

# FICHE DE GRAMMAIRE DU DEVOIR N°1

## LE PRETERIT

### A. FORME ET EMPLOI

A la forme affirmative, il se forme avec **-ED** (sauf dans le cas des verbes irréguliers). Aux formes interrogative et négative, il se forme avec l'auxiliaire **DID-DIDN'T**.

*He looked at her.*

*Did he look at her?*

*He didn't look at her.*

Le prétérit est utilisé pour décrire une action passée et **terminée**.

La présence d'adverbes de temps ou d'expressions renvoyant au passé (**ago, last year, when**) entraîne obligatoirement le prétérit.

*When did it happen?*

Quand cela s'est-il produit?

*It happened two days ago.*

Cela s'est produit il y a deux jours.

Le prétérit est le temps du récit (de la narration). Les mots exprimant la succession dans le temps (**first, and then**) entraînent obligatoirement le prétérit.

*First she looked at him. Then she spoke to him.*

D'abord elle l'a regardé. Ensuite, elle lui a parlé.

### B. USED TO

C'est une forme de prétérit qui exprime la rupture totale avec le présent : ce qui était vrai dans le passé ne l'est plus maintenant.

*He used to live here.*

Avant, il vivait ici.

**Attention** : ne confondez pas les expressions "used to" et "be used to + ING"

*He used to drink a lot.*

Avant, il buvait beaucoup. (Habitue dans le passé)

*He's not used to drinking so much.*

Il n'est pas habitué à boire autant. (Habitue dans le présent)

## LE PRESENT PERFECT

### FORME ET EMPLOI

On le forme avec l'auxiliaire **HAVE** au présent (qui devient **HAS** à la 3e personne du singulier) et le participe passé du verbe.

*He has finished.*

*Have you finished?*

*He hasn't finished.*

Le present perfect est utilisé pour faire le lien entre le passé et le présent.

*Things are much better now. The situation has improved.*

Tout va beaucoup mieux maintenant. La situation s'est améliorée.

Il permet également de présenter le résultat présent d'une action, et de faire le bilan d'une situation.

*Look! The safe is empty! They've taken everything.*

Regarde! Le coffre est vide. Ils ont tout pris!

Les faits mentionnés au present perfect permettent d'expliquer la situation présente. On trouve souvent un lien de cause à conséquence entre l'énoncé au present perfect et un énoncé au présent.

*He has worked too much. That's why he looks so tired now.*

Il a trop travaillé. C'est la raison pour laquelle il a l'air si fatigué maintenant.

Certains adverbes sont fréquemment associés au present perfect. C'est parce qu'ils peuvent exprimer un lien avec le présent : **already, always, before, ever / never, not yet (ne pas... encore), over the past few months (ces derniers mois), just, recently, so far (jusqu'à présent).**

*He has just arrived.*

Il vient d'arriver.

Une des difficultés du present perfect tient au fait que celui-ci se traduit généralement par un passé composé, mais peut également se traduire par un présent quand il y a une notion de durée introduite par l'adverbe "**depuis**".

*He has lived in this flat for three years.*

Il habite dans cet appartement depuis trois ans.

## LE PRESENT PERFECT PROGRESSIF

Il se forme avec le present perfect auquel on associe la forme **BE + -ING**. Il a les valeurs du present perfect (bilan, résultat). De plus, il met en évidence l'activité du sujet.

**Present perfect simple** : résultat

*He has painted the door.*

Il a peint la porte → la porte est peinte.

**Present perfect continu** : activité

*He's been painting.*

Il a fait de la peinture → activité de peindre.

Le present perfect continu est également utilisé pour insister sur l'action décrite et marquer une implication plus personnelle, comme l'énervement.

Comparez :

*I've waited for you for an hour.*

Je t'attends depuis une heure.

*I've been waiting for you for an hour!*

Ça fait une heure que je t'attends!

A noter que le present perfect continu est impossible avec des verbes d'état car ceux-ci n'acceptent pas la forme **BE + -ING**.

*He has never liked her a lot.*

Il ne l'a jamais beaucoup aimée.

## FOR - SINCE - AGO

### A. FOR

FOR exprime la durée et peut être associé à plusieurs formes verbales.

#### • FOR et le prétérit

Le prétérit indique que l'action n'a aucun lien avec le présent. On traduit donc FOR par "pendant".

