

## C-2. CONTENUS CULTURELS ET LINGUISTIQUES : ANGLAIS

### a – La culture derrière les mots (culture et lexique)

Conformément au principe selon lequel langue et culture sont indissociables, le tableau ci-dessous présente, en lien avec les réalités et les faits culturels propres au monde anglophone, des éléments lexicaux relevant de connaissances culturelles et ouvrant sur des champs de signification : la culture derrière les mots.

Les éléments figurant dans ce tableau sont des repères proposés au professeur, parmi lesquels ce dernier peut puiser (ou dont il peut s'inspirer) afin d'aider les apprenants à reconnaître et comprendre les références utiles voire nécessaires à leur participation à des situations de communication interculturelle. Ils constituent une liste ouverte et ne sauraient donner lieu à des cours magistraux faisant l'objet de contrôles des connaissances. Ce sont les tâches de communication qui déterminent, au cours de la formation, dans l'ensemble de la voie professionnelle, le moment (ou les moments) où tel ou tel élément du tableau est abordé de façon active et concrète.

La culture n'est pas seulement un objet d'étude, c'est une compétence qui permet de se faire comprendre et de comprendre les sociétés complexes d'aujourd'hui. Au-delà de leurs aspects touchant à la vie professionnelle (présente ou future) des apprenants, les exemples suggérés ci-dessous ont également et surtout pour ambition de contribuer à la formation intellectuelle et culturelle de la personne.

Domaines	Réalités et faits culturels	Exemples (liste non limitative)
<b>Vivre et agir au quotidien</b>		
Modes de vie	<p><i>British, American and other English-speaking countries' way of life :</i> <i>Food</i></p> <p><i>Transport, tourism and accommodation</i></p> <p><i>Shopping</i></p> <p><i>Landscape and architecture</i></p>	<p><i>apple pie, baked beans, BBQ, brunch, cereals, cheddar, corn on the cob, continental / English breakfast, curry, custard, doggy bag, doughnut, drive-in, fish and chips, gravy, happy hour, jam, junk food, maple syrup, pancake, pint, pub, snack, tacos, tea time, etc.</i></p> <p><i>A-road, B&amp;B, bank holiday, cab, coach / bus, commuter, double-decker bus, condominium, freeway, Greyhound bus, landlady / landlord, motorway, resort, road sign, roundabout, subway, time zone, tube, turnpike, yellow bus, YMCA, etc.</i></p> <p><i>car boot sale, charity shop, cashback, convenience store, corner shop, department store, DIY, garage sale, grocer's, high / main street, jumble sale, mall, newsagent, outlet store, raffle, sales, shopping card, store card, voucher, etc.</i></p> <p><i>bow window, brownstone, the bush, cottage, council estate, countryside, the desert, detached / semi-detached house, downtown, housing estate, housing development, market town, skyline, suburbia, terraced house, townships, trailer park, etc.</i></p>
Relations avec les autres	<p><i>Families and family life</i></p> <p><i>Personal and professional relations with other people</i></p>	<p><i>baby shower, best man, birthday party, bride, funerals, housewarming party, in-laws, relatives, stag night, step-family, weddings, etc.</i></p> <p><i>acquaintance, appointment, briefing, charities, Christmas party, club, colleague, farewell party, Season's Greetings, invitation, old-boy network, Spring Break, business card, etc.</i></p>

