she did</i>
CAS PARTICULIERS				ANSWERS
To have something (with DO)	DO + S + HAVE + OBJECT?	I – you – we – you – they	<i>Do you have a car?</i>	<i>No, I don't - Yes, I do</i>
	DOES + S + HAVE + OBJECT?	He – she – it	<i>Does he have a car?</i>	<i>No, he doesn't – Yes, he does</i>
To have got something (Have = auxiliaire => without DO)	HAVE + S + GOT + OBJECT?	I – you – we – you – they	<i>Have you got a car?</i>	<i>No, I haven't – Yes, I have</i>
	HAS + S + GOT + OBJECT?	He – she – it	<i>Has she got a car?</i>	<i>No, she hasn't – Yes, she has</i>
CAS PARTICULIERS (without do – does – did)				ANSWERS
To be (+ the passive form)				
PRESENT SIMPLE	AM + I + ADJ?	I	<i>Am I your friend?</i>	<i>No, I am not – Yes, I am</i>
	ARE + S + ADJ?	You – we – they	<i>Are they rich?</i>	<i>No, they aren't – Yes, they are</i>
	IS + S + ADJ?	He – she – it	<i>Is he happy?</i>	<i>No, he isn't – Yes, he is</i>
PAST SIMPLE	WAS + S + ADJ?	I – he – she – it	<i>Was she French?</i>	<i>No, she wasn't – Yes, she was</i>
	WERE + S + ADJ?	You – we – they	<i>Were they happy?</i>	<i>No, they weren't – Yes, they were</i>
EXCEPTIONS (without do – does)				
Must (present simple only)	MUST + S + VERB + OBJECT?	I – you – He – she – it	<i>Must you do that?</i>	<i>No, I mustn't – Yes, I must</i>
Can / could	CAN / COULD + S + VERB + OBJECT?	we – you – they	<i>Can you do that?</i>	<i>No, I can't – Yes, I can</i>
OTHER TENSES (without do – does – did)				ANSWERS
PRESENT AND PAST CONTINUOUS	BE + S + VERB + ING?	<i>Are you cooking? Were you cooking? Is she sleeping? Was she sleeping? Are you doing your homework? Were you doing your homework?</i>		<i>No, I wasn't – Yes, I was  No, you weren't – Yes, you were</i>
PRESENT AND PAST PERFECT	HAVE + S + PAST PARTICIPLE?	<i>Have you cleaned the house? / Had you cleaned the house?</i>		<i>No, I haven't – Yes, I have</i>

		<i>Has she lost the keys? Had she lost the keys?</i>	
<b>WILL / WOULD</b>	<b>WILL / WOULD + S + VERB + OBJ?</b>	<i>I – you – He – she – it we – you – they</i>	<i>Will / would she drive the car?  No, she won't – Yes, she will No, she wouldn't – Yes, she would</i>
<b>SHOULD</b>	<b>SHOULD + S + VERB + OBJ?</b>	<i>I – you – He – she – it we – you – they</i>	<i>Should we go visit grand ma?  No, we shouldn't – Yes, we should</i>
<b>SHALL</b>	<b>SHALL + S + VERB + OBJ?</b>	<i>I – you – He – she – it we – you – they</i>	<i>Shall I open the window?  No, you shan't – Yes, you shall</i>
<b>QUESTION WORDS</b>			
<b>WHAT</b>	<b>WHAT + AUX + S + VERB / PAST PARTICIPLE</b>	am	<i>What am I doing?</i>
		Is	<i>What is it?</i>
		Are	<i>What are you saying?</i>
		Do	<i>What do you do?</i>
		Does	<i>What does she do?</i>
		Did	<i>What did you say?</i>
		Have	<i>What have you done?</i>
		Has	<i>What has he done?</i>
		Had	<i>What had he said?</i>
		Can / could	<i>What can/could you do?</i>
		Must	<i>What must you do?</i>
		Will	<i>What will you do?</i>
		Would	<i>What would you do?</i>
		Shall	<i>What shall I do?</i>
should	<i>What should you do?</i>		
<b>WHY</b>	<b>WHY + AUX + S + VERB/ PAST PARTICIPLE</b>	<i>Why do you say that?</i>	
<b>WHEN</b>	<b>WHEN + AUX + S + VERB/ PAST PARTICIPLE</b>	<i>When are you coming?</i>	
<b>WHERE</b>	<b>WHERE + AUX + S + VERB/ PAST PARTICIPLE</b>	<i>Where have you put it?</i>	
<b>WHO</b> (qui sujet du verbe)	<b>WHO + VERB</b>	<i>Who called last night?</i>	
<b>WHOSE</b> (à qui = possession)	<b>WHOSE + VERB</b>	<i>Whose is this book?</i>	
<b>WHOM</b> (qui objet du verbe)	<b>WHOM + AUX + S + VERB</b>	<i>Whom did we meet?</i>	
<b>WHICH ONE</b>	<b>WHICH ONE + VERB</b>	<i>Which one is it?</i>	
<b>HOW</b>	<b>HOW + AUX + S + VERB/ PAST PARTICIPLE</b>	<i>How have you done that?</i>	
<b>HOW + ADJ</b>			
• <b>HOW MUCH</b>	<b>HOW MUCH + AUX + S</b>	<i>How <b>much</b> is it?</i>	
• <b>HOW MANY</b>	<b>HOW MANY + AUX + S</b>	<i>How <b>many</b> books do you want?</i>	
• <b>HOW FAR</b>	<b>HOW FAR + AUX + S</b>	<i>How <b>far</b> is it?</i>	
• <b>HOW LONG</b>	<b>HOW LONG + AUX + S</b>	<i>How <b>long</b> is it?</i>	
• <b>HOW OFTEN</b>	<b>HOW OFTEN + AUX + S</b>	<i>How <b>often</b> do you go there?</i>	
• <b>HOW DIFFICULT</b>	<b>HOW DIFFICULT + AUX + S</b>	<i>How <b>difficult</b> was the test?</i>	
• <b>HOW BIG</b>	<b>HOW BIG + AUX + S</b>	<i>How <b>big</b> is it?</i>	
• <b>HOW OLD</b>	<b>HOW OLD + AUX + S</b>	<i>How <b>old</b> are you?</i>	

- ⇒ Aux questions fermées, les anglais ne se contentent pas de répondre par Oui ou par Non. L'usage veut que ***l'adjectif soit systématiquement repris à la suite de Yes ou de No*** comme cela est indiqué dans la colonne de droite intitulée **ANSWERS**.



## 9.1 – RETHORICAL QUESTIONS – QUESTIONS TAGS

La conversation anglaise est émaillée de questions rhétoriques (rethorical questions) ou « pseudo-questions » que l'on peut qualifier de questions dont on connaît déjà la réponse. Elles servent à meubler aimablement le silence. Ces questions rhétoriques permettent également d'affirmer avec nuance tout en demandant une forme d'approbation dont on imagine qu'elle ne fait pas débat. C'est l'équivalent de notre **adjectif « n'est-ce pas ? »** dans le type de « pseudo-question » : « il fait beau aujourd'hui, n'est-ce pas ? ». Si cette formulation peut paraître un peu artificielle en français, elle est très fréquente en anglais. Uderzo et Goscinny en ont proposé une illustration très drôle dans leur ouvrage « Astérix chez les Bretons ». N'hésitez pas à le relire.

En français, **l'adjectif « n'est-ce pas ? »** comme l'adjectif « est-ce que » est invariable. Ce n'est pas le cas en anglais. Le question tag ou pseudo question se forme en reprenant l'adjectif de l'affirmation, en faisant l'inversion avec le sujet et en passant à la forme négative si la première partie de la phrase est affirmative ou à la forme affirmative si la première partie de la phrase est négative :

Adjoint	Exemples : 1 <sup>ère</sup> partie de la phrase	Question tag = pseudo-question
Be (am, is, are, was, were)	She <b>is</b> working She <b>was</b> working	<b>isn't</b> she? <b>wasn't</b> she ?
Have (have, has, had)	You <b>have</b> worked She <b>has</b> eaten out They <b>had</b> enjoyed it	<b>haven't</b> you? <b>hasn't</b> she? <b>hadn't</b> they?
Can / could	I <b>can</b> speak English	<b>can't</b> I?
Must	You <b>must</b> go and see her	<b>mustn't</b> you?
Do	She <b>does</b> go to London next week	<b>doesn't</b> she?
Did	They <b>didn't</b> like it much	<b>did</b> they?
Will	It <b>will</b> be nice to see you again	<b>won't</b> it be?
Would	I <b>would</b> like to see you next Sunday She would go and visit him if he wanted her to	<b>wouldn't</b> she?
Shall	I <b>shall</b> open the window?	<b>shan't</b> I?
Should	You <b>should</b> tell her you're back	<b>shouldn't</b> you?

⇒ L'utilisation des questions tags ou pseudo-questions permet d'améliorer son niveau d'anglais à l'oral.



## 10 – VERB + VERB STRUCTURE – modifié (v1.7)

VERBS FOLLOWED BY:	
TO + VERB	VERB + ING
<p>Quand ces verbes sont suivis d'un autre verbe à l'infinitif, le 2<sup>ème</sup> verbe prend la forme <b>to + verbe</b> e.g.: I can't afford <b>to buy</b> a new car now, I don't have enough money</p>	<p>Quand ces verbes sont suivis d'un autre verbe à l'infinitif, le 2<sup>ème</sup> verbe prend la forme <b>verbe en ing</b> e.g.: he's considering <b>studying</b> abroad next year</p>
<b>Ces listes sont à apprendre par cœur</b>	
afford agree arrange (organiser) appear claim continue dare (oser, mettre au défi) decide deserve (mériter) expect fail forget get hope learn manage (réussir) offer plan pretend promise refuse report seem tell tend threaten (menacer) want <b>help</b> <b>need</b> <b>try</b>	avoid <u>carry on</u> consider deny <u>enjoy</u> <u>fancy</u> <u>finish</u> give up <u>go on</u> imagine mind postpone (to put off) <u>quit</u> <u>resume</u> (reprendre une activité qu'on avait arrêtée) risk <u>stop</u> stand => e.g.: I can't stand watching soccer games succeed suggest support someone +ing => e.g.: I support her playing soccer  <b>go on</b> <b>remember</b> <b>regret</b>
<b>EXAMPLES</b>	
<ul style="list-style-type: none"> <li>• What do you <b>want to do</b> this evening?</li> <li>• She <b>has decided to sell</b> the car.</li> <li>• I <b>tried to call</b> you all evening.</li> <li>• You <b>forgot to lock</b> the door.</li> <li>• I <b>managed to finish</b> my homework on time.</li> </ul>	<ul style="list-style-type: none"> <li>• I <b>enjoy swimming</b></li> <li>• It <b>has stopped raining</b></li> <li>• She <b>suggested going</b> to the theatre</li> <li>• I <b>don't mind walking</b> home.</li> </ul>
<b>EITHER TO + VERB OR VERB + ING</b>	
<u>begin</u> bother <u>continue</u> <u>hate</u> intend <u>like</u> <u>love</u> <u>prefer</u> <u>start</u>	<div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>They are followed by either to + verb or verb + ing <b>with no difference of meaning</b></p> </div> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-top: 10px;"> <p>Pour faciliter l'apprentissage, choisissez de mettre tous les verbes des classes sémantiques : <u>commencer-continuer-terminer</u> et <u>aimer-détester</u> dans la catégorie des verbes suivis d'un verbe en + ing</p> </div>

EXAMPLES	
<ul style="list-style-type: none"> <li>I <b>don't like to</b> go to bed early = I <i>don't like going</i> to bed early</li> <li>I <b>hate to be</b> late = I <i>hate being</i> late</li> <li>He <b>started to</b> cry = he <i>started crying</i></li> <li>She <b>loves to</b> sing = she <i>loves singing</i></li> <li>Donna <b>prefers to</b> travel by plane = Donna <i>prefers travelling</i> by plane</li> </ul>	
CAS PARTICULIERS DE: TRY – NEED – HELP – KEEP	
TRY	
TRY TO + VERB	TRY + VERB + ING
<p>To try to + verb =&gt; make an effort to do something</p> <ul style="list-style-type: none"> <li>I was very tired, I tried <b>to keep</b> my eyes open, but I couldn't</li> </ul>	<p>Try also means to do something as an experiment or test</p> <ul style="list-style-type: none"> <li>these cookies are delicious, you should try <b>eating</b> one</li> </ul> <p>In this meaning, if try is followed by a verb we say try + ing</p> <ul style="list-style-type: none"> <li>If the photocopier isn't working, try pressing the <b>green</b> button</li> </ul>
NEED	
NEED + TO + VERB	NEED + VERB + ING
<p>I need to do something =&gt; it's necessary for me to do it</p> <ul style="list-style-type: none"> <li>I <b>need to</b> do my homework</li> <li>He <b>needs to</b> learn the irregular verbs</li> </ul>	<p>Something needs doing = it needs to be done</p> <ul style="list-style-type: none"> <li>This jacket is dirty, <b>it needs</b> cleaning</li> <li>Your hair is too long, <b>it needs</b> cutting</li> </ul>
HELP	
HELP + TO + VERB / HELP + VERB	CAN'T HELP + ING
<p>You say help to do or help do:</p> <ul style="list-style-type: none"> <li>Can you <b>help</b> me <b>(to)</b> move this table?</li> <li>Can I <b>help</b> you <b>(to)</b> carry your suitcase?</li> </ul>	<p>I can't help doing something = I can't stop myself doing it</p> <ul style="list-style-type: none"> <li>She tried to be serious, but she <b>couldn't help</b> laughing</li> <li>I <b>can't help</b> feeling sorry for him</li> </ul>
KEEP	
<p><b>Keep + ing = ne pas arrêter de / ne pas cesser de</b></p> <ul style="list-style-type: none"> <li>It keeps raining = il n'arrête pas de pleuvoir</li> <li>She keeps crying = elle ne cesse pas de pleurer</li> </ul>	
REGRET – REMEMBER – GO ON	
REMEMBER	
<p>I remember doing something =&gt; I did it and now I remember this</p> <ul style="list-style-type: none"> <li>I know I locked the door; I clearly <b>remember</b> locking it</li> </ul>	<p>I remembered to do something = I remembered that I had to do it, so I did it</p> <ul style="list-style-type: none"> <li>I must <b>remember to</b> call him</li> </ul>
REGRET	
<p>I regret doing something =&gt; I did it and now I regret it</p> <ul style="list-style-type: none"> <li>I now <b>regret</b> saying it, I shouldn't have said it</li> </ul>	<p>I regret to say / to tell you / to inform =&gt; I'm sorry that I have to say that (formal)</p> <ul style="list-style-type: none"> <li>We <b>regret to</b> inform you that your application has been unsuccessful</li> </ul>
GO ON	
<p>Go on doing something =&gt; continue with the same thing</p> <ul style="list-style-type: none"> <li>We need to change, we can't <b>go on living</b> like this</li> </ul>	<p>Go on to do something =&gt; do or say something new</p> <ul style="list-style-type: none"> <li>After discussing the economy, the president <b>went on to</b> talk about foreign policy</li> </ul>
TO LOOK FORWARD TO + VERB + ING	I WANT YOU TO + VERB
<ul style="list-style-type: none"> <li>I <b>look forward to</b> seeing you</li> <li>She <b>looks forward to</b> meeting them</li> </ul> <p>Cette structure s'applique aussi à : to commit to + verb + ing, to get used to + verb + ing, to admit to + verb + ing, to be committed to + verb + ing</p>	<ul style="list-style-type: none"> <li>She <b>wants me to</b> do my homework now</li> <li>I <b>want you to tidy up</b> your room today</li> </ul>



**ATTENTION :**

Ces deux listes sont à apprendre par cœur, comme les verbes irréguliers.  
Ensuite, seule une exposition régulière à la langue (films, livres, séries, jeux vidéo) permet d'acquérir les réflexes.

