

R_ ONE

PREPA-EXAMEN

GUIDE EN ANGLAIS

CYCLE DU SECONDAIRE

COURS DES REMISES A NIVEAU :

“SOUS FORME DES TRAVAUX DIRIGES”

<< DEUX MOIS DE CONCENTRATION ET DE TRAVAIL

ACHARNÉ VOUS DONNENT CINQ ANS D’AVANCE

DANS LA VIE >> RAYEZ

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CONTENU

OBJECTIF : Ce document a pour objectif de donner des astuces aux candidats aux différents examens et concours pouvant leur permettre de facilement identifier la bonne réponse et valider l'épreuve d'anglais avec brio et aussi d'améliorer leur niveau en anglais

- 1- Finding the correct form or tense of a verb in a sentence (comment trouver la forme correcte du verbe dans une phrase)
- 2- Finding the correct form of the adjective in a sentence (comment trouver la forme correcte de l'adjectif qualificatif: « comparative or superlative » dans une phrase)
- 3- Choosing the correct article and the zero article (comment identifier l'article approprié dans un contexte ; à quel moment l'article n'est pas requis)
- 4- Finding the correct pronoun (choix du pronom juste)
- 5- Choosing the right preposition of time and place (choix de la préposition juste)
- 6- Collocations with prepositions (prépositions qui vont avec certains mots)
- 7- Choosing the right conjunction (choix de la conjonction juste)
- 8- Choosing the correct question tag
- 9- Collocation with « do /make » (mots utilisés avec « do » et ceux utilisés avec « make »)
- 10- Some confusable words (certains mots qui prêtent souvent à confusion)
- 11- False friends (faux amis français/anglais)
- 12- Phrasal verbs and their meaning
- 13- Idiomatic expressions and their meaning (expressions idiomatiques et leur sens)
- 14- Reported speech (discours rapporté)
- 15- Question words (mots interrogatifs)
- 16- Passive voice (la voix passive)
- 17- Verbe « avoir » traduit par « to be » en anglais
- 18- List of irregular verbs
- 19- English Proverbs and their French equivalents

CHAPTER ONE: FINDING THE CORRECT FORM OF THE VERB IN A SENTENCE

- 1- Alima often _____(forget, forgets, forgetting) to take her medicine
- 2- It is high time I _____(go, went, gone) to the hospital
- 3- Mosquito nets prevent us from _____ (contract, contracted, contracting) malaria
- 4- My pen has been _____(stolen, stealing, stealed)
- 5- I didn't _____(see, saw, seen) you yesterday
- 6- It _____(rain, was raining, rained) this morning when I left for school
- 7- I tried _____(calling, call, to call) you but the network was disturbing
- 8- You should stop _____(making, to make, made) noise in class
- 9- I look forward to _____(hear, hearing, heard) from you soon
- 10- If you came early, you _____(would meet, would have met, will meet) the Principal

How do we identify the correct form: tense of a verb in a sentence?

These are the five rules:

1-Identify the indicator of tenses (chercher l'indicateur de temps)

Ici le candidat doit chercher à voir s'il y a un indicateur de temps qui nous permet de savoir si on doit mettre le verbe au present ou au past tense par exemple.

Indicators of tenses (quelques indicateurs de temps en anglais)

Simple present tense: always, usually, often, never, every, ... (actions habituelles)

Simple past tense: yesterday, last week, date, I wish+subject..., it is high time, I would rather+subejct ..., this morning; ...+ago,

Simple future tense: tomorrow, next ..., date

Present perfect tense: already, yet, just

Present perfect continuous: since, for

Future perfect continuous: by this time tomorrow

Past continuous tense: while; as; when

Present continuous tense: now, at the moment, listen!; look!

Ex. The AFCON **takes** (to take) place **every two years**.

Ici nous avons l'indicateur "every " qui renvoie au simple present tense.

2-Usage of tenses (valeur d'emploi du temps)

Si on n'a pas un indicateur de temps la phrase peut faire référence à une valeur d'emploi d'un temps précis que nous devons identifier.

Ex. The sun **rises** (to rise) in the East.

Ici, nous avons utilisé le simple present tense parce que cette phrase fait allusion à "general truth " qui est une valeur d'emploi de ce temps.

3-Sequence of tenses (concordance de temps)

Dans ce cas de concordance de temps, le candidat a deux verbes dans la phrase un étant généralement conjugué et l'autre devant être conjugué par ce dernier. Il doit ainsi respecter la concordance des temps.

Ex. When I **came** back home yesterday, my mother **had gone** (to go) to the market.

Ici nous avons deux actions dans le passé, l'une s'étant déroulée avant l'autre. La règle de concordance nous dit que la première action accomplie sera au Past perfect (had gone) et la deuxième action au simple past (came).

Nous avons également la concordance de temps dans les phrases au conditionnel ; ainsi dans une phrase au conditionnel, dès qu'on a un verbe conjugué au « Past perfect », l'autre verbe doit être automatiquement conjugué au « conditional perfect ».

Ex ; Students **would have succeeded** (succeed) if they **had studied** their lessons.

NB. Il y a plusieurs autres instances de « sequence of tenses » en anglais.

4-Indicators of gerund (indicateurs du gérondif)= VERB+ING utilisé comme un nom

Le candidat devra aussi vérifier si le verbe n'est pas précédé d'un indicateur du gérondif qui sont entre autres les prépositions (in, at, on, from, about ; with ; without), certains verbes (like, enjoy, stop, avoid, prefer), certaines expressions (look forward to, be used to, would you mind, can't help, spend+time/the day).

Ex. I enjoy **eating** (to eat) beans (Ici le verbe "enjoy" introduit le gerund.)

Their father is used to **addressing** (addressing, addresses, address) people like

that

(L'expression "be used to " introduit le gerund)

5-Presence of some verbs (présence de certains verbes)

La présence de certains verbes (auxiliaire, Modals,..) conditionne la forme du verbe qui suit.

En règle générale :

#Aux to be + ING form of the verb dans une phrase active.

Ex. Joe is **teaching** (teach; taught, teaching) English

#Aux to be +Past participle of the verb in a passive sentence.

Ex. English is **taught** (teach; taught, teaching) by Joe.

