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Temps de travail : Comptez 7 à 9 heures de travail pour cette nouvelle séquence. Ce sont des temps indicatifs moyens et non des temps à respecter impérativement.

Avant de commencer, allez voir dans les annexes, à la fin du fascicule, la fiche de méthodologie 5 **Comment exprimer vos idées**. Et n'oubliez pas de suivre les conseils méthodologiques que vous avez reçus jusqu'ici.

Objectifs de la séquence

- Grammaire : exprimer le passé (1) : le prétérit
- Grammaire connaître les verbes irréguliers
- Phonétique : prononcer le son final -ED
- Articuler un récit au passé
- Raconter une expérience passée, des souvenirs

I. A CHILDHOOD MEMORY



Exercise 1 download track 17.mp3

Listen to the girl and do the exercises.

1. Fill in the gaps in the first sentence of the recording.

I _____ when I was _____ and I was in the playground near my _____.

2. Correct the mistakes

She is sitting in the swing when somebody pushes her out. She is down the ground with a cut behind her leg.

Her sister helps her and takes her to the doctor. She is still hurt today.

3. In question 1, underline the verbs. How many are there? Write them down _____, _____, _____.

One is in the present, but the others are in the _____. The context is defined because the girl's age is clear: _____ and she is not that age now. The situation is over.

II. GRAMMAR: THE PAST (1): THE PRETERIT SIMPLE

A. FORMATION

1. Be

Le verbe être comporte une petite exception à la règle générale du prétérit pour lequel il n'y a jamais d'accord par rapport au sujet. En effet, de forme irrégulière **be** devient **was** au singulier et **were** au pluriel.

Forme affirmative	Forme interrogative	Forme négative
I/he/she/it WAS We/you/they WERE	(Pron interrog)+WAS/WERE+sujet+...?	Sujet+ WAS/WERE + not ou Sujet + WASN'T/WEREN'T (forme contractée)

2. Verbes réguliers

Pour décliner un verbe régulier au passé, on ajoute **-ed** à l'infinitif. Comme dit plus haut, il n'y a pas de conjugaison par rapport au sujet. Le verbe ne change donc pas quand il porte **-ed**.

Ainsi, **play** devient **played**, **open** devient **opened**, **work** devient **worked**, **wait** devient **waited**. Et ce, quel que soit le sujet.

Forme affirmative Sujet+ infinitive+ -ed	Forme interrogative (pron interrog)+DID+ sujet+ infinitif... ?	Forme négative Sujet +DID NOT /DIDN'T+infinitif
I/he/she/it/we/you/they played football	(where) DID you play football?	They DIDN'T play football.



ATTENTION

Il existe quelques exceptions.

— Si la base verbale se termine par **-y** et qu'elle est précédée d'une consonne, le **y** devient **-i** et on ajoute **ed** :

try → **tried**

modify → **modified**

— En général, la consonne finale est doublée lorsque le verbe se termine par une voyelle seule suivie d'une consonne seule :

pre'fer → **preferred**

e'quip → **equipped**

Dans tous ces cas, l'accent du mot porte sur la syllabe qui portera la désinence **-ed**.

— Lorsque l'accent porte sur la syllabe qui précède celle où sera la désinence **-ed**, on ne double pas la consonne :

'open → **opened**

'offer → **offered**

Pour ce qui est de la prononciation des verbes avec **-ed**, la partie de phonétique en fin de cours y est consacrée. Le prétérit simple des verbes réguliers n'aura donc plus aucun secret pour vous après cela.



Exercise 2

Conjugate the following infinitives in the past simple

answer _____	explore _____	exit _____	refer _____	occupy _____
replay _____	transmit _____	study _____	employ _____	explain _____

3. Verbes irréguliers

Le passé de ces verbes ne répond à aucune règle précise, c'est pourquoi il est indispensable de les apprendre par cœur. La liste de Terminale sera plus longue que la liste de ce manuel, c'est pourquoi je vous conseille de ne pas faire l'impasse sur cet apprentissage.