**FORME NEGATIVE DE L'INFINITIF**

⇒ **NOT TO = de ne pas**

**ATTENTION : La difficulté vient de ce que les francophones utilisent 3 mots – de ne pas – alors que les anglophones n'en ont que 2 – not to.**

**e.g.:** I decided **not to** go to see her tonight  
He told you **not to** do this

Si le verbe est suivi de "of" ou de "for" :

⇒ **FOR / OF NOT VERB + ING = de ne pas**

**e.g.:** I was accused **of not washing** my hands often enough

## 11 – NOUN + NOUN STRUCTURE – modifié (v1.7)

NOUN + NOUN STRUCTURE / NOUN AS AN ADJECTIVE							
⇒	<b>NOUN + NOUN</b>						
	income	+	tax	= Income tax			
Le premier terme a la position d'un adjectif : placé devant le nom, et il en a la fonction, il <b>modifie le nom</b> . Ce premier terme en position d'adjectif devient <b>invariable</b> comme le sont les adjectifs en anglais							
	10 minutes	+	drive	= A <b>10-minute</b> drive			
	apples	+	tree	= An <b>apple</b> tree			
Le nom composé ou mot valise peut être composé de plus de deux noms :							
⇒	<b>NOUN + NOUN + NOUN : a football team coach</b>						
Si cette combinaison <b>est jugée</b> trop longue (il s'agit d'une <b>simple appréciation</b> de celui qui écrit), l'un des termes <b>jugé comme évident</b> peut être omis.							
⇒	<b>NOUN + NOUN + NOUN</b>						
	10 pounds	+	bank	+	note	=	A <b>10-pound</b> bank note
	10 pounds	+	<del>bank</del>	+	note	=	A <b>10-pound</b> note
<b>ATTENTION :</b> Cette structure est <b>très utilisée à l'écrit</b> , notamment dans la presse et en anglais technique. Elle permet de supprimer un bon nombre de « of » entre les termes. <b>Le dernier terme d'une séquence NOUN + NOUN est toujours celui dont on parle, et donc, le plus important.</b> Ainsi, la structure NOUN + NOUN implique pour un francophone <b>de lire la séquence de gauche à droite mais de la comprendre de droite à gauche :</b>							
	vegetable	+	garden	=	A vegetable garden = un jardin potager		
	garden	+	vegetables	=	The garden vegetables = les légumes du jardin		

## 12 – IRREGULAR PLURAL / SINGULAR NOUNS

IRREGULAR PLURAL/SINGULAR NOUNS	
SINGULAR NOUNS ALWAYS WITH AN S	PLURAL NOUNS NEVER WITH AN S
<b>SERIES</b> ⇒ A TV series <b>SPECIES</b> ⇒ A new species of dinosaur has been discovered <b>NEWS</b> ⇒ The news was very disturbing	<b>INFORMATION</b> ⇒ These information were very disturbing <b>LUGGAGE</b> ⇒ Whose luggage are these? <b>FURNITURE</b> ⇒ The furniture come from IKEA <b>POLICE</b> ⇒ The police are aware of the situation
IRREGULAR PLURAL NOUNS	
<b>CHILD</b> ⇒ One child, 2 <b>children</b> <b>DWARF</b> ⇒ 1 dwarf, 2 <b>dwarves</b> <b>FISH</b> ⇒ One fish, 2 <b>fish</b> <b>FOOT</b> ⇒ One foot, 2 <b>feet</b> <b>GOOSE</b> ⇒ One goose 2 <b>geese</b> <b>LEAF</b> ⇒ 1 leaf, 2 <b>leaves</b> <b>MAN</b> ⇒ One man, 2 <b>men</b> <b>MOUSE</b> ⇒ 1 mouse, 2 <b>mice</b> (mouses also possible in IT hardware) <b>PERSON</b> ⇒ One person, 2 <b>people</b> <b>SHEEP</b> ⇒ One sheep, 2 <b>sheep</b> <b>STORY</b> ⇒ 1 story, 2 <b>stories</b> <b>TOOTH</b> ⇒ One tooth, 2 <b>teeth</b> <b>WOMAN</b> ⇒ One woman, 2 <b>women</b>	
PLURIEL DES LETTRES, DES SIGLES ET DES NOMS PROPRES	
⇒ <b>En anglais les lettres, les sigles et les noms propres prennent la marque du pluriel</b>  LETTERS: e.g.: Elliott is spelled with two <b>Ls</b> and two <b>Ts</b> ACROMYMS: e.g.: A NPO (non-profit organization) two <b>NPOs</b> / they are <b>MPs</b> (Members of Parliament) LAST NAMES: e.g.: To keep up with the Jones <b>es</b> (= the Jones family)	
<b>ATTENTION :</b> <b>A L'ORAL</b> Pour les pluriels réguliers, qui prennent un « s » à la fin du mot : le « s » final <b>doit TOUJOURS être prononcé</b> . Le fait de ne pas le prononcer est une erreur qui s'entend comme si en français quelqu'un disait : ⇒ Un cheval, des chevaux	

### 13 – CAS POSSESSIF ('S) – modifié (v1.7)

CAS POSSESSIF				
⇒ 's = le cas possessif : s'utilise pour désigner ce que possède une personne, un pays, une ville, un groupe				
Eliott	+	bike	=	Eliott's bike
New-York	+	Mayor	=	New-York's Mayor
France	+	Prime Minister	=	France's Prime Minister
Ajouter 's à un nom propre suivi de la chose qu'il possède. Ne jamais faire précéder le nom de la personne / de la ville / du pays par « the » quand celle-ci est désigné par son nom :				
<del>The Eliott's bike</del>				
The teacher	+	book	=	The teacher's book
My mother	+	car	=	My mother's car
Dans ce cas, la personne qui possède est définie par sa fonction « teacher » ou « mother », ce n'est pas un nom propre, il conserve son article « the » ou « my ».				
The government	+	project	=	The government's project
Le cas possessif peut être utilisé avec un groupe de personnes : the government, the team, the company...				
Mr. & Mrs. Smith	+	house	=	Mr. & Mrs. Smith's house
John & Mary	+	children	=	John & Mary's children
Deux personnes distinctes peuvent également être suivie du cas possessif. Mais attention John's and Mary's children signifie que John et Mary ont chacun des enfants mais qu'ils n'en ont pas ensemble.				

⇒ Au pluriel

My parents + car = My parents' car

The Carters (The family Carter) + house = The Carters' house

On fait suivre d'une apostrophe le terme au pluriel, sans ajouter de s. Les noms de famille prennent la marque du pluriel : The Carters, the Joneses ) the family Jones)

⇒ Pluriels irréguliers

Children + book = Children's book

Les pluriels irréguliers **qui désignent des personnes** qui ne se terminent pas en « s » (men, women, people, children) sont suivis « 's » comme tous les autres noms.

⇒ Les noms propres qui se terminent par s

Charles + friends = Charles's friends

Le nom est suivi alors de 's

Today's + newspaper = Today's newspaper

Last week + meeting = Last week's meeting

Les périodes de temps peuvent être suivies du cas possessif : ne pas dire

~~The newspaper of today~~

⇒ BUT : the cell phone **of** the woman I talked to yesterday

~~The woman I met yesterday's cell phone~~

Tout simplement parce que cette expression est beaucoup trop longue.



### COMMENT DIRE « CHEZ »

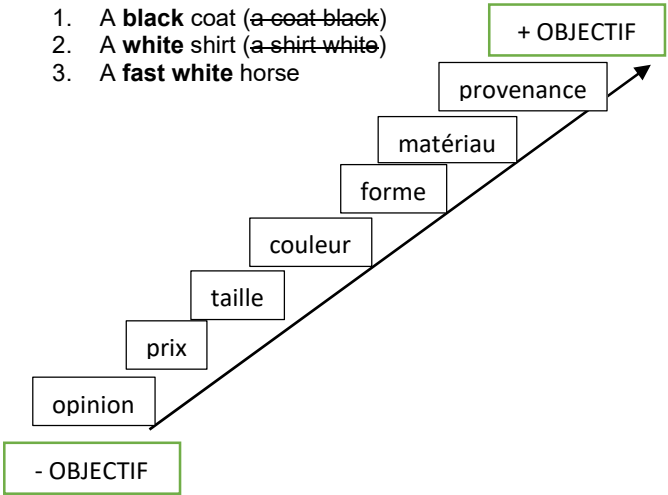
Il n'y a pas d'équivalent direct en anglais, on utilise les prépositions AT/TO (selon qu'on y est (at) ou qu'on y va (to)) suivies d'un déterminant possessif ou du cas possessif :

AT/TO	MY / THEIR	PLACE	=	Chez moi / eux...
AT/TO	MY / HER	SISTER'S (place)*	=	Chez ma /sa soeur
AT/TO	MY / HIS	PARENTS' (place)*	=	Chez mes / ses parents

\* « Place » est sous entendu, rarement dit

AT/TO	THE	MURPHYS'	=	Chez les Murphy
AT/TO	THE	JONESES'	=	Chez les Jones

## 14 – WORD ORDER – modifié (v1.7)

<b>WORD ORDER</b>	
L'ordre des mots en anglais est beaucoup plus strict qu'il ne l'est en français. Bien le respecter vous permet d'améliorer rapidement votre niveau d'anglais.	
Les <b>ADJECTIFS</b> se placent <b>TOUJOURS DEVANT</b> le nom qu'ils modifient	On ne sépare <b>JAMAIS</b> <b>le verbe</b> et <b>son objet</b> Les <b>ADVERBES DE FREQUENCE</b> sont toujours entre le sujet et le verbe
<p>1. A <b>black</b> coat (<del>a coat black</del>)</p> <p>2. A <b>white</b> shirt (<del>a shirt white</del>)</p> <p>3. A <b>fast white</b> horse</p> <div style="text-align: center;">  </div> <p>Quand il y a plusieurs adjectifs, ils se positionnent tous avant le nom en commençant par le plus subjectif vers le plus objectif. e.g. : a beautiful expensive big black German car a great cheap blue silk French dress</p>	<p>1. She ALWAYS <b>wears a hat</b> (she wears <del>always</del> a hat)</p> <p>2. He NOW starts speaking (he starts <del>now</del> speaking)</p> <p>3. She STILL <b>loves her dog</b> (she loves <del>still</del> her dog)</p> <p>4. They ALSO <b>like it</b> (they like <del>also</del> it) = they like it TOO</p> <p>5. She speaks English very well (she speaks <del>very well</del> English)</p>
<b>ORDRE DES COMPLEMENTES CIRCONSTANCIELS</b>	
<p>Les compléments circonstanciels de <b>TEMPS</b> sont toujours en début ou en fin de phrase</p> <p>e.g.: I saw him <b>at work yesterday</b> / <b>Yesterday</b>, I saw him <b>at work</b>  <span style="margin-left: 40px;"><i>lieu</i>    <i>temps</i></span>            Are you coming <b>at Paul's tonight</b>?  <span style="margin-left: 40px;"><i>lieu</i>    <i>temps</i></span></p> <p>Si un phrase comporte un complement de temps, de manière et de lieu, le complement de temps sera toujours le dernier :</p> <p>e.g.: I traveled in Spain by train <b>last year</b>.</p>	
<p><b>Les adverbess de fréquence</b> : <b>Always, usually, sometimes, never</b>, se placent toujours après le sujet et avant le verbe.</p> <p>e.g. : I <b>often</b> travel abroad</p>	



## 15 – COUNTABLE / UNCOUNTABLE – modifié (v1.7)

NOUNS	
<b>COUNTABLE (dénombrables)</b> A table A coin (une pièce de monnaie) A banknote (un billet de banque) A person An animal  Le déterminant indéfini est a / an  <b>Ils peuvent être précédés par « some » et « any ».</b>  e.g. : I bought <b>some</b> apples. (forme affirmative) e.g. : Did you buy <b>any</b> apples ? (forme interrogative) e.g. : I didn't buy <b>any</b> apples. (forme négative)	<b>UNCOUNTABLE / MASS NOUN (indénombrables)</b> Sugar Light Water Wood Money Luck  Ils ne prennent pas de déterminant.  <b>Ils peuvent être précédés par « some » et « any ».</b>  e.g. : I bought <b>some</b> milk. (forme affirmative) e.g. : Did you buy <b>any</b> milk? (forme interrogative) e.g. : I didn't buy <b>any</b> milk. (forme négative)
<b>MANY</b> <b>A LOT OF / LOTS OF</b>	<b>MUCH</b> <b>A LOT OF</b>
<b>Many</b> tables = <b>A lot of</b> tables <b>Many</b> chairs = <b>A lot of</b> chairs <b>Many</b> pillows = <b>A lot of</b> pillows <b>Many</b> coins = <b>A lot of</b> coins <b>Many</b> banknotes = <b>A lot of</b> banknotes <b>Many</b> people = <b>A lot of</b> people <b>Many</b> animals = <b>A lot of</b> animals  E.g.: There <b>are many</b> people in the streets	<b>Much</b> love = <b>a lot of</b> love <b>Much</b> rice = <b>a lot of</b> rice <b>Much</b> sugar = <b>a lot of</b> sugar <b>Much</b> light = <b>a lot of</b> light <b>Much</b> water = <b>a lot of</b> water <b>Much</b> money = <b>a lot of</b> money <b>Much</b> luck = <b>a lot of</b> luck  e.g.: There <b>is much</b> water in the sea
<b>ATTENTION :</b>	
⇒ Les indénombrables ne prennent pas de déterminant (the) quand on parle en général, mais dans les cas spécifiques ils en prennent un : <ul style="list-style-type: none"> <li>• The love of my mother = my mother's love</li> <li>• The rice I bought yesterday</li> <li>• The money I earned last month</li> </ul>	
<b>FEW = peu de</b>	<b>LITTLE = peu de</b>
<b>Few</b> tables <b>Few</b> chairs <b>Few</b> coins  e.g.: there <b>are few</b> famous people at the concert	<b>Little</b> love <b>Little</b> rice <b>Little</b> sugar <b>Little</b> money  e.g.: There <b>is little</b> money in my wallet
<b>A FEW = quelques</b>	<b>SOME / A LITTLE + noun = un peu = suffisamment</b> <b>A LITTLE + adj = un petit peu</b>
<b>A few</b> questions <b>A few</b> tables  e.g.: I've <b>a few</b> questions to ask you e.g.: There <b>were a few</b> people at the concert	<b>A little / some time</b> = enough time  e.g.: do you speak English? <b>A little / some</b>  <b>A little</b> difficult = un peu difficile / assez difficile
<b>QUESTIONS</b>	
<b>How many</b> people attended the concert?	<b>How much</b> (money) is it?
<b>NEGATIVE FORM = pas beaucoup de</b>	
<b>Not many</b> people attended the concert	<b>Not much</b>
<b>COMPARATIVE</b>	
<b>Fewer</b> = moins de e.g.: There are <b>fewer</b> complaints this month	<b>Less</b> = moins de e.g.: there is <b>less</b> money on my account
<b>More</b> = plus de e.g.: There are <b>more</b> complaints this month	<b>More</b> = plus de e.g.: there is <b>more</b> money on my account