#Aux to have +Past participle of the verb

EX. Students will have **finished** (finish; finished; finishing) their homework

#Modals + bare infinitive (infinitif sans la particule "to")

Ex. I could **call** (call; called; calling) you, but I didn't

#Semi aux "to do" + bare infinitive (infinitif sans la particule "to")

Ex. Yesterday, I did not **see** (see, saw, seen)my friend Djamilla.

#Some verbs "want; intend; pretend; try; advise; decide; forget"+ to infinitive

Ex. The boy wanted **to tell** (told; telling; to tell) the truth but he was afraid of his father

CHAPTER TWO: USING ARTICLES

ARTICLE or NO ARTICLE?

For each of the following sentences, fill in the blank with either "a", "an", "the", or "no article".

1. _____ Chinese is a difficult language to learn.
2. _____ general's army attacked the city at night.
3. I like to play _____ basketball.
4. It is _____ honour for me to be here
5. She is _____ prettiest girl in the school.
6. I have _____ idea! Let's go bowling.
7. I have borrowed _____ money from her before.
8. My first apartment was on _____ Orange Street.
9. _____ dress she is wearing is blue.
10. He is _____ real gentleman.

RULES

A is used in front of a countable noun beginning with a consonant sound

Book, university, uniform, hotel, baby, union, car

AN is used in front of a countable noun beginning with a vowel sound

Orange, honour, hour, apple, umbrella

THE is used with a noun mentioned previously in the discourse, known by the person we are talking to; name of something which is unique in the universe (the earth, sun, moon), the Atlantic Ocean

ZERO ARTICLE in front of proper nouns (Alima, Cameroun), abstract nouns, languages

CHAPTER THREE: USING THE APPROPRIATE PRONOUN

- 1- My brother and _____(I, me) are doing exercises
- 2- I am not talking to _____(he, him)
- 3- This is _____(my, mine) pen it is not _____(your, yours)
- 4- This is my dog; _____(his, its, her) tail was cut
- 5- The couple did not love _____(each other, one another, themselves); so they were always fighting
- 6- Students are helping _____(each other, one another, themselves) to do the assignment
- 7- The boy _____(who, whose, whom) you saw is my cousin
- 8- The town _____(where, which, whose) I live is very dirty
- 9- This is the woman _____(who, whose, whom) daughter is my Principal
- 10- I saw the man _____(who, whom, which) gave you the book
- 11- I searched everywhere but I saw _____(anything, nothing)
- 12- I searched everywhere but I didn't see _____(anything, nothing)

TABLEAU RECAPITULATIF

SUBJECT	OBJECT	REFLEXIVE	POSSESSIVE PRONOUN	POSSESSIVE ADJECTIVE
I (je)	Me (moi)	Myself (moi-meme)	Mine (le mien/la mienne)	My (mon/ma)
You (tu)	You (te)	Yourself	Yours (le tien/ la tienne)	Your (ton/ta)
He (il)	Him (lui/le)	Himself	His (le sien/la sienne)	His (son/sa)

She (elle)	Her (la)	Herself	Hers (la sienne/ le sien)	Her (son/sa)
It	It (le/la)	Itself	Its	Its (son/sa)
We (nous)	Us (nous)	Ourselves	Ours (le notre/ la notre)	Our (notre/nos)
You (vous)	You (vous)	Yourselves	Yours (le votre/la votre)	Your (vos/votre)
They (ils/elles)	Them (eux)	Themselves	Theirs (le leur/la leur)	Their (leurs)

PRONOMS RELATIFS

Rappel : L'antécédent est le mot que le pronom relatif remplace (auquel il renvoie)

On utilise '**WHO**' lorsque l'antécédent est un humain et est le sujet de la phrase.

POSITION DANS LA PHRASE : ANTECEDENT (humain) + WHO + VERBE

Ex : The man **who** drives that car is my neighbour.

On utilise '**WHICH**' lorsque l'antécédent n'est pas humain et est le sujet de la phrase

POSITION DANS LA PHRASE : ANTECEDENT (animal ou chose) + WHICH + VERBE

. Ex : The car **which** is red is mine.

On utilise '**WHOM**' lorsque l'antécédent est humain et complément d'objet.

POSITION DANS LA PHRASE : ANTECEDENT + (TO) WHOM + SUJET + VERBE

Ex : The guy **whom** I have given my keys to is my son. (I have given my keys to *the guy*)

On utilise '**WHOSE**' lorsqu'il y a un lien d'appartenance (possession) entre les termes qui encadrent le pronom.

POSITION DANS LA PHRASE : NOUN + WHOSE + NOUN

Ex : The man **whose** wife is next to you is a policeman. (It is the man's wife)

On utilise '**WHERE**' lorsque l'antécédent est un lieu. Ex : The town **where** I live is very dirty.

POSITION DANS LA PHRASE: ANTECEDENT (lieu) + WHERE + SUJET + VERBE

Attention : un pronom relatif peut suivre un lieu et être 'which', mais dans ce cas, le pronom relatif est sujet. Ex : The house **which** is over there is mine. (the house is mine)

On utilise 'when' lorsque l'antécédent est une date, une période ou l'expression d'une durée. Ex : He was born on the day **when** Princess Diana died.

RECIPROCAL PRONOUNS

Each other: action reciproque entre deux personnes

One another: action reciproque entre plus de deux personnes

INDEFINITE PRONOUNS

Nobody, nothing : s'utilisent seulement dans les phrases positives

Anybody ; anything : s'utilisent seulement dans les phrases négatives et interrogatives

Example : I saw nobody : I didn't see anybody

CHAPTER FOUR: USING PREPOSITIONS

- 1- There is a picture _____(on, in, at) the wall _____(on, at, in) the kitchen
- 2- There is a shop _____(on, at, in) the end of this street
- 3- Children are playing _____(on, at, in) the garden
- 4- We have been waiting _____(since, for, during) 30 minutes
- 5- I have not eaten _____(for, since, during) this morning
- 6- I was born _____(in, on, at) July 2, 1994
- 7- The party is starting _____(on, at, in) 7PM
- 8- Peter was angry _____(with, at, against) me because I did not invite him
- 9- Ali is good _____(in, at, about) playing football
- 10- After being accused _____(for, of, in) hacking, the man was finally found guilty _____(for, from, of) all the allegations and he was sentenced _____(at, to, for) a three-year jail

RULES

INDICATING PLACE/LOCATION

AT + specific place

IN + a broad area

ON + lying somewhere (posé sur)