Domaines	Réalités et faits culturels	Exemples (liste non limitative)
<b>Étudier et travailler</b>		
Monde scolaire (et universitaire)	<i>Education in Britain and in the United States</i>	<i>A-level, alumnus, assessment, comprehensive school, campus, college, college of further education, Commencement Day, community college, dean, degree, drop-out, freshman, GCSE, graduate, grammar school, high school, Ivy League, NVQ, Open University, Oxbridge, prep school, preppy, public school, redbrick college, roommate, SAT, scholarship, sophomore, term, uniform, vocational school, etc.</i>
Monde professionnel	<i>Industry, business and services</i>  <i>Agriculture</i>	<i>catering, company, blue / white collar, CEO, e-business / e-services, engineering, firm, fringe benefits, front office, handicrafts, mortgage, outsourcing, PA, perks, plants, PR, R&amp;D, real estate, research, retirement, safety procedures, shareholders, start-up, stock options, supply chain, takeover, teleworking, tools, trade, workshop, etc.</i>  <i>acre, breed, cattle, dairy product, farming, harvest, hay, livestock, Napa Valley, prairie, ranch, timber, etc.</i>
Emploi et mobilité	<i>Studying and working abroad</i>	<i>application / applicant, apprenticeship, bank holiday, break, CV / curriculum vitae / (online) resume / cover letter, fixed-term contract, green card, grant, health benefits / health insurance, internship, jobcentre, leave of absence, maternity leave, off-season, part-time, pension / pensioner, placement, redundancy, retiree / retirement, school exchange, sick leave, summer job / teen job / seasonal job, trainee, training period, tuition fee, twinning, wages, work experience, work permit, work placement, etc.</i>
<b>S'informer et comprendre</b>		
Institutions	<i>British and American political and legal systems</i>	<i>act, amendment, backbencher, barrister, bill, Bill of Rights, borough, by(e)-election, Capitol Hill, caucus, CIA, constituency, coroner, habeas corpus, Commonwealth, Congress, district attorney, FBI, general election, Governor, House of Commons, House of Lords, House of Representatives, impeachment, lobbying, mayor, MI5, MP, (Number) 10 Downing Street, Parliament, primaries, PM / Prime Minister, Shadow Cabinet, Senate, speaker, Supreme Court, Whitehall, the White House, etc.</i>

Domaines	Réalités et faits culturels	Exemples (liste non limitative)
Société	<p><i>Social issues</i></p> <p><i>Religion</i></p> <p><i>Multicultural issues</i></p> <p><i>Parties and trade unions</i></p>	<p><i>drug-addictions, affirmative action, communities, death penalty, dress codes, ecology, global economy, global warming, homelessness, immigration, relocation, renewable energies, sustainable development, workaholic, working poor, etc.</i></p> <p><i>Amish, Bible Belt, Christians, Church of England, Islam, Jews, Mormons, Muslims, Puritanism, etc.</i></p> <p><i>ethnic groups, melting pot, minorities, etc.</i></p> <p><i>Labour Party, Tories, Lib-Dems, New Labour, Democrats, Republicans, TUC, AFL-CIO, UAW, etc.</i></p>
Références historiques et géographiques	<p><i>Symbols, emblems and anthems</i></p> <p><i>Historical moments and figures: United Kingdom and Ireland</i></p> <p><i>United States</i></p> <p><i>Geographical landmarks: United Kingdom</i></p> <p><i>United States</i></p> <p><i>Other English-speaking countries</i></p>	<p><i>God Save America, God Save the Queen, leek / thistle / rose / shamrock, Star-Spangled Banner, Stars and Stripes, Uncle Sam, Union Jack, etc.</i></p> <p><i>King Arthur, O. Cromwell, Elisabeth I, Henry VIII, Industrial Revolution, Queen Victoria, Winston Churchill, the Blitz, D-Day, Ulster, Thatcherism, etc.</i></p> <p><i>American Revolution, Conquest of the West, the Frontier, Gold Rush, cowboys, Indians, Jefferson, Lincoln, slavery, American Civil War, Great Depression, Prohibition, New Deal, Civil Rights Movement, J. F. Kennedy, M. L. King, Neil Armstrong, etc.</i></p> <p><i>the Black Country, the Channel, Hadrian's Wall, Highlands, the Lake District, the Midlands, the Peak District, Stonehenge, etc.</i></p> <p><i>National Parks, Death Valley, Grand Canyon, Mount Rushmore, Niagara Falls, Rocky Mountains, time zone, Cotton Belt, etc.</i></p> <p><i>Apartheid, Aborigines, Ayers Rock, Down Under, James Cook, English-speaking Caribbean Islands (Community Day, Fish Day, etc.), the Indian sub-continent, Zulus, etc.</i></p>
Médias	<p><i>TV / radio networks and programmes</i></p> <p><i>The press</i></p>	<p><i>BBC, broadcasting, Channel 4, CNN, HBO, ITV, MTV, prime time, sitcom, talk show, TV series, etc.</i></p> <p><i>classifieds, comic strip, headlines, quality press, tabloid, etc.</i></p>