En effet, bon nombre de verbes irréguliers sont des verbes utilisés très fréquemment et couramment.

Rendez-vous à l'Annexe 2 en ligne sur votre site « verbes irréguliers ».

B. EMPLOIS

1. Une action qui a eu lieu dans le passé et qui est tout a fait coupée du présent

a. Action qui était habituelle

 Exemple


Every Saturday evening, they went to the cinema. *Tous les samedis soirs, ils allaient au cinéma.* (Notez que went est la forme passée de go qui est irrégulier !)

b. Action dont on précise la date ou le moment

 Exemple


Freddie Mercury died in 1991. *Freddie Mercury est mort/mourut en 1991.*

c. Action dont on précise la durée dans le passé avec for

 Exemple

The concert lasted for three hours. *Le concert a duré trois heures.*

d. Action qu'on situe dans le temps en précisant le temps écoulé depuis que l'action a eu lieu (avec « AGO » ou d'autres adverbes de temps comme « yesterday », « last year », « last week », etc...)

 Exemple

She phoned a few days ago. *Elle a appelé il y a quelques jours.*

2. Une action qui n'a pas eu lieu mais qui pourrait avoir lieu

 Exemple

What would you do if he came? *Que feriez-vous s'il venait?*

→ Le prétérit exprime ici une hypothèse ; on l'appelle prétérit modal.

Essayez de faire quelques exercices.



Exercise 3

Put these sentences in the past simple.

1. John _____ (start) learning kung fu when he _____ (move) to Los Angeles.
2. There _____ (be) no cars on the island in those days because people _____ (not have) cars as we do today.
3. Last week we _____ (go) away during the weekend.
4. John and Sarah _____ (visit) Petra when they _____ (travel) to the Middle East a few years ago.
5. People _____ (wear) very different clothes on Sundays because they _____ (not work). Nowadays things are very different.
6. Paul _____ (decide) it was time to leave so he _____ (put) on his coat and _____ (say) goodbye to all the guests.

**Exercise 4**

Make questions about the elements underlined.

1. They lived **in Jakarta** for three years.

2. Suzanne phoned **two days ago** to announce the good news.

3. **Bill** really enjoyed the show. He even sent the actress some flowers.

4. Aaron and Kate didn't go out yesterday **because they were too exhausted**.

5. We went to Venice **with the Orient Express train**. It was really a fun time.

6. The journey from the capital to Timbuktu lasted **several days**.

7. The kids watched **Jaws**. They couldn't sleep and they didn't want to go **swimming** the next day! (2 questions here)

8. When I was younger, I didn't like **romantic movies** at all. I found them boring.

9. Paul drove the car all the way **to Tulsa** but then it broke down and we had to stay there for a few days.

**Exercise 5**

Translate the following sentences into English.

1. Il y a trois ans, ses parents sont allés au Maroc. Ils ont vraiment adoré Marrakech.

2. Il est allé voir Aretha Franklin en concert à New York quand il avait dix-sept ans.

3. Au début (at first), j'avais peur mais finalement, la vue (the view) était si belle que j'ai oublié où nous étions.

4. Mes parents ont reconstruit la maison car la moitié a brûlé dans l'incendie.

5. Jeremy ne connaissait pas du tout la ville. Hier, nous lui avons montré le château et le parc.

6. Quand ils sont allés à Londres, ils ont dépensé toutes leurs économies (savings). Ils ont acheté beaucoup de vêtements et de disques à Camden.

7. Nous avons pris le bateau le soir et sommes arrivés le matin au port. J'ai dormi quelques heures mais j'ai préféré regarder la mer et j'ai vu le lever de soleil (sunrise). C'était magnifique.

8. Hier nous avons déjeuné au restaurant sur la plage. Nous avons bu du thé à la menthe et mangé des choses incroyables.

9. L'année dernière, as-tu vu le spectacle sur Michael Jackson?

10. Ils ont préféré aller à la pêche mais ils n'ont attrapé aucun poisson.

III. PHONETICS : PRONOUNCING -ED

Il existe 3 façons de prononcer le -ED du past simple (prétérit) et du participe passé :
/ɪd/, /t/ et /d/.