INDICATING TIME

AT + hours, night, the weekend

IN + months, years, periods of the day (the morning),

ON + days of the week, dates

SINCE + given time, starting point of an activity

FOR + duration

DURING + phrase (during the night)

WHILE + clause (while we were sleeping)

COLLOCATIONS

Il s'agit ici des prépositions qui sont utilisés avec certains mots bien précis :

Angry with	Damage to	Furious about	Impressed with/by
Different from	Solution to	Excited about	Fed up with
Difference between	Reaction to	Pleased with	Sorry about
Married to	Attitude to/towards	Worried about	Feel sorry for
Advantage of	Relationship with	Condemn to	Shout at
Accuse of	Connection with	Satisfied with	Good at
Increase/decrease in	Kind of	Disappointed with	Engaged to
guilty of	Polite/friendly to	Surprise by	Interested in
Similar to	Responsible for	Certain/sure of	Full of
Famous for	Tired of	Capable of	Aware of
Talk about	Care for/about	Search for	Depend on

CHAPTER FIVE: USING CONJUNCTIONS

- 1- _____ (although, because, owing to) his sickness, Ali did not come to school
- 2- Estelle is very beautiful; _____ (beside, besides, so) she is very intelligent
- 3- _____ (although, despite, due to) the lack of medical supplies, the hospital kept going
- 4- I remember him well _____ (despite, though, when) I was still a child
- 5- The children were very tired _____ (although, if, but) the love of their country kept them working
- 6- I could not finish the work _____ (despite, since, in case) I was very tired
- 7- The houses did not respect the norms _____ (since, so, but) the government destroyed them
- 8- I will go without you _____ (if, unless, until) you come early
- 9- Wait here _____ (unless, if, until) I come back
- 10- No sooner did he come _____ (than, that, so) he started to disturb

RULES

CONJUNCTIONS OF ADDITION

In addition, and, furthermore (en plus), moreover (de plus), besides (en outre)

CONJUNCTIONS OF REASON / CAUSE

Owing to (du fait de), due to (à cause de), thanks to (grâce à), because of (à cause de), because

Owing to/due to/thanks to/Because of+Noun

Because+Subject+Verb

CONJUNCTIONS OF OPPOSITION AND CONTRAST

But, yet (mais), although (bien que), though (pourtant), despite (malgré), in spite of (en dépit de)

Despite/in spite of+Noun

Although+Subject+verb

CONJUNCTIONS OF CONCESSION

However (cependant); notwithstanding (nonobstant)

CONJUNCTIONS OF CONDITION

If (si); if only (si seulement); unless (à moins que); until (jusqu'à ce que); as long as (tant que); in case (au cas où); otherwise (au cas contraire)

CORRELATIVE CONJUNCTIONS

Neither ...nor (ni ...ni)

Either ...or (soit ...soit)

Not only ...but also (non seulement ...mais aussi)

No sooner ...than (à peine ...que)

Both ...and (les deux)

EXPRESSING PURPOSE (LE BUT)

To (pour); in order to (dans le but de) ; so as to (au point de)

EXPRESSION RESULT/CONSEQUENCE

so (donc); thus (ainsi); therefore (ainsi)

CHAPTER SIX : USING PHRASAL VERBS

- 1- The match was put _____(on, out, off) because of the rain
- 2- The Principal called _____(in, off, out) the meeting because he was busy
- 3- Hurry _____(on, up, in) please, we are late
- 4- Firefighters managed to put _____(on, off, out) the flames
- 5- Kindly take _____(off, out, on) your shoes and put _____(out, off, on) your slippers before coming in
- 6- It is not good to look _____(out, down, up) on poor people

- 7- When I signed _____(on, in, at) yesterday, I realized someone has hacked _____(in, on, into) my account

Give the meaning of the underlined phrasal verb

- 1- The court registrar **took down** everything the defendant said
- 2- She wanted to **find out** the truth
- 3- Her mother could not **put up with** her behavior, so she sent her to her grandparents
- 4- I **look forward to** hearing from you soon
- 5- Never **give up**!
- 6- You should **look out**! Your mother asked you to **look after** your junior brother
- 7- She **turned down** his proposal because he is poor

RULE

A phrasal verb is a verb that has two or three elements (VERB + PREPOSITION / ADVERB) with an idiomatic meaning (the meaning is not literal): le sens n'est pas literal (mot à mot)

PHRASAL VERB WITH "LOOK"

- LOOK AFTER = take care of (prendre soin)
LOOK FOR = try to find (chercher)
LOOK AT = turn eyes on (focus on) (regarder)
LOOK OUT = be careful (faire attention)
LOOK INTO = investigate; examine (investiguer)
LOOK DOWN ON = despise (mépriser)
LOOK UP = check (vérifier)
LOOK ROUND = visit (visiter)

PHRASAL VERBS WITH "PUT"

- PUT ON = wear (porter un habit)
PUT OUT = extinguish (éteindre)
PUT OFF = postpone (renvoyer)
PUT UP = stand (mettre debout)
PUT FORWARD = suggest (suggerer)

PHRASAL VERBS WITH "RUN"

- RUN INTO = meet by chance (rencontrer au hasard)
RUN OUT = get finish
RUN AWAY = escape (s'enfuir)

RUN AFTER = chase (poursuivre)

PHRASAL VERBS WITH "TURN"

TURN ON = illuminate (allumer)

TURN DOWN = refuse (refuser; décliner une offre)

TURN UP = increase (augmenter); arrive

TURN OFF = extinguish (éteindre)

QUELQUES PHRASAL VERBS TRADUITS EN FRANCAIS

Verbe	Traduction
break down	tomber en panne
break up	disperser (une foule)
bring back	Rapporter
brush up	rafraîchir (ses connaissances)
carry on	continuer, poursuivre
carry out	mener à bien
catch up	rattraper son retard
come off	se détacher
cut off	Couper
drop in	passer voir qn
eat up	manger (tout)
get off	descendre (d'un bus...)
get over	se remettre de
get up	se lever
get on	s'entendre (avec qn)
give back	Rendre
give up	renoncer à
give away	Distribuer
go ahead	Poursuivre
grow up	Grandir
keep on	continuer à