TROP DE	
<b>Too many</b> e.g.: There are <b>too many complaints</b> this month	<b>Too much</b> e.g.: there is <b>too much money</b> on my account
TROP PEU DE / PAS ASSEZ DE	
<b>Too few / not enough</b> e.g.: There are <b>too few participants</b> to open the workshop	<b>Too little / not enough</b> e.g.: there is <b>too little money</b> on my account
PAS DE	
<b>NO / not any</b> e.g.: I've <b>no questions</b> to ask / I haven't got any questions e.g.: <b>No one / nobody</b> attended the concert	<b>NO / not any</b> e.g.: I've got <b>no money</b> left / I haven't got any money e.g.: There's <b>nothing</b> left in the fridge



## 16 – SILENT LETTERS – modifié (V1.6)

PRONUNCIATION			
SILENT LETTERS			
<b>SILENT B</b>  COMB CLIMB CRUMB DOUBT DEBT LAMB LIMB PLUMB THUMB TOMB	<b>SILENT D</b>  HANDSOME WEDNESDAY SANDWICH	<b>SILENT K</b>  KNEE KNIFE KNIGHT KNIT KNOB KNOCK KNOT KNOW KNOWLEDGE	<b>SILENT H</b>  CHAOS CHARACTER CHEMICAL GHOST HONEST HOUR SCHEME SCHOOL
<b>SILENT L</b>  COULD HALF TALK WOULD WALK	<b>SILENT P</b>  PSYCHIATRIST PSYCHOANALYST PSYCHOTHERAPY	<b>SILENT T</b>  CASTLE CHRISTMAS LISTEN OFTEN QUESTION TWENTY TORONTO	<b>SILENT W</b>  ANSWER SWORD TWO WRAP WRECK WRIST
CAS PARTICULIER DE -GH EN MILIEU OU EN FIN DE MOT			
⇒ SILENT -GH  ALTHOUGH BOROUGH BREAKTHROUGH DOUGH HIGH KNIGHT NEIGHBOR NIGHT PLIGHT PLOUGH SIGH SLEIGH THIGH THOUGH THOROUGH THROUGH THROUGHOUT WEIGH  <b>ATTENTION:</b> ⇒ -GH dans les 5 mots suivants se prononce   f    COUGH [kɒf] ENOUGH [ɪnɒf] LAUGH [lɒf] ROUGH [rɒf] TOUGH [tɒf]			

## 17 – ADJECTIFS – COMPARATIFS – SUPERLATIFS – modifié (v1.7)

ADJECTIFS : INVARIABLES ET TOUJOURS DEVANT LE NOM QU'ILS QUALIFIENT	
<p><b>COMPARATIFS DE SUPERIORITE</b></p> <p><b>1. ADJECTIFS COURTS, et terminant par un -e</b> Fast, long, short, tall, great, high, big, mad, fat, large ⇒ Faster <b>than</b>, longer <b>than</b>, shorter <b>than</b>, taller <b>than</b>, greater <b>than</b>, higher <b>than</b>, bigger <b>than</b>, madder <b>than</b>, fatter <b>than</b>, larger <b>than</b></p> <p><b>2. ADJECTIFS LONGS</b> Difficult, comfortable, interesting, boring ⇒ More difficult <b>than</b>, more comfortable <b>than</b></p> <p><b>3. ADJECTIFS TERMINEES PAR "Y"</b> Heavy, pretty, early, easy ⇒ Heavier <b>than</b>, prettier <b>than</b>, earlier <b>than</b>,</p> <p>e.g.:</p> <ul style="list-style-type: none"> <li>• She is <b>prettier than</b> me</li> <li>• This test is <b>more difficult than</b> this one</li> <li>• This chair is <b>more comfortable than</b> this bench</li> <li>• <b>He drinks more than</b> me</li> </ul> <p>Les adjectifs courts constitués de 3 lettres imposent le <b>redoublement de la dernière consonne</b> pour former le comparatif de supériorité.</p>	<p><b>COMPARATIFS D'INFERIORITE</b></p> <p>Less fast <b>than</b> = not as fast <b>as</b> Less long <b>than</b> = not as long <b>as</b> Less tall <b>than</b> = not as tall <b>as</b> Less great <b>than</b> = not as great <b>as</b> Less high <b>than</b> = not as high <b>as</b> Less difficult <b>than</b> = not as difficult <b>as</b> Less comfortable <b>than</b> = not as comfortable <b>as</b> Less easy <b>than</b> = not as easy <b>as</b> Less heavy <b>than</b> = not as heavy <b>as</b> Less pretty <b>than</b> = not as pretty <b>as</b></p> <p>e.g.:</p> <ul style="list-style-type: none"> <li>• She is less pretty than you</li> <li>• This chair is less comfortable than this one</li> <li>• This bag is less heavy than mine</li> <li>• <b>He drinks less than (not as much as) me</b></li> </ul> <p>⇒ <b>Pas de cas particuliers</b></p>
<p><b>COMPARATIFS DE SUPERIORITE IRREGULIERS</b></p> <p>Good =&gt; <b>better</b> Bad =&gt; <b>worse</b> Far =&gt; <b>farther</b> (plus loin en termes de distance) / <b>further</b> (plus loin en termes de degré) Old =&gt; <b>older</b> (plus âgé) / <b>elder</b> (aîné) Much =&gt; <b>more</b> Clever =&gt; <b>cleverer than / more clever than</b> Narrow =&gt; <b>narrower than / more narrow than</b> Simple =&gt; <b>simpler than / more simple than</b> Strange =&gt; <b>stranger than / more strange than</b> Quiet =&gt; <b>quieter than / more quiet than</b></p> <p>ils sont irréguliers mais les 2 formes existent</p> <p>Ill =&gt; <b>more ill than</b></p> <p>e.g.:</p> <ul style="list-style-type: none"> <li>• I feel better (je me sens mieux)</li> </ul> <p>Les adverbes en <b>-ly</b> (slowly, evenly, easily etc) font leur comparatif de supériorité comme les adjectifs longs : e.g. : <b>more</b> slowly <b>than</b>, <b>more</b> easily <b>than</b></p>	<p><b>COMPARATIFS D'EGALITE</b></p> <p>As pretty <b>as</b> As difficult <b>as</b> As long <b>as</b> As good <b>as</b> As bad <b>as</b> As far <b>as</b> As old <b>as</b></p> <p>e.g.:</p> <ul style="list-style-type: none"> <li>• she is as pretty as you</li> <li>• This is as difficult as yesterday</li> <li>• You are as tall as me</li> <li>• <b>He drinks as much as me</b></li> </ul> <p>⇒ <b>Pas de cas particuliers</b></p>
SUPERLATIFS	
<p><b>SUPERIORITE</b></p> <p><b>1. ADJECTIFS COURTS et se terminant par un -e</b> Fast, long, short, tall, great, high, large ⇒ <b>The longest</b>, the fastest, the shortest, the greatest, the largest</p> <p><b>2. ADJECTIFS LONGS</b> Difficult, comfortable ⇒ <b>The most</b> difficult, the most comfortable</p> <p><b>3. ADJECTIFS TERMINEES PAR "Y"</b> Heavy, pretty, early, easy ⇒ <b>The heaviest</b>, the prettiest, the easiest</p>	<p><b>INFERIORITE</b></p> <p><b>The least</b> important matter <b>The least</b> difficult exercise <b>The least</b> pretty girl <b>The least</b> heavy bag <b>The least</b> comfortable chair</p>

SUPERLATIFS DE SUPERIORITE IRREGULIERS	DE PLUS EN PLUS - DE MOINS EN MOINS
<p>Good =&gt; <b>the best</b>            Bad =&gt; <b>the worst</b>            Far =&gt; <b>the farthest (en termes de distance) / the furthest (plus loin en termes de degré)</b>            Old =&gt; <b>the oldest (le plus âgé) / the eldest (l'aîné)</b>            Much =&gt; <b>the most</b>            Less =&gt; <b>the least</b></p> <p>Clever =&gt; the <b>cleverest / the most clever</b>            Narrow =&gt; the <b>narrowest / most narrow</b>            Simple =&gt; the <b>simplest / the most simple</b>            Strange =&gt; the <b>strangest / the most strange</b>            Quiet =&gt; the <b>quietest / the most quiet</b></p> <p>Ill =&gt; the <b>most ill</b></p>	<p><b>1 Pretty, easy, heavy, early</b> = prettier and prettier, easier, and easier, earlier and earlier  <b>2 Long, small, short</b> = longer and longer, shorter and shorter, smaller and smaller, bigger and bigger  <b>3 difficult, expensive</b> = more and more difficult, more and more expensive  <b>4 good, bad</b> = better and better, worse and worse  <b>5 less and less</b> pretty, less and less small, less and less difficult, less and less good</p>
<p><b>Most ... = la plupart ...</b> devant un nom sans déterminant  <b>e.g.:</b> Most children enjoy watching Disney movies</p> <p><b>Most of ... = la plupart ...</b> devant un nom avec déterminant  <b>e.g.:</b> most of us attended the concert            most of my friends live in town            most of my students make significant progress in English</p>	

## 18 – PRONOMS RELATIFS WHO-WHOM-WHICH-THAT – modifié (v1.6)

PRONOMS RELATIFS SUJET ET OBJET
WHO – WHOM – WHICH – THAT – Ø – WHOSE
<p><b>Who</b> = qui : pronom relatif sujet toujours relatif à une ou à plusieurs <b>personne(s)</b> : homme ou femme ou enfant : WHO + VERB            ⇒ E.g.: I didn't like the lady <b>who</b> bought the flowers = the lady <b>that</b> bought the flowers</p>
<p><b>Whom</b> = que : pronom relatif objet - toujours relatif à une ou à plusieurs <b>personne(s)</b> : homme ou femme ou enfant : WHOM + S + VERB            ⇒ E.g.: the lady <b>whom</b> I called last week = the lady I called last week</p>
<p><b>Which</b> = qui / que : pronom relatif sujet et objet, <b>relatif à tout le reste animaux, notions, objets</b> ... au singulier comme au pluriel : WHICH + VERB            ⇒ E.g.: the flowers <b>which</b> are in the vase = the flowers <b>that</b> are in the vase (pronom relatif sujet)            ⇒ E.g.: The flower <b>which</b> I bought yesterday = the flowers <b>that</b> I bought yesterday (pronom relatif objet)</p>
<p><b>That</b> = qui / que relatif à <b>tout</b>, personnes ou animaux ou objets ou notions</p> <p><b>ATTENTION</b> : <b>that</b> est souvent omis ou sous-entendu quand il est un <b>pronom relatif objet</b> :            ⇒ THAT + S + VERB = Ø + S + VERB</p> <p>⇒ E.g.: the information <b>that</b> you gave me yesterday = the information <b>Ø</b> you gave me yesterday</p>
<p><b>Whose</b> = dont : pronom relatif.            ⇒ The man <b>whose</b> dog bit my leg last week, was you brother = l'homme <b>dont</b> le chien a mordu ma jambe la semaine dernière était ton frère.  <b>ATTENTION</b> : whose est également un mot interrogatif signifiant "à qui?"</p>



## 19 – WHETHER ... OR – IF / ALSO – TOO

### 19-1 WHETHER ... OR – IF

#### WHETHER ...OR

**Whether ... or** = si ... ou si : il s'agit d'une **alternative**.

**ATTENTION : A ne pas confondre avec le « si » du conditionnel = if**

- ⇒ E.g.: I'm not sure **whether** I go to the cinema tonight (**or not**)\*.  
\* le "or" peut être sous-entendu, surtout si c'est 'or not'
- ⇒ E.g.: I don't know **whether** I go to Italy **or** Greece for my holiday

### 19-2 ALSO - TOO

#### ALSO - TOO

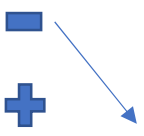
- ⇒ **Too** = aussi (en fin de phrase)
- ⇒ **Also** = aussi (entre le sujet et le verbe, parce qu'on ne sépare jamais le verbe de son complément d'objet)

E.g.:

=> there is John Snow **too**

=> there **also** is John Snow

## 20.1 – MUST – HAVE TO – MUSTN'T – CAN'T - CAN – BE ABLE TO – BE ALLOWED TO – COULD – modifié (v1.7)

<b>MUST &amp; HAVE TO</b>	
<b>FORME AFFIRMATIVE</b>	
<p>⇒ <b>Must</b> et <b>have to</b> sont le même verbe. Must n'est jamais ni précédé ni suivi de « to » (must + base verbale), il ne prend jamais de « s » à la 3<sup>ème</sup> personne du singulier au présent simple, il n'a pas de forme continue (musting n'existe pas)</p> <p>⇒ <b>Have to</b> se substitue TOUJOURS à <b>must</b> dans les situations du passé, et du futur (musted n'existe pas)</p> <p><i>Have to</i> exprime la nécessité, l'obligation It is necessary to / I'm obliged to ⇒ I've to do = I've got to do Au futur selon le degré de certitude / de probabilité</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">  </div> <div> <p>⇒ I <b>might have to</b> go see him tomorrow (<b>peu probable</b>)</p> <p>⇒ I <b>may have to</b> go visit my parents next weekend (<b>assez probable</b>)</p> <p>⇒ I'll <b>have to</b> buy a new car because mine is old (<b>très probable</b>)</p> <p>⇒ I <b>have to</b> buy a new car because mine is broken (<b>certain</b>)</p> </div> </div> <p>Au passé ⇒ I <b>had to</b> go visit my parents yesterday.</p>	
<p><b>Must</b> est surtout utilisé à l'écrit dans les règlements et les instructions. A l'oral, il implique une forte obligation morale.</p> <p>⇒ Online registration <b>must</b> be done prior to attending the lecture.</p> <p>⇒ I <b>must</b> visit my grandmother next week.</p>	
<b>MUST &amp; HAVE TO</b>	
<b>FORME NEGATIVE</b>	
<p>⇒ <b>Mustn't # don't have to</b></p> <p><b>Mustn't</b> = it's necessary that you do <b>NOT</b> do something e.g.: please, don't tell anyone about this, you <b>mustn't</b> say a word about it</p> <p>⇒ <b>Don't have to</b> = you <b>don't need to</b> do something e.g.: you <b>don't have to</b> do the washing up, I'll take care of this.</p>	
<b>MUST &amp; CAN'T</b>	
<b>PRESENT TENSE</b>	
<p>⇒ <b>Must</b> peut être utilisé pour <b>exprimer la certitude</b> à la forme affirmative e.g. Paul has been working all weekend, he <b>must</b> be exhausted now</p> <p>⇒ <b>Can't</b> est la forme négative de cette <b>expression de certitude</b> e.g.: Paul has been sleeping all weekend, he <b>can't</b> be tired now</p> <p><b>Au présent on utilise la structure :</b></p> <p>⇒ <b>Must + be / verbe + complément</b></p> <p>⇒ <b>Can't + be / verbe + complément</b></p>	
<b>PAST TENSE</b>	
<p><b>Au passé on utilise la structure :</b></p> <p>⇒ <b>must + have + participe passé</b>: I've tried to call her all day in vain, she <b>must have been</b> very busy</p> <p>⇒ <b>can't + have + participe passé</b>: Paul spent the day with me, he <b>can't have done</b> this.</p>	

### CAN – TO BE ABLE TO – TO BE ALLOWED TO – COULD

- ⇒ **Can** et **be able to / be allowed to** sont le même verbe. **Can** n'est jamais ni précédé ni suivi de « to » (can + base verbale), il ne prend jamais de « s » à la 3<sup>ème</sup> personne du singulier au présent simple, il n'a pas de forme continue (canning n'existe pas).
- ⇒ **Be able to / be allowed to** se substituent TOUJOURS à **can** dans les situations du passé, et du futur (canned n'existe pas).
- ⇒ Being able to: la forme gérondive en début de phrase : e.g.: being able to speak English is important.

