



“ Once you eliminate the impossible, whatever remains, no matter how improbable, must be the truth. ”

Arthur Conan Doyle (1859-1930),  
Scottish detective fiction writer

- 1 Describe the scene and imagine what is going to happen.
- 2 Explain the quotation in your own words. Say if you agree.
- 3 Listen to the recording. Pick out the reason why these people are together.
- 4 Write down the keywords linked to detective stories and share with the class.

### Useful words

- ▶ crime scene (n.) [kraɪm si:n]: scène du crime
- ▶ evidence (n.) ['eɪdɪəns]: preuve
- ▶ fingerprint (n.) ['fɪŋgə prɪnt]: empreinte
- ▶ police inspector (n.) [pə'li:s ɪns'pektə]: inspecteur de police
- ▶ private investigator (n.) ['praɪvət ɪn'vestɪ'geɪtə]: détective privé
- ▶ proof (n.) [pru:f]: preuve
- ▶ set-up (n.) [set ʌp]: coup monté
- ▶ weapon (n.) ['wepən]: arme
- ▶ whodunnit (n.) [,hu:'dʌnɪt]: roman policier
- ▶ gripping (adj.) ['grɪpɪŋ]: prenant
- ▶ puzzling (adj.) ['pʌzɪlɪŋ]: déconcertant
- ▶ be unaware of sth (exp.) [bi ʌnə'weə əv]: ignorer qqc
- ▶ commit a crime (exp.) [kə'mɪt ə kraɪm]: commettre un crime
- ▶ shoot sb dead (exp.) [ʃu:t 'sʌmbədi deɪd]: tuer qqun
- ▶ sneak up on sb (exp.) [sni:k ʌp ɒn]: s'approcher de qqun sans faire de bruit
- ▶ take sb by surprise (exp.) [teɪk 'sʌmbədi baɪ sə'praɪz]: prendre qqun par surprise

New Missions 2de p70-71

Imagine what happened and what is going to happen (doc p70)

Fiche d'aide pour l'activité

Elements to define :

-**Characters** (names, background, how they are connected to each other)

-The **culprit** and his/her motive

-The **action** : **before** and **after**

Useful words :

A culprit	Un coupable
An alibi	Un alibi
A motive	Un mobile
A clue	Un indice
An investigation	Une enquête
To investigate	Enquêter
The mystery	Le mystère
A weapon	Une arme
A gun	Un pistolet
(to pull) The trigger	(tirer/appuyer sur) La détente (d'un pistolet)
The suspect	Le suspect
Suspicious	Suspicieux
The criminal	Le criminel
A crime	Un crime
A witness	Un témoin
To kill	Tuer
To assassinate	Assassiner
A murderer	Un meurtrier
The evidence*	Les preuves
The crime scene	Une scène de crime
A set-up	Un coup monté
A police inspector	Un inspecteur de police
An investigator, a detective	Un enquêteur, un détective privé
To take part in	Participer à
To shoot somebody dead	Tuer quelqu'un (en tirant)
To take by surprise	Prendre par surprise
To be surprised	Etre surpris
Scared	Effrayé
Puzzling / Puzzled	Déconcertant / déconcerté

*! Don't forget to talk about hypothesis using : **MAYBE / PERHAPS / PROBABLY***

.....

.....

.....

.....

**ORAL UNDERSTANDING**  
**A DETECTIVE STORY WORKSHOP**

Introduction (-> "ready") :

Listen to the beginning of the recording. **Pick out the reason why the people are together.**

.....

.....

.....