Verbe	Traduction
lay off	Licencier
look up	chercher (un mot)
make out	Comprendre
pay back	Rembourser
pick up	Ramasser
pull down	Abaisser
push back	Repousser
put off	Reporter
put away	Ranger
put on	mettre (un vêtement...)
put up with	Tolérer
run for	être candidat, se présenter
run out	manquer de
set off	Partir
sort out	ranger, régler
stand up	se lever (d'un siège)
switch on	allumer (la lumière...)
take off	Décoller
take over	Reprendre
take off	Enlever/ décoller
turn down	Refuser
write down	Noter

CHAPTER SEVEN: CONFUSABLE WORDS

- 1- Did you _____(make, do) arrangements for our next class?
- 2- Ali is _____(doing, making) business in order to _____(do, make) money
- 3- Can you _____(do, make) me a favor, please?
- 4- It is very dangerous when a doctor _____(does, makes) mistakes
- 5- My mother _____(did, made) breakfast very early this morning
- 6- I am going to _____(do, make) my hair

7- The minister _____(did, made) a brilliant speech

DO / MAKE

DO	MAKE
A job	A mistake
Your hair	Noise
Business	A cake
Your homework	Arrangements
An assignment	A promise
Exercises	Money
Your nails	Breakfast
A favour	Dinner
Gymnastics	Love
Something wrong	A difference
Better	A plan
Your best	An effort
Well	Up your mind
The right thing	An exception
Damage	An offer
Harm	A profit
A good job	Sense
Shopping	Trouble
The dishes	Changes
The cleaning	A speech
The ironing	A suggestion
Research	A call
A deal	A reservation
	A comment

8- Mbida decided to _____(tell, say) the truth

9- He _____(told, tell) that he was sick

10- Did you _____(hear, listen to) thye news yesterday?

11- They _____(accepted, agreed) our proposal and we
_____ (accepted, agreed) to work together

12- Can you _____(borrow, lend) me your English book, please?

13- I father always buys my _____(furniture, school materials)
from the _____(library, bookshop, drugstore)

14- There are five _____(hundred, hundreds) students in this
school

15- My mother always _____(advices, advises) me to respect elders

- 16- Mr Antony _____(gains, earns, wins) 200 000 frcs a month
- 17- This is _____(quit, quiet, quite) a dangerous game
- 18- The medicine had good _____(affect, effect) and the disease did not _____(affect, effect) the patient
- 19- The _____(economic, economical) situation of the country is not satisfactory
- 20- There was a thief _____(among, between) the four boys
- 21- The boy had an injury on the _____(heel, heal) and the doctor could not _____(heel, heal) him
- 22- My cousin is a _____(servant, waiter) in that restaurant
- 23- My company made a lot of _____(profit, benefit) last year
- 24- I will _____(rest, stay) with my brother for two days
- 25- We should take the _____(treat, threat) of the terrorists seriously

CHAPTER EIGHT: USING THE CORRECT FORM OF ADJECTIVES

- 1- This is the _____(good, better, best, bestest) present I have ever received
- 2- She made the _____(baddest, worse, worst) mistake of her life
- 3- Mbe is the _____(old, oldest, eldest) boy of the class
- 4- Aliah is the _____(older, oldest, eldest) child of this family
- 5- Ali is _____(young, younger, youngest) than Alima
- 6- We had _____(fun, funner, more fun, most fun) today than yesterday
- 7- Using glass bottles is _____(more healthy, healthy, healthier) than using plastic bottles; but plastic bottles are _____(easy, easier, more easy, easiest) than glass bottles to recycle
- 8- The Biology book is very _____(more expensive, expensive, most expensive)
- 9- Citizenship is the _____(less, least) difficult subject in 6e
- 10- This game is boring; let us do something _____(interesting, more interesting, most interesting)
- 11- You should consult a doctor; the _____(early, earlier, earliest) the _____(better, best)

RULES

Le comparatif est suivi de « than » et le superlatif est précédé de « the »

Les formes « elder » et « eldest » sont utilisées quand on compare l'âge les membres d'une famille ; quand il ne s'agit pas d'une famille, on utilise les formes « older » et « oldest »

Dans l'expression « the earlier, the better » qui veut dire « le plus tôt serait le mieux », on utilise le comparatif après « the », ce qui est une dérogation à la règle.

REGLE DE FORMATION

Pour former le comparatif et le superlatif de l'adjectif qualificatif en anglais, il faut d'abord identifier le nombre de syllabes de cet adjectif :

1- One syllable adjective

Positive	Comparative « ER »	Superlative « EST »
Short	Shorter	Shortest
Clean	Cleaner	Cleanest
Cold	Colder	Coldest
Small	Smaller	Smallest
Young	Younger	Youngest

EX. Paul is **younger than** Peter

2- More than one syllable

Positive	Comparative	Superlative
Beautiful	More beautiful	most beautiful
Interesting	more interesting	most interesting
Intelligent	More intelligent	most intelligent
Expensive	More expensive	most expensive

EX. Djamilla is **the most beautiful** girl of the class

3- Irregular adjectives (les adjectifs qui changent de forme de base)

Positive	Comparative	Superlative
Good	Better	Best
Bad	Worse	Worst
Far	Further	Farthest
Much/many	More	Most
Little	Less	Least

NB: Certains adjectifs doublent de consonne finale dans la formation du comparatif et superlatif ; il s'agit entre autres de :

- wet → wetter / wettest
- big → bigger / biggest
- hot → hotter / hottest

- thin → thinner / thinnest

Si l'adjectif se termine par 'y', on change le "y" en 'i'.

- dry → drier / driest

Si l'adjectif se termine par 'e', on ajoute tout simplement 'r'.

- nice → nicer / nicest
- large → larger / largest

Certains adjectifs à une syllable forment leur comparative et superlatif avec "more" et "most" au lieu de « er » et « est ». il s'agit entre autres de :

- fun → more fun / most fun (NOT ~~funner / funnest~~)
- real → more real / most real (NOT ~~realer / realest~~)
- right → more right / most right (NOT ~~righter / rightest~~)
- wrong → more wrong / most wrong (NOT ~~wronger / wrongest~~)

Certains adjectifs à plusieurs syllabes forment leur comparative et superlative avec "er" et "est" au lieu de "more" et "most"

- clever → cleverer / cleverest
- simple → simpler / simplest
- narrow → narrower / narrowest

Adjectives with two syllables that end in 'y' usually can add 'er' or 'est' (y generally changes to i). It's also fine to use 'more' or 'most'.

