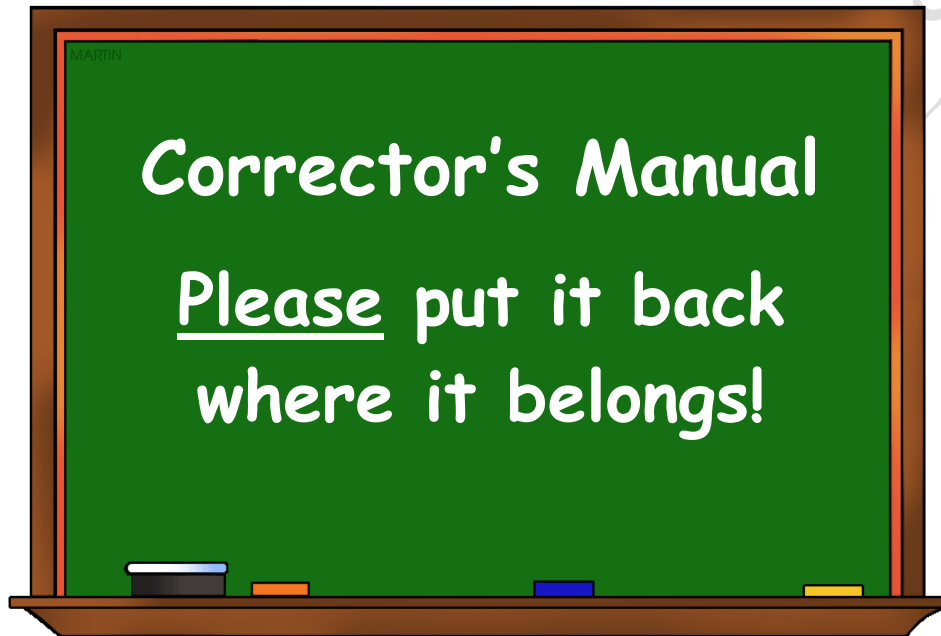


# FRAN'S BASIC ENGLISH GRAMMAR

FOR LEVEL 1 - ANG-1101-4

FOR LEVEL 2 - ANG-2101-4

HELPFUL INFORMATION FOR ESL STUDENTS



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WORK IN PROGRESS

# INDEX

<b>Introduction</b> .....	p. 4
<b>1. Articles — Definite and Indefinite — Definite and Indefinite</b> (a, an, the, singular and plural forms) .....	p. 5
<b>2. Nouns — Countable and Uncountable — Possessive — Capitals</b> (much, many, Sam's dog, Sunday) .....	p. 8
<b>3. Numbers — Adjectives of Quantity</b> (nineteen, ninety-nine, all, some) .....	p. 12
<b>4. Personal Pronouns</b> (I, you, he..., me, you, him...) .....	p. 16
<b>5. Adjectives — Qualifying or Indefinite</b> (white, blue, tall, small... some, few...) .....	p. 17
<b>6. Question Words</b> (what, where, when, how...) .....	p. 21
<b>7. Sentence Structure</b> (Affirmative, Negative, Interrogative) .....	p. 23
<b>8. Simple Present</b> (3 <sup>rd</sup> person singular) .....	p. 26
<b>9. Present Continuous</b> (-ing form and use of the auxiliary) .....	p. 28
<b>10. Possessive Pronouns — Subject and Object</b> (my, your, his, her, our, your, their) .....	p. 31
<b>11. Demonstrative Pronouns</b> (This, these, that, those) .....	p. 35
<b>12. Prepositions of Place</b> (In, on, at... above, behind, under...) .....	p. 37
<b>13. Prepositions of Time</b> (In, on, at... during, since, until...) .....	p. 41
<b>14. Adverbs of Time — Definite and Indefinite — Definite and Indefinite</b> (After, now, later, soon...) .....	p. 43
<b>15. Adverbs of Degree</b> (-ly, almost, very...) .....	p. 44
<b>16. Simple Future</b> (Will, going to...) .....	p. 46
<b>17. Simple Past</b> (did, went, talked) .....	p. 49
<b>18. Modal Verbs</b> (Can, should, could) .....	p. 52
<b>19. Let's have fun!</b> .....	p. 61
<b>20. Activities (Puzzles)</b> .....	p. 66



## INTRODUCTION

Cette grammaire de base qui a été développée spécialement pour vous vous aidera à atteindre votre objectif qui est d'apprendre l'anglais; langue internationale des affaires, de la culture et du tourisme. Vous avez déjà des connaissances en anglais; donc, vous n'y trouverez pas toutes les règles ni toutes les exceptions de la langue anglaise.

Pour celles et ceux qui prennent un cours dans le but de compléter un niveau spécifique, cette grammaire répond aux attentes des cours ANG-1101 et ANG-2101, telles qu'elles sont définies pour le Programme d'éducation aux adultes par le ministère de l'Éducation pour l'apprentissage de l'anglais en tant que langue seconde.

Elle permet la révision de plusieurs notions pour celles et ceux qui n'ont pas été en contact avec l'anglais depuis un certain temps. Les explications simples ainsi que les exercices qui s'y trouvent vous aideront à vous remettre en mémoire vos anciennes connaissances ou vous en apporter de nouvelles. Si vous faites tous les exercices en vous appliquant et que vous reprenez le contenu des 18 chapitres présentés dans l'index, vous aurez des connaissances de base solides. La différence entre « être bon » et « être excellent » réside dans les opportunités que vous trouverez pour pratiquer votre anglais.

La grammaire est l'élément le plus important de toutes les langues. Une bonne connaissance de celle-ci facilite la maîtrise des quatre compétences : parler, écouter, lire et écrire. Cela vous aide non seulement à comprendre, mais aussi à développer un cadre de référence pour exprimer vos idées. On ne peut pas le répéter assez souvent, pour maîtriser une langue, il faut être en contact avec elle le plus souvent possible.

Écoutez la radio, la télévision, lisez des revues et des journaux en anglais. Lorsque vous entendez une chanson en anglais, essayez de comprendre ce que les mots veulent dire. Encore mieux, allez sur Internet et cherchez les paroles de la chanson et imprimez-les. Chanter en même temps que vous écoutez vous aide à prononcer correctement. C'est la même chose pour les films. Si vous les avez déjà vus en français, réécoutez-les en anglais!

**PRACTICE MAKES MASTERS! Let's start!**



*Fran Brandow, your Teacher*

CETTE TOUTE NOUVELLE GRAMMAIRE PEUT CONTENIR QUELQUES ERREURS. C'EST POURQUOI VOUS POUVEZ LIRE « **WORK IN PROGRESS** » EN FILIGRANE. SI VOUS Y VOYEZ DES ERREURS, N'HÉSITEZ PAS À NOUS LES INDiquer. LA PROCHAINE VERSION SERA ENTIÈREMENT CORRIGÉE.

# 1. ARTICLES Definite and Indefinite

Les articles définis et indéfinis sont des déterminants qui désignent un objet ou une personne spécifiques ou non spécifiques. Il y en a trois (3) : **A, AN, THE**.

## 1.1 A et AN sont les articles indéfinis équivalents à un et à une

On emploie les articles **A** ou **AN** lorsqu'on parle de quelque chose de façon générale, contrairement à une chose connue (spécifique). Le choix entre les deux n'a rien à voir avec le féminin et le masculin. Les deux signifient la même chose et expriment le singulier. Le premier, **A**, est utilisé devant un mot qui commence par une consonne ou un « Y » considéré comme une consonne ou encore devant un « H » aspiré. Le deuxième, **AN**, est employé devant un mot qui débute par une voyelle ou un « H » muet.

<i>a car</i>	<i>an orange</i>
<i>a table</i>	<i>an emotion</i>
<i>a hat</i>	<i>an example</i>
<i>a surprise</i>	<i>an ideal</i>
<i>a book</i>	<i>an order</i>
<i>a yogurt</i>	<i>an honor (honour)</i>



## 1.2 THE est le seul article défini; il équivaut à le, la, l', les

L'article défini **THE** est employé pour le singulier et le pluriel. Il fait toujours référence à quelqu'un ou quelque chose qui est défini (connu) ou sous-entendu par opposition aux articles **A** et **AN** qui se réfèrent à une personne ou à quelque chose qui n'est pas définie.

Par exemple, **A BOY WITH BLUE EYES** signifie n'importe quel garçon qui a les yeux bleus.

Par contre, **THE BOY WITH (THE) BLUE EYES** signifie que tout le monde sait de qui il s'agit. Il y a peut-être dix garçons dans un groupe, mais il y en a un seul qui a les yeux bleus. Par ailleurs, si on dit **THE BOYS WITH BLUE EYES**, il est certain qu'il y en a plus d'un dans le groupe dont on vient de parler. Mais, si on ne met pas l'article défini et qu'on dit : **BOYS WITH BLUE EYES HAVE SENSITIVITY TO LIGHT**, cela veut dire que tous les garçons du monde qui ont les yeux bleus, sans exception, sont sensibles à la lumière, contrairement à ceux qui ont les yeux bruns.









➔ POUR PLUS DE DÉTAILS SUR LES ARTICLES, CONSULTEZ **FRAN'S GRAMMAR** À LA PAGE 17. ⬅

### 1.3 Plural (pluriel)

Nous venons de voir dans les exemples précédents que l'article défini **THE** précède un pluriel ou un singulier. Dans ces cas, un « **S** » était simplement ajouté au mot : **BOY/BOYS**.

En général, le pluriel est indiqué par l'ajout d'un « **S** ». Pour l'instant, nous allons nous concentrer sur cette forme de pluriel, mais il y a des exceptions. D'ailleurs, nous en verrons certaines dans le prochain module.

Parmi les exemples suivants qui illustrent l'emploi de l'article défini **THE** et des articles indéfinis **A** et **AN**, remarquez les pluriels qui suivent la règle générale, soit l'ajout d'un « **S** ».

<p><b>The</b> farm worker has <b>a</b> pitchfork. <b>The</b> pitchfork is taller than him.</p> 	<p><b>The</b> three stars in <b>the</b> middle are big.</p> 
<p>One of <b>the</b> girls has piggy tails. <b>The</b> other one has <b>a</b> headband.</p> 	
	<p><b>The</b> girl has <b>a</b> sweater with <b>a</b> letter. <b>The</b> boys in wheelchairs seem happy. <b>The</b> boy with <b>the</b> red sweater has <b>a</b> white shirt.</p>
<p><b>The</b> boy with <b>the</b> cast has <b>a</b> T-shirt <b>The</b> other boy is waving. <b>The</b> girl has <b>a</b> green sweater.</p>	

Dans les exemples ci-dessous, nous pouvons observer l'absence du pronom défini **THE** devant un nom pluriel :

SINGULAR	PLURAL
<p>I need <b>a</b> pen. I love <b>a</b> good movie. I want <b>an</b> apple.</p>	<p>I need pens<u>s</u>. I love good movies<u>s</u>. I want apples<u>s</u>.</p>



## Exercíses

1a) Write the correct **INDEFINITE ARTICLE** in front of each noun.

a	table
a	flower
a	television
a	jacket
an	egg
a	purse
a	headache

an	eraser
a	radio
an	icicle
a	driveway
a	hospital
an	e-book
a	toaster

1b) Complete the sentences with the right **DEFINITE** or **INDEFINITE ARTICLES**:

- David is **an** honest man.
- I prefer **a/the** red truck to **a/the** blue car. (either a for both or the for both)
- \_\_\_\_\_** Quebec is a Canadian province.
- The** flour I bought is for a cake.
- It is difficult for **\_\_\_\_\_** people with **a** wheelchair in the snow.



## 2. NOUNS

### Countable/Uncountable

### Possessive

### Capitals

Les noms communs ou les noms propres peuvent être divisés en deux catégories : **COUNTABLE NOUNS** s'ils peuvent se compter ou **UNCOUNTABLE NOUNS** s'il est impossible de les compter.

### 2.1 Countable Nouns

Tous les noms communs qui peuvent se compter (*des pommes, des stylos, des ballons, etc.*) s'appellent **Countable Nouns**. Ils peuvent être écrits au **singulier** ou au **pluriel**. Comme nous l'avant vu plus tôt, pour les écrire au pluriel, on n'a, en général, qu'à ajouter la lettre « **S** » au bout du mot s'il se termine par **une consonne** (*car/cars*), par **un « Y » précédé d'une voyelle** (*boy/boys*) ou par un « **E** » qu'on ne prononce pas (*apple/apples*).

Il y a des exceptions :

- ▶ Si un mot se termine **par une voyelle qui se prononce**, comme *POTATO*, il faut ajouter les lettres « **ES** » au bout du mot : *POTATOES*.
- ▶ Si **un mot se termine par la lettre « Y » précédée d'une consonne**, la lettre « **Y** » est remplacée par la lettre « **I** », puis on ajoute les lettres « **ES** » (*baby : babies*).
- ▶ Certains mots, comme *homework*, n'ont pas de pluriel. Dans le doute, consultez un dictionnaire.

### 2.2 Uncountable Nouns

Les choses qu'on ne peut pas compter, mais qu'on peut mesurer, comme du sucre et du lait ainsi que les choses qu'on ne peut pas compter ni mesurer comme la tristesse et l'informatique s'appellent **Uncountable Nouns**.

Ils sont **invariables**, c'est-à-dire qu'ils ne prennent jamais la marque du pluriel.

➔ POUR CONNAÎTRE PLUS D'EXCEPTIONS, CONSULTEZ **FRAN'S GRAMMAR** À LA PAGE 16. ➔

### 2.3 Possessive Nouns

Pour dire qu'un objet, un animal ou une personne appartiennent à quelqu'un, on utilise le signe **apostrophe (')** suivi d'un « **S** » (**'S**). *Pierre's pencil* (le crayon de Pierre), *Jean's house* (la maison de Jean), le fils de Mario (*Mario's son*).

**SI LE MOT SE TERMINE DÉJÀ PAR UN « S », on ajoute l'apostrophe après le « S ».**

Exemples: **The teachers' desks.** (Les bureaux des professeurs).  
**The boss' employees.** (Les employés du patron).  
**Charles' dog is sick.** (Le chien de Charles est malade).



➔ POUR EN CONNAÎTRE PLUS SUR LA FORME POSSESSIVE, CONSULTEZ **FRAN'S GRAMMAR** À LA PAGE 17. ➔



## 2.4 Capitals

L'usage de la majuscule (**CAPITAL LETTERS**) est fréquent en anglais. Dans le doute, n'hésitez pas à consulter un dictionnaire. Pour l'instant, retenez au moins les cas suivants :



a première lettre du premier mot de chaque phrase.



ous les noms propres : **P**eter, **Q**uebec, **S**te. **M**arie...



es jours de la semaine, le nom des mois : **M**onday, **T**uesday, **J**anuary...



es titres, les noms de compagnies : The **G**azette, **B**ell **C**anada...



es fêtes : **E**aster, **T**hanksgiving...



e pronom personnel de la première personne du singulier : **I**.



