

## COMPARATIVES / SUPERLATIVES

**I = 'e'** (aussi -que)  
 - 1-2 syl → as -adj. as  
 - 3-4 syl → as -adj. as

(autant... que)  
 - non comparable = as much / as many / as  
 - comparable = as many / as

**II = 'e'** (plus... que)  
 - 1-2 syl → as -adj. nom / as  
 - 3-4 syl → more -adj. nom / as

**III = 'e'** (moins... que)  
 - 1-2 syl → as -adj. nom / as  
 - 3-4 syl → less -adj. nom / as

**IV Superlatif: 'e'** (le plus...)  
 - 1-2 syl → the -adj. -est  
 - 3-4 syl → the most -adj. -est

**V Superlatif: 'e'** (le moins...)  
 - 1-2 syl → the least -adj. -est  
 - 3-4 syl → the fewest -adj. -est  
 \* the back is the stinnest (e.g.) the 2 men

1-2 syl	as	as	except as
3-4 syl	more	than	good = better than
1-2 syl	less	than	bad = worse than
3-4 syl	the most	the fewest	the worst
1-2 syl	the most	the fewest	par = pur / the best
3-4 syl	the most	the fewest	the fewest
1-2 syl	the most	the fewest	par = pur / the best
3-4 syl	the most	the fewest	the fewest

Δ double consonne

## ARTICLES

**I a / an**

- a = se met devant une consonne  
 - an = se met devant 1 R. ~~autre~~ <sup>autre</sup> voyelle  
 - au = se met devant 1 voyelle  
 - an = se met devant un 1 miell  
 ⇒ a / an = devant un miell  
 = 1 chose parmi tres la autres  
 ⇒ a / an = leur pluriel est Ø

**II the**

- se met quand c'est précis (on sait de qui, de quoi on parle)  
 \* the girl / the like is here

Δ pas de the devant = noms de pays ~~qui~~  
 sous plusieurs pays

ex: the US (the UK)  
 the USSR  
 main = England / France

**III Ø**

- se met pour 1 concept / 1 générale / l'autre  
 les choses / personnes du même groupe  
 se met pour le pluriel de a / an

Δ on met Ø devant 1 pays = English.  
 1 pays = France.

\* 1 speak of French and 1 river in France

1 miell	a	= cons
1/ parmi	an	= voy
1/ autres	the	= pour complexes
	the	= précis
	Ø	= générale
		= pour a / an
		= pour Ø / pays

# PASTS

## I Simple Past

A) forme = inf. sans 'to' et 'ed' ou 2<sup>e</sup> col.

B) quand = 1) act<sup>e</sup> passée, date, date par le temps ou le contexte.

2) act<sup>e</sup> passée, date, comparé ou opposé au présent.

3) = habitude ds le passé.

4) = avec 'ago'

## II Past Continuous

A) forme = Be (au passé) + ing

B) quand = 1) act<sup>e</sup> en cours ds le passé

= 2) en agissant avec le prétérit simple (act<sup>e</sup> courtes) alors que le prétérit progressif (acte longue)

\* She was preparing dinner when I arrived

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# PRESENT PERFECT

## I Pres. Perfect Simple

A) forme = have + ed

B) quand = 1) act<sup>e</sup> commencée ds le passé qui continue ds le présent

2) act<sup>e</sup> passée non datée

3) act<sup>e</sup> qui vient juste d'être faite

\* I have been in England

\* I have just walked 3 miles

## II Pres. Perfect Continuous

A) forme = Have been + ing

B) quand = act<sup>e</sup> en cours ds le passé

\* She has been working for him

\* She has been working for him

\* She has been working for him

\* She has been working for him

\* She has been working for him

\* She has been working for him

\* She has been working for him

\* She has been working for him

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\* She has been working for him

\* She has been working for him

\* She has been working for him

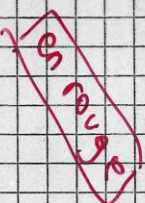
\* She has been working for him

\* She has been working for him

\* She has been working for him

\* She has been working for him

\* She has been working for him



Pres. perf. simple = I have worked / been

Pres. perf. prog = I have been working

avec 'for' et 'since'

→ parent worked / been

→ parent was also ds présent

→ non daté

→ just 'fait'

→ parent been working

→ parent been working

→ en train de / non daté



# **APPRENDRE LA GRAMMAIRE**

- Il est recommandé de stocker les grammaires apprises dans un cahier ou mieux encore, dans un classeur avec fiches bristol.
- Chaque fiche pourra être complétée au fil du temps.
- Il est primordial de les relire, voire les réapprendre régulièrement pour garder un top niveau.
- Il est préférable d'apprendre sur plusieurs jours pour laisser le temps au cerveau de classer ce qu'il vient d'apprendre.

1) je regarde la structure de la leçon

2) je lis à haute voix en épelant autant de fois que nécessaire

3) Quand je pense savoir ma leçon, je ferme le cahier et je récite à haute voix en épelant

==> si bug : je recommence le 2) 3) mais j'apprends seulement ce qui me manque

==> refaire autant de fois que nécessaire

4) j'écris ma leçon sur mon cahier de brouillon anglais

5) je corrige avec mon cahier

==> si erreurs, je refais 2) 3) 4) 5)

6) recommencer directement l'écrit les jours suivants et ne réapprendre que ce qui manque. Par contre, il faut obligatoirement réciter la leçon complète à chaque fois