Now listen to the detective story :

**1) Listen to the whole recording and pick out elements concerning...**

<i>Group 1</i>	<i>Group 2</i>	<i>Group 3</i>
<i>Words about the house</i>	<i>Information about the characters</i>	<i>Words and expressions linked to detective stories</i>

**2) Now listen again : complete the following sentences with words taken from the list below and put them in chronological order. Is there anything surprising?**

*Alibi – kitchen – door to door – upstairs – neighbour – dead – victim – gun – lipstick – lying dead*

- a-he said the \_\_\_\_\_ did not wear make-up
- b-he said he'd be down in a minute
- c-the husband came home from work , and opened the front door
- d-that \_\_\_\_\_ was the murder weapon, left on the crime scene
- e-he went into the kitchen and found his wife \_\_\_\_\_ on the floor
- f-he went \_\_\_\_\_ to take a shower
- g-the woman had been \_\_\_\_\_ for hours
- h-he heard his wife say "I'm in the \_\_\_\_\_"
- i-the wife was wearing perfect \_\_\_\_\_ and eye-shadow
- j-a \_\_\_\_\_ saw a woman selling door to door that day
- k-he was suspected but he had an \_\_\_\_\_

**3) Imagine what happened (complete the sentences)**

- the \_\_\_\_\_ may have.....the wife  
= the victim **may** have been.....**by**.....
- the victim \_\_\_\_\_ the saleswoman she was not interested in make-up
- the victim must have \_\_\_\_\_ the door
- the saleswoman may be a \_\_\_\_\_
- maybe the saleswoman knew the victim = she may \_\_\_\_\_ her

RECAP

Le futur proche :

Pour dire que l'on est sur le point de faire q.ch., on utilise : .....

Pour dire que l'on va faire q.ch., on utilise : .....

La probabilité :

Pour préciser que l'on n'est pas sûr de qch., on peut utiliser les adverbes : .....,  
....., .....

Si l'on veut exprimer une probabilité sur le passé, on utilisera la structure suivante :

**AUXILIAIRE** ..... / ..... / ..... + **HAVE** + .....

A noter :

**BE LIKELY TO** permet aussi d'exprimer une probabilité

Ex : *he's likely to win* = il est probable qu'il gagne, il va peut-être gagner, il risque de / il a des chances de gagner.

**BE BOUND TO** exprime, lui, une très forte probabilité (donc une quasi-certitude)

Ex : *he's bound to win* = il va gagner, j'en suis certaine.

**1. Lis les situations et réagis en formant une phrase avec BE GOING TO ou BE ABOUT TO.**

Ex : *They are looking at a pram (= un berceau) in the baby-shop → they are going to have a baby.*

-The Police have planned\* to talk to the neighbour tonight → They.....

-She's writing a letter → She.....

-I don't intend\* to stay there → I.....

-She's taken her umbrella with her → it.....

-Does he intend\* to tell them the truth? .....

(\*plan = planifier, intend = avoir l'intention de)

**2.Reformule avec MAY ou MUST (MAY = perhaps, MUST = I'm sure), comme dans l'exemple.**

Ex : *I'm sure he felt proud to find the solution → He MUST have felt proud*

-I'm sure there has been an accident → there MUST.....

-I'm sure they found the culprit → they.....

-Perhaps he didn't understand what the husband said → he.....

-Perhaps she came later → she.....

**3.Traduire**

-Il y a des chances qu'il ait détruit les indices.

-Il se peut que cet homme ait raison.

-Il est certain que le détective a trouvé le coupable.

-Il est certain que le détective va trouver le coupable.

-Elle a sûrement ouvert la porte à la vendeuse.