### Exercice

2a) Determine if the following words take a CAPITAL letter or not. Find the words with errors and rewrite them correctly in the Correction column.

NOUN	CORRECTION
1. The high school is closed.	
2. Take highway 40.	<b>H</b> ighway 40
3. This hotel is dirty.	
4. Today is saturday.	<b>S</b> aturday
5. This Lake is very deep.	<b>l</b> ake
6. I love academy awards.	<b>A</b> cademy <b>A</b> wards
7. Shopping Centers are closed on Holidays.	<b>c</b> enters ____ <b>h</b> olidays
8. The christmas tree is dry.	<b>C</b> hristmas
9. The street where i live is near a church.	<b>I</b>
10. We don't have school in the month of july.	<b>J</b> uly



## Exercices

2b) For each word in this list, place an X to indicate the category to which it belongs.

NOUN	COUNTABLE	UNCOUNTABLE
sugar		X (it is the quantity that you measure)
coffee		X
sugar cube	X	
chair	X	
milk		X
cup of tea	X	
strawberry	X	
grass		X
grape	X	
wine		X



2c) Rewrite the following words in the plural form.

room	rooms
cause	causes
finger	fingers
park	parks
tomato	tomatoes
sheep	sheep
butterfly	butterflies
page	pages
hero	heroes
toe	toes





## More exercises

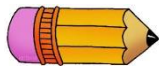
2d) Using the possessive form, write the following sentences in English.

L'auto de Monsieur Jones.	<i>Mr Jones' car.</i>
La maison de mes parents.	<i>My parents' house.</i>
La chanson de Paul.	<i>Paul's song.</i>
Le bureau des hommes.	<i>The men's desk.      The men's office.</i>
La classe de Fran.	<i>Fran's class.</i>
Le lit des enfants.	<i>The children's bed.</i>

2e) Write two (2) sentences that include nouns from this section. Use the SAVO FORMULA.

**SENTENCE FORMULA:** Subject – Auxiliary – Verb – Object

**Example**                      I              will              eat              eggs.



*Please, check your sentences with the teacher.*

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### 3. NUMBERS ADJECTIVES OF QUANTITY

Les adjectifs numéraux et certains adverbes en français sont des **ADJECTIVES OF QUANTITY**. Ils font référence à une quantité, laquelle peut être exprimée par des chiffres ou des mots (*I have \$1000 in my wallet. I have a lot of cash.*).

#### 3.1 **NUMBERS**

Les nombres, selon la quantité de chiffres qui les compose, appartiennent à des catégories appelées : unités (**UNITS**) pour un seul chiffre; dizaines (**TENS/TEENS**) pour deux chiffres; centaines (**HUNDREDS**) pour trois chiffres, milliers (**THOUSANDS**) pour quatre chiffres, millions (**MILLIONS**) pour cinq chiffres, etc.

##### **UNITS** (unités)










1	ONE	6	SIX
2	TWO	7	SEVEN
3	THREE	8	EIGHT
4	FOUR	9	NINE
5	FIVE		

##### **TENS/TEENS** (dizaines)

10	TEN	20	TWENTY
11	ELEVEN	30	THIRTY
12	TWELVE	40	FORTY
13	THIRTEEN	50	FIFTY
14	FOURTEEN	60	SIXTY
15	FIFTEEN	70	SEVENTY
16	SIXTEEN	80	EIGHTY
17	SEVENTEEN	90	NINETY
18	EIGHTEEN		
19	NINETEEN		



Pour écrire les nombres composés (**COMPOUND NUMBERS**), vous commencez toujours par la valeur la plus élevée du nombre.

THOUSANDS	HUNDREDS	TENS	ONES	
				<u>twenty</u> -one
				<u>three hundred</u> forty-five or <u>three hundred</u> and forty-five
 (,)				<u>six thousand</u> (,) seven hundred eighty-nine or <u>six thousand</u> (,) seven hundred and eighty-nine

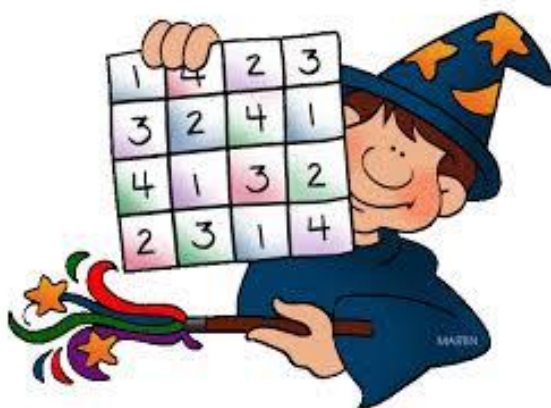
**HUNDREDS** (centaines), **THOUSANDS** (milliers), **MILLIONS** (millions), etc.

<b>100</b>	ONE HUNDRED	<b>1000</b>	ONE THOUSAND
<b>200</b>	TWO HUNDRED	<b>2000</b>	TWO THOUSAND
<b>300</b>	THREE HUNDRED	<b>3000</b>	THREE THOUSAND
<b>400</b>	FOUR HUNDRED	<b>4000</b>	FOUR THOUSAND
<b>500</b>	FIVE HUNDRED	<b>5000</b>	FIVE THOUSAND
<b>600</b>	SIX HUNDRED	<b>6000</b>	SIX THOUSAND
<b>700</b>	SEVEN HUNDRED	<b>7000</b>	SEVEN THOUSAND
<b>800</b>	EIGHT HUNDRED	<b>8000</b>	EIGHT THOUSAND
<b>900</b>	NINE HUNDRED	<b>9000</b>	NINE THOUSAND
<b>10 000</b>		TEN THOUSAND	
<b>100 000</b>		ONE HUNDRED	
<b>1 000 000</b>		ONE MILLION	
<b>1 000 000 000</b>		ONE BILLION	

### 3.2 ADJECTIVES OF QUANTITY

Ce que nous appelons **ADJECTIVES OF QUANTITY**, en anglais, ne sont pas tous classés dans une seule et même catégorie, en français. Certains sont des noms, d'autres des adverbes, etc. Ce qu'il est important de retenir, c'est qu'en anglais ils expriment toujours une quantité et que certains d'entre eux sont aussi parfois appelés **INDEFINITE PRONOUNS**.

ENGLISH	FRANÇAIS
ALL	Tout
A LOT	Beaucoup (pour ce qui se compte ET ce qui ne se compte pas)
MUCH	Beaucoup (pour ce qui ne se compte pas)
TOO MUCH	Trop (pour ce qui ne se compte pas)
MANY	Beaucoup (pour ce qui se compte)
TOO MANY	Trop (pour ce qui se compte)
FEW	Peu
A FEW	Quelques-uns
A LITTLE	Un peu
EACH	Chaque, chacun
BOTH	Les deux
SOME	Quelque
ANY (affirmative)	Aucun, pas du tout
NONE (negative)	Aucun, pas du tout



➔ POUR LA LISTE COMPLÈTE DES PRONOMS INDÉFINIS, CONSULTEZ **FRAN'S GRAMMAR** À LA PAGE 19. ➔



## Exercîses

3a) Fill in the blank boxes with the missing words or NUMBERS.

56	<b>fifty-six</b>
111	<b>one hundred eleven</b> <b>one hundred and eleven</b>
<b>42</b>	forty-two
<b>257</b>	two hundred fifty-seven
<b>1399</b>	one thousand three hundred ninety-nine
<b>77</b>	seventy-seven
66	<b>sixty-six</b>
<b>13</b>	thirteen
<b>80</b>	eighty
888	<b>eight hundred eighty-eight</b> <b>eight hundred and eighty-eight</b>
<b>24</b>	twenty-four
<b>39</b>	thirty-nine

3b) Using the SAVO FORMULA, answer the following question with ADJECTIVES OF QUANTITY.

**SENTENCE FORMULA:** Subject – Auxiliary/Verb – (adjective)/Object

**Example:**      *This*      *is*      *my birthday cake.*



How old are you?

<b>I</b>	<b>am</b>	<b>XX</b>	<b>years</b>	<b>old.</b>
----------	-----------	-----------	--------------	-------------

3c) Fill in the blanks with a different ADJECTIVE OF QUANTITY for each sentence.

- I take **a lot** OF pictures of my friends.
- I spend **too much/a little/some** time on Facebook.
- I do not have **much/too much/any** money.
- I ate all the cereal, so there isn't **any** in my bowl.

## 4. PERSONAL PRONOUN

Un pronom personnel (**PERSONAL PRONOUN**) peut être sujet ou objet. Dans les deux cas, ils remplacent toujours un nom propre ou commun.

**TABLEAU DES PRONOMS PERSONNELS ANGLAIS ET FRANÇAIS ET EXEMPLES D'USAGE**

SUBJECT	OBJECT	EXAMPLES
<b>I</b> Je (j')	<b>me</b> me, moi	<i>I have a sweater. The sweater fits <b>me</b>.</i>
<b>you</b> tu	<b>you</b> te, toi	<i><b>You</b> ride a bike. The bike belongs to <b>you</b>.</i>
<b>he/she/it</b> il/elle et pronom neutre	<b>him/her/it</b> le/la, lui/elle et pronom neutre	<i><b>He</b> has a dog. The dog likes <b>him</b>.</i>
<b>we</b> nous	<b>us</b> nous	<i><b>We</b> see the TV. <b>It</b> is in front of <b>us</b>.</i>
<b>you (plural)</b> vous	<b>you (plural)</b> vous	<i><b>You</b> all use the class. <b>It</b> belongs to <b>you</b>.</i>
<b>they</b> ils	<b>them</b> les, leurs, eux	<i><b>They</b> love the house. <b>It</b> makes <b>them</b> happy.</i>



### Exercises

4a) Fill the blanks with the correct **PERSONAL PRONOUN** from the boxes below.

I	US	HER	WE	SHE	HIM	YOUR	THEM	ME
---	----	-----	----	-----	-----	------	------	----

- Nicole works all day. **She** takes **her** lunch to eat.
- When I go to school **I** bring my books with **me**.
- Today **we** are bringing our dog with **us** to see the vet.
- He hopes **he** can win the prize in front of **us/her/him/them/me**.

4b) Answer the following question: Do you have your English book with you?

**(Yes,) I have my English book with me.**

**(No,) I don't (do not) have my English book with me.**





## 5. ADJECTIVES Qualifying or Indefinite

Les adjectifs qualificatifs (**ADJECTIVES OF QUALITY**) sont des mots qui servent à décrire des objets, des personnes ou des endroits. Par exemple, des mots comme **NICE, BLUE, QUIET, YOUNG** répondent à des questions telles que : **WHICH, WHAT, WHEN?**

Il y a une très grande quantité d'adjectifs qualificatifs. Nous allons n'en apprendre que quelques-uns dans cette grammaire. Pour le reste, vous les apprendrez au fur et à mesure que vous en aurez besoin!

### 5.1 COLORS (Couleurs)

<b>WHITE</b>	blanc	<b>BLACK</b>	noir
<b>BLUE</b>	bleu	<b>GREEN</b>	vert
<b>RED</b>	rouge	<b>ORANGE</b>	orange
<b>PINK</b>	rose	<b>BROWN</b>	brun
<b>PURPLE</b>	mauve	<b>YELLOW</b>	jaune

### 5.2 COMMONLY USED ADJECTIVES OF QUALITY (Adjectifs qualificatifs communs)

<b>TALL</b>	grand (hauteur)	<b>SHORT</b>	petit (hauteur)
<b>SMALL</b>	petit	<b>BIG</b>	gros
<b>QUIET</b>	tranquille	<b>NOISY</b>	bruyant
<b>HAPPY</b>	heureux	<b>SAD</b>	triste
<b>ENERGETIC</b>	énergique	<b>UPSET</b>	bouleversé
<b>ANGRY</b>	en colère	<b>HUNGRY</b>	qui a faim
<b>PLEASANT</b>	plaisant	<b>UNPLEASANT</b>	déplaisant
<b>NAUGHTY</b>	vilain	<b>NICE</b>	gentil
<b>WONDERFUL</b>	merveilleux	<b>AWFUL</b>	affreux

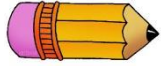
Plusieurs adjectifs qualificatifs (**ADJECTIVES OF QUALITY**) qui décrivent des émotions sont formés avec l'ajout de « **ED** ». Examples: *tire (tired), excite (excited), bore (bored), confuse (confused)*.

➔ POUR PLUS D'INFORMATION SUR LES ADJECTIFS, CONSULTEZ **FRAN'S GRAMMAR** À LA PAGE 26. ⬅



## Exercíses

5a) For each picture, write a sentence using two (2) ADJECTIVES OF QUALITY.

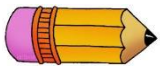


Please, check your sentences with the teacher.

1. The two nice boys have short rulers in their hands.  
Carlo is naughty because his two heels do not touch the floor.  
Freddy has long hair and is not upset by Carlo's cheating.
2. Melinda is in a yoga position with her legs crossed.  
Yoga makes Melinda feel quiet and happy.
3. Is Denise sad or angry?  
Her sobs are noisy and she feels awful.
4. The young puppies are playing well together.  
It is pleasant to watch the energetic dogs having fun.



5b) Using the SAVO FORMULA and ADJECTIVES OF QUALITY, write two (2) sentences that describe you.



Please, check your sentences with the teacher.

I am a tall girl with short brown hair and I have a happy disposition.

I am a funny person with a round nose, two big ears, a double chin and a huge smile that shows crooked teeth.



## 5.1 INDEFINITE ADJECTIVES

Un adjectif indéfini (**INDEFINITE ADJECTIVE**) apporte de la précision à un nom, à un pronom ou à une phrase. Nous avons vu dans les pages précédentes qu'il peut aussi être un adverbe de quantité (**ADVERB OF QUANTITY**).

Le tableau suivant présente quelques **INDEFINITE ADJECTIVES** souvent utilisés.