Can signifie pouvoir / être capable de / être autorisé à

**Could** : n'est pas la forme passée de can **sauf devant ces** verbes

- ⇒ *See, hear, feel, smell, taste, remember, understand, explain, learn*:  
e.g.: I **could hear** you playing music last night.  
e.g.: he was speaking too fast: I **couldn't understand** what he said

La forme passée de can est **be able to** ou **be allowed to**

- ⇒ E.g.: He was 18, he **was allowed to** drive
- ⇒ E.g.: my brother **was able to draw** very nice portraits.

### AUTRES UTILISATIONS DE COULD

- **Could** est utilisé dans les formules de politesse.  
⇒ E.g.: **Could** you please tell me the time? = Pourriez-vous me donner l'heure ?  
⇒ E.g.: **Could** you help me carry my suitcase? = Pourriez-vous m'aider à porter ma valise ?
- **Could** est aussi utilisé pour exprimer un faible degré de certitude  
⇒ E.g.: It **could** be true. = Cela pourrait être vrai
- **Could** peut être utilisé pour exprimer une capacité générale dans le passé  
⇒ E.g.: my grandfather was very gifted; he **could** speak five languages.
- **Could** peut être utilisé pour exprimer une autorisation générale dans le passé  
⇒ E.g.: we were totally free there; we **could** do whatever we wanted!

Quand on veut exprimer une capacité spécifique : on doit utiliser « was able to » ou « manage »

- ⇒ E.g.: We **didn't manage** / we **were not able to** find Laura.

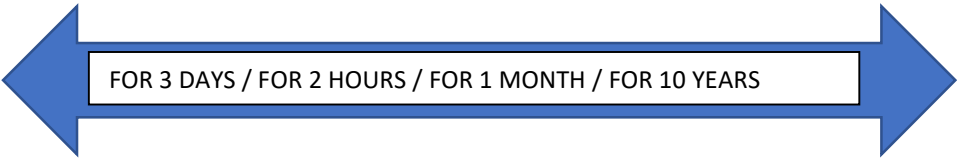
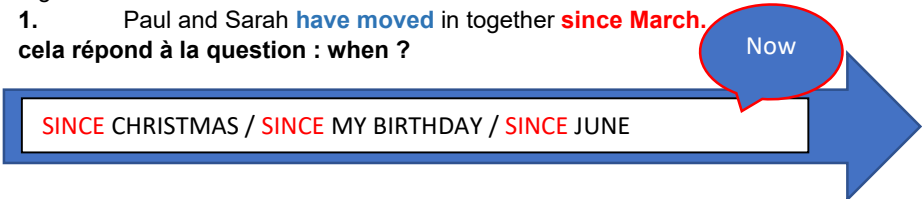


### COULD NOT / COULDN'T

- Inversement, **couldn't** peut s'utiliser dans toutes les situations :  
⇒ E.g. : He **couldn't** swim = il ne savait pas nager  
⇒ E.g. : we **couldn't** find her = on n'a pas pu la trouver

## 20.2 – SHOULD – WOULD – (v1.6)

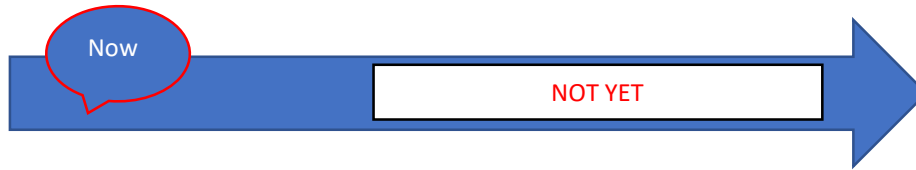
<b>SHOULD</b>
<p><b>Should</b> n'est jamais précédé ni suivi de "to". S + <b>should</b> + base verbale + complément</p> <ul style="list-style-type: none"> <li>• <b>Should</b> est utilisé pour exprimer qu'il s'agit de la bonne chose à faire. Should permet de donner un conseil. Should est moins fort que must</li> </ul> <p>⇒ E.g.: you <b>should</b> tell him the truth = tu devrais lui dire la vérité.</p> <p>Should a d'autres utilisations (voir chapitre 28 – That clauses, notamment) mais celle-ci est la plus courante.</p> <p>Forme négative : <b>should not</b> = shouldn't</p> <p>⇒ E.g. : you <b>shouldn't</b> do that ! = tu ne devrais pas faire ça !</p> <p>Forme conditionnelle</p> <ul style="list-style-type: none"> <li>• <b>Should</b> you = if you</li> </ul> <p>⇒ E.g. : Should you need further information, please don't hesitate to contact me = (if you need ...)</p>
<b>WOULD</b>
<p><b>Would</b> n'est jamais précédé ni suivi de "to".</p> <ul style="list-style-type: none"> <li>• <b>Would</b> est utilisé pour parler de situations que l'on imagine S + <b>would</b> + base verbale + complément</li> </ul> <p>⇒ E.g.: The weather is fantastic today, I <b>would love</b> to be on holiday (= I'd love to)</p> <ul style="list-style-type: none"> <li>• <b>Would</b> est utilisé pour parler de situations que l'on imagine dans le passé S + <b>would</b> + present perfect + complément</li> </ul> <p>⇒ E.g.: thanks for your help, I don't know what we <b>would have done</b> without you (= we'd have done)</p> <ul style="list-style-type: none"> <li>• <b>Would</b> est utilisé dans les phrases contenant « if »</li> </ul> <p>⇒ E.g.: I <b>would</b> call Jen if I had her number. (= I'd call)</p> <p><b>Attention :</b> « 'd » peut être aussi bien la contraction de « had » que de « would ». Dans ce contexte, il faut noter que l'expression « I'd <b>better to, you'd better to</b> » signifiant : je ferais mieux de ... est la contraction de « I had better to » ... (et non de I would better to). Au contraire: I'd like = I would like</p>
<b>WOULD NOT = WOULDN'T</b>
<ul style="list-style-type: none"> <li>• <b>Wouldn't</b> est utilisé pour exprimer le refus de faire quelque chose</li> </ul> <p>⇒ E.g.: we all tried to tell him, but he <b>wouldn't</b> listen.</p> <p>⇒ E.g.: she <b>wouldn't</b> do her homework</p>
<b>WOULD YOU LIKE ?</b>
<ul style="list-style-type: none"> <li>• <b>Would you like to ...</b> est utilisé pour offrir ou proposer quelque chose</li> </ul> <p>⇒ E.g.: <b>would you like to</b> go to the cinema tomorrow ? yes I'd like to (= I would like to)</p>

## 21 – FOR – SINCE – AGO – ALREADY – NOT YET – EVER – NEVER modifié (v1.7)

FOR – SINCE – AGO – ALREADY – NOT YET – EVER	
<b>FOR</b> <i>Indicates a length of time</i>	
⇒ For + a period of time + <b>PRESENT PERFECT / PRESENT PERFECT CONTINUOUS / PRETERIT</b>	
	
e.g.= 1. I've been waiting for Paul <b>for 2 hours</b> . 2. Paul <b>has been working</b> for them <b>for 2 years</b> . 3. In 1984, Paul <b>worked</b> for them <b>for 2 months</b> .	
<b>Cela répond à la question: For how long? ou How long?</b> e.g.: How long have you been waiting for Paul? For how long have you been waiting?	
<b>SINCE</b> <i>From a time in the past to now or to another time in the past</i>	
⇒ Since + a date / a time + <b>PRESENT PERFECT</b>	
SINCE... 1. Monday 2. 1998 3. 2 :30 4. January	e.g.: 1. Paul and Sarah <b>have moved</b> in together <b>since March</b> . <b>cela répond à la question : when ?</b>
	
<b>AGO</b> <i>Indicates when something happened in the past</i>	
⇒ Ago + a period of time + <b>PAST SIMPLE</b>	
	
E.g.: 1. I <b>saw</b> Sarah <b>2 hours ago</b> 2. Paul and Sarah <b>met 5 months ago</b> <b>Cela répond à la question : when ?</b>	
<b>ALREADY</b> <i>Indicates that something happened earlier than expected + BEFORE NOW</i>	
⇒ Already : S + <b>already</b> + Verb <b>PAST SIMPLE</b> + Object / S + Verb <b>PAST SIMPLE</b> + Object + <b>already</b>	
	
e.g.: I <b>already</b> watched this movie e.g.: I watched this movie <b>already</b>	

**NOT YET : indicates that something has not happened as you speak**

S + has/have not + participe passé + **yet**



e.g. : I haven't seen this movie **yet**. I'll try to see it this weekend.  
Paul hasn't arrived **yet**. I'm still waiting for him.

**EVER - NEVER**

Ever = one day / at anytime / the first time

**S'utilise toujours avec le present perfect**

Ever s'utilise dans les phrases interrogatives surtout, mais pas que:

=> Have/has + S + participe passé + Complément

=> it's the first time + S + have/has + ever + participe passé + COD

e.g.: have you **ever** met someone famous?

e.g.: It's the first time I've **ever** met someone famous.

Never = not ever

S + have/has + never + participe passé + complément

e.g. : I've **never** met someone famous

**ATTENTION:** never peut également s'utiliser avec le présent simple, quand on parle des habitudes

e.g. : Paul **never** drinks alcohol

## 22 – at – on – in: PREPOSITIONS OF TIME AND PLACE – modifié (v1.7)

Prepositions of time	
<b>AT</b> + hour = at 5 pm	
<b>ON</b> + day = on Monday on Christmas day	
<b>IN</b> + period of the day = in the morning / in the evening	
<b>IN</b> + month = in May	
<b>IN</b> + season = in Winter	
<b>IN</b> + year = in 2015	
<b>IN</b> + century = in the XXth century	
<b>AT</b> + ... = at the weekend / at Christmas / at the end of the month	
<b>Ø</b> + ... = last week, next month, next year	
	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><u>At</u> 5 pm</p> <p><u>At</u> Christmas</p> <p><u>At</u> the end of the month, the weekend</p> <p><u>At</u> night</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><u>On</u> Monday</p> <p><u>On</u> Christmas day</p> <p><u>On</u> opening night</p> <p><u>On</u> my birthday</p> <p><u>On</u> time</p> <p><u>On</u> holiday</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><u>In</u> the morning</p> <p><u>In</u> May</p> <p><u>In</u> winter</p> <p><u>In</u> 2015</p> <p><u>In</u> the 19th century</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Ø</p> <p>Last month, last September</p> <p>Next week</p> <p>Last year</p> </div>

## Prepositions of place

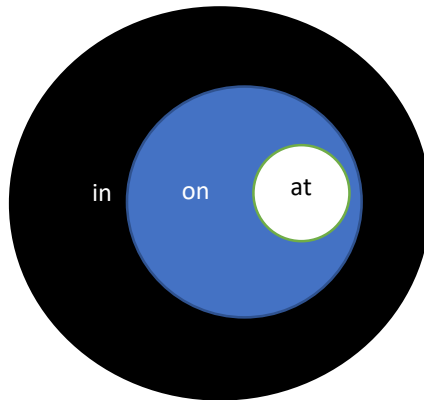
Mode statique

**AT** + a specific address = at 5 Regent Street / at home  
**ON** + street = on Downing Street, on a bus, on a train, on a plane, on a boat, on a bike  
**IN** a car  
**IN** + a city = in London, in Rome, in Paris, in NY  
**IN** + a country = in France, in Italy, in the US, in the UK  
**IN** + a continent = in Europe

Mode dynamique

**TO** + city / country / continent = To go to Rome, go to France, go to Asia  
**Ø** + home =: to go **Ø** home, to go **Ø** back home

### MODE STATIQUE

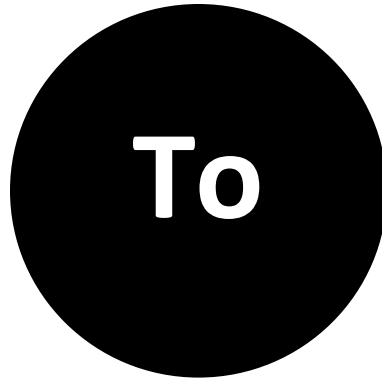


**At** 10 Downing Street  
**At** home  
**At** the train station  
**At** Paul's

**On** Oxford Street  
**On** Picadilly Circus  
**On** Time Square

**In** London  
**In** France  
**In** America

### MODE DYNAMIQUE



**To** = à = en direction de, vers, **quelle que soit la destination (adresse, rue, ville, pays, continent)**  
 Exception  
**Ø** + home, **back** home



## 23 – THERE IS – THERE ARE – modifié (v1.6)



THERE IS-THERE ARE	
PRESENT TENSE	
POSITIVE FORM	NEGATIVE FORM
=> There <b>IS</b> + COD singulier = <b>il y a</b> e.g.: <b>there is a book</b> on the table  => There <b>ARE</b> + COD pluriel = <b>il y a</b> e.g.: <b>there are 2 books</b> on the table	=> There <b>ISN'T</b> + COD singulier = <b>il y a</b> e.g.: <b>there isn't a book</b> on the table  => There <b>AREN'T</b> + COD pluriel = <b>il y a</b> e.g.: <b>there aren't 2 books</b> on the table
<b>ATTENTION :</b> En français, « <i>il y a</i> » et « <i>il n'y a pas</i> » sont invariables, mais ce n'est pas le cas en anglais	
THERE WAS-THERE WERE	
PAST TENSE	
POSITIVE FORM	NEGATIVE FORM
=> There <b>WAS</b> + COD singulier = <b>il y avait</b> e.g.: <b>there was a book</b> on the table  => There <b>WERE</b> + COD pluriel = <b>il y avait</b> e.g.: <b>there were 2 books</b> on the table	=> There <b>WASN'T</b> + COD singulier = <b>il n'y avait pas</b> e.g.: <b>there wasn't a book</b> on the table  => There <b>WEREN'T</b> + COD pluriel = <b>il n'y avait pas</b> e.g.: <b>there weren't 2 books</b> on the table
<b>ATTENTION :</b> En français, « <i>il y avait</i> » et « <i>il n'y avait pas</i> » sont invariables, mais ce n'est pas le cas en anglais	
QUESTION FORMS	
⇒ Is there... ? are there... ?	⇒ Was there ... ? Were there ... ?