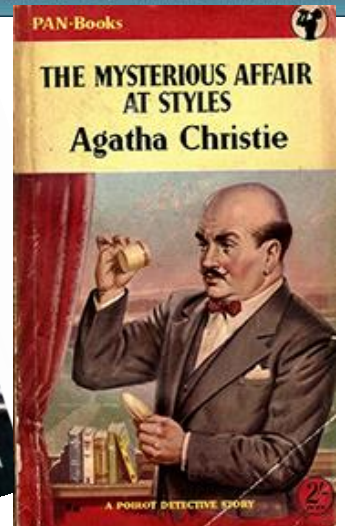
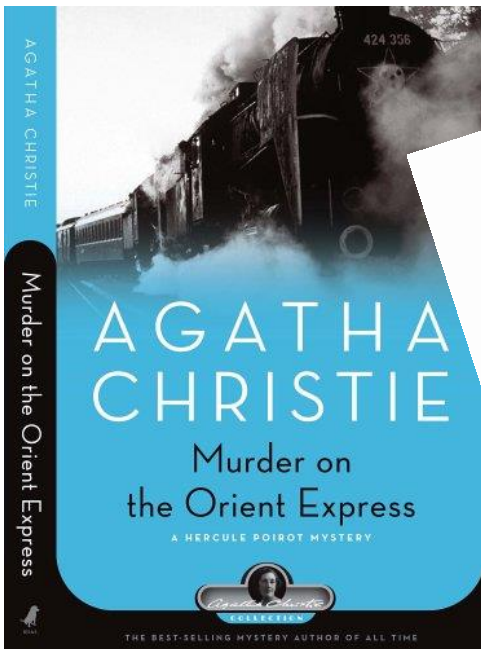
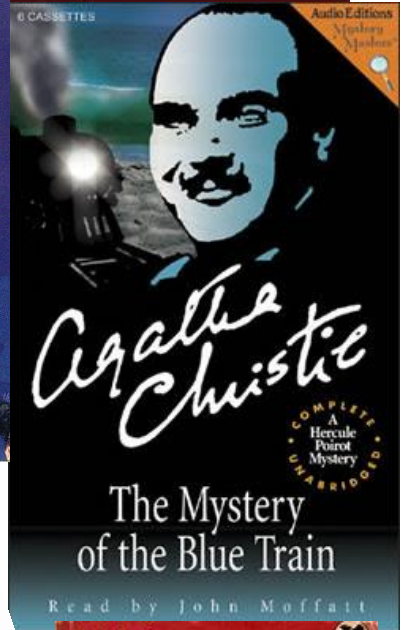
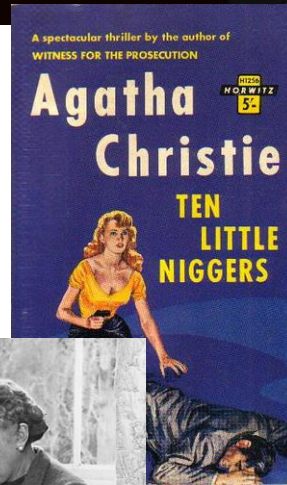
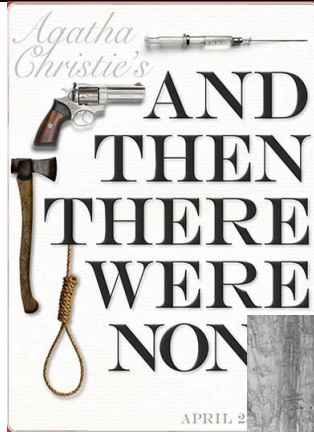
-L'enquête semble difficile : ils n'ont peut-être pas de témoins.

-Peut-être qu'il a menti !

-Que va-t-il faire après la mort de sa femme ?



WHO WAS AGATHA CHRISTIE ?



More about Agatha Christie

<http://www.freelancewriting.com/articles/WS-the-writing-style-of-agatha-christie.php>

**LISTENING COMPREHENSION**  
**WHO WAS AGATHA CHRISTIE**

Type of doc	.....
Subject / character	.....
Job	.....
Qualities	<u>Tick elements corresponding to the personality of the character :</u> <input type="checkbox"/> disappointing <input type="checkbox"/> amazing <input type="checkbox"/> talented <input type="checkbox"/> hardworking <input type="checkbox"/> determined <input type="checkbox"/> slow at work <input type="checkbox"/> productive <input type="checkbox"/> lazy
Her Work	<u>Which novels are evoked ?</u> <input type="checkbox"/> The Mysterious affair at styles <input type="checkbox"/> Murder on the Orient Express <input type="checkbox"/> Absent in the spring <input type="checkbox"/> And then there were none <input type="checkbox"/> Death on the Nile <input type="checkbox"/> Ten little Indians Title of her first book : ..... Time to write a book , in general : ..... <u>Complete :</u> She wrote.....in..... She wrote.....books
Success	Is she still popular or not ? <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> don't know <u>Justify your answer by picking out words from the audio :</u> - ..... - ..... - .....