- dirty → dirtier / dirtiest
- pretty → prettier / prettiest
- happy → happier / happiest
- ugly → uglier / ugliest

ORDRE DES ADJECTIFS DANS UN SYNTAGME NOMINAL

Dans la description d'un élément, il peut arriver qu'on aligne trois quatre voire plus d'adjectifs épithètes (directement rattachés au nom) ; dans ce cas il faudrait penser à mettre ces adjectifs dans l'ordre normal qui est :

Determiner + Quantity or Number + Quality or Opinion + Size + Age + Shape + Colour + Origin or Proper adjective + Material + Purpose or Qualifier + NOUN

EXAMPLES

1. I love that **really big old green Antique** car that always parked at the end of the street. [quality- size- age - color - proper adjective]
2. My sister has a **beautiful, big, tan** and **white** bulldog. [quality -size -color - color]
3. A **wonderful old Italian** clock. [opinion - age - origin]
4. A **big square blue** box. [dimension or size - shape - color]
5. A **disgusting pink plastic** ornament. [opinion - color - material]

CHAPTER NINE: USING THE PASSIVE VOICE

- 1- This book _____(was written, was writing, wrote) in 2017
- 2- A test _____(will write, will have written, will be written, is writing) by students on Saturday
- 3- The national anthem _____(can sing, can be sung, can sung) by everybody
- 4- Students _____(will be punished, would be punished) if they do not do the assignment
- 5- We speak English : English _____(is being spoken, spoke, is spoken) by us
- 6- The teacher has taught this lesson : This lesson _____(had been taught, has been taught, was taught) by the teacher
- 7- My mother is washing dresses : Dresses _____(washing, are washed, are being washing, are being washed) by my mother

RULES

Difference between ACTIVE and PASSIVE voice

Pour identifier une phrase à la voix passive, il faut examiner le sujet grammatical (élément devant le verbe); si le sujet fait l'action exprimé par le verbe, c'est la voix active ; dans le cas contraire il s'agit de la voix passive.

Tense	Active	Passive
present simple	Mr Tallé teaches english	English is taught by Mr Tallé
present continuous	Mr Tallé is teaching English	English is being taught by Mr Tallé
past simple	Mr Tallé taught English	English was taught by Mr Tallé
past continuous	Mr Tallé was teaching English	English was being taught by Mr Tallé
present perfect	Mr Tallé has taught	English has been taught by Mr

	English	Tallé
pres. perf. continuous	Mr Tallé has been teaching English	English has been being taught by Mr Tallé
past perfect	Mr Tallé had taught English	English had been taught by Mr Tallé
future simple	Mr Tallé will teach English	English will be taught by Mr Tallé
future perfect	Mr Tallé will have taught English	English will have been taught by Mr Tallé

CHAPTER TEN: USING THE QUESTION TAG

- 1- Students are waiting for the teacher, _____?(aren't they, isn't it, are they)
- 2- Boniface has a new car, _____? (hasn't he, doesn't he, has he)
- 3- Neither my father nor my mother attended the meeting, _____? (attended they, did they, didn't they)
- 4- Everybody has done the assignment, _____? (hasn't they, haven't they, have they)
- 5- My mother likes okok, _____? (liken't she, does she, doesn't she)
- 6- The teacher will punish you if you disturb, _____? (will he, doesn't he, won't he)
- 7- Let's go out tonight, _____? (do we, shall we, will we)
- 8- Open the door, _____? (can you, will you, do you)

REGLE 1: A **positive** statement is followed by a **negative** question tag.

- Eyango **is** from Melong, **isn't** he?
- Raissa **can** speak English, **can't** she?

REGLE 2: A **negative** statement is followed by a **positive** question tag.

- They **are not** funny, **are** they?
- Vinay **should not** say things like that, **should** he?
- Milena and Frida **did not go** to school, **did they**?

LEXICAL VERBS (verbs that are neither auxiliaries nor modals)

When the lexical verb in the main sentence is in the *present simple* we form the question tag with **do / does**.

- You **play** the guitar, **don't** you?
- Patricia **likes** tennis, **doesn't** she?

If the verb is in the *past simple* we use **did**.

- They **went** to the cinema, **didn't** they?
- Patricia **studied** in Douala, **didn't** she?

NB 1 : Quand la phrase contient un mot avec un sens négatif (never, hardly, scarcely, rarely, neither...nor), le question tag est positif :

- Eba'a **hardly** speaks in class, **does** he?
- Students **neither** eat **nor** drink in restaurants, **do** they?

NB 2: Quand le sujet de la phrase est n pronom indefini comme « nobody / everybody/ No one », le pronom utilisé dans le question tag est « they »

EX : Nobody/ No student was in class during the French class, **were they?**

Every Cameroonian can sing the National Anthem, **can't they?**

NB 3: Le cas des phrases à l'impératif (shall + we / will + you)

EX. Let's do our homework now, **shall we ?**

Open the door, **will you?**

NB 4: The verb TO HAVE

EX: Crystal **has** a new bag, **doesn't he? (used as a lexical verb)**

Crystal **has bought** a new bag, **hasn't he? (used as an auxiliary verb)**

NB 5: I am the best student of my class, **aren't I?**

CHAPTER ELEVEN: TENSES

Present Simple

I study English every day.

SIGNAL WORDS:

always, every ..., never, normally, often, seldom, sometimes, usually
if sentences type I (If I talk, ...)

Present Continuous

I am studying English now.

SIGNAL WORDS:

Now, at the moment, look!, listen!

Present Perfect

I have studied English in several different countries.

SIGNAL WORDS:

Already, just, yet

Present Perfect Continuous

I have been studying English for five years.

SIGNAL WORDS: for, since

Past Simple

Two years ago, I studied English in England.

SIGNAL WORDS:

yesterday, 2 minutes ago, in 1990, the other day, last Friday; I wish+subject; the expression "it is high time"
if sentence type II (If I talked, ...), this morning, would rather+subject

Past Continuous

I was studying English when you called yesterday.

SIGNAL: when, while, as

Past Perfect

I had studied a little English before I moved to the U.S.

Past Perfect Continuous

I had been studying English for five years before I moved to the U.S.

Future Simple

If you are having problems, I will help you study English.

SIGNAL WORDS:

Tomorrow, next week, next year; conditional type 1, date

Future Continuous

I will be studying English when you arrive tonight.