Tout dépend du son (et non de la lettre) final du radical du verbe.

✉ Exemples

wash	→	/wɒʃ/
miss	→	/mɪs/
fix	→	/fɪks/
deny	→	/di'nɑɪ/
need	→	/ni:d/

1. Quand le radical du verbe se termine par le son /t/ ou /d/, -ED se prononce /ɪd/.
2. Quand le radical du verbe se termine par le son /s/, /ʃ/, /p/ ou /k/, -ED se prononce /t/.
3. Avec tous les autres sons, -ED se prononce /d/.

✉ Exemples

demanded	→	/di'mɑ:ndɪd/
united	→	/ju'nɪtɪd/
lashed	→	/lɑʃt/
peaked	→	/pi:kt/
died	→	/dɪd/
climbed	→	/klaɪmd/

À vous de pratiquer un peu !



Exercise 6

Place the verbs in the table here below in the right columns to show the correct pronunciation of the ending -ED.

wanted	packed	offered
stopped	washed	decided
moved	multiplied	cried

discussed	landed	hated
missed	kicked	permitted
added	requested	needed
dated	denied	listened
expected	kissed	punished
inspired	deserved	locked
offended	played	believed
answered	jumped	asked

/ɪd/

/t/

/d/

IV. READING COMPREHENSION: NOTHING GREAT IS EASY

You will find out more about this statement when you read the text about Matthew Webb. He went down in history as a hero. He was a swimmer who died tragically.

A. BEFORE YOU READ...

Exercise 7

Match one of these words to its equivalent in the chart
 crossing – jellyfish – give up– dive – the Channel – drown – a go

La mer de Manche	
plonger	
abandonner	
traversée	
une tentative	
se noyer	
méduse	

Now you can read the text! But don't forget to read the questions before.

B. READING



Exercise 8

Answer the questions with complete sentences.

1. What is Matthew Webb famous for?

2. What did he do when he was young?

3. Why did he win a gold medal?

4. What happened on 12 August 1870?

5. How long did it take him to get to Calais?

6. What shows that Webb became a national hero?

7. How and where did he die?

Nothing Great is Easy

The Channel separates the countries of England and France. At the shortest point, it is about 35 kilometres wide. The first person to swim across the Channel was Captain Matthew Webb.

Captain Webb was born on 19 January 1848, in Shropshire, England. As a young man, he worked on a ship named "Russia" which crossed the Atlantic between Liverpool and New York. On one crossing, a passenger fell overboard. Webb dived in to the sea to try to rescue the passenger. Although he failed, Webb received a gold medal and some money for his bravery.

In the 1870s several swimmers tried to swim across the Channel. They all failed. In 1874, Webb gave up his job as a seaman and prepared to have a go. On 12 August 1875, he set off from Dover. However, the wind became very strong and the waves were too high for him to continue. He had to give up.

Later that month, on 24th August, Webb tried again. Covered in oil to keep him warm, he left Dover and headed for Calais. Seventeen hours later, he was

close to the French coast, but strong currents stopped him reaching land. He was stung by a jellyfish, but he was given a small drink of brandy to help him to continue. Eventually, after 21 hours and 45 minutes, Webb completed the first ever cross-Channel swim by reaching Calais.

Captain Webb became a national hero. Pottery, such as plates and cups showing pictures of his swim, were popular souvenirs. His book, *The Art of Swimming*, was a best-seller.

Webb wanted more records. In the USA, he won a prize of £1,000 for floating in a tank of water for 128 hours. Then, on 24th July 1883, he tried to swim across the Niagara River at the foot of the Niagara Falls. Soon after diving into the water, his head hit some rocks and he drowned. He left a wife and two young children.

In his home town in Shropshire, there is a memorial to Captain Webb. Written on the memorial is his motto: "Nothing great is easy".

New Horizons for Languages, Sceren

**Exercise 9**

Correct the following statements with complete sentences.