**LISTENING COMPREHENSION**  
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LESSON 2  
EXERCISES

- Ecrire en toutes lettres en anglais** : 1935, 2013, 1844, le 20e siècle, il y a 2 mois, il y a 3 ans, il y a quelques minutes, le 21<sup>ème</sup> siècle, les années 60, le 35<sup>ème</sup> Président.
- Conjugué ces verbes au preterit et classe-les dans le tableau ci-dessous selon la prononciation du -ED.**  
Read - cost – drop - travel – buy – love – walk - start – want – agree – lose – choose – stop – open – write – cry – say – found – discover – watch - record – catch

<i>ED prononcé /t/</i>	<i>ED prononcé /d/</i>	<i>ED prononcé /id/</i>	<i>Verbes irréguliers (pas de -ED)</i>

- Conjugué les verbes entre parenthèses au present ou au preterit. Souligne l'indice avant de faire ton choix !**

-I always .....(go) to the ice-rink on Saturdays, but I (not/go).....last Saturday because I (have).....my cousins at home !  
 -When I was a child, I .....(hate) cheese. But now, I quite (like).....it.  
 -Last week-end, Bill .....(organize) a party. There .....(be) 40 people ! We .....(listen) to very good music.  
 -I.....(have) a good friend. She's called Sophia. She .....(become) my friend a few months ago, when I (arrive).....in my new school.  
 -My parents.....(travel) to the United States in 1986. They never (go).....back there but wish they could !

- Traduire (écrire les dates et nombres en toutes lettres)**

a-Elle est morte il y a plus de 30 ans.  
 b-Je suis née en 2000, le 14 Août, à San Francisco.  
 c-Elle a écrit plus de 100 romans, elle était très productive.  
 d-Nous avons quitté les Etats Unis en 1994 et nous sommes revenus 10 ans après, en 2004.  
 e-Il y a une statue de cet écrivain au musée de cire de Londres, Madame Tussaud's ! Ils l'ont fabriquée il y a environ 5 ans.

- Rédige la bio de JFK en utilisant les éléments fournis.**



**JOHN FITZGERALD KENNEDY**

35th President of the USA. Elected /1960. President / 1961-1963.  
 Date + place of birth : May 1917 / Massachussetts (USA).  
 American. Family : Irish / Catholic.  
 Handsome + clever. Popular.  
 Fight for civil rights.  
 Death : assassinated / 22 Nov.,1963 / Dallas (Texas, USA).  
 Wife : Jacky + 2 children.



Let's Discover Sherlock Holmes !



3



1. Describe Sherlock Holmes and Doctor Watson in pictures ,2, 3. Then compare them !

2. Which representation of Holmes and Watson do you prefer? Why?

3. Are you a Sherlockologist? Read the text p76.

Which of these statements are TRUE or FALSE?

a- Sherlock Holmes made his first appearance in 1887

b- His place of residence was 221b Regent Street, London, UK.

c- Holmes's creator is Sir Albert Conan Dull.

d- Holmes's adventures appeared in 4 short stories and 56 novels.

e- At least 260 films, based on Holmes's adventures, have been released.

f- Sherlock Holmes often concludes his investigation with the sentence: "Exactly, my dear Watson!"





**Sherlock Holmes** is a fictional detective created by Scottish author Sir Arthur Conan Doyle in 1887. A London-based “consulting detective”, Holmes is known for his astute<sup>1</sup> logical reasoning, his ability to adopt almost any disguise, and his use of forensic<sup>2</sup> science skills to solve difficult cases.