Future Perfect

I will have studied every tense by the time I finish this course.

SIGNAL: by the time

Future Perfect Continuous

I will have been studying English for over two hours by the time you arrive.

CONDITIONALS

Zero conditional: If + présent simple + présent simple

Exemples : If you heat water a lot, it turns to water vapour.

Conditional Type 1 : If + présent simple + will + verbe (infinitif)

Ex: If you go home late, your parents will be worried.

Conditional Type 2 : If + Past simple + would + verbe (infinitif)

If she lived in the city, she would have better job opportunities

Conditional Type 3 : If + past perfect + would have + participe passé.

If he hadn't driven quickly, he wouldn't have had an accident.

CHAPTER TWELVE : REPORTED SPEECH

Quand nous passons du Direct Speech au Reported Speech, plusieurs changements s'opèrent dans la phrase : la ponctuation, les temps verbaux, les adverbes, les pronoms, les adjectifs possessifs et démonstratifs ...

DIRECT SPEECH	REPORTED SPEECH
Simple present tense	Simple past tense
Simple past tense	Past perfect tense
Present continuous	Past continuous
Present perfect	Past perfect
Present perfect continuous	Past perfect continuous
Imperative	Infinitive (to+verb)
Will	Would
Can	Could
Now	Then/at that time
Here	There
I	he/she
We	They
You	He/she/they
Me	Him/her
Us	They
Myself	Himself/herself
This	That
These	Those
Today	That day
Tomorrow	The next day

Yesterday	The previous day/the day before
Last week	The previous week
Next week	The following week

Reported Stements

DIRECT SPEECH: "**My friend is sick now**", Paul said

REPORTED SPEECH: Paul said that **his friend was** sick at **that time**

Reported Questions

YES/NO QUESTIONS

DIRECT SPEECH: "Did you eat yesterday?", my father asked me

REPORTED SPEECH: My father asked me **if I had eaten the day before**

WH-QUESTIONS

DIRECT SPEECH: "When will you come back?", I asked my father

REPORTED SPEECH: I asked my father **when he would** come back

Reported Orders/commands/requests

DIRECT SPEECH: "Stop noise!", the teacher ordered students

REPORTED SPEECH: The teacher ordered students **to stop** noise

REMARQUE:

Dans certaines situations, les temps verbaux du Reported Speech ne changent pas, il s'agit entre autres de:

- **Quand le « reporting verb est au présent (present simple, present continuous)**

Exemple : « I am single », Abi is telling Obe = Abi **is telling** Obe that she **is** single

- **Quand on parle de quelque chose qui est toujours vraie**

Exemple : « The sun **rises** in the East », the teacher told us = The teacher told us that the sun **rises** in the East

BONUS:

IDIOMATIC EXPRESSIONS

Ce sont des expressions qui ne doivent pas être interprétées au sens littéral du terme mais plutôt avec un sens figé qui doit être buché par l'apprenant.

To cry your eyes out: to weep so much (pleurer à chaudes larmes)

It is raining cats and dogs: raining a lot (il pleut des cordes)

To see eye to eye: to agree (être d'accord)

Catch one's eyes: attirer l'attention

To see red: être fâché

Have green fingers: être un bon jardinier

FALSE FRIENDS / FAUX AMIS

« False friends » est un terme utilisé pour désigner des mots qui se ressemblent dans deux langues différentes, mais qui renvoient à deux réalités complètement différentes. L'intérêt d'étude d'un tel concept réside dans le fait qu'en contexte d'apprentissage d'une langue seconde ou étrangère, l'apprenant peut faire face à des confusions. Ainsi nos locuteurs francophones qui apprennent l'anglais pourront par exemple prendre le mot « library » pour « librairie » qui existe en français, leur première langue. Il faudrait donc maîtriser ces mots m « faux amis » pour ne plus les confondre.

ENGLISH	FRENCH		FRENCH	ENGLISH
library	Bibliothèque		Librairie	Bookshop
injury	Blessure		Injure	Verbal Abuse
actually	En fait		actuellement	Currently
car	Voiture		Car	Bus
attend	Assister/prendre part à		Attendre	To wait
chance	Hasard		Chance	Luck
bless	Bénir		Blesser	Wound
coin	Pièce		Coin	Corner
journey	Voyage		Journée	Day
lecture	Cours magistral		Lecture	Reading
money	Argent		Monnaie	Change
quit	Cesser		Quitter	Leave

rest	Repos		Rester	Stay
sensible	Raisonnable		Sensible	Sensitive
tissue	Mouchoir en papier		Tissu	Fabric
caution	Prudence		Caution	Deposit
agenda	Ordre du jour		Agenda	Diary
bra	Soutien gorge		Bras	Hand
achieve	Réaliser		Achever	Finish
command	Ordre		commander	Order
deceive	Tromper		Decevoir	Disappoint
delay	Retard		délai	Deadline
design	Conception		dessin	Drawing
deputy	Adjoint		député	Parliamentarian
effective	Efficace		effectif	Implemented
figure	Chiffre		figure	Face
licence	Permis		licence	Bachelor's degree
furniture	Meubles		fournitures	A school materials
location	Lieu		location	Rentage
pork	Viande du porc		porc	Pig
petrol	Essence		petrole	Kerosene
photograph	Photo		photographe	Photographer
process	Procédure		procès	Trial
rude	Impoli		rude	Rough
realise	Constater		realiser	To discover
To report	Signaler		reporter	Postpone
summary	Résumé		sommaire	Table of contents
experience	Expérience (habileté)		Expérience (labo)	experiments

ENGLISH PROVERBS AND THEIR FRENCH EQUIVALENTS

A word to the wise is enough / À bon entendeur, salut !