*He stayed with her for two days.*

Il est resté avec elle pendant deux jours.

#### • FOR et le present perfect

Le present perfect met en évidence le lien avec le présent. On traduit donc FOR par "depuis".

*He's been here for two days.*

Il est ici depuis deux jours.

## **B. SINCE**

SINCE exprime un lien entre le point de départ d'une action et le présent. C'est pourquoi le verbe principal est toujours au present perfect. SINCE est suivi d'une date ou d'une expression indiquant le point de départ de l'action. On peut trouver, à la place de la date, un verbe au prétérit. SINCE se traduit toujours par depuis.

*He's been here since Saturday.*

Il est ici depuis samedi.

*He's been here since she arrived.*

Il est ici depuis qu'elle est arrivée.

## **C. AGO**

AGO ne s'emploie qu'avec le prétérit car l'expression en AGO joue le rôle d'une date précise.

*He left two days ago.*

Il est parti il y a deux jours.

When I was in the seventh grade at P.S. 92<sup>1</sup> in Brooklyn, Louie Hirshfield was the only one of my friends who wasn't a good ballplayer. [...] Louie was probably the worst athlete in the history of our school. He was also the smartest<sup>2</sup> kid in our class and you'd think this combination would have made him  
 5 the most unpopular guy in the world. It didn't. He wasn't especially well liked, but nobody resented him. Maybe it was because he let you copy from his homework – or maybe it was just because he didn't put on any airs. [...]

That was why I was so surprised when he came up to my house one night after supper and asked if he could be on my baseball team.

10 "Gee, Louie", I said, "we got more than nine guys already – anyway we're not even an official team or anything. We'll be lucky if we get to play more than five or six games all year."

"I don't really want to play", said Louie, "I – I just want to be on your team –"

15 "Well, I suppose you can come to practices and games", I said, "but I can't promise you'll ever get in a game."

"Honest, Howie – I know all the guys on your team are better than me. I wasn't even thinking of playing. What I'd like to do is be your general manager –" His eyes really lit up when he said that. I looked at him, puzzled. "Look", he said, "What do you think makes the Dodgers draw as many fans as the Yankees?"

20 [...]

"I don't know", I said. [...]

"[...] Don't you see? Being a Dodger fan means something because being a Dodger means something colourful to the fans. And you know why? Because the Dodgers have what my dad calls "a good press" – they  
 25 know how to get headlines in the papers whether they're winning or losing."

"I guess so", I said. "But what's that got to do with us?"

"What's your team like now? I'll tell you. [...] Nobody cares if you win or lose – except maybe you guys. If I'm general manager, Howie, I'll promise you this – your team will be noticed. Guys won't say "we got a game with  
 30 Howie's team" – they won't come to the Parade Grounds to see all the older guys play. They'll come to see the Zodiacs."

"The who?"

Louie stopped for a second, and I realized that I'd never heard him speak so fast before. "That's – that's the first thing you have to do, it seems to me." He  
 35 spoke more hesitantly now, the way he usually did, not looking right at you. "You have to have a name that's different."

Jay NEUGEBOREN, adapted from "The Zodiacs",  
 in *Stories from the Transatlantic Review*, Penguin.

1. *The seventh grade* = last year at Primary School.

2. *Smart* : intelligent.

## COMPETENCE LINGUISTIQUE (/30)

### I) Fill in the blanks with the simple past (prétérit simple) or the past continuous (prétérit progressif) (11 pts)

1. You ..... (look) very busy last night when I ..... (see) you : what ..... (you) (do)?
2. What ..... (happen) when he ..... (realize) she ..... (lie) to him?
3. I last ..... (see) him at the airport. I ..... (ask) him where he ..... (go). He ..... (tell) me he ..... (fly) to Los Angeles.

### II) Fill in the blanks with the simple past or the present perfect (6 pts)

1. The author ..... (receive) hundreds of letters recently.
2. He ..... (be) out when his mother ..... (ring) him.
3. I ..... (never) (see) them before.
4. The brothers ..... (just) (discover) a family secret.
5. The new machine ..... (be) successful in 80% of the tests carried out over this last year.
6. She ..... (start) singing when she ..... (be) fourteen.
7. It is the third time the Prime Minister ..... (go) abroad since Christmas.
8. The first thing he ..... (do) when he ..... (win) at the lottery last month ..... (be) to buy a sports car.