1. astute (adj.) [əs'tju:t] = astucieux

2. forensic (adj.) [fə'renzik] = legal



*New Missions 2de p76 (extrait)*

# SHERLOCKOLOGY

THE ULTIMATE GUIDE FOR ANY BBC SHERLOCK FAN



Search the site...

CHARACTERS EPISODES BEHIND THE SCENES NEWS & EVENTS SHOP DOWNLOADS & EXTRAS HELP



## C. "I've been Sherlocked!" AS



- 1 Look at the website homepage. Guess who the man in the foreground is and justify. Imagine the meaning of the word "Sherlockology".
- 2 Say who the website targets. In your own words talk about all the different things you can do and see on this website.
- 3 Watch the video and try to remember as many details as possible (words, places, people...), then share with the class and comment.
- 4 Note the names of the different online social networks you read. Say why they are mentioned.



- 5 Try to remember one of the tweets justifying why this website won an award and share it with the class.
- 6 Watch the video again and focus on the extracts from the series. Describe the different characters: their physical appearance, attitude and tone of voice. Imagine who they are and how they are connected.
- 7 **YOUR VIEW** Say if you would ever join an online fan club. Explain why / why not.

Website dedicated to BBC series Sherlock, named Best Fan Site (2012 Shorty Awards for Social Media)

## Useful words

- alibi (n.) [ˈælibaɪ]: *alibi*
- follower (n.) [ˈfɒləʊə]: *disciple*
- investigation (n.) [ɪnˌvestɪˈɡeɪʃən]: *enquête*
- performance (n.) [pəˈfɔːmɑːns]: *représentation*
- Sherlockian (n.) [ʃɜːˈlɒkiən]: *amateur de Sherlock Holmes*
- widespread appeal (n.) [ˈwaɪdspred əˈpiːl]: *très populaire*
- thrilling (adj.) [ˈθrɪlɪŋ]: *excitant*
- be drawn to (v.) [bi drɔːn tu]: *être attiré par*
- come together (v.) [kʌm təˈɡeðə]: *se rassembler*
- take part in (v.) [teɪk pɑːt ɪn]: *participer à*
- be adapted from (exp.) [bi əˈdæptɪd frəm]: *être adapté de*
- be based on (exp.) [bi beɪst ɒn]: *être inspiré de*
- be hooked on (exp.) [bi hʊkt ɒn]: *être accro à*
- fellow fans (exp.) [ˈfeləʊ fænz]: *les autres fans*
- join the club (exp.) [dʒɔɪn ðə klʌb]: *bienvenue au club*
- on stage (exp.) [ɒn steɪdʒ]: *sur scène*
- piece together the clues (exp.) [piːs təˈɡeðə ðə kluz]: *assembler les pièces du puzzle*
- share a deep interest in (exp.) [ʃeə ə diːp ˈɪntrəst ɪn]: *partager une passion pour*
- solve a mystery (exp.) [sɒlv ə ˈmɪstri]: *résoudre une énigme*