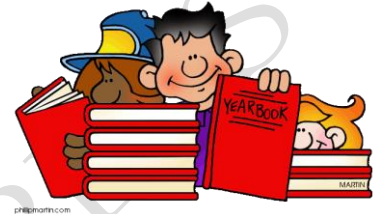
<b>Some</b>	<p><b><i>Some dogs work with police officers.</i></b></p> <p>Dans le sens de certains. Certains chiens travaillent avec des policiers. Il ne s'agit pas de tous les chiens en général; seulement de quelques-uns.</p>
<b>Few</b>	<p><b><i>Few dogs need more training.</i></b></p> <p>Dans le sens de peu par opposition à la plupart. Peu de chiens ont besoin d'entraînement supplémentaire.</p>
<b>A few</b>	<p><b><i>A few need more training.</i></b></p> <p>Dans le sens de seulement quelques-uns par opposition à plusieurs : Quelques chiens ont besoin d'entraînement supplémentaire.</p>
<b>Many</b>	<p><b><i>Many dogs like to swim.</i></b></p> <p>Beaucoup dans le sens de plusieurs. Beaucoup de chiens aiment nager.</p>
<b>All</b>	<p><b><i>All dogs have wet noses.</i></b></p> <p>Tous, toutes, sans exception. Tous les chiens ont le museau humide.</p>
<b>Any (Affirmative)</b>	<p><b><i>You can take any picture you like.</i></b> Tout/toute(s)/tous dans le sens de n'importe quel. Vous pouvez choisir n'importe quelle photo que vous aimez.</p> <p><b><i>Do you have any pictures of him?</i></b> Dans le sens de « <b>du, de, des</b> »: As-tu <b>des</b> photos de lui? As-tu <b>du</b> pain? As-tu <b>de</b> la crème?</p>
<b>ANY (Negative)</b>	<p><b><i>I do not have any pictures of him (any bread, any cream).</i></b> Je n'ai pas de photos.</p>



## Exercises

5c) In the following sentences, underline the correct INDEFINITE ADJECTIVE.

1. Oh no, the dog ate **SOME** **ANY** **ALL** the birthday cake!
2. Can I have **SOME** **MANY** **A FEW** milk, please?
3. We don't want **A FEW** **ANY** **MANY** pizza.
4. There are too **ANY** **SOME** **MANY** cats in the barn.
5. The school library has hardly **ANY** **SOME** **ALL** books.
6. I have only **ANY** **ALL** **A FEW** potatoes.



5d) Using the SAVO FORMULA, answer the following questions with INDEFINITE ADJECTIVES:

How many students are in the class?

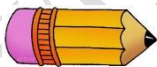
There are **X** students in the class.

How much money do you have in your wallet?

I have **some** money in my wallet.

I **don't** (**do not**) have any money in my wallet.

5e) Write two (2) sentences using INDEFINITE ADJECTIVES to describe your classroom.



*Please, check your sentences with the teacher.*

1. We have **many** windows in our classroom.
2. There are **a few** posters on the wall of our classroom.

1. **All** the dictionaries in the cupboard are in English.
2. There aren't **any** iPads in our class.

## 6. QUESTION WORDS

Pour formuler une simple question, il faut placer l'auxiliaire au début de la phrase :

*Is Pierre sick? Do you want chocolate?*

Pour les autres types de questions, il faut utiliser un pronom ou un adverbe interrogatif (**QUESTION WORD**).

### QUESTION WORDS WHICH BEGIN WITH A "W"

<b>WHO</b>	Qui
<b>WHAT</b>	Quoi, Que, Qu'est-ce que
<b>WHEN</b>	Quand
<b>WHERE</b>	Où
<b>WHY</b>	Pourquoi
<b>WHICH</b>	Quel, lequel, laquelle, lesquels, lesquelles
<b>WHOSE</b>	À qui, de qui

Examples using **QUESTION WORDS** and their answers.

<b>Who</b> is he?	He is a new student.
<b>What</b> is this?	This is our new English Grammar.
<b>When</b> do you want to go?	I want to go now.
<b>Where</b> does Katrina live?	She lives in the Province of Quebec.
<b>Why</b> are you sad?	I am sad because my dad is sick.
<b>Which</b> pen will they want?	They'll want the red pens.
<b>Whose</b> hat is this?	This is the teacher's hat.

➔ POUR PLUS D'INFORMATION SUR LES PRONOMS INTERROGATIFS, CONSULTEZ **FRAN'S GRAMMAR** À LA PAGE 21. ⬅



### Exercise

6a) Write three (3) questions using a different **QUESTION WORD** for each.



*Please, check your questions with the teacher.*

Who is knocking at the door?

Where is the copying machine in this school?

When will the Corrector's Manual be back on the shelf where it belongs?

Nous venons de voir une série de mots interrogatifs qui commencent par la lettre « W ». Il y en a aussi plusieurs qui commencent par un « H ». Ces questions ont pour réponse une quantité, une période de temps, une manière, une distance ou une fréquence.

### QUESTION WORDS WHICH BEGIN WITH AN "H"



<b>HOW</b>	Comment
<b>HOW MANY</b>	Combien (pour les choses qui se comptent - COUNTABLE)
<b>HOW MUCH</b>	Combien (pour les choses qui ne se comptent pas - UNCOUNTABLE)
<b>HOW LONG</b>	Combien de temps
<b>HOW OFTEN</b>	Combien de fois
<b>HOW FAR</b>	À quelle distance, jusqu'où

Examples using **QUESTION WORDS** and their answers.

<b>HOW</b> is it going?	<i>Pretty good, I think.</i>
<b>HOW MANY</b> pictures does Dan have in his cell?	<i>He has many pictures in his cell phone.</i>
<b>HOW MUCH</b> time do you take to study English?	<i>I spend a lot of time studying.</i>
<b>HOW LONG</b> is the English Course?	<i>This course is 3 hours.</i>
<b>HOW OFTEN</b> do we have our English Course?	<i>We have an English course 3 times every week.</i>
<b>HOW FAR</b> is your car?	<i>My car is near the school.</i>



## Exercice

6b) For the following exercise, choose the correct **QUESTION WORD**.

How	How many	How much	How long	How often	How far
-----	----------	----------	----------	-----------	---------

- How much** time do people usually take to brush their teeth?
- How often** do you go to the movies?
- How** did Jamie come to school?
- How many** courses are you taking this semester?
- How long** does it take the bus to get to school?
- How far** is the bank from the school?

## 7. SENTENCE STRUCTURE

Pour former des phrases ou conjuguer des verbes, il faut connaître la structure des phrases. Qu'il s'agisse d'une phrase **déclarative (AFFIRMATIVE)**, **négative (NEGATIVE)** ou **interrogative (INTERROGATIVE)**, le temps verbal ne change pas l'ordre des mots, en ce sens que le **sujet** vient toujours avant le **verbe** et l'**objet** toujours **après le verbe, sauf évidemment quand la phrase est transformée en question.**

➔ POUR PLUS D'INFORMATION SUR LA STRUCTURE DES PHRASES ET LA CONJUGAISON DES DIVERS TEMPS VERBAUX, CONSULTEZ **FRAN'S GRAMMAR** (PAGES 20 ET DE 8 À 13). ←

### 7.1 Affirmative Sentence

#### SUBJECT + VERB + OBJECT

I	learn	English
Lise	knows	English

Pour une **phrase affirmative**, il faut ajouter un « **S** » à la fin du verbe lorsqu'il est conjugué à la 3<sup>e</sup> personne du singulier. **Sans exception!**

### 7.2 Negative Sentence

#### SUBJECT + AUXILIARY + NEGATIVE + VERB + OBJECT

Lise	does not or doesn't	teach	English
------	---------------------	-------	---------

Pour une **phrase négative**, l'emploi d'un auxiliaire est obligatoire. Remarquez l'usage de **DO** et l'ajout de « **ES** » à 3<sup>e</sup> personne du singulier. **Sans exception!**

### 7.3 CLOSED Question (Interrogative)

#### AUXILIARY + SUBJECT + VERB + OBJECT

Does	Jane	teach	English?
------	------	-------	----------

Une **question fermée** a pour réponse **OUI, NON, PEUT-ÊTRE**. Dans ce cas, l'auxiliaire **DO** est l'équivalent de « Est-ce que... »

### 7.4 OPEN Question (Interrogative)

#### QUESTION WORD + AUXILIARY + SUBJECT + VERB + OBJECT

Where	does	Jane	teach	English?
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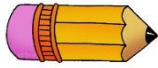
Les questions **qui ne peuvent pas avoir OUI, NON ou PEUT-ÊTRE** pour réponse sont des **questions ouvertes**. Remarquez la place du **QUESTION WORD**. Il faut toujours le placer au début de la phrase.





## Exercíses

7a) Write one sentence of each type using the correct **SENTENCE STRUCTURE**.



*Please, check your sentences with the teacher.*

1) *Affirmative Sentence*

Learning English is fun and easy if you decide it is a game you want to win.

2) *Negative Sentence*

To have difficulties in learning, as in life, is not the end of the world.

3) *Closed Question (Interrogative)*

Will you reach the goals you have set for yourself?

4) *Open Question (Interrogative)*

What will I do to ensure that I meet my objectives?

5) *Negative Open Question (Interrogative)*

Hmm... Why don't we study English together tonight?



**SENTENCE STRUCTURE**





# SENTENCE PUZZLES



## SAVO — SANVO — ASVO — QANSVO

There is a chance to have fun creating sentences. Imagine that each part of the formulas above are puzzle pieces:



Now, insert the correct words for the pieces of the puzzle, and guess what happens? You are creating coherent English sentences. Why not try it? It's fun!



*Please, check your answers with the teacher.*

WHO OR WHAT? (NOUN PHRASE)  <b>Subject</b> <b>S</b>	TENSE OR MODE  <b>Auxiliary</b> <b>A + (N)</b>	DOING WHAT? (VERB PHRASE)  <b>Verb</b> <b>V</b>	TO WHOM OR WHAT? (NOUN PHRASE)  <b>Object</b> <b>O</b>	ANSWERS QUESTION ABOUT SUBJECT/VERB (ADVERB OR ADJECTIVE)  <b>Optional Object</b> <b>O</b>
That busy student (article - adjective) noun	was auxiliary verb (negative)	usually eating (adverb) verb	a quick lunch (article - adjective) noun	alone   in his class   every day. (adverb - preposition - article) noun
The guys	are	playing	loud music	in the hall.
The teacher	doesn't	have	any voice	today.
QUESTION WORD (When, Why, How, etc.)  <b>Question</b> <b>Q</b>	TENSE OR MODE  <b>Auxiliary</b> <b>A + (N)</b>	WHO OR WHAT? (NOUN PHRASE)  <b>Subject</b> <b>S</b>	DOING WHAT? (VERB PHRASE)  <b>Verb</b> <b>V</b>	(TO WHOM OR WHAT?) or OBJECT OF QUESTION (Noun or Verb Phrase)  <b>Object</b> <b>O</b>
<b>WHY</b> question word (object)	<b>WASN'T</b> auxiliary verb (negative)	<b>THAT STUDENT</b> (article - adjective) noun	<b>EATING</b> (adverb) - verb	<b>IN HIS CLASS?</b> (adverb - preposition - article) noun
What	are	those guys	doing	in the hall?
Why	can't	the teacher	come	to school?

## 8. SIMPLE PRESENT

Lorsqu'un élève doit conjuguer le verbe « Aimer » à la **1<sup>re</sup> personne de l'indicatif présent**, il sait que le mot « **AIMER** » est la **forme infinitive** du verbe et que la conjugaison demandée est : **J'aime**. Cependant, un verbe est souvent employé à la forme infinitive dans une phrase (J'aime **parler** de mes enfants.)

On reconnaît la forme infinitive d'un verbe en anglais par la préposition **TO** qui précède le verbe. (**TO LOVE, TO GO**). Comme en français, l'infinitif peut être **sujet**, **objet**, ou **complément** (*I like **to eat**. —to eat is the **object** of the sentence*) (***To learn** English is not always easy » — **to learn** is the **subject** of the sentence*).

On utilise le présent de l'indicatif (**SIMPLE PRESENT**) pour parler d'une habitude ou d'un fait. À la troisième personne du singulier, il faut toujours ajouter un « **S** » : **I know, he knows; you see, she sees**. Sans les nommer toutes, il y a quelques exceptions; en voici une à retenir maintenant : on ajoute « **ES** » **lorsque le verbe se termine par un son « S »**.

➔ POUR PLUS D'INFORMATION SUR LES SONS, CONSULTEZ **FRAN'S GRAMMAR** (PAGES 16 ET DE 27 À 29). ➔

<i>I confess.</i> <i>You teach English.</i> <i>I go to school.</i> <i>We <b>try</b> to remember.</i> <i>I play with Bob.</i> <i>You stay at home.</i>	<i>She confess<u>es</u>.</i> <i>She teach<u>es</u> English.</i> <i>He <u>goes</u> to school.</i> <i>He <u>tries</u> to remember.</i> <i>He play<u>s</u> with me.</i> <i>She stay<u>s</u> at home.</i>
Dans ces 3 derniers exemples, vous remarquez que le son du « Y » <b>varie selon la lettre placée avant.</b>	



L'auxiliaire qu'on emploie avec le présent de l'indicatif est **DO** pour toutes les personnes du singulier ou du pluriel **SAUF QU'IL FAUT AJOUTER « ES » (DOES) À LA TROISIÈME PERSONNE DU SINGULIER**.

Comme nous venons de le voir dans les diverses structures présentées dans le module précédent, l'ordre des mots reste toujours le même.

**Le verbe ÊTRE (TO BE) est irrégulier. Il ne se conjugue jamais avec l'auxiliaire DO.**

<b>Affirmative Sentences</b>	<i>I'm cold, you <b>are</b> cold, she/he/it <b>is</b> cold.</i> <i>We/you/they <b>are</b> cold.</i>
<b>Negative Sentences</b>	<i>I <b>am not</b> cold, you <b>aren't</b> cold, she/he/it <b>is not</b> cold.</i> <i>We/you/they <b>are not</b> cold.</i>
<b>Interrogative Sentences</b>	<i><b>Am</b> I cold? <b>Are</b> you cold? <b>Is</b> she/he/it cold?</i> <i><b>Are</b> we/you/they cold?</i>



## Exercíses

8a) Conjugate the verbs in parentheses in the **SIMPLE PRESENT FORM**.

1. We (be) **are** very happy.
2. You and your friend (be) **are** funny.
3. Pierre (go) **goes** to school every day.
4. Our teacher (have) **has** many new students.
5. Birds (fly) **fly** South for the winter.
6. My boss often (pay) **pays** me for overtime.
7. All teachers (have) **have** vacation during summer.
8. My new employee and his family (enjoy) **enjoy** their new car.



8b) First, transform these affirmative sentences into negative sentences; then, write a closed question for each.

Examples:	<i>I use my computer a lot.</i>
	<i>I do not use my computer a lot.</i>
	<i>Do I use my computer a lot?</i>

1. My sister has a new iPad.  
**My sister does not have a new iPad. My sister doesn't have a new iPad.**  
**Does my sister use her new iPad a lot?**  
 (Remember that WHEN, WHERE, HOW and HOW OFTEN **can't** be answered with YES, NO or MAYBE.)
2. They travel to a new place every year.  
**They don't (do not) travel to a new place every year.**  
**Do they travel to a new place every year?**
3. We watch T.V. every night.  
**They don't (do not) watch TV (T.V.) every night.**  
**Do they watch T.V. every night?**

## 9. PRESENT CONTINUOUS

On utilise le **PRESENT CONTINUOUS** pour parler d'une action qui se produit au moment où l'on parle (l'équivalent est « en train de... »).