## 24 – DATE AND TIME



### 24.1 DATE

DATE																																				
<p>⇒ <b>ON</b> a day: <b>ON Monday</b></p> <p>⇒ <b>IN</b> a month: <b>IN June</b></p> <p>⇒ Le nom des jours de la semaine et des mois de l'année <b>commence toujours par une majuscule</b></p>																																				
<table style="width: 100%; border-collapse: collapse;"> <tr><td style="border: 1px solid black; padding: 5px;">Lundi</td><td style="width: 20px; text-align: center;">→</td><td style="border: 1px solid black; padding: 5px;">Monday</td></tr> <tr><td style="border: 1px solid black; padding: 5px;">Mardi</td><td style="width: 20px; text-align: center;">→</td><td style="border: 1px solid black; padding: 5px;">Tuesday</td></tr> <tr><td style="border: 1px solid black; padding: 5px;">Mercredi</td><td style="width: 20px; text-align: center;">→</td><td style="border: 1px solid black; padding: 5px;">Wednesday</td></tr> <tr><td style="border: 1px solid black; padding: 5px;">Jeudi</td><td style="width: 20px; text-align: center;">→</td><td style="border: 1px solid black; padding: 5px;">Thursday</td></tr> <tr><td style="border: 1px solid black; padding: 5px;">Vendredi</td><td style="width: 20px; text-align: center;">→</td><td style="border: 1px solid black; padding: 5px;">Friday</td></tr> <tr><td style="border: 1px solid black; padding: 5px;">Samedi</td><td style="width: 20px; text-align: center;">→</td><td style="border: 1px solid black; padding: 5px;">Saturday</td></tr> <tr><td style="border: 1px solid black; padding: 5px;">Dimanche</td><td style="width: 20px; text-align: center;">→</td><td style="border: 1px solid black; padding: 5px;">Sunday</td></tr> </table>	Lundi	→	Monday	Mardi	→	Tuesday	Mercredi	→	Wednesday	Jeudi	→	Thursday	Vendredi	→	Friday	Samedi	→	Saturday	Dimanche	→	Sunday		<table style="width: 100%; border-collapse: collapse;"> <tr><td style="border: 1px solid black; padding: 5px; text-align: center;"><b>January</b></td><td style="border: 1px solid black; padding: 5px; text-align: center;"><b>February</b></td></tr> <tr><td style="border: 1px solid black; padding: 5px; text-align: center;"><b>March</b></td><td style="border: 1px solid black; padding: 5px; text-align: center;"><b>April</b></td></tr> <tr><td style="border: 1px solid black; padding: 5px; text-align: center;"><b>May</b></td><td style="border: 1px solid black; padding: 5px; text-align: center;"><b>June</b></td></tr> <tr><td style="border: 1px solid black; padding: 5px; text-align: center;"><b>July</b></td><td style="border: 1px solid black; padding: 5px; text-align: center;"><b>August</b></td></tr> <tr><td style="border: 1px solid black; padding: 5px; text-align: center;"><b>September</b></td><td style="border: 1px solid black; padding: 5px; text-align: center;"><b>October</b></td></tr> <tr><td style="border: 1px solid black; padding: 5px; text-align: center;"><b>November</b></td><td style="border: 1px solid black; padding: 5px; text-align: center;"><b>December</b></td></tr> </table>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>August</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	
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<div style="border: 1px solid black; background-color: yellow; padding: 5px; display: inline-block;">Pay attention to the yellow numbers!</div>																																				
<p>⇒ <b>Attention</b> : même si le nombre n'est pas noté à l'écrit comme un nombre ordinal, à l'oral il faut le dire comme un nombre ordinal</p> <p>E.g. : il est possible d'écrire 7 March 1965, mais il faut le prononcer : <b>seventh</b> March 1965</p> <p>E.g. : il est possible d'écrire 3 March 1965, mais il faut le prononcer : <b>third</b> March 1965</p>																																				

There are two ways of saying the date in English.

	Written English	Spoken English	Numbers
	<b>March 7</b> MONTH + DAY	<b>March seventh</b> Even if the <i>-th</i> isn't written, an ordinal number is still said.	<b>3 / 7 / 17</b> MONTH / DAY / YEAR
	<b>7<sup>th</sup> March</b> DAY + MONTH	<b>The seventh of March</b>	<b>7 / 3 / 17</b> DAY / MONTH / YEAR


Days	Months	Years
We always use <b>ordinal numbers</b> for the date in spoken English.	Months always start with capital letters.	Years are normally divided into two parts.*
<ul style="list-style-type: none"> <li>1<sup>st</sup> first</li> <li>2<sup>nd</sup> second</li> <li>3<sup>rd</sup> third</li> <li>4<sup>th</sup> fourth</li> <li>5<sup>th</sup> fifth</li> <li>6<sup>th</sup> sixth</li> <li>7<sup>th</sup> seventh</li> <li>8<sup>th</sup> eighth</li> <li>9<sup>th</sup> ninth</li> <li>10<sup>th</sup> tenth</li> </ul>	<p><u>august</u> ❌</p> <p>August ✅</p>	<p><b>1984</b> nineteen eighty-four</p> <p>1652 sixteen fifty-two 1941 nineteen forty-one 2017 twenty seventeen</p> <p>* <b>Exception:</b> For the years from 2000 to 2010, we normally say <i>two thousand and + number</i>. 2006 two thousand and six</p>
	<p>What day is this?</p> <p><b>3 / 5 / 18</b></p> <p> March 5, 2018  3<sup>rd</sup> May 2018</p> <p>Big difference!</p>	

⇒ **Attention** : le format date est différent entre l'Europe et les US

⇒ **Attention** : à la manière de dire les années entre 2000 et 2009

⇒ La question: **what day is it today?**

**DAYS**

<p><b>TODAY</b> = Aujourd'hui</p> <p><b>YESTERDAY</b> = Hier</p> <p><b>TOMORROW</b> = Demain</p> <p><b>THE DAY BEFORE YESTERDAY</b> = avant-hier</p> <p><b>THE DAY AFTER TOMORROW</b> = après-demain</p> <p><b>THE DAY BEFORE</b> = la veille *</p> <p><b>THE DAY AFTER</b> = le lendemain</p> <p>*<b>CHRISTMAS EVE</b> = la veille de Noël</p> <p>*<b>NEW YEAR'S EVE</b> = le Réveillon, la St Sylvestre</p>	
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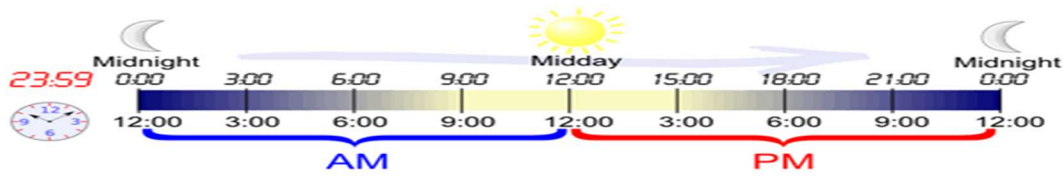


## 24.2 TIME

TIME	
ON A CLASSIC WATCH OR CLOCK	
<p>→ <b>Attention</b> : contrairement au français on dit en anglais :</p> <ul style="list-style-type: none"> <li>○ <b>D'abord les minutes</b> montrées par la grande aiguille (<i>the minute hand or the large pointer</i>)</li> <li>○ <b>et ensuite l'heure</b> donnée par la petite aiguille (<i>the small hand or the small pointer</i>)</li> </ul>	
<p>→ La question: <b>What time is it?</b></p>	
ON A DIGITAL WATCH	
<ul style="list-style-type: none"> <li>• 08 :30 = it's eight thirty</li> <li>• 10 :00 = it's ten o'clock</li> <li>• 05:15 = it's five fifteen</li> <li>• 00:20 = it's twelve twenty am</li> <li>• 00:00 = it's midnight</li> <li>• 12:00 = it's noon</li> </ul> <p>→ <b>Attention</b> : contrairement au français on ne note pas « h » entre les heures et les minutes, seulement deux points : 08 :30 (<del>08h30</del>)</p> <p>→ <b>Attention</b> : Il suffit de lire le chiffre de l'heure suivi des minutes consécutivement</p>	

### AM / PM

⇒ **Attention** : contrairement au français, en anglais **ON NE DIT JAMAIS L'HEURE SUR 24h**



⇒ **AM** = *ante meridiem* c'est du latin, et signifie « avant midi »  
 ⇒ **PM** = *post meridiem* c'est du latin, et signifie « après midi »

- 08 :30 = it's eight thirty AM = il est 8h30 du matin
- 10 :00 = it's ten o'clock PM = il est 22h
- 05:15 = it's five fifteen PM = il est 17h15
- 00:20 = it's twelve twenty AM = il est minuit vingt
- 00:00 = it's midnight
- 12:00 = it's noon

#### AM = DE MINUIT A MIDI

00:00	=	12:00 AM
01:00	=	1:00 AM
02:00	=	2:00 AM
03:00	=	3:00 AM
04:00	=	4:00 AM
05:00	=	5:00 AM
06:00	=	6:00 AM
07:00	=	7:00 AM
08:00	=	8:00 AM
09:00	=	9:00 AM
10:00	=	10:00 AM
11:00	=	11:00 AM

#### PM = DE MIDI A MINUIT

13:00	-	12:00	=	1:00 PM
14:00	-	12:00	=	2:00 PM
15:00	-	12:00	=	3:00 PM
16:00	-	12:00	=	4:00 PM
17:00	-	12:00	=	5:00 PM
18:00	-	12:00	=	6:00 PM
19:00	-	12:00	=	7:00 PM
20:00	-	12:00	=	8:00 PM
21:00	-	12:00	=	9:00 PM
22:00	-	12:00	=	10:00 PM
23:00	-	12:00	=	11:00 PM

⇒ **AT** = préposition de temps

- **At** noon
- **At** lunch
- **At** 6pm



### TIMES OF THE DAY

• **In** the morning =



• **In** the afternoon =



• **In** the evening =



• **In** the night =



## 25 – IF-CLAUSES – modifié (v1.10)

IF-CLAUSES	
POSSIBLE => NO LONGER POSSIBLE	LIKELY TO HAPPEN => NOT LIKELY TO HAPPEN
STRUCTURE & EXAMPLES	
<p><b>+</b></p> <p><i>IT IS STILL POSSIBLE</i></p> <p><b>If + S+ verb (present tense) + S + will (can) + verb (without to)</b></p> <p>e.g.: If you <b>leave</b> now, you'll be on time e.g.: If you <b>don't leave</b> now, you <b>won't make</b> it on time.</p> <p><i>IT IS NO LONGER POSSIBLE</i></p> <p><b>If + S + verb (past simple) + CO + S + would (could/might) + verb (without to)</b></p> <p>e.g.: If we <b>went</b> by plane it <b>would</b> be faster, but we decided to go by train. So it's no longer possible to go by plane.</p> <p><b>-</b></p>	<p><b>+</b></p> <p><i>IT IS LIKELY TO HAPPEN</i></p> <p><b>If + S+ verb (present tense)</b></p> <p>e.g.: If you <b>find</b> my purse at home, can you call me? I think I left it at home, so it's likely that you find it</p> <p><i>IT IS NOT LIKELY TO HAPPEN</i></p> <p><b>If + S + verb (past simple) + CO + S+ would (could/might) + verb (without to)</b></p> <p>e.g.: If I <b>were (was)</b> you, I'd go tell her e.g.: What <b>would</b> you do if you <b>won</b> the lottery? e.g.: if someone <b>found</b> my purse on the train, I hope he'd call me</p> <p><b>-</b></p>
REGRETS, REPROCHES, RECONNAISSANCE ET SUPPOSITIONS – ET CONCORDANCE DES TEMPS	
I WISH I DID / I WISH I HAD DONE / I SHOULD HAVE DONE	IF I HAD DONE / HAD I DONE / SHOULD YOU
<p><b>S + wish + s + verb (past simple)/(past perfect) + s + would + verb (without to)</b></p> <p>= if I had done... / if I had known...</p>	<ul style="list-style-type: none"> <li><b>If + had + past participle + S + would + have + past participle + CO</b></li> <li><b>Had + S + past participle + CO + S + would + have + past participle</b></li> <li><b>Should + S + verb ...</b></li> </ul>
<p>e.g.: I wish I knew you had broken your leg I would have come to help you (regret de n'avoir pas été au courant).</p> <p>e.g.: I wish you had done your homework earlier; we'd be free to go out now (reproche).</p> <p>e.g.: I wish he hadn't drunk so much he would have driven us home.</p> <p>e.g.: you should have told them.</p> <p>e.g.: he should have known this.</p>	<p>e.g.: If I <b>had been</b> sick, I <b>would have told</b> you.</p> <p>e.g.: If you <b>had studied</b> more, you'd <b>have passed</b> your test.</p> <p>e.g.: if you <b>hadn't helped</b> us, we <b>would never have succeeded</b>.</p> <p>e.g.: <b>Had I been</b> sick, I'd <b>have told</b> you.</p> <p>e.g.: <b>Had you studied</b> better you'd <b>have passed</b> your test.</p> <p>e.g.: <b>Should you need</b> more information, don't hesitate to contact me.</p>
CONSEILS	
<p>S + should + Base verbale + complément</p> <p>e.g.: - ;i</p> <p>S + had better + BV + complément =&gt; you'd better take the train instead of the car (tu ferais mieux de...)</p>	