Domaines	Réalités et faits culturels	Exemples (liste non limitative)
	<i>The Internet</i>	<i>blogs, browser, chat, podcasting, webcam, etc.</i>
	<i>Advertising</i>	<i>ads, commercials, slogans, flyers, coupons, media hype, etc.</i>
Monde et histoire des sciences et des techniques	<i>Technologies and research</i>	<i>biotechnologies, Darwin, Bell, Edison, Faraday, Fleming, firewall, hacking, laptop, Newton, PIN, renewables, software, Silicon Valley, wind farms, etc.</i>
<b>Se cultiver et se divertir</b>		
Fêtes et traditions	<i>Religious and public celebrations</i>	<i>Boxing Day, Christmas, Easter, Guy Fawkes' Night, Halloween, Independence Day, Labour Day, St. Patrick's Day, Poppy Day, Thanksgiving, etc.</i>
Monde et histoire des arts  <i>N.B.            Les termes et les noms propres figurant dans la colonne de droite sont des suggestions quant aux genres, mouvements, styles ou œuvres (de tel ou tel artiste ou auteur) pouvant être sélectionnés comme objets d'étude, notamment – mais non exclusivement – lorsque le professeur participera à l'enseignement de l'histoire des arts. L'actualité des expositions et des spectacles ainsi que le contexte et l'environnement de l'établissement de formation (voyages, échanges, appariements scolaires, ressources artistiques ou patrimoniales locales, etc.) seront des facteurs de sélection déterminants.</i>	<i>Art forms, artists and writers</i>  <i>Architecture</i>  <i>Design</i>  <i>Dance</i>  <i>Literature and theatre</i>     <i>Painting</i>    <i>Music</i>    <i>Cinema</i>     <i>Photography</i>   <i>Institutions</i>	<i>N. Foster, Frank Lloyd Wright, etc.</i>  <i>T. Conran, etc.</i>  <i>A. Ailey, M. Cunningham, J. Robbins, T. Tharp, etc.</i>  <i>M. Atwood, Booker Prize, Broadway, the Brontë sisters, J.F. Cooper, detective stories, J. Dos Passos, C. Dickens, F.S. Fitzgerald, A. Huxley, H. Kureishi, V.S. Naipaul, G. Orwell, poetry, Pulitzer Prize, Sci-Fi, W. Shakespeare, M. Shelley, J. Steinbeck, J. Swift, the West End, O. Wilde, etc.</i>  <i>F. Bacon, G. Catlin, J. Constable, E. Hopper, W. Hogarth, R. Lichtenstein, pop-art, F. Remington, N. Rockwell, M. Rothko, J.M.W. Turner, A. Warhol, etc.</i>  <i>L. Armstrong, B. Britten, P. Cline, country music, classical music, hip hop culture, G.F. Handel, B. Holliday, jazz, musicals, the opera, C. Porter, reggae, etc.</i>  <i>Academy awards, W. Allen, Bollywood, blockbuster, cartoon, casting, C. Chaplin, cloak and dagger films, F.F. Coppola, entertainment industry, directors and producers, J. Ford, S. Kubrick, K. Loach, rating, M. Scorsese, S. Spielberg, western, etc.</i>  <i>D. Arbus, W. Eugene Smith, W. Evans, D. Lang, H. Newton, A. Stieglitz, etc.</i>  <i>Guggenheim Museum, Lincoln Center, MoMA, National Gallery, Sydney Opera House, Tate Modern, etc.</i>

<b>Domaines</b>	<b>Réalités et faits culturels</b>	<b>Exemples</b> (liste non limitative)
Sports et loisirs	<i>Hobbies, sports and leisure activities in the English-speaking world</i>	<i>all-star game, baseball, betting, bingo, cheerleaders, coach, craft, cricket, darts, Davis Cup, fair play, football, foul, grand slam, greyhound races, horse racing, leisure centre, NBA, quarterback, rounders, rugby, slam dunk, soccer, team, track and field, etc.</i>

**b – De l’oral à l’écrit, de l’écrit à l’oral (prononciation, lecture et écriture)**

Le tableau ci-dessous recouvre l’ensemble des compétences à acquérir dans les domaines de la phonologie, de la graphie et de l’orthographe, afin d’assurer une communication efficace : les compétences en prononciation (discrimination des sons, reproduction, accentuation des mots et groupes de mots dans la phrase, intonation et rythme) relèvent de l’oral, les compétences en écriture et orthographe relèvent de l’écrit, les compétences en lecture à haute voix se situent au croisement entre oral et écrit (rapport entre le son et le signe). C’est au fil des activités de communication que se présentent les occasions où tel ou tel élément du tableau peut être abordé. De brefs exercices spécifiques peuvent, le cas échéant, être pratiqués. Quelle qu’ait été l’expérience antérieure des apprenants dans ce domaine, il appartient au professeur de déterminer quels outils peuvent leur être utiles pour développer et consolider leur maîtrise de leur prononciation.