L'auxiliaire du **PRESENT CONTINUOUS** est le verbe être (**TO BE**); ce dernier est alors utilisé en tant qu'auxiliaire.

Pour former ce temps verbal, on ajoute les lettres « **-ING** » au verbe principal. Toutefois, il y a quelques exceptions. Par exemple, si le verbe se termine par un « **E** », il faut enlever ce dernier avant d'ajouter la terminaison « **-ING** » : *choose* = *choosing*; *write* = *writing*. Cependant, s'il s'agit d'un mot d'une seule syllabe qui se termine par « **IE** » comme « *die* », il faut remplacer les lettres « **ie** » par « **y** » : (*dying*). De plus, si un mot d'une syllabe se termine par une consonne, il vaut mieux vérifier dans un dictionnaire pour savoir s'il faut doubler cette consonne (*run*: *running*; *sit*: *sitting*).

Parfois, il est difficile de décider entre l'infinitif et la terminaison -ing. Nous avons vu la phrase « **To learn** English is not always easy. » dans le module précédent, mais : « **Learning** English is not always easy. » veut dire la même chose. Le mot « *learning* » ici n'est pas un **present continuous**, c'est un gérondif (**Gerund**). En français, on peut dire : les enfants qui obéissent à leurs parents OU les enfants obéissant à leurs parents. Dans le premier cas, « qui obéissent » est une forme verbale conjuguée; dans le deuxième cas, c'est un « participe présent ». En anglais, ce participe présent est un NOM.

### 1) Affirmative Sentence

SUBJECT	AUXILIARY	VERB	OBJECT
Michelle	is	reading	her book.

### 2) Negative Sentence

SUBJECT	AUXILIARY	NEGATION	VERB	OBJECT
Michelle	is	not	reading	her book.

### 3) Closed Question (Interrogative)

AUXILIARY	SUBJECT	VERB	OBJECT
Is	Michelle	reading	her book?

### 4) Open Question (Interrogative)

QUESTION WORD	AUXILIARY	SUBJECT	VERB	OBJECT
When	is	Michelle	reading	her book?





## Exercises

9a). For each sentence: add the **PRESENT CONTINUOUS**, create a negative sentence and write a closed question.

Example:	They (have) <u>are</u> having fun.
	They are not having fun.
	Are they having fun?


1. My father (read) **is reading** the newspaper.  
**My father isn't (is not) reading the newspaper.**  
**Is my father reading the newspaper?**
2. The dog (bark) **is barking** all the time.  
**The dog isn't (is not) barking all the time.**  
**Is the dog barking all the time?**
3. I (study) **am (I'm) studying** Module 9.  
**I'm not (I am not) studying Module 9.**  
**Am I studying Module 9?**
4. Jenny (make) **is making** a coffee.  
**Jenny isn't (is not) making a coffee.**  
**Is Jenny making a coffee?**
5. We (practice) **are practicing** for an exam.  
**We aren't (are not) practicing for an exam.**  
**Are we practicing for an exam?**
6. Our teacher (drink) **is drinking** tea.  
**Our teacher isn't (is not) drinking tea.**  
**Is our teacher drinking tea?**
7. My friend (chew) **is chewing** gum.  
**My friend isn't (is not) chewing gum.**  
**Is my friend chewing gum?**

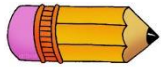




## One more exercise

9b) Write two (2) sentences in the **PRESENT CONTINUOUS** form for each picture.

Examples:		Mary <b>is saving</b> money. She <b>is putting</b> her spare change in her bank.
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Please, check your sentences with the teacher and look at those below for fun.

	John <b>is fishing</b> now. John <b>is holding</b> a fishing pole. John <b>is looking</b> at the sky. Is he afraid it is <b>going to</b> rain? John <b>is wearing</b> long sleeves. John's fishing pole's bobber <b>is floating</b> on the water.
	Jack <b>is smiling</b> with anticipation. Jack <b>is wearing</b> a hat. Jack <b>is holding</b> a piece of cake in one of his hands. Jack <b>is touching</b> the cake with his right hand. The icing of the cake <b>is dripping</b> on its side.
	Adriana <b>is bringing</b> breakfast to her client. The drinks and plates of food <b>are sitting</b> on the tray. This breakfast <b>looks</b> so good! The sunny-side-up eggs <b>are making</b> my mouth water. The waitress <b>is wearing</b> a short-sleeved shirt. Adriana <b>is holding</b> the tray of food in front of her. Adriana <b>is not wearing</b> any jewelry.
	Kathy <b>is drinking</b> milk (a glass of milk). She <b>is wearing</b> earrings. Kathy <b>is wearing</b> her hair in a ponytail. Kathy's right hand <b>is hanging</b> low beside her body. One of her thumbs <b>is touching</b> her sweater. Kathy <b>is having</b> part of her daily requirements; a milk product.
	Little Adam <b>is sitting</b> on the bowl (toilet bowl). His mommy <b>is sitting</b> on the floor. Adam's mother <b>is smiling</b> in a weird way. Candice <b>is</b> (patiently?) <b>waiting</b> for Adam to pee (tinkle). <b>Are</b> the mother and son, both, <b>looking</b> happy?
	Jason <b>is studying</b> with Adele. Adele <b>is showing</b> Jason a picture. Adele's teeth <b>are showing</b> when she <b>is smiling</b> . Jason <b>is holding</b> a book. These students <b>are sitting</b> at a table that we cannot see.



## 10. POSSESSIVE PRONOUNS

### Subject Object

La forme d'un pronom possessif varie selon qu'il est un pronom possessif **sujet** ou **objet**. Le pronom **sujet** est toujours placé **devant un nom** alors que celui qui est **objet remplace le nom** sans que celui-ci ne soit nommé dans la phrase.

Le choix du pronom possessif **sujet** dépend de la personne qui est possesseur (mon, ta, ses, nos, etc. — 1<sup>re</sup>, 2<sup>e</sup>, 3<sup>e</sup> personne du singulier ou du pluriel). Puisqu'il n'y a pas d'accord de genre féminin/masculin ni de forme singulier/pluriel en anglais, ces pronoms sont toujours invariables, comme on peut l'observer dans les exemples suivants.

### 10.1 POSSESSIVE PRONOUNS

SUBJECT	EXAMPLES OF THEIR USE
<b>MY</b>	<i>I took <b>my</b> coat, <b>my</b> purse and <b>my</b> gloves with me.</i>
<b>YOUR</b>	<i><b>Your</b> hat, <b>your</b> tie and <b>your</b> socks are dirty.</i>
<b>HIS</b>	<i>He forgot to bring <b>his</b> umbrella, <b>his</b> belt and <b>his</b> boots.</i>
<b>HER</b>	<i><b>Her</b> brother, <b>her</b> sister and <b>her</b> parents are eating at home.</i>
<b>ITS</b>	<i>The best features of this movie are <b>its</b> music and <b>its</b> actors.</i>
<b>OUR</b>	<i>The neighbor is babysitting <b>our</b> dog and <b>our</b> two cats.</i>
<b>YOUR</b>	<i>Do not forget <b>your</b> passport and <b>your</b> keys.</i>
<b>THEIR</b>	<i>The family will bring <b>their</b> iPad and <b>their</b> iPods on vacation.</i>





## More exercises

10a) Choose the correct **POSSESSIVE PRONOUN** that corresponds to the subject doing the action.

OUR	HIS	MY	YOUR	THEIR
-----	-----	----	------	-------

1. **They** are taking **their** cat to the veterinarian.
2. **Lise** is bringing **her** lunch to school.
3. **I** have a cold and **my** lips are very dry.
4. **My friend and I** forgot to bring **our** homework.
5. **You** always take **your** coffee with sugar.

10b) Answer the question in the box below using three (3) **POSSESSIVE PRONOUNS**.

**Example: What did John bring in his lunch box?**

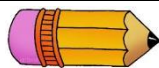
In his lunch box he has **his** juice, **his** cheese and **his** sandwich.

What do you usually carry in your backpack or purse?



In my purse, I always have my wallet with: my credit cards, my driver license, my health card, some cash and a few band-aids. Besides that, I always have my keys, a comb, a couple of pens and moist towelettes.

In my backpack, I carry my books, my iPad mini, a pencil case filled with markers, a small ruler, pencils, red and blue pens and a spiral notebook.



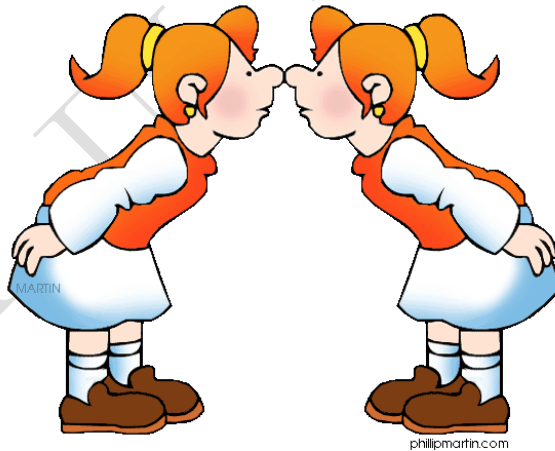
**Please, check your answers with the teacher.**



Contrairement aux pronoms possessifs sujets, qui sont toujours placés devant un nom, les pronoms possessifs objets sont toujours placés après le verbe (**they take the O place in the SAVO Sentence Formula**) et remplacent le nom qu'ils désignent. Ils sont eux aussi invariables et sont choisis en fonction de la personne qui est possesseur (1<sup>re</sup>, 2<sup>e</sup>, 3<sup>e</sup> personne du singulier ou 1<sup>re</sup>, 2<sup>e</sup>, 3<sup>e</sup> personne du pluriel).

## 10.2 POSSESSIVE PRONOUNS

OBJECTS	EXAMPLES OF THEIR USE
<b>MINE</b>	<i>The coat, the purse and the gloves are <b>mine</b>.</i>
<b>YOURS</b>	<i>The hat and the socks are <b>yours</b>.</i>
<b>HIS</b>	<i>The umbrella he forgot to bring is <b>his</b>.</i>
<b>HERS</b>	<i>The family sitting at the table is <b>hers</b>.</i>
<b>ITS</b>	<i>Popcorn with butter; nothing beats <b>its</b> flavor!</i>
<b>OURS</b>	<i>The dog in the neighbor's backyard is <b>ours</b>.</i>
<b>YOURS</b>	<i>I think the keys on the counter are <b>yours</b>.</i>
<b>THEIRS</b>	<i>The toys that the kids brought here are <b>theirs</b>.</i>



**These** twins have many problems. They never know which piece of clothing is **theirs**.

The first one says: "This sweater and this skirt are **mine**!"

The other one answers: "No, they are not **yours**! I know this orange sweater and the white skirt are **mine**!"

**Note:** If they write **their** names on **their** things, they will always know which is **theirs** instead of wondering "Is this **mine** or **hers**?"

➔ POUR PLUS D'INFORMATION SUR LES PRONOMS POSSESSIFS, CONSULTEZ **FRAN'S GRAMMAR** À LA PAGE 18. ⬅



## Exercîses

10c) Choose the correct **POSSESSIVE PRONOUN** to complete each sentence.

MINE	YOURS	HIS	HERS	ITS	OURS	YOURS	THEIRS
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1. My mother is always wearing my father's socks but they are not **hers**.
2. I have a kitten; the kitten is **mine**.
3. My aunt has a big book full of recipes; the recipes are **hers**.
4. The plumbers were here yesterday; I think the keys on the table are **theirs**.
5. Your car is so much better, can we take **yours** instead of **mine**?
6. My sister and I share the same room; the room is **theirs**.
7. The books you borrow at the library are not **yours**.

10d) Determine if the **PRONOUNS** used in each sentence are **SUBJECT** or **OBJECT**.  
Circle your answers.

1. She has **my** pen but she thinks that it is **hers**. I know it's **mine**!

Subject/object

Subject/object

Subject/object

2. I finished **my** exercises. Did you finish **yours**?

Subject/object

Subject/object

3. He is using **his** pencils but the red marker is not **his**.

Subject/object

Subject/object

4. **Her** ice cream is bigger than **yours**.

Subject/object

Subject/object

5. We gave **his** picture to **her** parents. It is now **theirs**.

Subject/object

Subject/object

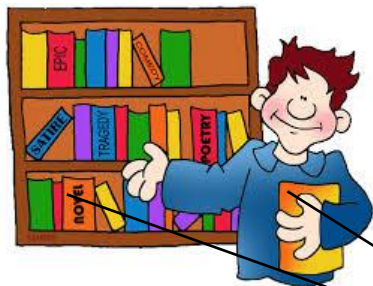
Subject/object



## 11. DEMONSTRATIVE PRONOUNS

Il y a quatre (4) pronoms démonstratifs (**DEMONSTRATIVE PRONOUNS**). Ils sont : **THIS**, **THESE**, **THAT** et **THOSE**. Étant donné que **THIS** et **THAT** signifient tous les deux « CE » et « CETTE » et que **THESE** et **THOSE** signifient tous les deux « CES », pour mieux les comprendre, nous allons parler de « celui-ci », « celui-là », « ceux-ci » et « ceux-là ». En réalité, pour les traduire parfaitement, il faudrait dire « THIS ONE » ou « THAT ONE » et « THESE ONES » ou « THOSE ONES ».

L'idée qu'il faut retenir est la suivante. Supposons qu'il y a deux livres dans la classe. Un est sur votre bureau, près de vous; il est bleu. L'autre, est sur le bureau du professeur; il est plus loin de vous et il est rouge. Si vous voulez parler du livre près de vous, vous direz : « The cover of **this** book is blue. » Par contre, si vous parlez de celui qui est sur le bureau du professeur, donc plus loin, vous direz : « The cover of **that** book is red. »



I like **this** book. I am reading it.

I have not read **those** books.



Do you want one of **these** fruits?

I want **this** strawberry.

Those bananas look good!



SINGULAR	PLURAL
<i>This</i>	<i>These</i>
<i>That</i>	<i>Those</i>

### Un petit truc pour vous rappeler lequel est lequel...

Remarquez le « i » qui est présent dans **THIS** et le « son i » dans **THESE** = ici : iiiiiiiiii

Remarquez le « a » qui est présent dans **THAT** et pensez à « là-bas » = aaaaaa

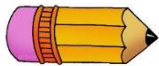


## Exercices

11a) Circle the correct DEMONSTRATIVE PRONOUN to complete each sentence.