1. Captain Webb was born in Ireland.

2. On 12 August 1875, Webb was too tired to finish the crossing.

3. Webb covered himself with tar before he swam across the Channel.

4. Webb was attacked by a shark before he succeeded the crossing.

5. Webb had no family when he died.

**Exercise 10**

Put the different statements into the right order.

- a. Matthew Webb worked as a seaman.
- b. He won money for staying in a tank in water for 128 hours.
- c. He became a hero and was awarded medal.
- d. Captain Webb gave up crossing the Channel because of the weather.
- e. Webb jumped into the sea one day to save someone.
- f. He was stung by a jellyfish.
- g. Several people tried to swim across the Channel but they were not successful.
- h. He tried to swim across Niagara Falls but did not make it.
- i. Matthew Webb was the first person to swim between France and England in 1875.
- j. Webb's book *The Art of Swimming* became a bestseller.

1	2	3	4	5	6	7	8	9	10
a									

V. LINKING EVENTS IN THE PAST.

Lorsque vous racontez une histoire, afin que votre audience vous comprenne bien, vous utilisez des mots de liaison pour ordonner et clarifier votre récit.

Voici quelques mots de liaison en anglais (appelés « linkers », link = lien, maillon).

to begin with : pour commencer

at the beginning : au début

first : d'abord

first of all : tout d'abord

firstly / secondly / thirdly : premièrement / deuxièmement / troisièmement

after that : après cela

then : puis, ensuite

as soon as : dès que

until : jusqu'à

finally : enfin
in the end : à la fin, finalement
last but not least : enfin et surtout
to sum up : en résumé
as a conclusion / to conclude : en conclusion



Exercise 11

Write a short summary (résumé) about Webb's life. You can use the information and vocabulary in the text and exercises but do not copy exact sentences. Make your own sentences and use at least (au moins) five linking words.

@ Vous pouvez envoyer ce travail en pièce jointe à votre tuteur pour une correction personnalisée. Rendez-vous sur l'onglet, puis allez à l'onglet tutorat.



Exercise 12

Suggest a translation of the following sentences.

1. D'abord, nous avons visité le centre-ville. Puis, nous sommes allés à la plage et enfin, nous avons mangé au restaurant.

2. L'enfant a pleuré jusqu'à ce qu'il s'endorme (to fall asleep).

3. Finalement, nous avons décidé d'aller à la piscine à pied.

4. Dès qu'il nous a vus, il est parti.

5. Au début du film, il n'y a pas de dialogues.

VI. TALKING ABOUT THE PAST

A LISTENING



Exercise 13 download track 18.mp3

Correct the following statements after listening to the recording.

1. Last weekend was very quiet.

2. She went dancing with her boyfriend on Friday.

3. The weather was cold.

4. She got up early on Saturday and Sunday.

5. On Sunday she went out all day.



Exercise 14

Fill in the blanks in the text by listening again to track 18 if necessary.

On Friday she went clubbing in _____. She _____ in late the following morning. Then for breakfast, she had _____ and maple syrup, eggs and _____. She _____ the day reading in the sun. Later that day she went out to _____. Afterwards they went to the _____. On Sunday, she had a _____ and relaxed by her _____ pool with her _____. Finally, she had a quiet evening at home listening to music and doing her _____. To sum up, it was an _____ weekend!

B. SPEAKING



Exercise 15

Now it's your turn to talk! Choose one of the following subjects and record yourself!

1. You are going to talk about last weekend using the past simple as well as linkers.
2. You are going to tell about your best OR your worst memory using the past simple as well as linkers.

Your recording should last approximately 45 seconds.

Envoyez votre enregistrement sous forme de message vocal à votre tuteur d'anglais. N'oubliez pas de préciser que vous êtes en Seconde Professionnelle LV1 ou Première Professionnelle LV2, à la *séquence 05, ex.15...*

Cette séquence comporte un devoir obligatoire à envoyer à la correction : devoir 02. Vous le trouverez dans votre fascicule de devoirs.