Du mot à la phrase	Exemples (liste non limitative)
perception de la notion de rythme (alternance de temps forts et de temps faibles)	● ○ ● ○ ● ○ ○ ● <i>Humpty Dumpty sat on a wall</i>
identification de l’accentuation (polysyllabes) et de ses répercussions sur la réalisation des voyelles	<i>movie, guitar, remember, etc.</i> <i>origin / original</i> [ˈbrɪdʒɪn] / [əˈrɪdʒɪnəl] <i>photograph / photography</i> [ˈfəʊtəgræf] / [fəˈtɒgrəfi] <i>industry / industrial</i> [ˈɪndəstri] / [mɪˈdʌstriəl], etc.
reconnaissance et prononciation des voyelles, diphtongues et consonnes (savoir épeler)	/ei/, /bi:/, /si:/, /dʒi:/, /dʒei/, /eɪtʃ/, /wai/, etc.
reconnaissance et réalisation des oppositions vocaliques et consonantiques	/i:/ /ɪ/ : <i>feel/fill</i> , /əʊ/ /ɔ:/ : <i>boat/bought</i> /θ/ /ð/ : <i>thin/this</i> , /ʃ/ /ʒ/ : <i>sugar/measure</i>
reconnaissance du phénomène de réduction vocalique des mots-outils et réalisation du « schwa »	[kæən] / [kən] : <i>I can do it</i> [fɔ:] / [fə] : <i>That’s for me</i> [sʌm] / [səm] : <i>Have some food!</i>
reconnaissance et réalisation des terminaisons du pluriel, du présent, du prétérit	/s/, /z/, /ɪd/, /t/, /d/
reconnaissance de quelques règles phono-graphématiques	<i>write</i> : /aɪ/, /written/ : /ɪ/ <i>cat</i> [kæt] / <i>car</i> [kɑ:]
reconnaissance de la prononciation de quelques graphèmes (lien graphie-phonie)	<ea>: /ei/ ( <i>break</i> ), /i:/ ( <i>read</i> ), /ɜ:/ ( <i>learn</i> ); <ou>: /aʊ/ ( <i>about</i> ), /ʊ/ ( <i>could</i> ), etc.
reconnaissance des suffixes faibles (sans incidence sur l’accentuation) et forts	-ism, -ed, -er, -ful, -less, -ship, etc. -ient, -ience, -ic, -ety, -ity, -ette, -ade, etc.
accentuation des mots à suffixes forts (incidence sur l’accentuation)	<i>electric, electricity</i> / <i>kitchen, kitchenette</i> , etc.
identification et réalisation du rythme en lien avec l’accentuation	<i>He took the plates to the kitchen.</i>
identification et réalisation du rythme en lien avec le phénomène de réduction vocalique	<i>bread and butter</i> [ˈbred ən ˈbʌtə] <i>tea for two</i> [ˈti:fəˈtu:]
repérage de l’accent de phrase et des mots accentués	<i>I like modern art.</i> / <i>I like modern art.</i> / <i>I like modern art.</i>
reconnaissance et reproduction des schémas intonatifs	- <i>I’ve got a job</i> ↘ - <i>What job?</i> ↘ - <i>I’ve got a job!</i> ↗ - <i>What?</i> ↗
réalisation des formes fortes et faibles des mots-outils selon le contexte	<i>Who are you looking at?</i> /æt/ <i>I’m looking at you.</i> /ət/ <i>Give it to your partner.</i> /tə/ <i>To who?</i> /tu:/
sensibilisation aux variétés linguistiques (en particulier, anglais britannique / anglais nord-américain)	advertisement [ədˈvɜːtɪsmənt] / [ædvəˈtɑɪzmənt] ; secretary [ˈsekɹətəri] / [ˈsekrətəri] ; tomato [təˈmɑːtəʊ] / [təˈmeɪtəʊ] ; vitamin [vɪtəˈmɪn] / [ˈvaɪtəˈmɪn], etc.
lecture à haute voix	sur la base des documents utilisés dans le cadre des activités, des tâches, des projets