1. You are now doing an exercise.	<b>This</b>	That	exercise is easy.
2. Last year, she had an exam.	This	<b>That</b>	exam was hard.
3. Last week, we saw 2 movies.	These	<b>Those</b>	movies were good.
4. Tonight they are going to a party.	This	<b>That</b>	party will be fun.
5. You are in a store with 2 shirts in your hands. You say to the clerk: I want to try	<b>these</b>	those	2 shirts.

11b) Write two (2) sentences for each picture using a different DEMONSTRATIVE PRONOUN for each. You should use all four: THIS, THESE, THAT and THOSE.

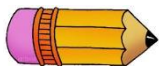


*Please, check your answers with the teacher.*

	<p>I bought all <u>these</u> new clothes with <u>this</u> credit card.  <u>These</u> bags, I am taking with me and <u>those</u> boxes will be delivered to my home.  <u>This</u> shopping was a lot of fun, although I find that clothes are more expensive <u>these</u> days.</p>
	<p><u>These</u> black clouds are really nasty.  <u>These</u> lightning strikes could be dangerous.  <u>That</u> man is plugging his ears with his fingers to reduce the noise of thunder.  <u>This</u> hat and <u>that</u> overcoat that Martin is wearing offer good protection for the rain.  <u>That</u> black color that you see in the clouds means the storm is hitting really hard.</p>

11c) Write a sentence about a friend using two (2) DEMONSTRATIVE PRONOUNS.

Those shoes my friend Cecilia bought on sale were made with cheap leather and can't compare with these that I got in Quebec last month.



*Please, check your answers with the teacher.*






## 12. PREPOSITIONS OF PLACE

Certaines prépositions servent à indiquer un lieu (**PREPOSITIONS OF PLACE**). Plusieurs prépositions ne semblent pas logiques en français. Pourquoi dit-on : Il demeure au Canada ou en France, mais aux États-Unis??? Il faut l'apprendre et s'en rappeler!

En anglais, on dit : *He lives in Canada, in France, in the United States.*

Les trois prépositions du tableau ci-dessous, en plus d'indiquer des lieux, ont aussi d'autres fonctions, comme nous le verrons un peu plus tard. Pour l'instant, concentrons-nous sur les exemples qui indiquent un rapport de lieu.




PREPOSITION	EXPLICATION ET EXEMPLES
<b>IN</b> 	<p>Dans le sens de : <u>en</u> ou <u>dans</u> un pays, une ville, un endroit (cuisine, maison, tiroir, auto, livre, journal, etc.).</p> <p><i>These DVDs are <b>in</b> their case.</i></p> <p><i>That man is <b>in</b> trouble. (He is <b>in</b> hot water!)</i></p> <p><i><b>In</b> my class <b>in</b> the high school, it is cold.</i></p> <p><i>The secretary is always <b>in</b> her office.</i></p> <p><i>The milk <b>in</b> this carton is sour.</i></p>
<b>ON</b> 	<p>Dans le sens de <u>sur</u>, <u>à</u>, <u>les</u> : le mur, le plancher, mes genoux, etc.</p> <p><i>Those pictures are <b>on</b> the wall.</i></p> <p><i>That movie was <b>on</b> TV last night.</i></p> <p><i>There are many stains <b>on</b> the floor and <b>on</b> the rug.</i></p> <p><i>He works standing <b>on</b> his feet all day.</i></p> <p><i>Bob is laying <b>on</b> the couch but Tom is sitting <b>on</b> a bench.</i></p> <p><i>Bill's puppy sleeps <b>on</b> his backpack.</i></p>
<b>AT</b> 	<p>Dans le sens de <u>à</u>, <u>au</u>, <u>des</u> : à l'école, <u>au</u> coin de la rue, <u>au</u> garage, à la maison, etc.</p> <p><i>My car is <b>at</b> the garage for an oil change. When I'm <b>at</b> home, I park it <b>in</b> the garage.</i></p> <p><i>I like to eat <b>at</b> Mikes' restaurant every week.</i></p> <p><i><b>At</b> the shopping center, there were new clothes <b>at</b> the designer's shop.</i></p> <p><i>That dress zips <b>at</b> the back.</i></p> <p><i>Will you be <b>at</b> the picnic?</i></p>

➔ POUR PLUS D'INFORMATION SUR LES PRÉPOSITIONS DE LIEU, CONSULTEZ **FRAN'S GRAMMAR** AUX PAGES 23 ET 24. ➔










Voici d'autres prépositions de lieu (**PREPOSITIONS OF PLACE**) avec des exemples.

<b>ABOVE</b>	<p>We have a lamp <b>above</b> the kitchen table.</p> <p>The sky <b>above</b> us is very cloudy.</p> <p>A bee is hovering <b>above</b> the sunflower.</p>	Au-dessus (plus haut que...)
<b>OVER</b>	<p>Sometimes I jump <b>over</b> the fence.</p> <p>A plane is flying <b>over</b> the village.</p> <p>The robber looked <b>over</b> his shoulder.</p>	Par-dessus (mouvement)
<b>AMONG</b>	<p>There is a retired adult <b>among</b> the young students.</p> <p>Look at all those weeds <b>among</b> my flowers!</p> <p>A tiny hut is situated <b>among</b> the houses on the hill.</p>	Parmi
<b>BEHIND</b>	<p>Eddy put the garbage cans <b>behind</b> his house.</p> <p>Do not stand <b>behind</b> me. I don't like it.</p> <p>The carpenter has a pencil <b>behind</b> his ear.</p>	Derrière
<b>BELOW</b>	<p>In Quebec, the temperature is often <b>below</b> zero.</p> <p>He lives in the apartment <b>below</b> mine.</p> <p>Jill's knees are <b>below</b> her skirt.</p>	Sous En dessous 
<b>UNDER</b>	<p>At night, I put my shoes <b>under</b> the bed.</p> <p>Our chickens sneak under the fence all the time.</p> <p>My cell phone was <b>under</b> a pile of newspapers.</p>	Sous En dessous
<b>BESIDE</b>	<p>In the bus, my friend always sits <b>beside</b> me.</p> <p>Is your bed <b>beside</b> the window or <b>beside</b> the door?</p> <p>The cowboy walked up the hill <b>beside</b> his horse.</p>	À côté de
<b>NEXT TO</b>	<p>The hotel is <b>next to</b> a gas station.</p> <p>There is a happy face <b>next to</b> this sentence.</p> <p>The sidewalk is <b>next to</b> the road.</p>	 À côté de (après, dans un rang)
<b>BETWEEN</b>	<p>The parking lot is <b>between</b> the school and the arena.</p> <p>Drummondville is <b>between</b> Quebec and Montreal.</p> <p>The elephant is <b>between</b> the tiger and the monkey.</p>	Entre 
<b>IN FRONT OF</b>	<p>The seat <b>in front of</b> me is empty.</p> <p>The teacher's desk is <b>in front of</b> the class.</p> <p>Most people like to sit <b>in front of</b> their T.V.</p>	Devant



## Exercíses

12a) Choose the correct **PREPOSITION OF PLACE** (**IN — ON — AT**) to fill the blanks.

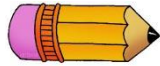
	<p>The baby is <b>in</b> the stroller.</p> <p>The boy is <b>in</b> the playpen.</p> <p>The blocks are <b>on</b> the floor.</p>
	<p>There are many things <b>on</b> the desk.</p> <p>One pencil is <b>in</b> the cup.</p> <p>One pencil is <b>on</b> a piece of paper.</p>
	<p>The boy has one hand <b>on</b> the box.</p> <p>He is putting his vote <b>in</b> the box.</p> <p>There is a lock <b>on</b> the box.</p>
	<p>The judge is sitting <b>at</b> his desk.</p> <p>He is sitting <b>in</b> his chair.</p> <p>He is holding a gavel <b>in</b> his hand.</p> <p>The boy has a cap <b>on</b> his head.</p>
	<p>The boy is looking <b>at</b> the map.</p> <p>He has a magnifier <b>in</b> his hand.</p> <p>The boy <b>in</b> this picture is cute.</p> <p>Who added crayon marks <b>on</b> this picture?</p>



**Please, check your answers with the teacher.**



## Exercîses



Please, check your answers with the teacher.

12b) Write two (2) complete sentences using various **PREPOSITIONS OF PLACE** to describe the objects or the people in the following pictures.

ABOVE	BEHIND	BESIDE	OVER	IN FRONT OF	IN	AT
AMONG	BELOW	BETWEEN	UNDER	NEXT TO	ON	



There is a shirt on a hanger behind Alex and an iron on the ironing board.  
A laundry basket is under the ironing board.  
The ironing board is between the laundry basket and the shirt.  
We can see a sock among the dirty clothes in the basket.  
I do not know what Alex is looking at.  
The iron's cable is hanging below the board.  
Above this picture is a list of preposition of place.  
The few sentences in this box are next to the picture.  
Alex does not wear a jacket over his T-shirt.  
Nobody is standing in front of Alex.  
The iron is beside Alex's right hand.



David's pencil is in his mouth.  
The Thesaurus is on the dictionary.  
There is a document next to the dictionary.  
David is holding his page of notes in front of him.  
The books are beside David.



Charlene is at the laboratory.  
She is pouring liquid in a cup.  
There is a flame under a bottle of liquid.  
There are four knobs on the drawers.  
Charlene is standing behind the counter.  
Daniel is observing the experiment next to Charlene.  
There is an empty cup between the two cups of liquid.



There are two fir trees beside the house.  
There is a hat on the head of the snowman.  
There is a hill behind the house.  
Among the snowman's clothing is a branch on his hat.  
Leo is sitting on his legs.  
A carrot under the snowman's eyes acts as a nose.  
The word WINTER is below the house.  
There are no clouds over the house.




Luc is sitting at his desk. Luc is sitting behind his desk.  
Nobody is sitting next to him.  
His legs are under the desk and his feet in front of it.  
He is holding his homework over the desk.  
Luc's nose is between his ears and above his mouth.  
His forehead is over his eyes.  
We do not see his tongue in his mouth behind his teeth.  
We do not see eyebrows over his eyes either.



## 13. PREPOSITIONS OF TIME

Nous venons de voir que les prépositions **IN**, **ON** et **AT** servent à indiquer un lieu (**PREPOSITIONS OF PLACE**). Toutefois, ces mêmes prépositions peuvent aussi situer une action dans le temps (**PREPOSITIONS OF TIME**).

PREPOSITIONS	EXPLICATION ET EXEMPLES
<b>IN</b>	<p><i>I have 2 coffees <b>in the</b> morning.</i></p> <p><i>I was born <b>in</b> September.</i></p> <p><i>Henry was born <b>in</b> 1975.</i></p> <p><i>Many flowers come out <b>in</b> spring.</i></p> <p><i>The leaves of the trees are beautiful <b>in the</b> fall.</i></p> <p><i>Their class finishes <b>in</b> 5 minutes.</i></p> <p><i>Many shops close late <b>in the</b> afternoon.</i></p> <p>« <b>IN</b> » EST UTILISÉ DEVANT LES MOIS, LES ANNÉES, LES SAISONS, ET DANS CERTAINES EXPRESSIONS. REMARQUEZ L'EMPLOI DE L'ARTICLE « <b>THE</b> » DEVANT LES NOMS : <b><u>SPRING</u></b>, <b><u>FALL</u></b>, <b><u>MORNING</u></b>.</p>
<b>ON</b>	<p><i>Rick will be <b>on</b> standby <b>on</b> Monday night.</i></p> <p><i>I was born <b>on</b> June 15, 1975.</i></p> <p><i>I won't be late; I will be <b>on</b> time.</i></p> <p><i><b>On</b> certain holidays, we don't have to work <b>on</b> the weekend.</i></p> <p>« <b>ON</b> » EST UTILISÉ DEVANT LES JOURS DE LA SEMAINE, LES DATES ET DANS CERTAINES EXPRESSIONS.</p>
 <b>AT</b>	<p><i>Alison will be here <b>at</b> noon. She will be here <b>at</b> 12 o'clock.</i></p> <p><i>I never drink coffee <b>at</b> night. I will make a phone call <b>at</b> lunch time.</i></p> <p><i>The stores close late <b>at</b> night <b>at</b> Christmastime.</i></p> <p>« <b>AT</b> » EST UTILISÉ DEVANT L'HEURE, UNE PÉRIODE DE TEMPS SPÉCIFIQUE, UN MOMENT PRÉCIS DANS LE TEMPS ET DANS CERTAINES EXPRESSIONS. REMARQUEZ L'ABSENCE DE L'ARTICLE « <b>THE</b> » DEVANT LE NOM <b><u>NIGHT</u></b>.</p> <p style="text-align: center;">→ <b>in the</b> morning      → <b>at</b> night</p>
<b>IL N'Y A JAMAIS DE PRÉPOSITION DEVANT : AUJOURD'HUI, DEMAIN, LA SEMAINE PROCHAINE, LA SEMAINE DERNIÈRE.</b>	

➔ POUR PLUS D'INFORMATION SUR LES PRÉPOSITIONS DE TEMPS, CONSULTEZ **FRAN'S GRAMMAR** À LA PAGE 24. ⬅

Voici d'autres prépositions qui indiquent une relation de temps (**PREPOSITIONS OF TIME**) ainsi que des exemples.

<b>DURING</b>	<i>Good students do not play with their phones <b>during</b> classes.</i> <i>Most people are nervous <b>during</b> an exam.</i> <i>I cried <b>during</b> the movie.</i> <i>He had a heart attack <b>during</b> his presentation.</i>	Pendant, durant, au cours de... Utilisé quand 2 actions ont lieu en même temps.
<b>FOR</b>	<i>Jerry was sick <b>for</b> 2 days.</i> <i>We were in Florida <b>for</b> a week <b>during</b> the winter.</i> <i>I had the same computer <b>for</b> a long time.</i> <i>My parents have been married <b>for</b> 50 years.</i>	Une durée, pendant une période de temps déterminée.
<b>SINCE</b>	<i>I have been here <b>since</b> yesterday.</i> <i>We have not gone out <b>since</b> it started to rain.</i> <i>You have not changed <b>since</b> high school.</i> <i>Janice has been working here <b>since</b> ten years <b>ago</b>.</i>	Depuis, indique qu'une situation demeure la même à partir d'un moment précis.
<b>UNTIL</b>	<i>You have <b>until</b> tomorrow to complete your exercise.</i> <i>Leslie will wait for you <b>until</b> 5 o'clock.</i> <i>I will not talk to him <b>until</b> I hear his excuses.</i> <i>Drive <b>until</b> you see the sign <b>BEAUCEVILLE</b>.</i>	Jusqu'à...



## Exercises

**13a) Choose the correct PREPOSITION OF TIME (IN – ON – AT) to fill the blanks.**

- Philip is waiting for you **at** the street intersection.
- Hurry, we want to be **on** time to catch the bus.
- Don't we all hate waiting **at** the bus station when it rains?
- The women are here **in** the afternoon.
- I will see you **in** 4 days.
- In** which year were you born?
- Mr. Jones will expect you **at** 7 o'clock.
- Will you come **on** Sunday **at** night or **in** the morning?