New Missions 2de p73

## LES INFINITIVES (avec WANT)

### Let's Think and train !

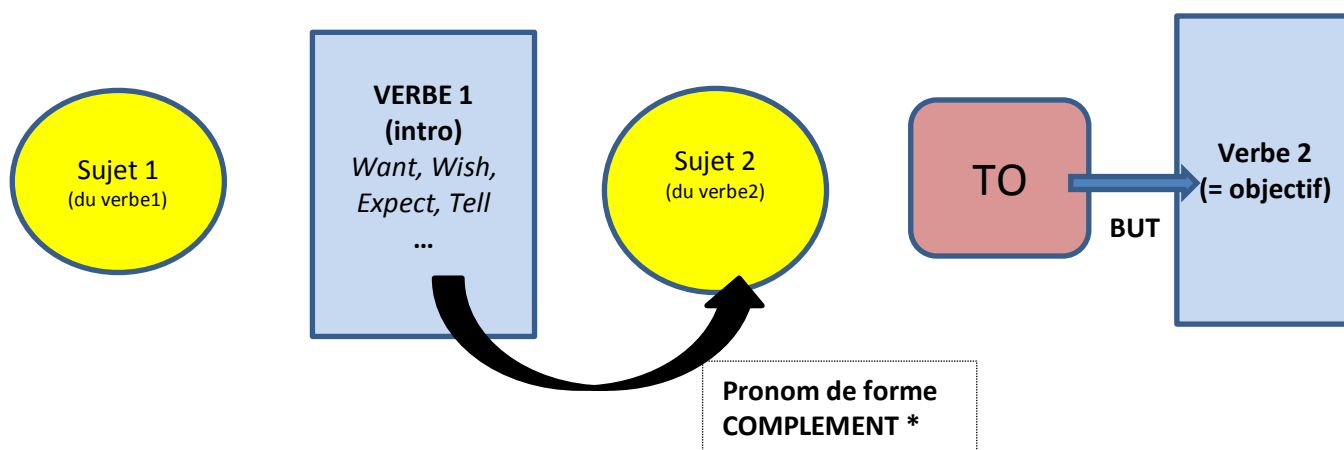
Pour traduire « vouloir que quelqu'un fasse quelque chose », l'anglais utilisera la structure suivante :

Cette structure s'appelle « infinitive » parce que \_\_\_\_\_  
Il faudra penser lors de la traduction que le calque du français vers l'anglais NE FONCTIONNE PAS.

### Bilan

Structures dans lesquelles on trouvera TO + VERBE, avec **des verbes de volonté, des verbes qui impliquent une projection vers l'avenir, un objectif** (d'où la présence de « TO »).

Ex : **TELL, ORDER, ASK, WANT, WOULD LIKE, EXPECT, WISH...**



Ex : My parents WANT ME TO do my homework every evening  
S1 V1 S2/CPT TO → V2

\*Le sujet 2 étant placé derrière un verbe, s'il est pronom, il prendra la forme du **pronom complément**.

Donc, contrairement au français qui dit « je veux **qu'elle** aille au travail » (*elle = pronom sujet*), on aura en anglais « I want HER to go to work ! » (*et non « she »*).

A noter également : « que » ne se traduit donc pas par « that » !

### Exercices

1. Remplace les mots soulignés par les bons pronoms sujets ou compléments.

- The Policeman .....asked the children ..... to go upstairs.
- Does Sherlock .....always have to work with Dr Watson .....?
- Mlle Dupin .....wouldn't like Marta ..... to miss her French class .....
- Did Investigators ..... ask the husband .....to call the police .....?

2. Traduis

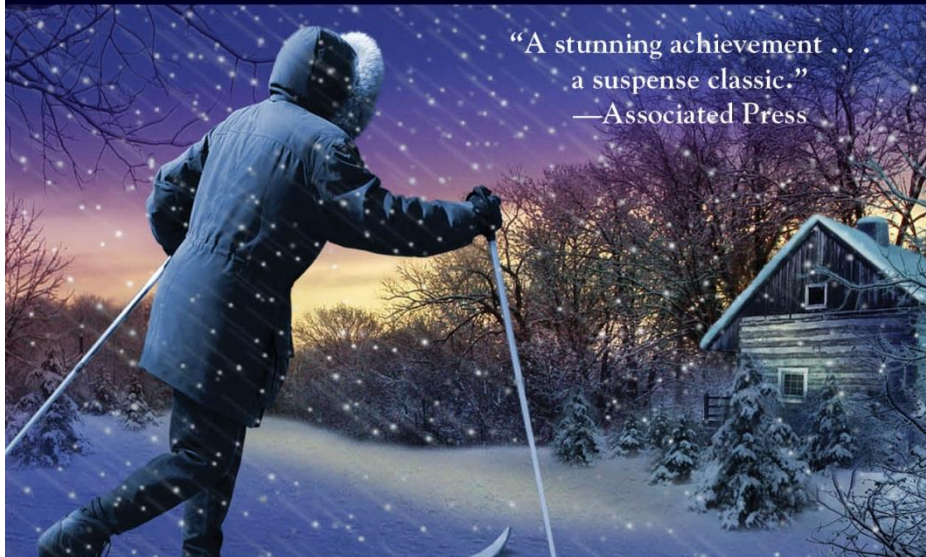
- Il veut que la police enquête et lui dise toute la vérité.
- Les détectives nous ont demandé de les amener sur la scène du crime.
- Elle s'attendait à ce qu'ils trouvent des empreintes sur le pistolet.
- Nous voulions que les fans votent pour nous ! Nous voulions gagner le concours.
- Il leur a dit de sortir du bureau, et de le laisser travailler. Il devait trouver des indices rapidement !