## c – Les outils de la communication (grammaire de la langue)

Apprendre les langues de façon active implique que la grammaire soit un outil au service de la réalisation des tâches langagières. Le tableau ci-dessous rassemble divers outils linguistiques auxquels, en fonction des objectifs, il est nécessaire de faire appel. La première colonne présente les principales formes de communication, la deuxième, des outils linguistiques susceptibles d'y être associés et la troisième illustre l'ensemble par des exemples. Ce tableau est une liste ouverte. Il appartient au professeur d'effectuer les choix qu'il jugera nécessaires. Ce sont les tâches de communication qui déterminent, au cours de la formation, dans l'ensemble de la voie professionnelle, le moment (ou les moments) où tel ou tel élément du tableau peut être utilement abordé.

Communiquer : comprendre et s'exprimer	Outils	Exemples (liste non limitative)
<b>Dialoguer</b>		
S'adresser à quelqu'un	<ul style="list-style-type: none"> <li>- formules de politesse</li> <li>- outils d'amorce du discours / de mise en contact</li> <li>- interjections</li> <li>- questions figées</li> </ul>	<p><i>Hello / Good morning / Good afternoon / Welcome</i>  <i>How do you do? / Pleased to meet you / Nice to see you again.</i>  <i>Can I speak to George, please?</i>  <i>Good luck!</i>  <i>I'd like you to meet her.</i>  <i>I'll call back later.</i>  <i>Sorry to bother you, but could you tell me the time?</i></p>
Adapter son propos à la situation	<ul style="list-style-type: none"> <li>- désignateurs : indicateurs de personne(s) indicateurs de temps indicateurs de lieu(x)</li> </ul>	<p><i>Occasionally, I run into him on the train.</i>  <i>You mean you're getting married next week?</i>  <i>Did I hear you say you lost the keys?</i></p>
Interroger	<ul style="list-style-type: none"> <li>- syntaxe des énoncés interrogatifs</li> <li> </li> <li>- mots interrogatifs</li> </ul>	<p><i>Is there a bus stop nearby?</i>  <i>Is this the one you mean?</i>  <i>Are you sure you're all right?</i>  <i>Anyway, are you coming or not?</i>  <i>Have you got a moment?</i>  <i>Do you like it sweet?</i>  <i>Did you catch the six o'clock train?</i>  <i>Can I help you?</i>  <i>Could you call at the post office?</i>  <i>Will you be there by six?</i>  <i>What's happening?</i>  <i>Who's next?</i>  <i>Who's crying?</i>  <i>Where did you stay while you were there?</i>  <i>Where have you been all this time?</i>  <i>When did it happen?</i>  <i>What can I get you?</i>  <i>What will you do for / about...?</i>  <i>What would you like to drink?</i>  <i>Why not?</i>  <i>Why did you tell me you couldn't come?</i>  <i>How do you like your coffee?</i>  <i>How did it happen?</i>  <i>Anyone for tennis?</i></p>
Répondre	<ul style="list-style-type: none"> <li>- affirmation et négation : syntaxe des énoncés affirmatifs et négatifs</li> </ul>	<p><i>I agree (with you) / I don't agree.</i>  <i>You're (absolutely) right.</i>  <i>You're (totally) wrong.</i>  <i>That's a good idea.</i>  <i>That's quite true.</i>  <i>I'm not so sure about that.</i>  <i>They must be here, somewhere.</i>  <i>I've never been there in my life.</i>  <i>I can't hear what you're saying.</i>  <i>It's got nothing to do with you.</i></p>

