



# Grammar checkpoint correction

→ Pour exprimer un lien de parenté ou la possession

## Le génitif

- Le possesseur est placé avant le nom.

Il est relié à l'objet ou à la personne qu'il définit par «'s» : c'est la marque du génitif.



It's a cat.



It's Tim's cat.



Tim is Sarah's brother.

- Le lien est uniquement l'apostrophe.

My parents' dog → possesseur = nom au pluriel terminé en s

Charles's dog → possesseur = nom propre terminé en s

## Les déterminants possessifs

Is it your dog?



Yes, it's my dog.

The Queen has got three dogs: her dogs are corgis.

Prince Charles has got a dog too: his dog is a Labrador.

- Si le possesseur est masculin → **his**
- Si le possesseur est féminin → **her**
- S'il y a plusieurs possesseurs (pluriel) : → **their**

1 Do you like their hats?



a.

I like... / I don't like...



b.



c.

2 Say who is related to Peter and Jane.

- a. Paul is his father.
- b. Mary is his mother.
- c. Max is his brother.
- d. John is her brother.

3 Complete with *my, your, his or her*. Who is it?

"Hello! (...) name is ?. (...) brother has got two children. (...) wife is beautiful. She's got a sister: (...) name is Pippa. What about you? What's (...) name?"

① Exercise 1 :

- a. I like **her** hat.
- b. I don't like **her** hat.
- c. I like **his** hat.

② Exercise 2

- a. Paul is Peter's father. (le père **de** Peter)
- b. Mary is Peter's mother. (la mère **de** Peter)
- c. Max is Peter's brother. (le frère **de** Peter)
- d. John is Jane's brother. (Le frère **de** Jane)

③ Exercise 3. Who is it?

"Hello ! **My** name is ..... **My** brother **hasn't got** two children. He **has got** three children now.

**His** wife is beautiful. She's **got** a sister: **her** name is Pippa. What about you? What's **your** name?"

Who is it?

Answer : **My** name is **Harry**

→ Pour décrire une personne



## L'adjectif

• L'adjectif est **invariable** en anglais.

*James is **tall**. Susan is **tall**. They are **tall**.*

• L'adjectif est **toujours placé avant le nom**.

*Susan has got a **round** face.*

4 Reorder the words to make Mike's portrait.

- a. not / Mike / tall / is / very      b. face / got / he / a / has / square  
c. hair / Mike / is / short / 's      d. is / nose / big / his

- ④ a. Mike is not very tall.                      b. He has got a square face.  
c. Mike's hair is short.                      d. His nose is big.

→ Pour parler de ce que quelqu'un est capable de faire ou non

## Can

Pour dire ce qu'on est **capable** de faire, on utilise l'auxiliaire **can**.

→ **CAN + base verbale** (action)

*Amelia's grandfather **can** run very fast, but he **can't** cook.*

## Can't

Pour dire ce qu'on n'est **pas capable** de faire, on utilise la forme négative.

→ **CAN'T + base verbale** (action)

5 What are their talents?

- a. My sister / play tennis      b. My teacher / speak English      c. My friend / speak Italian      d. Usain Bolt / run fast

- ⑤ What are their talents?  
a. My sister **can** play tennis.      b. My teacher **can** speak English .      c. My friend **can** speak Italian.  
d. Usain Bolt **can** run fast.

→ Pour parler de ses goûts ou de ceux de quelqu'un



À la forme affirmative

- Like + nom / V ing  
→ Likes + nom / V ing  
(3<sup>e</sup> pers. du singulier)

*I like sports. My sister likes listening to music.*

## Like

À la forme négative

- Don't like + nom / V ing  
→ Doesn't like + nom / V ing  
(3<sup>e</sup> pers. du singulier)

*I don't like tennis. My sister doesn't like videogames.*



6 Read what Millie says. Imagine she talks about Oliver.

- a. I play basketball on Saturdays.                      c. I don't like pop music.  
b. I visit my grandparents on weekends.                      d. I love going to the cinema.

- ⑥ a. He plays basketball on Saturdays.  
b. He visits his grandparents on weekends.  
c. He doesn't like pop music.  
d. He loves going to the cinema.

## Le présent simple

### Pour présenter quelqu'un

*Amelia and Oliver live in a big house.*

#### ► Forme affirmative

I / you / we / they + **verb**  
he / she / it + **verb-s**

He **does** the shopping.  
She **takes** Morph out.

#### ► Forme négative

I / you / we / they + **don't**  
he / she / it + **doesn't**

He **doesn't like** shopping.

### Pour parler de ses habitudes

*Does Oliver tidy his room?  
No, he doesn't.*

**Attention à la terminaison en -s à la 3<sup>e</sup> personne du singulier.**

#### ► Forme interrogative et réponses courtes

**Do** + I / you / we / they + ...?

**Do you like** music?  
Yes, I **do**.  
No, I **don't**.

### Pour parler de ses goûts

*Do you like music, Mrs Jones?  
Yes, I do.*



**Does** + he / she + **BV**?

**Does she live** in Liverpool?  
Yes, she **does**.  
No, she **doesn't**.

① Scrambled sentences: put the words back into the right order.

- a. the Joneses / you / know / Do / ?
- b. powers / They / have / super
- c. doesn't / cooking / like / Mrs Jones
- d. pet / Morph / ordinary / an / isn't

② Answer the following questions about your family life.

- a. Does your brother tidy his room every day?
- b. Do you watch TV in the morning before school?

c. Do your parents play games online?

d. Do you do your homework in your bedroom?

③ Complete the paragraph about Mike.

Mike (*get up*) at 7:30 and he (*go*) to school on his bike.