- Actions speak louder than words / Les actions en disent plus que les mots
- A stitch in time saves nine / Un pas fait à temps en vaut cent / Mieux vaut

prévenir que guérir

- A friend in need is a friend indeed / C'est dans le besoin qu'on reconnaît ses amis / Amitié dans la peine, amitié certaine
- All's fair in love and war / En amour comme à la guerre, tous les coups sont permis
- All that glitters is not gold / Tout ce qui brille n'est pas or
- As you make your bed, so you must lie in it / Comme on fait son lit, on se couche
- As you sow, so shall you reap / Quand le vin est tiré, il faut le boire
- Beauty lies in the eye of the beholder / La beauté est relative
- Beggars can't be choosers / Nécessité fait loi / Un mendiant n'a pas le choix
- Better late than never / Mieux vaut tard que jamais

- Birds of a feather flock together / Qui se ressemble s'assemble
- Call a spade a spade / Il faut appeler un chat un chat
- Charity begins at home / Charité bien ordonnée commence par soi-même
- Charity will be rewarded in heaven / Qui donne aux pauvres prête à Dieu
- Never judge a book from its cover / L'habit ne fait pas le moine
- Curiosity killed the cat / La curiosité est un vilain défaut
- Don't count your chickens before they are hatched / Il ne faut pas vendre la peau de l'ours avant de l'avoir tué
- Don't cross a bridge till you come to it / Chaque chose en son temps
- Don't judge a book by its cover / Il ne faut pas se fier aux apparences
- Familiarity breeds contempt / La familiarité engendre le mépris
- Grasp all, lose all / Qui trop embrasse, mal étreint
- He who laughs last laughs best / Rira bien qui rira le dernier
- Let sleeping dogs lie / Il ne faut pas réveiller le chat qui dort
- Once bitten, twice shy / Chat échaudé craint l'eau froide
- Patience brings all things about / Tout vient à point à qui sait attendre
- People who live in glass houses should not throw stones / Mieux vaut commencer par balayer devant sa porte
- Plenty is no plague / Abondance de biens ne nuit pas
- Practice makes perfect / C'est en forgeant qu'on devient forgeron
- Prevention is better than cure / Mieux vaut prévenir que guérir
- Silence gives consent / Qui ne dit mot consent
- Sleep on it / La nuit porte conseil ; To take a French leave/ Filler à l'anglaise
- Sleeping dogs don't bite / Il ne faut pas éveiller le chat qui dort
- Spare the rod and spoil the child / Qui aime bien châtie bien
- Speech is silver, silence is golden / La parole est d'argent mais le silence est d'or

- Sue a beggar, and catch a louse / À colleter un gueux, on devient pouilleux
- Sufficient unto the day is the evil thereof / A chaque jour suffit sa peine
- The early bird catches the worm / L'avenir appartient à ceux qui se lèvent tôt
- The fewer, the better cheer / Moins nous serons, plus nous mangerons
- The leopard cannot change its spots / Chassez le naturel, il revient au galop
- Time will tell / Qui vivra verra
- Tomorrow is another day / A chaque jour suffit sa peine
- Too many cooks spoil the broth / Trop de cuisiniers gâtent la sauce

AVOIR traduit par TO BE en Anglais dans les cas suivants

- AGE : j'ai 20 ans= I am 20 years old
- J'ai peur = I am afraid
- J'ai honte = I am ashamed
- J'ai faim = I am hungry

IRREGULAR VERBS

Infinitive (to...)	Past Tense	Past Participle	French
awake	awoke	awoken	se réveiller
be	was, were	been	être
bear	bore	borne/born	porter / supporter/ naître
beat	beat	beaten	battre
become	became	become	devenir
begin	began	begun	commencer
bend	bent	bent	plier / se courber
bet	bet	bet	parier
bid	bade / bid	bidden / bid	offrir / faire une enchère
bind	bound	bound	lier
bite	bit	bitten	mordre
bleed	bled	bled	saigner.
blow	blew	blown	souffler, gonfler
broadcast	broadcast	broadcast	diffuser, émettre
break	broke	broken	casser

bring	brought	brought	apporter
build	built	built	construire
burn	burnt	burnt	brûler
burst	burst	burst	éclater
buy	bought	bought	acheter
can	could	could	pouvoir
cast	cast	cast	jeter / distribuer (rôles)
catch	caught	caught	attraper
choose	chose	chosen	choisir
come	came	come	venir
cost	cost	cost	coûter
cut	cut	cut	couper
deal	dealt	dealt	distribuer
dig	dug	dug	creuser
dive	dived	dived	plonger
do	did	done	faire
draw	drew	drawn	dessiner / tirer
dream	dreamed / dreamt	dreamed / dreamt	rêver
drink	drank	drunk	boire
drive	drove	driven	conduire
eat	ate	eaten	manger
fall	fell	fallen	tomber
feed	fed	fed	nourrir
feel	felt	felt	se sentir / ressentir
fight	fought	fought	se battre
find	found	found	trouver
flee	fled	fled	s'enfuir
fling	flung	flung	lancer
fly	flew	flown	voler (avion ..)
forbid	forbade	forbidden	interdire
forecast	forecast	forecast	Prédire
forget	forgot	forgot / forgotten	oublier
forgive	forgave	forgiven	pardonner
freeze	froze	frozen	geler
get	got	got / gotten	obtenir
give	gave	given	donner

go	went	gone	aller
grind	ground	ground	moudre / opprimer
grow	grew	grown	pousser / grandir
hang	hung	hung	tenir / pendre
have	had	had	avoir
hear	heard	heard	entendre
hide	hid	hidden	caler
hit	hit	hit	taper / appuyer
hold	held	held	tenir
hurt	hurt	hurt	blesser
keep	kept	kept	garder
kneel	knelt	knelt	s'agenouiller
know	knew	known	connaître / savoir
lay	laid	laid	poser (à plat-étendre)
lead	led	led	mener/guider
lean	leant / leaned	leant / leaned	s'incliner / se pencher
leap	leapt / leaped	leapt / leaped	sauter / bondir
learn	learnt	learnt	apprendre
leave	left	left	Laisser / partir / quitter
lend	lent	lent	prêter
let	let	let	permettre, louer
lie	lay	lain	s'allonger
light	lighted / lit	lighted / lit	allumer
lose	lost	lost	perdre
make	made	made	fabriquer
mean	meant	meant	signifier
meet	met	met	rencontrer
melt	melted	melted	fondre
pay	paid	paid	payer
prove	proved	proved / proven	prouver
put	put	put	mettre
quit	quit	quit	quitter
read	read	read	lire
rend	rent	rent	déchirer
relay	relaid	relaid	relayer