Communiquer : comprendre et s'exprimer	Outils	Exemples (liste non limitative)
	- énoncés elliptiques	<i>You shouldn't have done that.            Yes, you're right / that's right.            I don't think so.            No, thank you.            Yes, so am I. / Yes, sure. / Yes, of course.            I'd love to but I can't.</i>
S'exclamer	- onomatopées - adverbes, expressions et énoncés exclamatifs	<i>Ouch! / Wow! / Oops!            Good luck! / Well done! / What a pity! / How nice! / Indeed! / Enjoy yourself!            Look! Isn't it wonderful!            Will you be quiet!            That's not true!</i>
Maintenir / relancer le dialogue	- <i>gap fillers</i> - <i>question tags</i> - <i>echoed questions</i>	<i>Well.../ Err.../ Hum, I'm not sure.../ I mean.../            Well, you see...            John could do that, couldn't he?            You've got one brother, haven't you?            Oh, really? How's that?            Oh, did you? / are you? / is she?</i>
/ faire faire / mettre en garde	Expression de la suggestion  - modaux  - impératif et expression de l'obligation et de l'interdiction  - expression de la nécessité et de l'absence de nécessité  - forme V1toV2 - forme V1V2-ing	<i>Be careful.            Please sit down.            Please tell her I called.            Why don't we meet for lunch?            Let's go!            Let's talk to him on the phone.            Would you like to go out for a meal?            Could you ask him to call me back?            You must go there and see it for yourself.            He mustn't be late.            Turn on the printer.            Wait until the boss arrives.            Try the other key.            Try not to be late.            Carry your passport with you.            Mix it with half a pound of sugar.            You've got to be back by midnight.            Don't be silly.            Don't worry about it. It's not so bad.            You can't do that.            They don't have to leave so early.            We need to do it now / We needn't to do it now.            She wants you to do it.            He'll have to give me that money back.            Stop smoking!</i>
Introduire / rapporter le(s) propos	- discours direct et indirect	<i>She said the train was absolutely packed.            He tells me the car's not available.            He said: "The car won't be ready before tomorrow."            "have to go," she announced.            He told them they would have to make an effort.</i>
<b>Décrire</b>		
Nommer / désigner	- singulier / pluriel - détermination  - outils de la localisation spatiale - adjectifs et pronoms démonstratifs	<i>His name's.../ Their names are...            This is a...            John is the man who runs the company.            It's there. Where? Right here, on your left!            This car is the latest model            This is it!            I don't like those.</i>



Communiquer : comprendre et s'exprimer	Outils	Exemples (liste non limitative)
	- génitif	<i>The firemen's helmets</i> <i>A teacher's degree</i> <i>His father's car didn't pass the MOT test.</i> <i>This is Peter's office.</i>
Caractériser / définir	- compléments du nom - adjectifs et pronoms possessifs	<i>I like the colour of the paint you've used in the kitchen.</i> <i>You've taken my pen instead of yours.</i> <i>It's mine, I'm sure.</i>
Qualifier	- adjectifs (épithète et attribut) - adverbes - mots composés	<i>The food smells good.</i> <i>He's got red hair.</i> <i>She really looks after her car.</i> <i>He is always alone.</i> <i>We'll never be there on time.</i> <i>It's a three-star hotel.</i> <i>Did you notice he was left-handed?</i> <i>She's really good-looking.</i>
Quantifier	- singulier/pluriel - adjectifs cardinaux - quantifieurs	<i>I need two tickets, not one.</i> <i>He's only thirty-five.</i> <i>I got two hundred pounds for it.</i> <i>It cost over three hundred dollars.</i> <i>How much do you want for it?</i> <i>How many were there? Ten?</i> <i>They gave us very little information.</i> <i>Several of these are mine.</i> <i>Give me half of it.</i> <i>I sold it for one third of the regular price.</i>
Comparer	- comparatif - superlatif	<i>Eat as much as you can.</i> <i>She is similar to a...</i> <i>The blue one's larger than the black.</i> <i>And now my office is much more pleasant to work in.</i> <i>Well, it was the worst film I've ever seen.</i> <i>Going by underground would be the quickest.</i> <i>That's the best news I've heard for a long time.</i> <i>Which is the most convenient way of travelling?</i> <i>It's the least you can do.</i>
<b>Raconter / relater</b>		
Situer dans le temps	- prétérit - marqueurs et indicateurs de temps (antériorité, simultanéité postériorité) - <i>present perfect</i>	<i>It all started when he got the job.</i> <i>I arrived on Tuesday morning.</i> <i>We had a good meal last night.</i> <i>This is what happened to me a fortnight ago.</i> <i>Just a few minutes ago, his secretary rang up to cancel the meeting.</i> <i>When I arrived, there was nobody at home.</i> <i>She'll ring you on Sunday.</i> <i>We met two days earlier.</i> <i>In the meantime, I managed to wash up.</i> <i>She left while I was still at work.</i> <i>They joined us afterwards.</i> <i>Would you mind inviting him later?</i> <i>I've had this pain for days.</i>