He (*not / have*) school lunch so he (*take*) a lunch box.

He (*not / go*) home for lunch.

He (*play*) an instrument in the school band.

④ Write the same paragraph about you.

① a. Do you know the Joneses?

b. They have super powers.

c. Mrs Jones doesn't like cooking.

d. Morph isn't an ordinary pet.

② a. No, he **doesn't**. / Yes, he **does**

b. Yes, I **do** / No, I **don't**.

c. No, they **don't** / Yes, they **do**.

d. Yes, I **do** / No, I **don't**.

③ Mike **gets** up at 7:30 and he **goes** to school on his bike.

He **doesn't** have school lunch so he **takes** a lunch box.

He **doesn't** go home for lunch.

He **plays** an instrument in the school band.

## My grammar

### LE PRÉSENT SIMPLE

- Observe ces phrases.
  - She **gets up** at 7 am, but she **doesn't get up** at 7 on Sunday.
  - She **doesn't have** a dog at home.
  - She **lives** in Dublin.
  - She **washes** her face every day.
- Quelles phrases parlent d'habitudes ? a et d.
- Quelles phrases parlent des caractéristiques les plus permanentes du sujet ? b et c.
- Complète ces tableaux avec la forme qui convient.

#### FORME AFFIRMATIVE

I/You	get up	at 7:00.
He/She	<b>gets up</b>	
We/They	<b>get up</b>	

#### FORME AFFIRMATIVE

I/You	wash	my face.
He/She	<b>washes</b>	his/her face.
We/They	<b>wash</b>	our/their faces.

#### FORME NÉGATIVE

I/You	don't get up	at 7:00.
He/She	<b>doesn't get up</b>	
We/They	<b>don't get up</b>	

#### FORME NÉGATIVE

I/You	don't wash	my face.
He/She	<b>doesn't wash</b>	his/her face.
We/They	<b>don't wash</b>	our/their faces.

- Observe les verbes **get** et **wash** à la 3<sup>e</sup> personne du singulier. Complète la règle.

La 3<sup>e</sup> personne du singulier du présent simple porte un .....**S**..... final.  
 Si la base verbale se termine par **-o**, **-s**, **-z**, **-ch** ou **-sh**, on ajoute un .....**e**..... avant le .....**S**..... final.

- Observe ces questions.
  - Do you get up at 8?
  - Does she make her bed every day?
- Complète ce tableau avec les formes qui conviennent.  
 Souligne en **bleu** les questions et en **vert** les réponses.

FORME INTERROGATIVE			RÉPONSES BRÈVES					
			AFFIRMATIVES			NÉGATIVES		
<b>Do</b>	I/you	<u>leave home at 8?</u>	<u>Yes,</u>	I/you	<b>do</b>	<u>No,</u>	I/you	<b>don't</b>
<b>Does</b>	he/she			he/she	<b>does</b>		he/she	<b>doesn't</b>
<b>Do</b>	we/they			we/they	<b>do</b>		we/they	<b>don't</b>

Comme tu as pu le constater, il faut un nouvel auxiliaire pour fabriquer les énoncés négatifs \* et interrogatifs. Il s'agit de .....**Do**..... sauf à la 3<sup>e</sup> personne du singulier où on utilise .....**Does**.....  
 \* à la forme négative : **do** devient **don't** et **does** devient **doesn't**



# Grammar checkpoint correction



PRESENT SIMPLE					
Affirmative +		Negative -		Interrogative ?	
I	write	I	don't sing	Do	I run?
You	write	You	don't sing	Do	you run?
He, she, it	<u>writes</u>	He, she, it	<u>doesn't sing</u>	<u>Does</u>	he, she, it run?
We	write	We	don't sing	Do	we run?
You	write	You	don't sing	Do	you run?
They	write	They	don't sing	Do	they run?

## ❖ Affirmative form +

- I jump very high. (jump)
- Sally likes apples. (like)
- They wash the dishes in the evenings. (wash)
- Ron and Mike drink milk every day. (drink)
- He walks his dog in the mornings. (walk)
- It rains in Denmark every autumn. (rain)
- The boys play football in their break. (play)
- We love to eat candies. (love)
- The teacher works hard. (work)



## ❖ Negative form: don't or doesn't -

- Linda doesn't walk to school.
- She doesn't have a bike.
- We don't travel very often.
- Cats don't like water.
- I don't have a snake.
- Jim and Tom don't play with dolls.
- My friends don't watch much TV.
- The sun doesn't come out at night.
- Steven doesn't eat broccoli.
- I don't write letters.
- They don't live in England.
- Sandy doesn't drink apple juice.

## ❖ Complete the questions.

- Does Arthur play the guitar?
- Does she have to do all her homework?
- Do they play in the school every break.
- Does the teacher like cookies?
- Do Betty and Caroline ride horses?
- Does she help her mother at home?
- Does Patricia like to talk on the phone?
- Does the family go to the movies once a month?
- Do all dogs have tails?
- Do Italians eat pizza?
- Does she go to bed early?



## ❖ Choose the correct form

- The supermarket \_\_\_ at 9:00 pm.  
a. close      **(b) closes**
- My phone \_\_\_ very often.  
**(a) rings**      b. ring
- That dress \_\_\_ too much money.  
a. cost      **(b) costs**
- Sam \_\_\_ English and French.  
**(a) speaks**      b. speak
- The food \_\_\_ very good.  
a. taste      **(b) tastes**
- My sister \_\_\_ at 6:30 am.  
a. wake up      **(b) wakes up**
- I \_\_\_ my grandmother once a week.  
**(a) visit**      b. visits
- He \_\_\_ many hours every day.  
**(a) works**      b. work

