

CORRECTIF

A. The Present continuous

Auxiliaire « BE » au présent simple + participe présent (=forme verbale en -ING)

▪ À quoi sert-il?

- Pour faire référence à une action qui se passe **au moment où l'on en parle**.
ex: *I'm listening to music.* → Je suis en train d'écouter de la musique.
- Pour distinguer une **exception** d'une habitude.
ex: *They are studying Latin.* → Ils étudient le latin: action inhabituelle par rapport à hier ou à aujourd'hui.
- Pour indiquer une **action future**.
ex: *We're seeing our friends tomorrow.* → nous voyons nos amis demain.
- Pour exprimer des actions répétées ou habituelles avec une **notion d'irritation ou d'énervement**
→ accompagné d'un adverbe indiquant la répétition: *always, constantly, perpetually...*
ex: *He's constantly asking silly questions.*

▪ Quelques règles d'orthographe

- Si le verbe se termine par un « e » muet, celui-ci tombe.
ex: *to come* → *coming*
to live → *living*
to smoke → *smoking*
- Si le verbe **se termine par « L »** on double la consonne (en anglais britannique).
ex: *travel* → *travelling*
- Après une **syllabe courte accentuée** la consonne finale est doublée.
ex: *to run* → *running*
to sit → *sitting*
to hit → *hitting*

!\ to look → *looking* (car il y a 2 voyelles)
!\ to help → *helping* (car il y a 2 consonnes)
- Si un verbe se termine par « -ie », le « ie » devient « y ».
ex: *to lie* → *lying*
- Si le verbe se termine par « -y » → + « -ing ».
ex: *to study* → *studying*
to play → *playing*
- Pour les verbes de deux syllabes ou plus, si la dernière syllabe est accentuée, on double la consonne.
ex: *to begin* → *beginning*
to prefer → *preferring*

!\ to differ → *'differing* (car la syllabe n'est pas accentuée)
!\ to answer → *'answering* (car la syllabe n'est pas accentuée)
- Si le verbe se termine en « -ee », « -ye » ou « -oe » → pas de changement.

ex: *to agree* → *agreeing*
to dye → *dyeing*

Remarque:

Certains verbes ne se mettent qu'au présent simple. Ils n'ont pas de présent en « **-ing** » car ils ne contiennent pas d'idée de durée.

to want =

to agree =

to imagine =

to suppose =

Exercises

➤ Conjugate the verbs into brackets:


1. I **am watching** (to watch) TV now.
2. She **is warming** (to warm) for 400 meters.
3. I **am talking** (to talk) to Pierre right now.
4. They **are doing** (to do) exercises at this moment.
5. I **am wearing** (to wear) my lucky chain today.
6. I have my exam in twenty minutes. I **am feeling** (to feel) a bit nervous.
7. Look at the woman who **are crossing** (to cross) the street. It's Justine.
8. They **are hunting** (to hunt) birds during this period of the year.
9. Do you mind if I stay a little while here? It **is raining** (to rain).
10. My mother **is cooking** (to cook) a cake for my brother's party tonight.

➤ Choose between the Present Simple or the Present continuous:

1. Let's go out. It **isn't raining** (to rain) now.
2. Julia is very good at languages. She **speaks** (to speak) four languages very well.
3. Hurry up! Everybody **is waiting** (to wait) for you.
4. The river **is flowing** (to flow) very fast today much faster than usual.
5. We usually **grow** (to grow) vegetables in our garden.
6. Rachel is in London at the moment, she **is staying** (to stay) at the Park Hotel.
7. She always **stays** (to stay) there when she is in London.
8. Sonia **is looking** (to look) for a place to live.
9. The moon **goes** (to go) round the Earth in about 27 days.
10. The water **is boiling** (to boil). Can you turn it off?

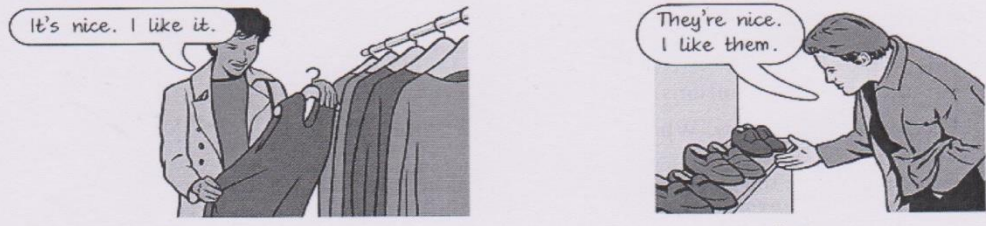
B. Object pronouns = les pronoms personnels compléments

Personnes



	I	we	you	he	she	they
sujet	ME	US	YOU	HIM	HER	THEM
objet						

Choses



sujet	it	they
objet	it	them

➤ Replace the words in brackets () with an object pronoun:

Ex: Talk to HER (Sophia). She's angry with HIM (Robert).