## Exercíses

13b) Choose the correct **PREPOSITION OF TIME** to fill the blanks.

DURING	FOR	SINCE	UNTIL
--------	-----	-------	-------

1. Nicole likes to read **during** lunch time.
2. I have not seen my parents **since** I moved.
3. They were late **for** their doctor's appointment.
4. The good weather will stay **for** a few days.
5. My brother will not be home **until** late.
6. Marriette hasn't worked at a theater **since** two years ago.
7. I have been walking every day **for** one year and a half.
8. The kids rush to the refrigerator **during** the commercials.
9. I have not eaten **since** last night.



13c) Write a sentence about the work you do using a **PREPOSITION OF TIME**.



For my work, I need to sit **for** long hours in front of my computer. Sometimes I work **until** my eyes hurt. **During** these long hours I try to stretch as much as I can to prevent back pain.

**Since** I work at home, I do not have problems with traffic, parking and getting to the office on time.



**Please, check your sentences with the teacher.**

## 14. ADVERBS OF TIME

Un adverbe de temps (**ADVERB OF TIME**) exprime le temps d'une action lorsqu'il ne s'agit pas d'une heure, d'une journée d'une semaine, d'un mois ou d'une année.

<b>NOW</b>	Maintenant
<b>LATER</b>	Plus tard
<b>AFTER</b>	Après
<b>SOON</b>	Bientôt
<b>TODAY</b>	Aujourd'hui
<b>YESTERDAY</b>	Hier
<b>TOMORROW</b>	Demain
<b>LAST</b> (night, week, year, month)	Hier soir, la semaine ou l'année dernière, le mois dernier.
<b>NEXT</b> (day, week, year, month)	Le jour suivant, la semaine ou l'année prochaine, le mois prochain.



### Exercices

14a) Choose the correct **ADVERB OF TIME** to fill the blanks.

1. It is raining **today** (next month/soon/today).
2. She went to bed late **yesterday** (after/yesterday/tomorrow).
3. I'll be hot working outside **later** (yesterday/later/last night).
4. John is going home **soon/tomorrow** (last year/soon/tomorrow).
5. We have been home since **last night** (now/after/last night).
6. I am not hungry. I will eat supper **later** (now/after/next week).



14b) Write a sentence using an **ADVERB OF TIME**.

I saw my friend last night and we made plans to go shopping tomorrow. After shopping, we will eat at the restaurant and I will talk to her about a book I read last week. I know she wants me to tell her what to wear for the party she will have next week.



**Please, check your answers with the teacher.**

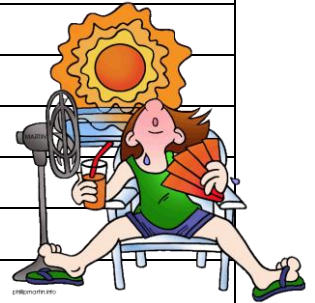
## 15. ADVERBS OF DEGREE

Les adverbes précisent un mot qui peut être un nom, un verbe, un adjectif ou même un autre adverbe pour en modifier le sens. Les **ADVERBS OF DEGREE** sont placés avant ou après le mot que nous désirons modifier.

Il y en a tellement qu'il est impossible d'en faire une liste complète. Certains sont formés à partir d'un mot, comme on le fait en français en ajoutant « -ment » (rapide : rapidement). En anglais, on ajoute le suffixe « **LY** » (; **COMPLETE: COMPLETELY**).

Voici une liste très partielle de quelques adverbes de degré. Vous en reconnaîtrez plusieurs que vous utilisez déjà. Remarquez leur place dans chaque phrase et essayez de comprendre pourquoi ils sont parfois avant le verbe, parfois après celui-ci.

<b>ALMOST</b>	<i>I am <b>almost</b> finished my book.</i>
<b>JUST</b>	<i>Gilles wants <b>just</b> a bit of coffee.</i>
<b>LESS</b>	<i>I have <b>less</b> patience with people today.</i>
<b>VERY</b>	<i>Michelle feels <b>very</b> tired.</i>
<b>ENTIRELY</b>	<i>I will leave the decision <b>entirely</b> up to him.</i>
<b>EXTREMELY</b>	<i>They are <b>extremely</b> happy about his promotion.</i>
<b>FULLY</b>	<i>She is <b>fully</b> informed of the risks.</i>
<b>PARTIALLY</b>	<i>We are <b>partially</b> responsible for this accident.</i>
<b>PERFECTLY</b>	<i>He knows <b>perfectly</b> well that I will not wait for him.</i>
<b>REALLY</b>	<i>You <b>really</b> like music.</i>
<b>TOTALLY</b>	<i>Do you <b>totally</b> understand what I am talking about.</i>



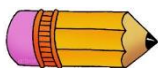
➔ POUR PLUS D'INFORMATION SUR LES ADVERBES, CONSULTEZ **FRAN'S GRAMMAR** À LA PAGE 26. ➔



### Exercice

15a) Write four (4) sentences using a different ADVERB OF DEGREE. Do not limit yourself to the list on this page.

- Bernie was extremely sick during chemo therapy.
- Bernie is now fully recovered, his cancer is totally gone.
- He knew perfectly well that his chances were 50/50.
- It is a really good idea to see your doctor regularly.



*Please, check your answers with the teacher.*

## 16. SIMPLE FUTURE

### Will

### Going to...

On utilise le futur simple de l'indicatif (**SIMPLE FUTURE**) pour parler d'une action à venir.

#### 16.1 Will

C'est l'ajout de l'auxiliaire **WILL** devant la forme infinitive du verbe qui sert à la formation du futur. Le verbe, lui, reste toujours le même : la terminaison ne change pas, peu importe la personne qui fera l'action.

#### 16.2 Sentence Structure

##### Simple Future (Affirmative)



SUBJECT + AUXILIARY + VERB + OBJECT			
Lise	will	learn	English

Contrairement aux autres auxiliaires « **BE** », « **DO** » et « **HAVE** », l'auxiliaire **WILL** reste le même à toutes les personnes du singulier et du pluriel.

##### Negative Sentence Simple Future

SUBJECT + AUXILIARY + NEGATIVE + VERB + OBJECT				
Lise	will	not	teach	English

##### CLOSED Question Simple Future (Interrogative)

AUXILIARY + SUBJECT + VERB + OBJECT			
Will	Nancy	teach	English?

Une question fermée a pour réponse **OUI**, **NON**, **PEUT-ÊTRE**. Dans ce cas, l'auxiliaire **WILL** conserve l'interrogation « *Est-ce que...* », mais y ajoute l'idée du futur.

##### OPEN Question Simple Future (Interrogative)

QUESTION WORD + AUXILIARY + SUBJECT + VERB + OBJECT				
When	will	Nancy	teach	English?



### 16.3 GOING TO

La différence entre **WILL** et **GOING TO** n'est pas évidente. C'est un peu comme essayer de voir une différence d'intention ou de possibilité entre : « J'irai voir Denis demain. » et « Je vais aller voir Denis demain. » Les deux représentent le même futur : **DEMAIN** et l'un ne contient pas plus de certitude que l'autre. De la même façon que nous utilisons de plus en plus le verbe « aller » pour parler du futur, à moins de rester en Angleterre, **GOING TO** est plus couramment utilisé.

Même si l'expression **GOING TO** agit en tant qu'auxiliaire, l'emploi du verbe **ÊTRE** en tant qu'auxiliaire est obligatoire.

#### Affirmative Sentence

SUBJECT	AUXILIARY		VERB	OBJECT
I	am	<b>GOING TO</b>	go	tomorrow.
You	are		leave	next week.
He/She	is		come	on Friday.
It	is		rain	this afternoon.

#### Negative Sentence (REMARQUEZ LA POSITION DE LA NÉGATION)

SUBJECT	AUXILIARY	NEGATION		VERB	OBJECT
I	am	not	<b>GOING TO</b>	read	my book.
You	are				your book.
Lucie	is				her book.

#### Closed Question (Interrogative)

AUXILIARY	SUBJECT		VERB	OBJECT
Am	I	<b>GOING TO</b>	read	my book?
Are	You			your book?
Is	Lucie			her book?

#### Open Question (Interrogative)

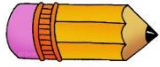
QUESTION WORD	AUXILIARY	SUBJECT		VERB	OBJECT
When	am	I	<b>GOING TO</b>	read	my book?
Why	are	you			this book?
Where	is	Lucie			her book?







## Exercise



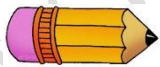
*Please, check your answers with the teacher.*

16a) Write the verb in parentheses in the Simple Future. First, use **WILL** and second, use **GOING TO**. Then, write an Open Question using the future of your choice.

1. Luc (buy) **will buy** a house tomorrow.  
**Luc is going to** buy a house tomorrow.  
**Is Luc going to** buy a house tomorrow?  
**Will Luc buy** a house tomorrow?
2. Bill and Robert (move) **will move** to Montreal next year.  
**Bill and Robert are going to** move to Montreal next year.  
**Will Bill and Robert move** to Montreal next year?  
**Are Bill and Robert going to** move to Montreal next year?
3. We (travel) **will travel** to Europe next summer.  
**We are going to** travel to Europe next summer.  
**Will we travel** to Europe next summer?  
**Are we going to** travel to Europe next summer?

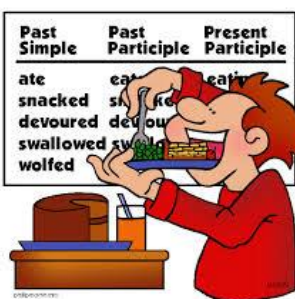
16b) Using the Simple Future, write two (2) sentences about what you plan to do on the weekend.

**This weekend I will go see my grandmother at the nursing home in St-Georges.**  
**This weekend I am going to cook a big dinner for my family.**  
**This weekend I will go dancing with my new boyfriend.**  
**This weekend I will babysit my neighbor's children.**  
**If it is nice outside this weekend, I am going to do some cleaning around the house.**  
**If it rains during the weekend, I will sleep a lot and watch television.**



*Please, check your answers with the teacher.*





## 17. SIMPLE PAST

Le **SIMPLE PAST** ne peut pas être comparé au passé simple de l'indicatif en français, lequel, d'ailleurs, n'est plus d'usage. Il est l'équivalent du **passé composé** ou de l'**imparfait**, mais se réfère à une action complètement passée, peu importe quand.

Pour conjuguer un verbe au **SIMPLE PAST** il faut se rappeler s'il s'agit d'un verbe **régulier** ou **irrégulier**. Vous trouverez une liste des 100 verbes irréguliers les plus couramment utilisés à la page suivante. Relisez-les souvent afin de les apprendre par cœur.

### POUR LES VERBES RÉGULIERS QUI SE TERMINENT :

- Par la lettre « **E** », il suffit d'ajouter un « **D** » (*tire/tired; prepare/prepared*).
- Par la lettre « **Y** » **précédée d'une consonne**, il faut remplacer le « **Y** » par un « **I** » et ajouter « **ED** » à la fin du mot (*cry/cried; try/tried*).

Pour les autres terminaisons, on ajoute « **ED** » à la fin du mot (*want/wanted; walk/walked; show/showed; pull/pulled*).

L'auxiliaire **DO** est **DID** au passé.

La conjugaison du verbe « Être » (**TO BE**) n'est pas régulière au **SIMPLE PAST**. Étant donné que ce verbe est souvent utilisé comme auxiliaire, il est très important de retenir ses conjugaisons.

BE — SIMPLE PAST	IMPARFAIT		
<i>I was (happy)</i>	<i>We were (happy)</i>	J'étais (heureux)	Nous étions (heureux)
<i>You were (sick)</i>	<i>You were (sick)</i>	Tu étais (malade)	Vous étiez (malade)
<i>He/She/It was (excited)</i>	<i>They were (excited)</i>	Il/elle était (excité[e])	Ils/elles étaient (excité[e]s)

### Affirmative Sentence

SUBJECT	VERB	OBJECT
Richard	asked	a question

### Negative Sentence

SUBJECT	AUXILIARY	NEGATION	VERB	OBJECT
I	did	not	watch	that show.
		didn't		

### Closed Question (Interrogative)

AUXILIARY	SUBJECT	VERB	OBJECT
Did	you	taste	the soup?

### Open Question (Interrogative)

QUESTION WORD	AUXILIARY	SUBJECT	VERB	OBJECT
When	did	he	go	to the drug store?



# TOP 100 IRREGULAR VERB LIST

\*Auxiliary Verbs — Be, Have, Do



SIMPLE	PAST	FRENCH
BE*	WAS, WERE	<i>être</i>
BECOME	BECAME	<i>devenir</i>
BEGIN	BEGAN	<i>commencer</i>
BIND	BOUND	<i>attacher, lier</i>
BITE	BIT	<i>mordre</i>
BLEED	BLED	<i>saigner</i>
BREAK	BROKE	<i>casser</i>
BRING	BROUGHT	<i>apporter</i>
BUILD	BUILT	<i>bâtir</i>
BURN	BURNT/BURNED	<i>brûler</i>
BUY	BOUGHT	<i>acheter</i>
CATCH	CAUGHT	<i>attraper</i>
CHOOSE	CHOSE	<i>choisir</i>
COME	CAME	<i>venir</i>
COST	COST	<i>coûter</i>
CUT	CUT	<i>couper</i>
DIG	DUG	<i>creuser</i>
DO*	DID	<i>faire</i>
DRAW	DREW	<i>dessiner, tirer</i>
DREAM	DREAMED/DREAMT	<i>rêver</i>
DRINK	DRANK	<i>boire</i>
DRIVE	DROVE	<i>conduire</i>
EAT	ATE	<i>manger</i>
FALL	FELL	<i>tomber</i>
FEED	FED	<i>nourrir</i>
FEEL	FELT	<i>sentir/toucher</i>
FIGHT	FOUGHT	<i>se battre</i>
FIND	FOUND	<i>trouver</i>
FIT	FIT	<i>ajuster</i>
FLY	FLEW	<i>voler</i>
FORBID	FORBADE	<i>interdire</i>
FORGET	FORGOT	<i>oublier</i>
FORGIVE	FORGAVE	<i>pardonner</i>
FREEZE	FROZE	<i>geler</i>
GET	GOT	<i>obtenir</i>
GIVE	GAVE	<i>donner</i>
GO	WENT	<i>aller</i>
GROW	GREW	<i>pousser, croître</i>
HANG	HUNG	<i>pendre, suspendre</i>
HAVE*	HAD	<i>avoir</i>
HEAR	HEARD	<i>entendre</i>
HIDE	HID	<i>cacher</i>
HIT	HIT	<i>frapper</i>
HOLD	HELD	<i>tenir</i>
HURT	HURT	<i>blesser</i>
KEEP	KEPT	<i>garder</i>
KNOW	KNEW	<i>connaître</i>
LEAD	LED	<i>mener - diriger</i>
LEARN	LEARNED/LEARNT	<i>apprendre</i>
LEAVE	LEFT	<i>partir</i>