### III) Fill in the blanks with FOR or SINCE (4 pts)

1. She's lost a lot of weight ..... her father had the accident.
2. They've been in India ..... a month.
3. There has been a record amount of rain ..... the beginning of the year.
4. They'd been waiting for his letter ..... weeks when it arrived.
5. They had hardly spoken to each other ..... years.
6. He has learnt a great deal about her life ..... he began his research.
7. They had been happily married ..... over thirty years when he suddenly left her.
8. The little boy hasn't been seen ..... last Tuesday.

### IV) Put the verb into brackets into the singular or plural (2 pts)

1. Her jeans ..... (be) too short. We must buy another pair.

2. People . . . . . (say) that the President will be re-elected.
3. "The news . . . . . (be) excellent", the doctor said.
4. Her luggage . . . . . (weigh) a ton! I don't know what's in it!

**V) Choose the right answer (3 pts)**

1. Today, many people . . . . . on computers.  
a) used to work      b) are used to working      c) used to working
2. They aren't so nice as they . . . . .  
a) used to be      b) used to being      c) were used to being
3. In those days, I . . . . . being considered as an important person.  
a) wasn't used to      b) wasn't used      c) didn't use

**VI) Choose the right preposition. Each preposition must be used only once : *about, at, for, from, of, on, to, with* (4 pts)**

1. She is very good . . . . . chemistry.
2. The children were polite . . . . . their grandmother.
3. Everyone felt sorry . . . . . Tim when his car was stolen.
4. Even when he emigrated, he was never absent . . . . . their thoughts.
5. She has always been dependent . . . . . her husband.
6. All the employees were pleased . . . . . the boss's decision.
7. He was anxious . . . . . his exam results.
8. The old lady became fond . . . . . the stray dog.

**COMPREHENSION (/30)**

**1. Tick the correct answer and justify by quoting from the text : (3 pts)**

a. Does the story take place :

- in Australia ?
- in Britain ?
- in the USA ?

b. Does the conversation take place :

- at school ?
- at Howie's house ?
- at Louie's house ?

c. Is the narrator :

- a schoolboy ?

- a schoolteacher ?
- a schoolgirl ?

2. **Here is a summary of the text with four mistakes in it. Underline and correct them. (6 pts)**

One morning, Louie tells Howie that she wants to be on the school basketball team in order to be their trainer.

3. **Answer the following questions and justify by quoting from the text : (4, 5 pts)**

- a. Is Louie a good or a bad pupil ? .....
- b. Is Louie a selfish pupil ? .....
- c. Is Louie a shy pupil ? .....

4. **Circle the statement that you consider to be true. Justify by quoting from the text. (1, 5)**

- a. Pupils in the school like Louie a lot .....
- b. Pupils in the school hate Louie .....
- c. Pupils in the school generally feel indifferent to Louie .....

5. **Are the following statements right or wrong? Circle the right answer and justify by quoting from the text. (6 pts)**

	RIGHT	WRONG
a. Louie wants to come to practise with the school team	<input type="checkbox"/>	<input type="checkbox"/>
b. He knows that he is better at sports than many guys	<input type="checkbox"/>	<input type="checkbox"/>
c. In order to attract fans, he thinks the team's name is more important than the captain's name	<input type="checkbox"/>	<input type="checkbox"/>
d. It is Howie who chooses the name "Zodiacs" for the school team	<input type="checkbox"/>	<input type="checkbox"/>

6. **a. Give two sentences showing that Louie gets excited at the idea of being on the team. (2 pts)**

**b. Choose two examples proving that he is a "smart" boy. (2 pts)**

7. **Find in text equivalents for : (4 pts)**

- to be pretentious
- training sessions
- perplexed
- to imagine

**8. What does the following sentence refer to ? (1 pt)**

*"I can't promise you'll ever get in a game" (l. 14-15)*

- "I'm sure you will never play with the team"
- "maybe you will play all the games with the team"
- "I'm sure you can play some games with us"
- "maybe you'll play with us but I can't tell you for sure"

**EXPRESSION (/20)**

1. Is it always an advantage for a team or a champion to be well-known? (150 - 180 words)

**OR**

2. Are you personally interested in being a member of a sports team? Why or why not? (150 - 180 words)