- 1) Don't ask **him** (John). He doesn't like **us** (you and me).
- 2) Mum likes **them** (Dad and Paul).
- 3) Sally and I are British. Please speak to **us** (Sally and me) in English.
- 4) Don't touch **it** (the cat). It doesn't like **you** (you).
- 5) Your mother is there. Give **her** (your mother) a kiss.
- 6) I like **them** (John and Thomas).
- 7) Madonna is popular. I love **her** (Madonna).
- 8) Lewis is great. I like **him** (Lewis).
- 9) I think she likes **me** (I).
- 10) The pupils in my classrooms are fantastic. I like **them** (the pupils).

➤ Write the correct object pronoun:

- 1) I love my dog. I love **it**
- 2) I play with Justin. I play with **him**
- 3) She plays with Ryan and me. She plays with **us**
- 4) I like Mary and Jenny. I like **them**
- 5) Jack plays football with Laura. He plays football with **her**

About your lifestyle?

1. Reading

A generation of couch potatoes¹

Lots of teenagers have posters of their sports hero on their bedroom wall. But do they follow the healthy examples set by these athletes? British parents are worried that young people are not as fit and healthy as in the past. Why is this?

According to the British Heart Foundation, 13 to 15 year olds are spending too much time doing sedentary activities such as watching TV or playing computer games. A special report describes a generation of couch potatoes, young people sitting around at home, growing up in their bedrooms, travelling by car and in serious danger of heart disease as they get older. Is this their fault? Are young people lazy?

Many parents don't allow their children to play outside or walk to school by themselves. "I ring my Dad on my mobile and he picks me up from the station. It's 10 minutes' walk from home but he thinks it is dangerous," says 14 year old Carrie. Some teenagers blame their over protective parents for making them unfit. It is certainly becoming more difficult to encourage young people to have an active life and protect their hearts. In recent years schools have spent less time on sports. "My Mum did lots of hockey and netball at school but we didn't have time for that this year because we had so many exams to prepare," says Ben, 16.

Réponds aux questions

1. Qu'est ce qui, actuellement, inquiète les parents de jeunes gens de notre époque ?

→ **Les jeunes ne sont plus aussi en forme et en bonne santé qu'avant.**

2. Un organisme scientifique est évoqué dans cet article quel est le nom de cet organisme ?

→ **British Heart Foundation.**

3. De quelle problématique s'occupe cet organisme ?

→ **Des maladies du cœur.**

→ Enumère 3 des occupations citées dans le rapport qui prouvent que les jeunes mènent une vie sédentaire

→ **Passer du temps à la maison; grandir/faire sa croissance dans sa chambre. faire des trajets en voiture.**

4. Quelle conséquence cette sédentarité peut-elle avoir sur la santé des jeunes ?

→ **La possibilité de contracter des maladies cardiaques plus tard.**

5. D'après les témoignages, quelles sont les 2 causes de cette vie sédentaire ? explique.

→ **Des parents surprotecteurs qui ne laissent pas leurs enfants jouer dehors ou faire des trajets vers l'école seuls car ils pensent que c'est dangereux**

→ **L'école qui ne consacre pas assez de temps au sport, ils y a trop d'examen à préparer.**

¹ Source : modifié de www.teachingenglish.org.uk/sites/teacheng/files/a-generation-of-couch-potatoes-

Vocabulaire

Retrouve dans le texte, le terme qui sera associé à chaque définition, puis donne la traduction en français

English term	definition	French translation.
sitting around	to spend time doing nothing	Passer du temps à ne rien faire.
Over protective	too worried about someone's safety, so that you prevent them from being independent	surprotecteur
lazy	not willing to work or do any activity that needs effort	Paresseux
couch potatoes	someone who spends a lot of time sitting at home watching television	Un accroc à la télé // quelqu'un qui passe sa vie devant la télé.
disease	an illness that affects people or animals, especially one that is caused by infection	maladie
growing up	to change from being a baby or young child to being an older child or adult	Grandir