SIMPLE	PAST	FRENCH
LEND	LENT	<i>prêter</i>
LET	LET	<i>laisser</i>
LIE	LAY	<i>s'étendre</i>
LOSE	LOST	<i>perdre</i>
MAKE	MADE	<i>faire (fabriquer)</i>
MEAN	MEANT	<i>signifier</i>
MEET	MET	<i>rencontrer</i>
MISUNDERSTAND	MISUNDERSTOOD	<i>se méprendre</i>
PAY	PAID	<i>payer</i>
PUT	PUT	<i>mettre, déposer</i>
QUIT	QUIT	<i>abandonner</i>
READ	READ	<i>lire</i>
RIDE	RODE	<i>promener</i>
RISE	ROSE	<i>se lever</i>
RUN	RAN	<i>courir</i>
SAY	SAID	<i>dire</i>
SEE	SAW	<i>voir</i>
SEEK	SOUGHT	<i>chercher</i>
SELL	SOLD	<i>vendre</i>
SEND	SENT	<i>envoyer</i>
SET	SET	<i>placer</i>
SHINE	SHONE/SHINED	<i>briller</i>
SHOW	SHOWED	<i>montrer</i>
SHUT	SHUT	<i>fermer</i>
SING	SANG	<i>chanter</i>
SIT	SAT	<i>asseoir</i>
SLEEP	SLEPT	<i>dormir</i>
SLIDE	SLID	<i>glisser</i>
SMELL	SMELT/SMELLED	<i>sentir</i>
SPEAK	SPOKE	<i>parler</i>
SPEED	SPED/ SPEEDED	<i>accélérer</i>
SPELL	SPELT/SPELLED	<i>épeler</i>
SPEND	SPENT	<i>dépenser</i>
SPILL	SPILT/SPILED	<i>renverser</i>
STAND	STOOD	<i>être debout</i>
STEAL	STOLE	<i>voler (qqchse)</i>
STICK	STUCK	<i>coller</i>
STRIKE	STRUCK	<i>frapper</i>
SWIM	SWAM	<i>nager</i>
TAKE	TOOK	<i>prendre</i>
TEACH	TAUGHT	<i>enseigner</i>
TELL	TOLD	<i>dire</i>
THINK	THOUGHT	<i>penser</i>
UNDERSTAND	UNDERSTOOD	<i>comprendre</i>
UNDO	UNDID	<i>défaire</i>
WAKE	WOKE/WAKED	<i>réveiller</i>
WEAR	WORE	<i>porter</i>
WEEP	WEPT	<i>pleurer</i>
WIN	WON	<i>gagner (prix)</i>
WRITE	WROTE	<i>Écrire</i>



## Exercices

### 17a) Write the verbs in parentheses in the **SIMPLE PAST**.

1. Mathieu (go) **went** to the beach often when he was young.
2. I (drive) **drove** to school with my new car.
3. Annie (move) **moved** to Ontario.
4. Bruno (sleep) **slept** at a hotel yesterday.
5. The parents (eat) **ate** all their kid's Halloween candy.



### 17b) Change these affirmative sentences into negatives, then write open questions.

1. I saw my teacher yesterday in the restaurant.  
**I did not see my teacher yesterday in the restaurant.**  
**Did I see my teacher yesterday in the restaurant?**
2. The veterinarian was very kind with my sick bird.  
**The veterinarian was not very kind with my sick bird.**  
**Was the veterinarian very kind with my sick bird?**
4. Maurice had the flu Wednesday and Thursday!  
**Maurice did not have the flu Wednesday and Thursday!**  
**Did Maurice have the flu Wednesday and Thursday?**

### 17c) Answer these questions using the correct tense and sentence structure.

1. What do you usually eat for breakfast?  
**For breakfast, I usually eat 2 slices of toast with jam and I have a couple of coffees.**  
**I usually have a bowl of cereal with yogurt and a glass of juice for breakfast.**
2. What time will you be getting up on Sunday?  
**I will be getting up after 9 o'clock on Sunday.**  
**If the weather is nice on Sunday, I'll get up early.**
3. What did you do last night?  
**Last night I did some overtime at McDonald'.**  
**I watched the movie *Catching Fire* in English, last night.**

## 18. MODAL VERBS

### Can, Could

### Should, Would

CAN?

COULD?

MAY?

MIGHT?



SHOULD?

WOULD?

MUST?

OUGHT?

SHALL OR WILL?

Dans cet avant dernier module, nous allons nous concentrer sur les quatre **MODAL VERBS** (aussi appelés **MODAL AUXILIARIES**) suivants :

**CAN — SHOULD — WOULD — COULD**

### 18.1 CAN

L'auxiliaire « **CAN** » (**pouvoir**) exprime la capacité de faire quelque chose. Souvent, il est exactement synonyme à « capable de ». Il est important de se rappeler que **CAN** ne peut jamais être employé pour référer au passé.

<b>AFFIRMATIVE</b>	
<i>I <b>can</b> drive a car.</i>	<i>We are <b>able to</b> drive a car.</i>
<b>NEGATIVE</b>	
<i>You <b>can't</b> drive a car.</i>	<i>You are not <b>able to</b> drive a car.</i>
<b>INTERROGATIVE</b>	
<i><b>Can</b> she drive a car?</i>	<i>Are they <b>able to</b> drive a car?</i>

### More examples:

<b>Can</b> the baby walk?	Est-ce que le bébé est capable de marcher?
<b>Can</b> you skate?	Es-tu capable de patiner?
<b>Can</b> she tell me how to get to your place?	Est-ce qu'elle est capable de m'expliquer comment me rendre chez toi?
<b>You can read this page now.</b>	Vous <b>pouvez</b> lire cette page maintenant. (Vous avez la <b>permission</b> de la lire.) <b>ou</b> (Vous en avez maintenant la <b>capacité</b> .)

<b>The doctor can see you tomorrow at 3:15.</b>	Le médecin <b>peut</b> vous voir demain à 3h15.
	On comprend que le médecin est disponible à cette heure-là, donc il a la <b>possibilité</b> de vous voir demain.

### 18.2 COULD, SHOULD et WOULD

Plusieurs étudiants en anglais langue seconde ne savent pas trop quel **MODAL VERB** choisir lorsqu'ils ont besoin des verbes **POUVOIR**, **DEVOIR** et **FALLOIR** pour s'exprimer.

Comment dire : je pourrais... Il faudrait que, je devrais...?

Je pourrais faire de l'exercice. **I could...**

Il faudrait que je fasse de l'exercice. Je devrais faire de l'exercice. **I should...**

Je ferais de l'exercice si j'avais le temps. **I would...**

Nous venons de dire que **CAN** était l'équivalent de **POUVOIR** et voilà que nous disons ici que **COULD** représente aussi le verbe **POUVOIR**.

Ces **MODAL VERBS**, ou auxiliaires, (**COULD**, **SHOULD** et **WOULD**) ont une chose en commun : ils sont tous au **conditionnel** alors que **CAN** est toujours au présent. Nous nous rappelons que la terminaison des trois premières personnes du singulier au conditionnel est : -**RAIS** ou -**RAIT**.

Peut-être que l'idée du poisson dont le nom est **RAIE** vous aiderait à vous rappeler que ces **MODALS VERBS** sont toujours au conditionnel.

**COULD** exprime d'idée d'une possibilité, mais jamais au temps présent.



<b>Could</b> you lend me your pen?	Pourrais-tu me prêter ton crayon?
<b>Could</b> you come here?	Pourrais-tu venir ici?
<b>Could</b> she explain to me how to get to your place?	Est-ce qu'elle serait capable de m'expliquer comment me rendre chez toi?



En français, plusieurs font une distinction entre « TU » et « VOUS ». Alors que le tutoiement est familier, l'usage du « Vous » est une forme de politesse. Il y a un peu la même différence entre **COULD** et **CAN**. Il ne faut pas oublier non plus que le temps du **conditionnel** contient le mot « condition ». J'irais, si j'avais le temps. Je pourrais, si je voulais... ***I could cook chicken for dinner.*** L'usage du conditionnel laisse penser que la décision n'est pas encore prise dans l'idée de la personne. Autrement, elle aurait dit : ***I will cook chicken for dinner.***

Ainsi, si nous disons : « *Can you lend me your pen?* » (Peux-tu me prêter ton crayon), cela relève du langage familier.

Par contre, si nous disons « **Could you lend me your pen?** », (Pourrais-tu me prêter ton crayon?), l'emploi du conditionnel est une forme de politesse qui équivaut un peu à dire : « Peux-tu me prêter ton crayon, s'il te plaît? »

**SHOULD** exprime d'idée d'une obligation, mais jamais au temps présent.

<b><i>I should study more.</i></b>	Je devrais étudier plus.
<b><i>You should come visit me more often</i></b>	Tu devrais venir me voir plus souvent.
<b><i>We should see a doctor once a year.</i></b>	Nous devrions voir un médecin une fois par année. La prévention est importante.






On peut aussi comparer cette légère distinction avec « Il faut que je mange. » et « Je veux manger. » Dans le premier cas, on peut penser que la personne a mal à la tête, est étourdie ou a une crise d'hypoglycémie. Il faut absolument qu'elle mange maintenant : **NEED TO**.

Dans le deuxième cas, « Je veux manger. » (***I WANT TO EAT***), on peut supposer que c'est un désir par opposition à un besoin impératif. Je veux manger pour que cela soit fait et que je puisse passer à autre chose; par gourmandise; parce que ça sent bon dans la cuisine ou qu'un « petit creux » me tenaille. Cependant, dans ce cas-ci, si l'on ne mange pas, il n'y aura pas de conséquences indésirables.

Dans les deux textes qui font partie des exercices qui suivent, remarquez l'emploi de tous les auxiliaires et essayez de comprendre pourquoi un auxiliaire a été choisi plutôt qu'un autre dans chaque phrase.



18a) Choose the correct MODAL VERB for the following sentences. Write another sentence that is its opposite (negative or affirmative). Write an interrogative sentence.

	<p>Example :</p> <p>I <u>can't</u> should not would not open the door, my hands are full!</p> <p>I wish someone <u>would</u> help me with the luggage or the door.</p> <p><u>Could</u> somebody help me open the door?</p>	
	<p>Anna has a cold. She <u>could</u> <u>should</u> should not stay (at) home.</p> <p>Anna <u>shouldn't</u> go to work because she is sick.</p> <p>She <u>shouldn't</u> give her cold to other people at work.</p> <p><u>Could</u> Anna take a medication stronger than Tylenol for her cold?</p> <p><u>What should</u> Anna <u>do</u> if her cold gets worse?</p>	
<p>We <u>can</u> <u>should</u> would not tell our family we love them more often.</p> <p>I <u>can't</u> easily say to those I love that I love them; I am shy.</p> <p>I <u>can't</u> express myself easily when it comes to my feelings or emotions.</p> <p><u>Why is</u> it important to tell those we love that we love them?</p> <p><u>Should</u> I expect my family to tell me that they love me back when I say I love you?</p>		
	<p>You <u>can't</u> <u>shouldn't</u> would swim alone.</p> <p>Even if you swim well, it is <u>not</u> safe to do so alone.</p> <p>You <u>should</u> always swim with a buddy.</p> <p><u>Why</u> is it better to be with someone when you swim?</p> <p><u>Should</u> you help someone who is drowning if you do not swim well?</p>	
<p>Everybody <u>can</u> would <u>should</u> see their doctor once a year.</p> <p>I <u>will not</u> see a doctor every year until I am over 40 years old.</p> <p>I <u>don't</u> think everybody <u>should</u> see their doctor once a year because our health system <u>would</u> have more problems.</p> <p>When do you think you <u>shouldn't</u> hesitate to see a doctor?</p>		



With the ozone gone, you should could would always put sunscreen on.

The government should not have let this condition go on without doing something about it.

What kind of laws should be in place to protect the ozone?

If we are superstitious, we can't could would never walk in front of a black cat; it is bad luck.

I don't believe in superstition.

How many superstitious sayings do you know?



Children can should would drink milk every day.

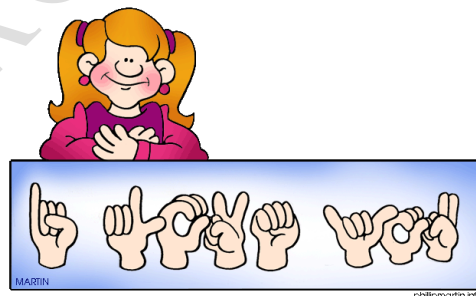
I don't like milk. I don't drink it but I put a bit in my coffee.

How much milk is the right quantity for a 13 year old?

Do you think that Eva can should would talk?

I don't think she can talk like other people, she uses sign language.

Who can learn sign language?



Birds can should would fly. I wish I could too.

A chicken cannot fly very high. I would not like to be a chicken.

How many birds cannot fly? There are 8 kinds of birds who can't fly including penguins and ostriches.

Rita can't shouldn't couldn't walk.

Rita can't walk since she had a car accident.

How many people do you know who are in a wheelchair?

How would not being able to walk affect your life?



## What Would You, Should You, Could You Do in Case of a Fire?



**Should** you call 9-1-1 first or get out of the house? You **should** get the kids, if you have any and hurry out. You **can** always call the fire department later.

**Can** you imagine there are some people who take the time to get dressed, grab their favorite things and even go back into the house on fire to get their wallet? **Would** you be a person who **could** do that? You **should** never go back into your house before a firefighter tells you that you **can**.

If you **cannot** get out of the house because the fire is raging, or if you **can** see smoke, you **should** stay low on the ground. If the door of a room is hot to the touch, you **shouldn't** open it. If you see smoke filtering under the door, you **should** put pillows or blankets to block it. If you **can**, you **should** place towels or clothing in front of your mouth so that you don't breathe too much smoke. If you **can** put some water on the cloth, it is even better. It **could** also be a good idea to jump out of a window. That **could** be safer than staying in the house. **Should** your clothing be on fire, roll on the floor to cut the air that feeds the fire.

After the call to 9-1-1, the fire truck **will** get there as soon as it possibly **can**. The fire fighters **will** do all they **can** to extinguish the fire quickly. If you have animals in the house, you **can** tell a fireman about them.

**Prevention:** You **should** have a smoke detector on every floor. You **should** check the detector regularly and change the batteries once a year. You **should** get a new detector if you need one. Victims of fires who did not have a smoke detector **would** tell you that you **should** absolutely have one or more. They know from experience that it **could** make a big difference; that it **could** and probably **would** save your life.