CORRIGÉ DES EXERCICES D'ENTRAÎNEMENT

Exercise 1

1. I **remember** when I was **12 (twelve)** and I was in the playground near my **house**.
2. She is sitting in the swing when somebody pushes her **off**. She is down on the ground with a cut **on** her leg.
Her **cousin** helps her and **goes and gets her mother who takes her to the doctor**. She is **fine** today.
3. **remember, was** and **was**
One is in the present, but the others are in the **past**. The context is defined because the girl's age is clear: **12 (twelve)** and she is not that age now. The situation is over.

Track 17

I remember when I was 12 and I was in the playground near my house. I was swinging on the swing but then somebody came up behind me and pushed me off. I injured myself, I fell onto the floor and had a cut on my leg. It really, really hurt. Uhhh... So then my cousin who was also at the park, she came running over to me... and... and she then asked me if I was ok. She ran over to my mom... and to tell her and after that, we went to see the doctor. It was all fine, and now I'm ok...

Exercise 2

answer answered	explore explored	exit exited	refer referred	occupy occupied
replay replayed	transmit transmitted	study studied	employ employed	explain explained

'Answer et 'exit portent l'accent sur la première syllabe contrairement à re'fer et trans'mit, c'est pourquoi leurs consonnes finales sont doublées avant le -ed. Explain termine par deux voyelles avant la consonne donc la consonne n'est pas doublée.

Explore se termine par une voyelle donc on ne double pas la dernière consonne.

Replay et employ ont tous les deux une voyelle avant le -y donc le y reste avec le -ed

Exercise 3

1. John **started** learning kung fu when he **moved** to Los Angeles.
2. There **were** no cars on the island in those days because people **did not/didn't** have cars as we do today.
3. Last week we **went** away during the weekend.
4. John and Sarah **visited** Petra when they **travelled/traveled** (exception: en anglais britannique il y a doublement mais pas en anglais américain) to the Middle East a few years ago.
5. People **wore** very different clothes on Sundays because they **did not work**. Nowadays things are very different.
6. Paul **decided** it was time to leave so he **put** on his coat and **said** goodbye to all the guests.

Exercise 4

1. Where did they live for three years?
2. When did Suzanne phone to announce the good news?
3. Who really enjoyed the show?
4. Why didn't Aaron and Kate go out yesterday?
5. How did you go to Venice?
6. How long did the journey from the capital to Timbuktu last?

7. What did the kids watch?

What didn't they want to do the next day?

Quand la question porte sur le verbe/l'activité, on pose la question sur l'activité donc avec do, ici : « qu'est-ce qu'ils ne voulaient pas faire ? »

8. What didn't you like when you were younger?

9. Where did Paul drive the car to?

Exercise 5

1. Three years ago his parents went to Morocco. They really loved Marrakech.

2. He went to see Aretha Franklin in concert in New York when he was seventeen.

3. At first I was afraid but finally the view was so beautiful that I forgot where we were.

Attention ici à l'accord du verbe être !

4. My parents rebuilt/built the house because half (of it) burnt in the fire.

5. Jeremy didn't/did not know the city/town. Yesterday we showed him the park and chateau/castle.

6. When they went to London, they spent all their savings. They bought a lot of clothes and records in Camden.

7. We took the boat in the evening and arrived in the port in the morning. I slept a few hours but I preferred to look at the sea and I saw the sunrise. It was beautiful.

8. Yesterday we had lunch at the restaurant on the beach. We drank mint tea and ate incredible things.

9. Last year did you see the show on Michael Jackson ?

10. They preferred to go fishing but they caught no fish.

Exercise 6

/d/	/t/	/ɪd/
answered	stopped	expected
offered	packed	offended
inspired	kissed	landed
played	jumped	requested
moved	punished	decided
listened	locked	needed
cried	asked	wanted
believed	kicked	hated
denied	washed	added
deserved	missed	permitted
multiplied	discussed	dated

Exercise 7

La mer de Manche	the Channel
plonger	dive
abandonner	give up
traversée	crossing
une tentative	a go
se noyer	drown
méduse	jellyfish

Exercise 8

1. Matthew Webb is famous for being the first person to swim across the Channel.
2. He worked on a ship named Russia.
3. He won a medal because he tried to rescue a passenger who fell overboard.
4. On 12 August 1870 Webb tried to swim across the Channel for the first time.
5. It took him 21 hours and 45 minutes to get to Calais.
6. Plates and cups with pictures of Webb's swim were popular souvenirs.
7. He died on 24 July 1883 in the Niagara River.