Communiquer : comprendre et s'exprimer	Outils	Exemples (liste non limitative)
	<ul style="list-style-type: none"> <li>- expression du futur</li> <li>- <i>pluperfect</i></li> </ul>	<p><i>After you've heard what happened, you'll change your mind, I think.</i>  <i>I'm going to London tomorrow.</i>  <i>I ran to catch the bus because I had seen it coming.</i></p>
Situer dans l'espace	<ul style="list-style-type: none"> <li>- compléments, prépositions et adverbess de lieu</li> </ul>	<p><i>On your right.../ on your left.../ behind you...  I saw him at the station.  You'll find it in the drawer.  It's right next to / in front of the station.  Put them in the cupboard under the stairs.  Take it back to the shop where you bought it.  It's two miles away, you can't possibly miss it.</i></p>
Rendre compte (de faits, d'événements, etc.)	<ul style="list-style-type: none"> <li>- prétérit</li> <li>- <i>present perfect</i></li> <li>- discours indirect</li> <li>- passif</li> </ul>	<p><i>I found what I was looking for.  I took a glass and poured a drink.  I've never seen her before.  She said the accident happened around seven o'clock.  The train was delayed.  The kit is assembled by bolting the parts together.</i></p>
Élaborer un récit	<ul style="list-style-type: none"> <li>- prétérit</li> <li>- présent de narration</li> <li>- adverbess</li> <li>- modalisation</li> </ul>	<p><i>To cut a long story short...  Little Red Riding Hood should not have disobeyed.  "Meanwhile, his friend, through alley and streets wanders and watches with eager ears."  (Paul Revere's Ride, H.W. Longfellow)  This reminds me of...  I remember clearly...  Speaking of it...</i></p>
<b>Expliquer</b>		
Exposer / illustrer / donner des exemples	<ul style="list-style-type: none"> <li>- outils de présentation et d'organisation du propos (introduction, exemple, énumération, analogie, etc.) :</li> <li><i>here is, there is, first, then, finally, it comes from, it's the result of, the point is, as a matter of fact, by the way, etc.</i></li> </ul>	<p><i>This is an offer you can't refuse.  What I mean is we're pretty busy at the office at the moment.  Well, to begin with, I'd like to explain what happened exactly.  Take this morning, for example: the alarm clock failed to go off and I missed my train!</i></p>
Reformuler / traduire	<ul style="list-style-type: none"> <li>- synonymes et antonymes</li> <li>- explicitation ou paraphrase</li> </ul>	<p><i>What's the French for...?  'Long' is the opposite of 'short'.  It stands for.../ it's the same as.../ it's a synonym for...  The French for 'computer' is ordinateur.  In French / English, you (would) say...</i></p>
Développer / structurer	<ul style="list-style-type: none"> <li>- articulations logiques du discours : coordination, chronologie, cause, opposition</li> <li>- subordination</li> </ul>	<p><i>He went to the airport and took the plane.  We're doing it because we have to.  They looked at each other but didn't say a word.  Therefore, he had to leave at once.  While we were still waiting for him, he called and said that it was too late.</i></p>
Donner des indications	<ul style="list-style-type: none"> <li>- adverbess et locutions de temps, de lieu, de durée, de manière</li> </ul>	<p><i>When you arrive, drop in for a visit.  Once inside, take the lift to the first floor.  Give me a call after you've arrived.</i></p>



Communiquer : comprendre et s'exprimer	Outils	Exemples (liste non limitative)
Synthétiser / conclure	- marqueurs de clôture temporels, énumératifs, argumentatifs	<i>To conclude, I'd (like to) say...</i> <i>It's been nice talking to you.</i> <i>So that's how you feel about it.</i> <i>Well, if that's all, then I think I'll be going.</i> <i>That's the end of it.</i>