rid	rid	rid	débarrasser
ride	rode	ridden	monter (cheval, vélo)
ring	rang	rung	sonner / téléphoner
rise	rose	risen	lever
run	ran	run	courir
saw	saw	sawn	scier
say	said	said	dire
see	saw	seen	voir
seek	sought	sought	chercher
sell	sold	sold	vendre
send	sent	sent	envoyer
set	set	set	fixer
sew	sewed	sewn	coudre
shake	shook	shaken	secouer
shine	shone	shone	briller
shoe	shod	shod	chausser
shoot	shot	shot	tirer / fusilier
show	showed	shown	montrer
shut	shut	shut	fermer
sing	sang	sung	chanter
sink	sank / sunk	sunk / sunken	couler
sit	sat	sat	s'asseoir
slay	slew	slain	tuer
sleep	slept	slept	dormir
slide	slid	slid	glisser
smell	smelt	smelt	sentir
speak	spoke	spoken	parler
speed	sped	sped	aller vite
spell	spelt	spelt	épeler
spend	spent	spent	dépenser / passer du temps
spill	spilled / spilt	spilled / spilt	renverser
spin	spun	spun	tourner / faire tourner
spit	spat / spit	spat / spit	crâcher
split	split	split	fendre
spread	spread	spread	répandre

spring	sprang	sprung	surgir / jaillir / bondir
stand	stood	stood	être debout
steal	stole	stolen	voler / dérober
stick	stuck	stuck	coller
sting	stung	stung	piquer
stink	stank	stunk	puer
strike	struck	stricken / struck	frapper
strive	strove	striven	s'efforcer
swear	swore	sworn	jurer
sweat	sweat / sweated	sweat / sweated	suer
sweep	swept	swept	balayer
swim	swam	swum	nager
swing	swung	swung	se balancer
take	took	taken	prendre
teach	taught	taught	enseigner
tear	tore	torn	déchirer
tell	told	told	dire / raconter
think	thought	thought	penser
throw	threw	thrown	jeter
understand	understood	understood	comprendre
undertake	undertook	undertaken	se charger de
wake	woke	woken	veiller / être éveillé
wear	wore	worn	Porter un habit (avoir sur soi)
wet	wet	wet	mouiller
win	won	won	gagner
wind	wound	wound	enrouler
withdraw	withdrew	withdrawn	retirer
withhold	withheld	withheld	retenir
write	wrote	written	écrire

QUESTION WORDS AND THE REQUIRED INFORMATION

Information recherchée	Mots interrogatifs	Exemples
Identité (qui)	<i>Who?</i>	<i>Who is he?</i>
Lieu (où)	<i>Where?</i>	<i>Where are you?</i>
Temps (quand)	<i>When?</i>	<i>When did he come back?</i>
Heure (quelle heure / à quelle heure)	<i>What time? At what time?</i>	<i>What time is it?</i>
Objet, chose, idée	<i>What?</i>	<i>What is this?</i>
Age	<i>How old?</i>	<i>How old are you?</i>
Quantité	<i>How many / how much?</i>	<i>How many students are there in your class? How much money do you have?</i>
Prix	<i>How much?</i>	<i>How much is this book?</i>
Cause (pour quoi)	<i>Why</i>	<i>Why are you late?</i>
Choix (lequel, laquelle, etc...)	<i>Which + nom...?</i>	<i>Which shirt do you prefer?</i>
Manière (Comment, de quelle façon)	<i>How + phrase interrogative?</i>	<i>How can you do that</i>
Possession (à qui)	<i>Whose + nom...?</i>	<i>Whose cap is that?</i>
Fréquence (à quelle fréquence)	<i>How often... ?</i>	<i>How often do you go to church?</i>
Taille Hauteur	<i>How high / How tall?</i>	<i>How tall is Lucrèce?</i>
Longueur	<i>How long?</i>	<i>How long is the Nile?</i>
Durée	<i>How long?</i>	<i>How long is this film?</i>
Largeur	<i>How wide?</i>	<i>How wide is Mississipi?</i>
Poids	<i>How heavy?</i>	<i>How heavy is this rock?</i>
Profondeur	<i>How deep?</i>	<i>How deep is the Pacific?</i>
Grandeur	<i>How large?</i>	<i>How large is their house?</i>
Distance	<i>How far?</i>	<i>How far is the post-office?</i>

Tableau des 7 profils d'apprentissage

Profil identité



L'intellectuel

L'intellectuel aime apprendre. Généralement il affectionne la solitude. Introversi il peut paraître distant vis à vis des autres. Il est souvent bon élève.

Le dynamique

Le dynamique aime agir. Il a le don de réussir dans ce qu'il a décidé d'entreprendre. Cela n'en fait pas un automatique un bon élève. Il compte beaucoup sur son sens de la débrouillardise pour s'épanouir.

L'aimable

L'aimable travaillera plus pour faire plaisir à ses parents, à ses professeurs. Sociable et gentil c'est un élève très agréable. Cependant il a besoin d'attention pour pouvoir s'épanouir.

Le perfectionniste

Le perfectionniste a horreur de mal faire. Il a une faculté à voir ce qui pourrait aller de travers. Soucieux et inquiet, il prend le temps de faire les choses correctement.

L'émotionnel

L'émotionnel agit en fonction de ses émotions difficilement contrôlées et peut réagir de façon théâtrale. Il possède un esprit très créatif et aime se différencier de ses camarades.

L'enthousiaste

L'enthousiaste a une forte joie de vivre. Il a une grande faculté à percevoir le coté positif des choses. Cependant l'ordre et la discipline ont une tendance à le frustrer.

Le rebelle

De peur d'être blessé, le rebelle, évite de monter tout signe de faiblesse. Il n'hésite alors pas à rentrer en confrontation mêlée à des accès de colère. Il peut donc devenir un élève difficile.

Profil de motivation



Quelle utilité?

La motivation dépend du degré d'utilité perçue de l'enseignement. Ces personnes aiment d'avantage le concret.

Vais-je apprendre?

C'est une motivation pour apprendre. Ces personnes aiment savoir pour savoir et sont curieuses d'esprit.

Avec qui?

La motivation est centrée sur les personnes : quel professeur vais-je avoir? Avec quels camarades vais-je faire des travaux pratiques?

Où ça se situe?

Besoin de situer les choses, dans un plan, dans une vision globale, dans un lieu. Ces personnes sont sensibles à l'environnement.

Profil de compréhension



Auditif

La compréhension s'effectue principalement par l'écoute par ce qui est vu

Visuel

La compréhension s'effectue principalement par ce qui est vu

Kinesthésique

La compréhension s'effectue principalement ce qui est ressenti. C'est apprendre en faisant

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