Exercise 9

1. Captain Webb was born in Shropshire.
2. On 12 August 1875, Webb did not finish the crossing because there was very strong wind and the waves were too high.
3. Webb covered himself with oil before he swam across the Channel.
4. Webb was attacked by a jellyfish before he succeeded the crossing.
5. Webb had a wife and two young children when he died.

Exercise 10

1	2	3	4	5	6	7	8	9	10
a	e	c	g	d	f	i	j	b	h

Exercise 11

Matthew Webb worked on a ship when he tried to save a person who fell overboard. Consequently he won a medal for his courage. After that, he decided to swim across the Channel and one day, he succeeded. It took him nearly 22 hours, with oil on his body to protect him from the cold. Last but not least, a jellyfish stung him! After that, he became a national hero, represented on plates and cups. But Captain Webb wanted more records so he went to the USA and he won a prize for staying in a tank for 128 hours. Unfortunately, in the end, he died when he tried to cross Niagara River. To conclude, he was an incredible man whose motto was "Nothing great is easy".

Ceci est une proposition de résumé. Votre tuteur vous fournira un retour personnalisé de votre travail.

Exercise 12

1. First we visited the city center. Then we went to the beach and finally we ate/had dinner at the restaurant.
2. The child cried until he fell asleep.
3. In the end we decided to walk / to go by foot to the swimming-pool
4. As soon as he saw us, he left / went away.
5. At the beginning of the movie, there are no dialogues / there aren't any dialogues.

Exercise 13

1. Last weekend was very **busy**.
2. She went dancing with her **friends** on Friday.
3. The weather was **warm/nice/great**.
4. She got up **late** on Saturday and **early** on Sunday.
5. On Sunday she **stayed at home**. She swam in her pool and later did her homework and listened to Céline Dion.

Exercise 14

On Friday she went clubbing in **Toronto**. She **slept** in late the following morning. Then for breakfast, she had **pancakes** and maple syrup, eggs and **sausages**. She **spent** the day reading in the sun. Later that day she went out to **eat/the restaurant**. Afterwards with her friends they went to the **movies/cinema**. On Sunday, she had a **brunch** and relaxed by her **swimming** pool with her **brother**. Finally, she had a quiet evening at home listening to music and doing her **homework**. To sum up, it was an **exciting** weekend!

Track 18

Last weekend was very busy. On Friday night I went out clubbing with my friends. We went dancing in Toronto. The weather was great so we didn't wear coats. I slept in on Saturday morning – very late. And then I woke up to a breakfast of pancakes and maple syrup, and eggs and sausages, and then I spent the day outside, reading in the sun. Saturday night, I went out to dinner with some friends and then we went to the movies. Sunday morning I woke up, early and went swimming in my pool with my brother. And then we had a Sunday brunch. And then I spent the evening listening to Céline Dion and doing my homework. And that was my exciting weekend!

Exercise 15

Votre tuteur vous fournira un retour personnalisé pour cet exercice.

Cette séquence vous a peut-être paru un peu plus courte que les autres mais c'est parce qu'il est essentiel que vous connaissiez bien les verbes irréguliers.

Afin de vous entraîner efficacement, testez-vous avec des grilles de 10 ou 15 lignes où vous ne remplirez qu'une case des verbes irréguliers comme dans l'exemple ci-dessous :

Infinitif	Past simple	Past participle	Translation
go			
	swam		
		cut	
			courir

Il n'y a pas de secret, pour connaître ces verbes, il faut vraiment les apprendre.