## Exercises

- 18b) Use the chart to organize some of the ideas from the text into the proper category boxes.

CAN	COULD	WOULD	SHOULD
Can ask a neighbour to call Fire department			Should call 911 after getting kids out
The firefighters will be on site as soon as they can	Change the batteries once a year instead of waiting to hear the BEEP.		Never go back into a house on fire
			Know what to do if there is smoke
		Never forgive myself for not having a smoke detector if something happened to my kids.	

- 18c) Now, what will you do? Write a few sentences about what you want to do in the future. Remember, these will probably be conditional, depending on what is happening in your life. Feel free to use could, should and would.

	<p><i>I <u>will</u> explain to my kids how to call 9-1-1.</i></p> <p><i>I <u>will</u> show them what to do if there is a fire in our house.</i></p>
   <p><b>NOW ON SALE</b></p>	<p><i>I <u>will</u> put a detector in the kid's room and <u>should</u> put one in the garage.</i></p>
	<p><i>I <u>will</u> check the expiration date on the batteries I have on reserve and <u>should</u> make sure I always have some on hand.</i></p>



## Can I recycle? Yes! Should I? Definitely!



It is easy to recycle. Everybody can do it and should. If everyone did, there would be less pollution. Of course, in the beginning, you will make mistakes. For example, you will ask yourself: Should I put this empty pizza box in the garbage can or recycle it? Should I wash this orange juice container before I dispose of it? You can check on the Web to get this information. You could also ask for a brochure from your City Hall. They would have a lot of information on the subject. For example: We should never put paint in the garbage. We cannot recycle paint cans either. All paper and cardboard should go into recycling. However, even if you can put soda bottles in the recycling bin, you should bring them to the store for a refund.

You could also do some composting. If you have children, you should really do it. Children should learn at an early age to help save the planet! Besides, composting will allow you to grow a beautiful garden because it produces a very rich soil.

If you have a big barrel, you can recuperate rain. In the summer, if you can't water your plants and flowers because of restrictions, you can use the water from your barrel. This can make a big difference.

Now that you have finished reading this text, I hope you are convinced to recycle more. Would you think about it seriously? Taking care of our environment is a heritage for future generations. You should be concerned.





## Exercises

- 18d) Use to chart to organize some of the ideas from the text into the proper category boxes.

CAN	COULD	WOULD	SHOULD
I can recycle	I could recycle		
check what's on the Web	know better what to recycle		
check on the Web	clean some items		
	get a brochure on subject	get important information	know what to recycle know what not to recycle
recycle my Coca-Cola and beer cans			get refund for cans
learn about composting	feel more responsible for pollution		show a good example to my children/nieces/neighbors, etc.
recycle rain	water plants and garden with rain water	have healthy plants	
think more about pollution and saving the planet	become a proud citizen who cares to do more	be proud	act on my decisions

- 18e) Now, what will you do? Write a few sentences about what you want to do in the future. Remember, these will probably be conditional, depending on what is happening in your life. Feel free to use could, should would.

	<p>I <u>will</u> read one article on the Web about what <u>should</u> be recycled to see if I do it correctly and readjust if I <u>can</u>.</p> <p>I <u>will</u> teach my kids about recycling and tell them why it is important.</p>
	<p>I know I <u>should</u> recycle rain water but I cannot do it now because it is not a good time for me.</p>
	<p>I do not have a garden but I <u>could</u> explain to my kids what composting is and plant a seed in a pot and watch it grow with them.</p> <p>I <u>would</u> have a garden if I had more time.</p>

## 19. LET'S HAVE FUN!

In the introduction to this grammar, we said that listening to the radio and watching TV were great ways to learn English. Now, let's enjoy what you have learned by going on YouTube.com and listening to a few songs, just for fun. Get the lyrics and sing at the same time. Look up the words that you do not understand. Think about the meaning of the words instead of just enjoying the melody.

What does the singer mean when she or he says :

WORDS IN THE SONG	SINGER OR GROUP	SONG TITLE
Every night in my dreams I see you, I feel you That is how I know you go on	Celine Dion	My Heart Will Go On
I've paid my dues time after time I've done my sentence but committed no crime And bad mistakes I've made a few	Queen	We Are the Champions
There comes a time when We heed a certain call When the world must Come together as one	Michael Jackson	We Are the World
Life is a mystery Everyone must stand alone I hear you call my name And it feels like home	Madonna	Like a Prayer
And now, the end is near and so I face The final curtain. My friend, I'll say it clear I'll state my case, of which I'm certain I've lived a life that's full I've traveled each and ev'ry highway And more, much more than this, I did it my way	Elvis Presley	My Way
There's a hero if you look inside your heart you don't have to be afraid of what you are	Mariah Carrey	Hero
I believe that children are our future Teach them well and let them lead the way Show them all the beauty they possess inside	Whitney Houston	The Greatest Love of All
Lucky you were born that far away so we could both make fun of distance Lucky that I love a foreign land for the lucky fact of your existence	Shakira	Whenever Wherever
At first I was afraid I was petrified. Kept thinking I could never live without you by my side	Gloria Gaynor	I Will Survive





## Exercise



20a) What is the title of your favorite English song and who sings it?



*Please, check your answers with the teacher.*

20c) Find the lyrics of the song and write a few sentences in your own words to explain what it means.



*Please, check your answers with the teacher.*

21d) Why do you like this song or what do you like about it.



*Please, check your answers with the teacher.*

### Example :

One of my favorite songs is *BUSTED*. It is an old song. I have two versions in my iPod. One is by Ray Charles but I really prefer the one by Johnny Cash.

It is the story of a man who is broke. Everything is going wrong around him. His baby needs new shoes. He works on a farm and the price of his crop is down. He also has a cow who stopped giving milk and chickens who don't lay eggs anymore. He has a big stack of bills to pay and he thinks that his debtors will take his belongings back.

So, he went to his brother to borrow some money but his brother cannot help, because things are not any better for him. His kids are sick and he was just thinking that he himself should go to his brother for some help!

I like this song because it makes me laugh. When I feel down and everything seems to be going wrong around me, I listen to it and think that it could be worse... I also like the melody very much. It is dragging and I can just imagine that man.





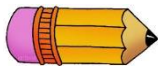
## Another fun exercise



*Almost everyone on the planet enjoys music ... although not everybody likes the same type. Listening to music can often be a kind of vacation for the mind. This exercise will be done in 4 parts, and you will show your teacher the results of this mini-project when you are finished.*

### PART 1:

Think of the music that you enjoy listening to. Write a list of 5 songs that you like to listen to in English. It is better if you don't know the words too well. Which one of these songs has clear, understandable lyrics (words)? You will use this song in Part 2 of the project. Make sure that you have never seen the lyrics or words written down.



*Please, check your answers with the teacher.*

### PART 2:

Now that you have chosen your song, take the time to listen to the words. Try to write down the first 6 to 8 lines of the song. Listen to the words and write them in the space below. Don't worry about making mistakes. It is important that you write down what you think you hear without any outside help.



*Please, check your answers with the teacher.*

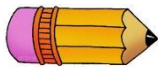


### PART 3:

Now, you will obtain the lyrics or words to your song for comparison. You may get the lyrics from your CD insert or from the Internet at places such as lyrics.com, etc. Print a copy of your song's lyrics and compare them to the words that you wrote down.



- 1) Underline or highlight the words that you did not interpret correctly.
- 2) Listen to the song again, this time looking at the correct copy of the lyrics. Is it easier to understand the words more clearly now?



*Please, check your answers with the teacher.*

### PART 4:

Read through the lyrics of the entire song. Use a red pen or highlighter to emphasize words that are difficult to hear or that you don't understand. Find the meaning of the words in the dictionary or by using Internet tools. Now that you understand what the words mean, listen to your song one more time. Knowing what the words are about can really increase our enjoyment of listening to music.

If you enjoyed doing this project, try it with other songs on your own. Sometimes we hear a song many times - and we think we know what it means - until we look at the words and discover a few surprises!





And, the last one...

## Imagine

By: John Lennon

This is one of the greatest songs of peace ever to be written. The words are simple, but the meaning is profound. Fill in the missing words to complete the lyrics.

Imagine there's no **heaven**

It's easy if you try

No hell below us

**Above** us only sky

Imagine all the people

**Living** for today...

Imagine there's no **country**

It isn't hard to do

Nothing to **kill** or die for

And no religion too

Imagine all the **people**

Living life in peace...

You may say I'm a **dreamer**

But I'm not the only one

I hope **someday** you'll join us

And the world will be as one

Imagine no **possessions**

I wonder if you can

No need for **greed** or hunger

A brotherhood of man

Imagine all the people

**Sharing** all the world...

You may say I'm a **dreamer**

But I'm not the only one

I hope **someday** you'll join us

And the world will live as one



Source image [www.live2times.com](http://www.live2times.com)



## Puzzle stories

### 20. ACTIVITIES

20a) In this fun activity, unscramble the sentences so they make sense. Put the words in their correct order using formulas.

i) **A TRIP TO THE PARK**

1. with Today I to friend am park going my the .
2. is It day , we brought have a beautiful so picnic a .
3. park there trees are many and lake big a In the .
4. go First the feed we ducks .
5. brought to has friend bread some My the ducks give to
6. play grass the Next football we on .
7. After hungry we our football are and picnic we eat .
8. sandwiches delicious are The .
9. Next canteen go tea some iced the and we buy to .
10. late But must is so getting we go home it .

**A TRIP TO THE PARK**

1. Today I am going to the park with my friend.
2. It is a beautiful day, so we have brought a picnic.
3. In the park there are many trees and a big lake.
4. First we go feed the ducks.
5. My friend has brought some bread to give to the ducks.
6. Next we play football on the grass
7. After football we are hungry and eat our picnic.
8. The sandwiches are delicious!
9. Next we go to the canteen and buy some iced tea.
10. But it is getting late so we must go home.

- 20b) Just like you did for the previous puzzle, unscramble the sentence sense. Put the words in their correct order using formulas.



### GOING TO THE RESTAURANT

1. weekend. the at I the eat on to restaurant like
2. I restaurant friend to my the with go John. Sometimes
3. will at supper Restaurant. Normandin we Saturday eat Next the
4. going steak. I'm Chicken Alfredo and will eat John have to
5. wine usually some with We our order meal.
6. After have the and dessert. coffee we'll meal
7. week delicious pie I ate for dessert. Last apple a
8. chocolate some week have This cake. I'll probably
9. rent to After watch our meal movie together. we'll a
10. see good a film! to would action I like

### GOING TO THE RESTAURANT

1. *I like to eat at the restaurant on the weekend.*
2. *Sometimes I go to the restaurant with my friend John.*
3. *Next Saturday we will eat supper at the Normandin Restaurant.*
4. *I'm going to have Chicken Alfredo and John will eat steak.*
5. *We usually order some wine with our meal.*
6. *After the meal we'll have coffee and dessert.*
7. *Last week I ate a delicious apple pie for dessert.*
8. *This week I'll probably have some chocolate cake.*
9. *After our meal we'll rent a movie to watch together.*
10. *I would like to see a good action film!*



## 20c) Sentence Corrections

Correct the errors in the following sentences.

Example: I are very happy. = I am very happy.



1. I have dog. I have **a** dog.
2. He are my friend. He **is** my friend.
3. These trip is today. **The/That/This** trip is today.
4. The carnival today. The carnival **is** today.
5. Today was tuesday. Today was **T**uesday.
6. She talked to we. She talked to **us**.
7. She are downstairs. She **is** downstairs.
8. The cars is red. The **car** is red.
9. Where it be? Where **will** it be?
10. The picture are pretty. The picture **is** pretty.
11. Cows is black and white. Cows **are** black and white.
12. The car outside. The car **is** outside.
13. The game's are fun. The **games** are fun.
14. That no fair. That **is / That's** no fair

Write 2 simple sentences and ask your teacher to correct them:



***Please, check your sentences with the teacher.***

1. \_\_\_\_\_
2. \_\_\_\_\_

## 20d) Sentence Corrections

Correct the errors in the following sentences.

Example: I are very happy. = I am very happy.



1. What time the hockey game star? What time **does** the hockey game **start**?

2. I can't not find the keys. I **can't/cannot** find the keys.

3. I eating cause I'm hungry. I **am/I'm** eating **because** I'm hungry.

4. Can I come to? Can I come **too**?

5. I gonna get five oranges six apples and ten peach at the store.

**I'm/I am going to** get five oranges six apples and ten **peaches** at the store.

6. I dunno if I really wanna do it. I **don't know** if I really **want to** do it.

7. What mark you got on the test? What mark **did you get** on the test?

8. Toby Nick an Jim are tree very good friends.

Toby, Nick **and** Jim are **three** very good friends.

9. When I was four years old I can tie me shoes.

When I was four years old I **could** tie **my** shoes.

10. Hers dress is long, blues and very pretty.

**Her** dress is long, **blue** and very pretty.

11. I thing we gonna win the game. I **think we're/we are going to** win the game.

Write 2 sentences and ask your teacher to correct them:



**Please, check your sentences with the teacher.**

1. \_\_\_\_\_

2. \_\_\_\_\_

20e) Nous avons plusieurs proverbes en français qui donnent des animaux en exemple. Évidemment, il y en a beaucoup en anglais aussi. Il est étonnant de constater que les deux langues ont souvent des différences significatives dans la façon qu'elles illustrent leur point de vue sur un sujet donné.

In this exercise, note whether the "saying": a) has the exact same meaning; b) if both include animals (same or different); c) WRITE YOUR COMMENTS.



*Please, check your answers with the teacher.*

FRENCH PROVERBS	ENGLISH PROVERBS OR SAYINGS
Le chat parti, les souris dansent.	When the cat's away, the mice will play.
The signification (meaning) is exactly the same and they both use the same animals.	
Qui se ressemble s'assemble.	Birds of a feather flock together.
The meaning is the same but the French proverb doesn't refer to animals contrary to the English which does.	
Monter sur ses grands chevaux.	Get off your high horse.
Il ne faut pas mettre la charrue devant les bœufs.	Don't put the cart before the horse.
Il ne faut pas vendre la peau de l'ours avant de l'avoir tué.	Don't count your chickens before they hatch.
Un tien vaut mieux que deux tu l'auras.	A bird in the hand is worth two in the bush.
Un de perdu, dix de retrouvé.	There are plenty of fish in the sea.
À cheval donné, on ne regarde pas la bride.	Never look a gift horse in the mouth.
On n'apprend pas à un vieux singe à faire des grimaces.	You can't teach an old dog new tricks.

Qui vole un oeuf vole un boeuf.	Once a thief, always a thief.
Petit à petit, l'oiseau fait son nid.	A journey of a thousand miles begins with a single step.

20f) Find two proverbs that are similar in meaning or in their use of animals.  
Write your comments below following the same pattern used in the previous exercise.