## 26 – PASSIVE VOICE – LA TOURNURE EN « ON » - modifié v1.7

<b>LE PASSIF EN ANGLAIS ET LA TOURNURE EN « ON » EN FRANCAIS</b>	
<p>La tournure passive est très utile en anglais, et très utilisée. Bien plus qu'elle ne l'est en français.</p> <p>Elle permet d'exprimer ce que j'appelle ici « la tournure en <i>on</i> » : chaque fois que on ne veut pas dire <i>nous</i>, mais désigne quelqu'un dont il n'est pas utile de connaître l'identité, les francophones sont à la peine pour l'exprimer en anglais.</p> <p><i>We</i> ne fait pas l'affaire, car <i>we</i> signifie <i>nous</i>.</p> <p><i>Someone</i> peut être utilisé:</p> <p>⇒ <b>someone cleaned the room</b> =TOURNURE ACTIVE</p> <p>⇒ <b>The room has been cleaned</b> = TOURNURE PASSIVE, qui exprime que "on a nettoyé la chambre" et que donc la chambre est propre et peut être occupée. Peu importe en somme, qui a fait le ménage. L'identité de la personne qui a fait le ménage n'est pas une information pertinente ici. La seule information pertinente est que la chambre est propre maintenant.</p>	
<b>PRESENT SIMPLE</b>	
ACTIF	PASSIF
S + VERBE + CO	S + BE + PARTICIPE PASSE + COMPLEMENT DE TEMPS
Somebody <b>cleans</b> the room every day	the room <b>is cleaned</b> every day
<b>PRESENT CONTINUOUS</b>	
S + BE + VERBE ING + CO	S + BE + VERBE ING + PARTICIPE PASSE
Somebody <b>is cleaning</b> the room	The room <b>is being cleaned</b>
<b>PAST SIMPLE</b>	
S + VERBE + CO	S + BE + PARTICIPE PASSE
Somebody <b>serviced</b> the car	The car <b>was serviced</b>
<b>PAST CONTINUOUS</b>	
S + WAS / WERE + VERBE ING + CO	S + WAS / WERE + BEING + PARTICIPE PASSE
Someone <b>was cleaning</b> the room	The room <b>was being cleaned</b>
Somebody <b>serviced</b> the car	
<b>PRESENT PERFECT</b>	
S + HAVE + PARTICIPE PASSE	S + HAVE + BEEN + PARTICIPE PASSE
The room looks nice. Somebody <b>has cleaned</b> it	The room looks nice. It <b>has been cleaned</b>
<b>FUTURE</b>	
S + WILL + VERBE + CO	S + WILL + BE + PARTICIPE PASSE + OBJET
Someone <b>will service</b> the car	The car <b>will be serviced</b>
<b>SHOULD</b>	
S + SHOULD + HAVE + PARTICIPE PASSE	S + SHOULD + HAVE + BEEN + PARTICIPE PASSE
Someone <b>should have cleaned</b> the room	The room <b>should have been cleaned</b>
<b>VERBES AVEC 2 COMPLEMENTES D'OBJET</b>	
<ul style="list-style-type: none"> <li>• Ask <b>someone</b> something CO1 CO2</li> <li>• Give <b>someone</b> something CO1 CO2</li> <li>• Offer <b>someone</b> something CO1 CO2</li> <li>• Pay <b>someone</b> something CO1 CO2</li> <li>• Show <b>someone</b> something CO1 CO2</li> <li>• Teach <b>someone</b> something CO1 CO2</li> </ul>	

- Tell **someone** **something**  
CO1 CO2

<b>ACTIF</b>	<b>PASSIF</b>
Somebody gave the police the information	The police were given the information The information was given to the police
⇒ On a donné l'information à la police	
Someone gave me this document	I was given this document
⇒ On m'a donné ce document	
Someone told me that you'll be promoted	I was told that you'll be promoted
⇒ On m'a dit que tu allais avoir une promotion	
Someone will offer Sarah the job	Sarah will be offered the job
⇒ On va donner le poste à Sarah	



## 27 – ONE WORD IN FRENCH, TWO IN ENGLISH – modifié (v1.7)

UN MOT EN FRANCAIS	DEUX MOTS EN ANGLAIS	DANS QUEL CONTEXTE + EXEMPLE	DEFINITION
Abandonner	<i>To abandon</i>	e.g.: His mother abandoned him when he was born. It's sad.	To leave a place, a thing, or a person usually for ever
	<i>To give up</i>	e.g.: you should never give up on your dreams!	To stop trying
Acheter	<i>To buy</i>	e.g.: Rachel <b>bought</b> a loaf of bread	To get something by paying money for this
	<i>To purchase</i>	e.g.: tickets can be <b>purchased</b> at our website	To buy something
Accueillir	<i>To welcome</i>	e.g.: Rachel <b>welcomed</b> us into her home	To greet in a friendly way
	<i>To host</i>	e.g.: France and Great Britain are competing to <b>host</b> the Olympic games	To organize a special occasion or event and invite people
Ancien	<i>Old</i>	e.g.: an <b>old</b> building	Not young
	<i>Former</i>	e.g.: a <b>former</b> roommate	Used or known before
Anniversaire	<i>Birthday</i>	e.g.: Today is my <b>birthday</b> : I was born exactly 38 years ago. I'm now 38 years old	A celebration of the day somebody was born
	<i>Anniversary</i>	e.g.: Today is our (wedding) <b>anniversary</b> : we got married 20 years ago.	The date of a special event
Arriver	<i>To happen</i>	e.g.: it happened last night.	To occur or take place
	<i>To arrive</i>	e.g.: they arrived at 10 last night.	To reach a place, especially at the end of a journey
	<i>To manage</i>	e.g.: I never managed to learn Russian.	To succeed in doing of dealing with something, usually difficult
Argent	<i>Silver</i>	e.g.: a bracelet made of <b>silver</b>	A light, grey precious metal, or objects made from this
	<i>Money</i>	e.g.: how much <b>money</b> do you have with you?	Coins and paper bills used to pay for things
Assez	<i>Enough</i>	= "suffisamment" / « suffisant » e.g.: I haven't eaten <b>enough</b> today	As much as is necessary or wanted
	<i>Quite</i>	= « plutôt » / « relativement » e.g.: the wait was <b>quite</b> long	To a fairly large degree
Attendre / s'attendre	<i>To wait for</i>	e.g.: hurry up! What are you waiting for?	To allow time to go by, without doing much, until someone or something you are expecting happens, or until you can do something
	<i>To expect</i>	e.g.: It's very generous, I didn't expect this from him.	To think or believe someone will arrive or something will happen
Aussi	<i>Also</i>	e.g.: He <b>also</b> likes tennis	In addition
	<i>Too</i>	S'emploie toujours en fin de phrase e.g.: he likes tennis <b>too</b>	In addition, also, as well

Avant	<b>Before</b>	e.g.: we had lunch <b>before</b> 12	Earlier than
	<b>Prior to</b>	Devant un verbe = avant de e.g.: <b>prior to</b> working at the Uni, Paul was a businessman	Before
Beau-père / belle-mère	<b>Father-in-law / mother-in-law</b>	e.g.: my mother-in-law is a sweet lady.	The father or mother of your husband or wife
	<b>Stepfather / stepmother</b>	e.g.: his mother's new husband is a nice stepfather to him.	The person married to someone's mother or father, but who is not their real father
Bord	<b>brim</b>	e.g.: the glass was full to the brim.	The very top edge of a container (usually round)
	<b>edge</b>	e.g.: be careful not to fall from the edge of the cliff!	The outer or furthest point of something (usually straight)
Casque	<b>helmet</b>	e.g.: it's mandatory to wear a helmet when you drive a motorbike	A hard hat to protect the head
	<b>Headphones / earphones</b>	e.g.: she was listening to music with headphones	A device worn over the ears to listen to sound
Chaleur	<b>Heat</b>	e.g.: the heat coming from the fireplace	The quality of being hot
	<b>Warmth</b>	e.g.: I was protected by the jacket warmth e.g.: the warmth of their welcome was unexpected.	The feeling of being warm that something gives you A sense of friendliness or kindness
Campagne	<b>Campaign</b>	e.g.: the electoral campaign starts next week.	A planned group of activities (generally political or military) that are intended to achieve a particular aim
	<b>Countryside (country)</b>	e.g.: they own a house outside Paris in the countryside.	A land not in towns, cities, or industrial areas, left for farming or in its natural condition
Chaque	<b>each</b>	e.g.: <b>each</b> house in the street has its own garden	Everything, person etc of two or more considered separately We use each to talk about the individual members of a group as separate items <i>Each stresses individual members of a group.</i>
	<b>every</b>	Chaque dans le sens de tous e.g.: <b>every</b> house in the street looks the same	Each one or all of a certain number We use every to talk about things collectively, as a group. <i>Every stresses all the members of the complete group.</i> Every refers to three or more people.
Cheminée	<b>Fireplace</b>	e.g.: the fireplace was full of ashes	A space in the wall of a room for a fire to burn, or the decorated parts surrounding this space
	<b>Chimney</b>	e.g.: a plume of smoke escaped from the chimney on the roof	A hollow structure that allows the smoke of a fire inside a building to escape to the air outside
Cher	<b>Dear</b>	e.g.: Dear Sir, e.g.: a dear friend	Used to begin a letter Much loved
	<b>Expensive</b>	e.g.: I couldn't afford this car, it was too expensive	Costing a lot of money
Chiffre	<b>Digit</b>	e.g.: the first 2 <b>digits</b> of your phone number are 06	A single number between 0 and 9
	<b>Figure</b>	e.g.: can you give me the <b>figures</b> for sales	A calculated number or amount
Complice	<b>Knowing</b>	e.g.: a knowing smile	Showing that you know about something even if it hasn't been mentioned

	<b>Accomplice / Accessory to / complicit</b>	e.g.: he must have had an accomplice e.g.: they are complicit e.g.: she was an accessory to her husband's murder	Noun: A person who helps someone else to commit a crime Adj: eeInvolved in or knowing about a crime
Couche	<b>layer</b>	e.g.: you should put another layer of paint	A thin sheet of a substance
	<b>Diaper</b>	e.g.: She was changing the baby's diapers	a square of thick soft paper or cloth that is fastened around a baby's bottom and between its legs to absorb its urine and solid waste
Défaut	<b>Default</b>	e.g.: you should restore the default settings.	A standard setting especially of computers software
	<b>Shortcoming</b>	e.g.: his self-consciousness was his biggest shortcoming.	A fault of someone or something
	<b>Drawback</b>	e.g.: one of the drawbacks in these lodgings was to share the bathroom.	A disadvantage or the negative part of a situation
Demande	<b>Query</b>	e.g.: If you've got any queries, don't hesitate to ask.	a question, often expressing doubt about something or looking for an answer from an authority
	<b>Request</b>	e.g.: the boss refused our request to leave early.	the act of politely or officially asking for something
Dire	<b>To say something to someone</b>	e.g.: Do you know what Sheila <b>said to</b> Paul?	To pronounce words or sounds, to express a thought, opinion, or to state a fact or instruction
	<b>To tell someone something</b>	e.g.: can you <b>tell</b> me when Mom's birthday is?	To say something to someone, often giving them information
Distraire	<b>To distract</b>	e.g.: don't distract him from his studies.	To make someone stop giving their attention to something
	<b>To entertain</b>	e.g.: they had hired a clown to entertain the kids.	To keep a group of people interested or enjoying themselves
Doute	<b>Doubt</b>	e.g.: I'm having doubts about his ability to do the job	(a feeling of) not being certain about something, especially about how good or true it is
	<b>Misgiving</b>	e.g.: Many teachers expressed serious misgivings about the new tests	a feeling of doubt or worry about a future event
Economique	<b>Economical</b>	e.g.: a most economical car.	Giving good value for the money spent
	<b>Economic</b>	e.g.: economic growth.	Relating to financial and commercial activities
Ecriture	<b>Writing / handwriting</b>	e.g.: mind your handwriting during the test	a person's style of writing with a pen on paper that can be recognized as their own something that has been written or printed
	<b>Penmanship</b>	e.g.: he had a beautiful penmanship	the ability to write neatly, or the activity of learning to do this
Education	<b>Education</b>	e.g.: higher education is expensive in the US	the process of teaching or learning, especially in a school or college, or the knowledge that you get from this
	<b>Upbringing</b>	e.g.: their upbringing is very strict.	the way in which you are treated and educated when young, especially by your parents, especially in relation to the effect that this has on how you behave and make moral decisions
Encore	<b>Still</b>	e.g.: I'm still thirsty.	Continuing to happen or continuing to be done

	<b>Again</b>	e.g.: can you tell me your name again, please?	One more time
<b>Entrée</b>	<b>Entrance</b>	e.g.: there are 2 entrances, one at the front and one at the left of the building.	A door, gate etc by which you can enter a building
	<b>Entry</b>	E.g.: an entry in a diary or in a dictionary.	A single written item in a list
<b>Etranger /étrangère</b>	<b>Alien</b>	e.g.: when I first visited a farm, it felt very alien to me.	Strange or not familiar
	<b>Foreign</b>	e.g.: Germany was the first foreign country Sheila visited.	Connected or belonging to a country that is not our own
<b>Excuse</b>	<b>Excuse</b>	e.g.: she's got no good excuse for being late.	A reason that you give to explain that you did something wrong
	<b>Apology</b>	e.g.: he came to make an apology to his father.	An act of saying you're sorry for something wrong you have done
<b>Expérience</b>	<b>Experience</b>	e.g.: according to my previous experience, this is what should be done.	The knowledge, skills and understanding you have from a previous job in life
	<b>Experiment</b>	e.g.: biologists conduct experiments in labs.	A scientific method for testing an idea
<b>Facture</b>	<b>Bill</b>	e.g.: we've got to pay the phone bill	a request for payment of money owed, or the piece of paper on which it is written
	<b>Invoice</b>	e.g.: The plumber sent me his invoice	a statement listing goods or services provided and their prices, used in business as a record of sale
<b>Femme</b>	<b>Woman # man</b>	Genre = femme e.g.: Kate is a strong <b>woman</b> .	A grown female
	<b>Wife # husband</b>	= épouse e.g.: Kate is William's <b>wife</b> .	The woman a man is married to
<b>Feuille</b>	<b>Leaf</b>	e.g.: the leaves fall down in autumn.	One of the flat, usually green part of a plant that are joined at one end to the stem or branch
	<b>Sheet</b>	e.g.: all you need for your exam are a pen and a sheet of paper.	A piece of paper
<b>Fille</b>	<b>Girl # boy</b>	Genre e.g.: she's such a nice little <b>girl</b> .	1. a female child 2. a young woman
	<b>Daughter # son</b>	Filiation e.g.: she is Meghan and Mark's <b>daughter</b> .	A female child (when spoken in relation to her parents)
<b>Fossé</b>	<b>Gap</b>	e.g.: there was a gap between rich and poor in this country	a difference between two things
	<b>Ditch</b>	e.g.: the car fell in the ditch	a long, narrow open hole that is dug into the ground, usually at the side of a road or field, used especially for supplying or removing water or for dividing land
<b>Gagner</b>	<b>To win</b>	e.g.: which year was it that France <b>won</b> the World Cup?	To achieve 1 <sup>st</sup> position in a competition, dimension, or fight
	<b>To earn</b>	e.g.: Mom do you know how much Dad <b>earns</b> ?	To receive money in payment for a work you do
<b>Heure</b>	<b>Hour</b>	e.g.: the lecture lasted two hours.	A period of sixty minutes
	<b>Time</b>	e.g.: can you tell me what time is it?	A particular point in the day expressed in hours and minutes, or shown on a clock
<b>Histoire</b>	<b>History</b>	e.g.: European XXth century history is full of conflicts and wars.	The study of or the record of events of the past considered together, especially events of a particular period, country or subject
	<b>Story</b>	e.g.: she writes bedtime stories.	A description, either true or imagined, of a connected series of events

