

CORRIGÉ

I. Lisez attentivement le texte ci-dessous :

We woke late the next morning, and, at Harris's earnest desire, partook of a plain breakfast, with "non dainties." Then we cleaned up, and put everything straight, and, at about ten, set out on what we had determined should be a good day's journey.

5 We agreed that we would pull this morning, as a change from towing; and Harris thought the best arrangement would be that George and I should scull, and he steer. I said I thought Harris would have been showing a more proper spirit if he had suggested that he and George should work, and let me rest a bit.

10 You cannot give me too much work; to accumulate work has almost become a passion with me: my study is so full of it now, that there is hardly an inch of room for any more. I shall have to throw out a wing soon.

Jerome K. Jerome, *Three Men in a Boat* (1889)

a. Retrouvez dans ce texte, en donnant le numéro de la ligne correspondante :

- un verbe intransitif : *woke* (l.1), *pull* (l. 4), *towing* (l. 4), *scull* (l.5), *steer* (l. 5), *work* (l. 7), *rest* (l. 7),

- un verbe transitif direct : *put* (l. 2), *determined* (l.3), *agreed* (l. 4), *thought* (l. 4), *said* (l. 5), *thought* (l. 5), *showing* (l. 6), *suggested* (l. 6), *accumulate* (l. 8),

- un verbe transitif indirect (prépositionnel) : *partook* (l. 1)

- un verbe ditransitif (ou bitransitif) : *give* (l. 8),

- un verbe à particule intransitif : *cleaned up* (l. 2),

- un verbe à particule transitif direct : *throw out* (l. 10)

- un verbe à particule transitif indirect (prépositionnel) : *set out (on)* (l. 2-3),

- un verbe copule autre que *BE* : *become* (l. 8)

b. Donnez la nature et la fonction des mots ou segments suivants :

	NATURE	FONCTION
<i>late</i> (l. 1)	Adverbe	CC temps
<i>next</i> (l. 1)	Adjectif (qualificatif)	Epithète de <i>morning</i>
<i>at about ten</i> (l.2)	GPrép	CC temps
<i>a more proper spirit</i> (l. 6)	GN	COD de <i>show</i>
<i>a wing</i> (l. 10)	GN	COD de <i>throw out</i>

c. Dites de quels éléments est composée la séquence verbale de l'extrait suivant :

Harris would have been showing a more proper spirit
TPS (preterit), MODAL (will), HAVE+EN, BE+ING, VERBE (show)

Réduisez cette séquence aux seuls éléments obligatoires :

He showed (ou TPS + V)

II. Entourez le numéro de la phrase emphatique qui convient.

1. I can't believe you have betrayed me.
 1. But I didn't!
 2. But I can't!
 3. But I haven't!

2. Kevin is upset because you called him a liar!
 1. But he is a liar!
 2. But he is a liar!
 3. But he does be a liar!

3. Why did you try to kill her?
 1. Are you crazy? I don't even know her!
 2. Are you crazy? I don't even know her!
 3. Are you crazy? I don't even know her!

4. I don't understand why you still don't trust him.
 1. But I do trust him!
 2. But I trust him!
 3. But I don't trust him!

III. Ajoutez le tag qui convient. Respectez les indications entre parenthèses.

1. Few people know the truth, (demande de confirmation) *do they?*
2. So you're leaving us tomorrow, (tristesse) *are you?*
3. I don't think she could have done it, (tag portant sur la subordonnée) *could she?*
4. I'm tired of listening to him whining all day about that wife of his, (tag de renforcement) *I am.*
5. She won't go to school dressed like that. (C'est ce qu'on va voir!) *Oh she won't, won't she?*

IV. Donnez la réplique qui convient. Respectez les indications entre parenthèses.

1. "She has to be home before 9 p.m."
(contradiction) "(No) she doesn't"

2. "He must stop seeing that girl immediately."
(négation de la nécessité) "*He needn't / he doesn't have to*"
3. "I'm afraid it's too late to apologize."
(constat) "*So it is.*"

V. Reformulez les énoncés suivants en plaçant en début de phrase l'élément indiqué en caractères gras et en effectuant les adaptations nécessaires.

1. They had bought the manor **only recently**.
Only recently had they bought the manor.
2. You mustn't download this programme **in any case**.
In no case must you download this programme.
3. We do **not really** know what is going on behind these doors (*Remplacer par Little...*).
Little do we know what is going on behind these doors.
4. They **rarely** regretted their decisions.
Rarely did they regret their decisions.

VI. Formulez la question correspondant à l'élément souligné.

1. The neighbours always complain about the noise.
What do the neighbours always complain about?
2. N. Cage advised J. Depp to pursue his career as an actor.
Who did N. Cage advise to pursue his career as an actor?
3. I clicked on this icon to send the message.
What did you/I click on this icon for?
4. J. Depp is T. Burton's favourite actor.
Whose favourite actor is J. Depp?
5. They travel to Europe twice a year.
How often do they travel to Europe?

VII. Traduisez en anglais en respectant les consignes.

1. Comment se fait-il qu'il t'ait battu ? Personne ne t'a expliqué les règles (*rules*), hein (reprise par auxiliaire) ?
How come / how is it (that) he beat you? No one (has) explained the rules to you, have / did they?
2. - Je n'ai pas compris de quoi ils parlaient.
I did not understand / I haven't understood what they were talking / they talked about

- Moi non plus (reprise par auxiliaire).
Neither / nor did / have I / I didn't / haven't, either.
3. Pourquoi demander la clé à John (question sans sujet) ? Nous ferions mieux de la chercher nous-mêmes dans son appartement, non (reprise par auxiliaire) ?

Why ask John for the key? We'd better look for it in his flat ourselves, hadn't we?

4. A peine m'étais-je agenouillé à côté de leur chien pour le caresser qu'il me mordit.
Hardly / no sooner had I knelt (down) near their dog to stroke it when / than it/he bit me.
5. Il restait un peu de confiture, alors je l'ai étalée sur ma tranche de pain.
There was a little jam left, so I spread it on my slice of bread.
6. Puis elle lui a demandé si ses parents enseignaient l'anglais. Il lui a répondu que oui.
Then she asked him if/whether his parents taught English. He answered (her) (that) they did.