Il y a	<b>There is / there are</b>	e.g.: There's someone at the door.	Used to introduce the subject of a sentence
	<b>ago</b>	e.g.: I met him 5 years ago.	Back in time from the present
Jusqu'à	<b>Until - til</b>	e.g.: they stayed up until midnight.	Up to (the time that)
	<b>to</b>	e.g.: they went to Istanbul	In the direction of
Louer	<b>To rent</b>	e.g.: we rented a small house in Greece for the holidays.	To pay a fixed amount of money for the use of a room, a house, a car, that someone else owns
	<b>To lease</b>	e.g.: we have a car fleet on lease.	To let someone use a room, a house, a car for a fixed amount of money within the frame of a contract
Maison	<b>Home</b>	e.g.: I'm going back <b>home</b> .	The place where somebody lives or comes from
	<b>House</b>	e.g.: this is my <b>house</b> there at the end of the road.	A building where a family lives
Majorité	<b>Majority</b>	e.g.: the majority of voters agreed with the new rule	Most of, the greater part of
	<b>Coming of age</b>	e.g.: she threw a great coming-of-age party for her daughter's 18 <sup>th</sup> birthday.	Someone's coming of age is the time when that person legally becomes an adult and is old enough to vote.
Manquer	<b>To miss</b>	e.g.: I woke up late, I missed the 7:35 train. e.g.: when Paul was away to London, his mother missed him a lot.	1. To arrive too late to catch a train, a plane, or a buss 2. To feel sad that a person or thing is not present
	<b>To lack</b>	e.g.: what we lack in this house is more storage space.	Not to have or not to have enough of sth that is needed or wanted
Mariage	<b>Wedding</b>	e.g.: on my <b>wedding</b> day I'll be wearing my wedding dress.	An official ceremony during which two people are married
	<b>Marriage</b>	e.g.: I hope that my <b>marriage</b> will be a long and happy one.	The relationship between two people who are married or the state of being married
Membre	<b>Member</b>	e.g.: The <b>Members</b> of Parliament voted against it.	Somebody who is part of a group or club
	<b>Limb / body part</b>	e.g.: Human beings have four <b>limbs</b> , 2 arms and 2 legs.	An arm or a leg
Milieu	<b>Environment / background</b>	e.g.: they come from a privileged background.	Your family, your experience of education, living conditions, money
	<b>Middle</b>	e.g.: she was sitting in the middle of the room.	Central point, position, or part
Parler	<b>To talk</b>	e.g.: we were just talking about your girlfriend.	To say words aloud, to speak to someone
	<b>To speak</b>	e.g.: he was so shocked he couldn't speak.	To say words, use the voice, have a conversation with someone
Pays	<b>Country</b>	e.g.: Russia is the world's biggest country.	An area of land that has its own government, army
	<b>Land</b>	e.g.: Ireland is my homeland.	A country (fatherland, homeland)
Paysage	<b>Landscape</b>	e.g.: a rural landscape.	A large area of countryside, especially in relation to its appearance
	<b>Scenery</b>	e.g.: they stopped to admire the scenery.	The general appearance of the natural environment, especially when it's beautiful
Pendant	<b>During</b>	= pendant e.g.: He called <b>during</b> my English class.	At a point within a particular period
	<b>While</b>	= pendant que e.g.: She watches TV <b>while</b> eating her breakfast.	During or at the same time as
Personne	<b>Person</b>	e.g.: who was the first person to set a foot on the Moon?	A man, woman, or child

	<b>Nobody / no one</b>	e.g.: I knocked at the door but nobody answered.	Not anyone
Petit	<b>Small</b>	e.g.: a <b>small</b> house.	Not large in size; not large nor great
	<b>Little</b>	e.g.: A cute <b>little</b> dog. e.g.: <b>little</b> brother.	Small in size and amount Young
Peut-être	<b>Perhaps</b>	e.g.: <b>perhaps</b> we could help them.	Introduces a suggestion or an advice
	<b>Maybe</b>	e.g.: he was <b>maybe</b> 50 years old.	Indicates you're not certain
Phare	<b>Lighthouse</b>	E.g.: The <b>lighthouse</b> of the harbor.	A tall structure with flashing lights to warn ships when they are approaching lands
	<b>Headlights</b>	e.g.: the <b>headlights</b> were broken in the accident.	A light in front of a vehicle
Politique	<b>Politics</b>	e.g.: French <b>politics</b> are hard to fathom.	The affairs relating to governing a country, a region, a city
	<b>Political</b>	e.g.: The Prime Minister is the head of the main <b>political</b> party.	Relating to or involved in politics
	<b>Policy</b>	e.g.: the company's dress code <b>policy</b> is quite strict.	A rule or principal that guides how something is done
Porter	<b>Carry</b>	e.g.: he <b>carried</b> his child in his arms.	To hold while moving somewhere
	<b>Wear</b>	e.g.: she was <b>wearing</b> a pink blouse and a necklace.	To have a piece of clothing or jewelry on your body
Premier	<b>First</b>	e.g.: Frank was Sally's <b>first</b> love.	Coming before all others
	<b>Number one</b>	e.g.: Frank is <b>number one</b> in tennis.	The most important, the best, the most noticeable of an organization
Présenter	<b>To present</b>	e.g.: he presented his program.	To give, provide or make something known
	<b>To introduce</b>	e.g.: let me introduce Mrs. Wilson your new English teacher.	To tell someone another person's name the first time they meet
Presque	<b>Almost</b>	e.g.: he's almost 90.	nearly
	<b>Nearly</b>	e.g.: I've nearly finished that book	Not completely
Prix	<b>Price</b>	e.g.: the price for this dress is 35€	The amount of money for which something is sold
	<b>Prize</b>	e.g.: the prize for this competition was a free ticket for a concert by Sting.	something valuable, such as an amount of money, that is given to someone who succeeds in a competition or game or that is given to someone as a reward for doing very good work
Profiter	<b>Enjoy</b>	e.g.: they've enjoyed their trip to England	To get pleasure from something
	<b>Take advantage of</b>	e.g.: I took advantage of my boss's absence to catch up with some correspondence	To use the good things in a situation
Propriétaire	<b>Landlord</b>	e.g.: my landlord has raised my rent.	A person or an organization that owns a building
	<b>Owner</b>	e.g.: my mom is the owner of this car.	Someone who owns something
Quai	<b>Quay</b>	e.g.: The boat from Belle-Ile is arriving at quay.	A long structure, usually built in stone where boats can be tied up to take on and off their goods
	<b>Platform</b>	e.g.: the next train for Paris will depart from platform 10.	A long, flat raised structure at a railway station, where people get on and off trains
	<b>Riverbank</b>	e.g.: The banks of the Thames.	The land at either side of a river.
Que	<b>That</b>	e.g.: the police thought <b>that</b> she had been kidnapped.	Used to add information or description after some verbs, adjectives, and nouns
	<b>Than</b>	e.g.: it was more difficult <b>than</b> I thought.	Indicates a comparison

Qui	<b>Who</b>	e.g.: <b>Who</b> told you about this? / James, <b>who</b> I went to school with, moved to NY.	Used to ask which person or group is meant, or about sb's name / indicates the person or group just mentioned
	<b>Which</b>	e.g.: <b>which</b> dress should I wear? / The car <b>which</b> I just bought, is a Nissan.	Used to specify a possible choice / indicates sth just mentioned
Recette	<b>Revenue</b>	e.g.: taxes provide most of the government's revenue.	The income that a company or a government receives regularly.
	<b>Recipe</b>	e.g.: this cake was delicious! Could you send me your recipe?	A set of instructions telling you how to prepare and cook food, including a list of what food is needed for this
Reconnaître	<b>To recognize</b>	e.g.: do you recognize this lady?	To know someone or something because you've seen or heard him or her or experienced it before
	<b>To acknowledge</b>	e.g.: you must acknowledge she's right.	To accept, admit or recognize something, or the truth or the existence of something.
Regarder	<b>To look at</b>	e.g.: <b>look</b> at me!	To examine or consider carefully
	<b>To watch</b>	e.g.: I've been <b>watching</b> TV all evening.	To look at something that is happening / moving
Répondre	<b>Answer</b>	e.g.: to <b>answer</b> the phone. e.g.: to <b>answer</b> a question.	1. To give a reply 2. To respond to a knock or a ring
	<b>Reply</b>	e.g.: she never <b>replied</b> to my invitation	To answer by saying or writing something
Réussir/ réussir à	<b>To arrive</b>	e.g.: she finally arrived in Paris yesterday.	To reach a place, especially at the end of a journey
	<b>To manage</b>	e.g.: I managed to unpack everything before she came.	To succeed in doing something especially something difficult.
Sauf	<b>But</b>	e.g.: all but one of them agreed to come.	Except
	<b>Unless</b>	e.g.: you can't get the job unless you've experience.	Except if
	<b>Safe</b>	e.g.: she said the hostages were safe.	Not injured or damaged
Sauvage	<b>Wild</b>	e.g.: a wild animal	used to refer to plants or animals that live or grow independently of people, in natural conditions and with natural characteristics
	<b>Savage</b>	e.g.: a brutal and savage attack	Extremely violent, wild or frightening
Sentir	<b>To feel</b>	e.g.: my feet feel really sore.	To experience something physical or emotional
	<b>To smell</b>	e.g.: this perfume smells really good.	To have a particular quality others can discover with their nose
Sol	<b>Ground</b>	e.g.: I sat down on the ground	The surface of the Earth; soil (outdoor)
	<b>Floor</b>	e.g.: the bathroom floor needs cleaning	the flat surface of a room on which you walk (indoor)
Tôt	<b>soon</b>	e.g.: she'll be here soon	in or within a short time; before long; quickly
	<b>early</b>	e.g.: if you finish early you can go home.	near the beginning of a period of time, or before the usual, expected, or planned time

Si	<b>So</b>	= Tellement + adj e.g.: She's <b>so</b> pretty!	Very, extremely or to such a degree
	<b>If</b>	Conditionnel e.g.: <b>if</b> I were rich, I'd buy a new house.	Indicates that something happens when something else happens or exists
	<b>Whether ...or</b>	Alternative e.g.: I don't know <b>whether</b> he'd come ( <b>or</b> not).	Introduces alternatives
Taille	<b>Size</b>	e.g.: what is the size of this dress?	How large something or someone is
	<b>Waist</b>	e.g.: these trousers are a bit tight around my waist.	A part of the body above and slightly narrower than the hips
Temps	<b>Time</b>	e.g.: the relationship between <b>time</b> and space.	The entity measured in years, days, hours, minutes
	<b>Weather</b>	e.g.: what's the <b>weather</b> like today?	The temperature and conditions in a particular area
Titre	<b>Title</b>	e.g.: which <b>title</b> do you use, Ms. or Mrs.?	1. The name of a book, a magazine 2. A word used before somebody's name, showing their job, marital status
	<b>Heading</b>	e.g.: The magazine <b>headings</b> are printed in bold.	A title written on top of something
Tôt			
Toujours	<b>Always # never</b>	Infini e.g.: I <b>always</b> see her when I go out.	All the time
	<b>Still # no longer / not any longer</b>	Si toujours veut dire « encore » e.g.: do you <b>still</b> love me?	Indicates sth continues to happen, exist or be done now
Tout	<b>All</b>	e.g. : all animals have to eat to stay alive.	Everyone of, the complete amount or number of
	<b>Whole</b>	e.g. : I spent the whole day working.	Complete or not divided
Voler	<b>To fly</b>	e.g. : we flew from London to Paris.	Moving through the air like a bird or an aircraft
	<b>To steal</b>	e.g. : they were so poor that they had to steal to eat.	To take something without the permission or knowledge of its owner



## 28 – LES GRANDS CLASSIQUES DU TOEIC – modifié (v1.9)

<b>LES GRANDS CLASSIQUES DU TOEIC</b>	
<b>FAIRE FAIRE – LAISSER FAIRE – VOULOIR FAIRE</b>	
<p>Want SOMETHING + past participle + (by someone)</p> <p>⇒ To <b>want something done</b> (by someone)</p> <p>e.g.: I <b>want your homework done</b> by lunch time!</p> <p>⇒ To <b>get something done</b> = To <b>have something done</b></p> <p>e.g.: The Mortimers <b>are having a new swimming pool built</b> in their garden.</p> <p>Si dans l'exercice à trous, le trou dans la phrase correspond au mot souligné (comme dans les exemples ci-dessus), choisir dans la liste de possibilités le <b>verbe au participe passé (BV+ed / 3è colonne)</b>.</p>	<p>⇒ To <b>let someone do</b> something</p> <p>e.g.: Would you <b>let me go</b> to the party by myself?</p>
<p>Have SOMEONE + BASE VERBALE + something Make SOMEONE + BASE VERBALE + something Want SOMEONE + BASE VERBALE + something</p> <p>⇒ To <b>have someone do</b> something = To <b>make someone do</b> something</p> <p>e.g: The HR Department <b>has all the new trainees attend</b> a 2-day training. e.g: Peter used to <b>make me laugh</b></p> <p>Si dans l'exercice à trous, le trou dans la phrase correspond au mot souligné (comme dans les exemples ci-dessus), choisir dans la liste de possibilités <b>une base verbale (infinitif sans to / sans ing.)</b></p>	
<b>LES VERBES A PARTICULES = PHRASAL VERBS</b>	
<p><u>Les verbes à particule qui reviennent souvent</u></p> <ul style="list-style-type: none"> <li>○ To deal <b>with</b></li> <li>○ To comply <b>with</b></li> <li>○ To rely <b>on</b> something / someone</li> <li>○ To depend <b>on</b></li> <li>○ To come <b>from</b></li> <li>○ To borrow something <b>from</b> someone</li> <li>○ To commit <b>to</b></li> <li>○ To lend something <b>to</b> someone</li> <li>○ To lead <b>to</b></li> <li>○ To be interested <b>in something / in + verbe +ing</b></li> <li>○ To take part <b>in</b></li> <li>○ To fill someone / something <b>in</b></li> <li>○ To be responsible <b>for</b></li> <li>○ To carry <b>out</b> (faire / executer) / to carry <b>on</b> (continuer)</li> <li>○ To find <b>out</b> something</li> <li>○ To go <b>through</b> (the steps)</li> <li>○ To increase / decrease <b>by</b> 10%</li> <li>○ To be <b>about to</b> do something</li> </ul>	

Si dans l'exercice à trous, le trou dans la phrase correspond au mot souligné (comme dans les exemples ci-contre), le choisir dans la liste de possibilités, sans lire la phrase

### ATTENTION FAUX AMIS

#### Les adverbes faux-amis à connaître

- Hardly = pratiquement pas, presque pas, à peine
- Barely = à peine, presque pas
- Actually = en fait, en réalité
- Currently = actuellement
- Fluently = couramment
- Eventually = enfin, finalement, au bout du compte
- Possibly = éventuellement
- Lately = of late = recently = récemment / dernièrement

### LES THAT-CLAUSES

#### That-clauses sont des propositions relatives

- They suggested **that** the building (should) be renovated
- He offered **that** the office (should) move to London

Si dans l'exercice à trous, le trou dans la phrase correspond au mot souligné (comme dans les exemples ci-dessus), choisir dans la liste de possibilités LE VERBE EN BASE VFRRAI F

**Attention** : le verbe de la that-clause est la simple base verbale. Elle ne prend pas de « s » à la 3<sup>ème</sup> personne du singulier. Cette particularité s'explique parce que le verbe de la « that-clause » devrait être précédé de « should » mais dans les faits, **ce « should » est le plus souvent omis**.

### CES MOTS VONT TOUJOURS ENSEMBLE

- Due **to**
- Along **with**
- In **spite of** something = Despite something (choisir entre In spite ou Despite: cela dépend du "of")
- Rather **than**
- **As of** + date (= since + date)
- Plenty **of**

Si dans l'exercice à trous, le trou dans la phrase correspond au mot souligné (comme dans les exemples ci-contre), le choisir dans la liste de possibilités, sans lire la phrase

- ⇒ **FEW / MANY** suivi d'un nom au pluriel donc avec un **S** ou un **pluriel irrégulier** – children, men, women, policemen, feet, teeth...
- ⇒ **LITTLE / MUCH** suivi d'un nom au singulier e.g.: little money, little time
- ⇒ Le comparative de **FEW** est **FEWER** : e.g.: **fewer** people came to visit him last week (si **fewer** apparaît dans les possibilités d'une liste à trous, le choisir, pas besoin de lire la phrase).

- ⇒ **So** big a house
- ⇒ **Such** a big house

Si dans l'exercice à trous, le trou dans la phrase correspond au mot souligné (comme dans les exemples ci-contre), voici comment choisir le bon : **so** si le mot suivant est un **adjectif**, **such** si le mot suivant est **a** suivi d'un adjectif

Ces deux expressions signifient la même chose, mais la construction change :

- **So** précède un adjective: so beautiful a girl (expression assez rare et précieuse)
- **Such** précède un déterminant: such a beautiful girl (expression beaucoup plus courante)

### VERBE + VERBE irréguliers: to + ing

- ⇒ To be used **to + ing**: e.g.: she was used to **drinking** tea at 5 o'clock every day
- ⇒ To need **+ ing**: e.g.: his hair needs **cutting** # need ... to : e.g.: I need you to go to the post office
- ⇒ To look forward **to + ing**: e.g.: I'm looking forward to **seeing** you soon
- ⇒ To agree **to + ing**: e.g.: She'd never agree to **staying** in Paris longer
- ⇒ To prevent **from + ing** : the flu prevented me from **attending** your party
- ⇒ To admit **to + ing** : she admitted to **stealing** the money
- ⇒ To be committed **to + ing** : he's committed to **organizing** the party

Si dans l'exercice à trous, le trou dans la phrase correspond au mot souligné (comme dans les exemples ci-dessus), choisir **le verbe en ing** dans la liste de possibilités, sans lire la phrase, même s'il est précédé par « to »

### ATTENTION pour les modaux

Must, may, might, should, could, would ne sont **JAMAIS** suivis de **to**

Le seul modal suivi de "to" est **ought** : e.g.: you look tired, **you ought to** go to bed (= you **should** go to bed)

Si dans l'exercice à trous, le trou dans la phrase correspond au mot souligné (comme dans les exemples ci-dessus), choisir **ought** dans la liste de possibilités, sans lire la phrase, même s'il est suivi de « to »

### EXPRESSION au conditionnel en français mais au prétérit en anglais

You'd better go now = you **had** better go now (et non pas you would / should) = tu ferais mieux de...

Si dans l'exercice à trous, le trou dans la phrase correspond au mot souligné (comme dans les exemples ci-dessus), choisir **had** dans la liste de possibilités, sans lire la phrase, même si vous auriez mis « should » ou « would »

### "Si" conditionnel / "si" alternative

Si conditionnel : il sera souvent présenté ainsi

1. Had + S + Participe passé + ...

- ⇒ **Had** I known that she was ill, I would have visited her. (= If I had known)
- ⇒ I would have visited her, **had** I known she was ill (= if I had known)

Si dans l'exercice à trous, le trou dans la phrase correspond au mot souligné (comme dans les exemples ci-dessus), choisir **had** dans la liste de possibilités, sans lire la phrase, même si vous auriez mis « if »

2. Should + S + verbe present simple

- ⇒ **Should** you need more information, please don't hesitate to ask (= if you need...)

Si dans l'exercice à trous, le trou dans la phrase correspond au mot souligné (comme dans les exemples ci-dessus), choisir **should** dans la liste de possibilités, sans lire la phrase, même si vous auriez mis « if »

Whether ... Or => **il s'agit d'une alternative, et pas d'une condition**

- ⇒ I wonder **whether** to take the train **or** the bus.
- ⇒ I wonder **whether** he'll come (or not).

Si dans l'exercice à trous, le trou dans la phrase correspond au mot souligné (comme dans les exemples ci-dessus), et que la phrase comporte un « or » choisir **whether** dans la liste de possibilités, sans lire la phrase, même si vous auriez mis « if ». ATTENTION : parfois le « or » n'apparaît pas car il est évident que la suite de la phrase est « or not »

### SOME / ANY / NO


Some / any n'ont pas de signification propre, il s'agit d'opérateurs grammaticaux utilisés devant des noms communs singuliers ou pluriels.

Ils ne sont pas forcément nécessaires

- ⇒ I bought apples = I bought **some** apples
- ⇒ ATTENTION : **some** s'utilise dans les **phrases affirmatives**
- ⇒ I didn't buy apples = I didn't buy **any** apples / did you buy apples? = did you buy **any** apples?
- ⇒ ATTENTION : **any** s'utilise dans les **phrases négatives et interrogatives**, à la place de « some »
- ⇒ I didn't buy any apples = I didn't buy apples = I bought **no** apples : **no** s'utilise dans **les phrases affirmatives dans un sens négatif**
  1. Quelque part / nulle part = **somewhere** dans les phrases affirmatives, **anywhere** dans les phrases négatives ou interrogatives, **nowhere** dans les phrases affirmatives dans un sens négatif
  2. Quelque chose / rien = **something** dans les phrases affirmatives, **anything** dans les phrases négatives ou interrogatives, **nothing** dans les phrases affirmatives dans un sens négatif
  3. Quelqu'un / personne = **someone / somebody** dans les phrases affirmatives, **anyone/anybody** dans les phrases négatives ou interrogatives, **no one/nobody** dans les phrases affirmatives dans un sens négatif
- ⇒ I'm going **somewhere** / did you go **anywhere**? / I didn't go **anywhere** / I went **nowhere**
- ⇒ I have **something** for you / do you have **anything** for me? I don't have **anything** for you / I have **nothing** for you
- ⇒ I met **someone** / did you meet **anyone**? / I didn't meet **anyone** / I'm met no **one**

Si dans l'exercice à trous, le trou dans la phrase correspond au mot souligné (comme dans les exemples ci-dessus), ayez le réflexe de vérifier si la phrase est affirmative, négative ou interrogative, pour choisir la bonne proposition dans la liste

## 29 – BUSINESS CORRESPONDENCE (v 1.10)

BEGINNINGS	
<ol style="list-style-type: none"> <li>1. Dear Sir/Madam (when you don't know the person's name)</li> <li>2. Dear Ms Caxton</li> <li>3. Dear John</li> <li>4. Hi John,</li> </ol>	
LETTERS	EMAILS
STATING THE REASON FOR WRITING	USE THE SUBJECT TO INDICATE CONTENT AND PURPOSE
<ol style="list-style-type: none"> <li>1. I am writing to inform/advise you that</li> <li>2. Please find enclosed/attached.../ I'm pleased to enclose/attach...</li> <li>3. We act for Carl Lager /on behalf of C L...</li> <li>4. We are instructed by the above-named client in relation to...</li> </ol>	<p>⇒ Sum up long discussions (scrolling through pages of replies to understand a discussion, is annoying)</p>
OFFERING FURTHER ASSISTANCE	
<ol style="list-style-type: none"> <li>1. Please let me know if you have any concerns...</li> <li>2. Please let me know if we can be of further assistance.</li> <li>3. If you have any questions, please do not hesitate to give me a call.</li> </ol>	
REFERRING TO PREVIOUS CONTACT	COPY (cc) and BLIND COPY (bcc)
<ol style="list-style-type: none"> <li>1. Further to our recent correspondence...</li> <li>2. I write further to my letter / our meeting of.../ our phone call</li> <li>3. As previously discussed...</li> <li>4. Following our meeting on...</li> <li>5. Thank you for your letter/email of...</li> </ol>	<ol style="list-style-type: none"> <li>1. Don't use bcc to keep others from seeing who you copied: I'm copying him/her/them <b>in on</b> this</li> <li>2. Do use bcc when sending to a large distribution list, so recipients won't have to see a huge list of names, and for GPDR compliance purpose as well.</li> </ol>
REFERRING TO THE NEXT STEP	OFFERING FURTHER ASSISTANCE
<ol style="list-style-type: none"> <li>1. I should/would be grateful if you could...</li> <li>2. Could you please confirm that...</li> </ol>	<ol style="list-style-type: none"> <li>1. Please don't hesitate to contact me if you require further information /details</li> </ol>
ENDINGS	ENDINGS
<ol style="list-style-type: none"> <li>1. I look forward to hearing from you shortly / as soon as possible</li> <li>2. I look forward to meeting you / to your reply</li> <li>3. <i>Yours faithfully</i> (BrE only when you don't know the person's name). <i>Yours sincerely</i> (AmE <i>Sincerely</i>) is less formal and <i>Yours</i> is the less formal ending</li> </ol>	<ol style="list-style-type: none"> <li>1. Best regards</li> <li>2. Regards</li> <li>3. Best wishes</li> <li>4. All the best</li> <li>5. Best - <b>formal</b></li> </ol> <p style="text-align: right;">+ formal</p> 
ENCLOSED DOCUMENTS	ATTACHED DOCUMENTS
<ol style="list-style-type: none"> <li>1. I should be grateful if you would read the enclosed document.</li> <li>2. Encl/. = an abbreviation for 'Enclosure' used to indicate that other documents are included.</li> </ol>	<ol style="list-style-type: none"> <li>1. Please find attached...</li> </ol>

## 30 – LINKING WORDS (v 1.10)

ADDING	SEQUENCING	ILLUSTRATING	CAUSE AND EFFECT
<b>and</b>	<b>first</b> (firstly)	<b>for example</b>	as = étant donné que = given (surtout en début de phrase)
<b>also</b>	second (secondly)	for instance = for example	<b>because</b>
as well as = tout comme	third (thirdly)	<b>e.g. (= <i>exempli gratia</i>) (à l'écrit)</b>	<b>so</b>
moreover = de plus	<b>then</b>	<b>such as = tel.le.s que</b>	<b>therefore = c'est pourquoi</b>
furthermore = de plus	<b>next</b>	as in the case of	thus = ainsi
additionally = de plus	<b>meanwhile = pendant ce temps</b>	as shown by	consequently
	finally, eventually (en fin de phrase), at the end of the day = finalement, au bout du compte	<b>i.e. (= <i>id est</i>) = c'est-à-dire (à l'écrit) <i>meaning that, namely</i></b>	as a consequence of
COMPARING	CONTRASTING	HIGHLIGHTING	CONCLUDING
similarly = de la même manière	<b>but</b>	above all = par-dessus tout	<b>to conclude</b>
<b>likewise = de la même manière, de même, également, idem</b>	however = cependant	in particular	<b>in conclusion</b>
<b>like = comme</b>	although / <b>though</b> = cependant, bien que	<b>especially = surtout</b>	on the whole = dans l'ensemble
as with / as in	whereas = alors que	indeed = en effet	to sum up = pour résumer, en résumé
equally	<b>on the one hand / on the other hand = d'une part, d'autre part</b>	significantly	in brief
in the same way as	<b>unlike = contrairement à</b>		<b>in a nutshell = en un mot</b>
	<b>otherwise = sinon, autrement</b>		

## 31 – PROOFREADING TIPS (v 1.10)

POINTS D'ATTENTION	CE QUE JE DOIS FAIRE	EXEMPLE
3eme personne du verbe au présent de l'indicatif	je mets un s/es en fin de verbe	the man says, the caretaker does, the baker makes, she tries
adjectifs	ils sont <b>invariables</b> et <b>tous placés devant</b> le nom, je vérifie qu'aucun n'est au pluriel ou placé après le nom.	the blue books, the young woman
adjectifs en composition	en composition ils perdent le s du pluriel	this is a <b>5-year-old</b> child / a <b>4-hour</b> drive / a <b>10-minute</b> walk
adjectifs de nationalité	prennent toujours une majuscule	French German Dutch Spanish
les jours de la semaine / les mois	prennent toujours une majuscule	Monday / November
ordre des mots	le verbe transitif n'est jamais séparé de son complément d'objet direct	I <u>like London</u> very much (et non I like very much London) <u>I also like Paris</u> or <u>I like Paris too</u> (mais pas I like also Paris)
ordre des mots	compléments : le complément de lieu <u>précède tjs</u> le complément de temps	I'm traveling <u>to Japan next year</u> (et non I'm traveling next year to Japan) = Next year, I'm travelling to Japan
Attention aux verbes qui ne se construisent pas comme en français	to listen to / to say to / to look at / to wait for	I <u>listen to</u> him / I <u>say to</u> her / he <u>tells</u> her / she <u>waits for</u> you
devant les mots abstraits, les grandes notions	je ne mets pas de "the" à moins qu'ils ne soient définis	Freedom, love, Happiness
tournure passive	je l'emploie le plus souvent possible	I'm <u>told</u> that / I <u>was given</u> this document / I <u>was appointed</u> to this new job
le temps de la narration	est le prétérit (ou past simple) pas le présent	
proposition infinitive	avec like, would like, wish, prefer, expect	I want her <u>to stay</u> here / I prefer you to do that / I would like her <u>not to go away</u>
j'utilise le gérondif (ing) pour traduire "le fait de", "la manière de"		<u>falling</u> in love makes you happy / <u>overworking</u> is detrimental to your health
forme en ing après certaines prépositions	I'm looking forward <b>to seeing</b> you	
le prétérit (past simple) peut traduire selon le contexte	l'imparfait / le passé simple et le passé composé	I saw her

Quand je parle d'une routine passée et terminée	J'utilise <u>used to</u> + verbe	I <u>used to</u> play tennis every Sunday last year
<b>après can, must, may, might</b>	je mets tjs l' <u>infinitif sans to</u> (jamais le participe passé)	I can <u>see</u> you / I <u>can play</u> the piano / You <u>can't do</u> that / <u>Can you do</u> that?
can, must, may, might	forme négative et interrogative sans l'auxiliaire do	Can you do that ? No you must not (mustn't)
Ne pas confondre : tough (difficile, dur) avec though (cependant) avec through (à travers) ou thorough (entier) ni avec thought (pensé)	Ne pas confondre : which (que) witch (sorcière) wish (souhaiter) white (blanc)	
attention aux prépositions	to be responsible <b>for</b> , to be interested <b>in</b> , it depends <b>on</b>	She is interested in physics, he's interested in her.
attention au cas possessif avec les personnes	John's	<u>John's</u> parents / <u>my parents'</u> house / <u>men's</u> life expectancy
ne pas confondre : that et than et as		I told you <u>that</u> it was difficult / she is younger <u>than</u> me / he is <u>as</u> tall <u>as</u> I am
utiliser le mot <b>both</b>		you can't <u>both</u> drink and drive / with <u>both</u> hands



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## REMERCIEMENTS

Je remercie mes élèves qui m'ont si souvent témoigné que mon approche de la grammaire leur a enfin permis de se sentir à l'aise en anglais. C'est d'abord pour eux que j'ai créé ces fiches récapitulatives.

Je remercie mes fidèles amies Nathalie Pédron et Sandrine Dufils qui ont lu et relu ce Livre Blanc et m'ont donné leur avis éclairé et leurs encouragements.

Je remercie les équipes de l'agence HELIOP qui assurent la logistique de la mise en ligne.

N'hésitez pas à nous suivre sur les réseaux sociaux #obeinglish pour nous partager vos impressions de lecture 😊