#1 NEW YORK TIMES BESTSELLER!

# MARY HIGGINS CLARK

THE QUEEN OF SUSPENSE



"A stunning achievement . . .  
a suspense classic."  
—Associated Press

## A CRY IN THE NIGHT

Studying a back cover

**MARY HIGGINS CLARK**  
**A CRY IN THE NIGHT**



**FOR A DIVORCED MOTHER OF TWO, it was a fairy-tale romance...**

*When lovely Jenny Mac Partland met the man of her dreams, while working in a NEW YORK art gallery, she could hardly believe her luck. Artist Erich Krueger was handsome, sensitive, a painter whose exquisite landscapes were making him a virtual overnight success...and a man utterly in love with her!*

**...that twisted into a woman's most horrifying nightmare !**

*Married within a month, suddenly wealthy, deeply adored, Jenny planned a warm, caring home on Erich's vast Minnesota farm. But the lonely days and eery\* nights strained her nerves to the breaking point, making her doubt her own sanity. Caught in a whirlpool of shattering events, Jenny was about to unearth\* a plot more terrifying than she dared imagine...tragic, terrible secrets that threatened her marriage, her children, her life.*

\*eery = strange, to unearth = to discover



Characters (who?)	-
Places (where?)	-
Jobs	-
Feelings	-
Events / actions	-

**RECAP !**

Complete avec les mots de la liste, et conjugue les verbes entre parentheses au temps qui convient, afin d'obtenir un résumé correct de l'oeuvre de MHC.

Love story - nightmare – dreams – lonely – sadly – painter – fairy-tale – sanity – gallery

“A cry in the Night” by Mary Higgins Clark is the story of a woman who .....(meet) the man of her..... , Erich, while she .....(work) in a NY art ..... Erich was a .....who .....(fall) in love with her.  
As soon as they .....(get) married, her.....romance .....(turn into) a ..... : while she .....(live) with her new husband in their Minnesota house, Jenny .....(begin) to feel .....and frightened, which made her doubt her own .....  
This book is about a .....which .....(come) strangely and.....to an end.

## LES PRONOMS RELATIFS

Antécédent animé	Antécédent inanimé	Tous antécédents	Fonction
<b>WHO</b>	<b>WHICH</b>	<b>THAT</b> <i>(sauf dans les rel.descriptives *)</i>	<b>SUJET</b>
<b>WHOM</b>		<b>THAT / Ø</b> <i>(plus fréquents)</i>	<b>COMPLEMENT / OBJET</b>
<b>WHOSE (+ NOM)</b>			<b>GENITIF</b> <i>(lien de possession ou de parenté)</i>

### Exercices

1. Voici des paires de phrases. Souligne l'élément commun dans les deux, puis remplace le par un pronom relatif, de manière à ce qu'elles ne forment plus qu'une seule phrase.

- a) Erich was an artist. Erich fell in love with Jenny.
- b) He was a painter. His landscapes were famous.
- c) Jenny met the man of her dreams. Meeting the man of her dreams was a lucky event in her life.
- d) They moved to Minnesota. They started a new life in Minnesota.
- e) She started a new life. Her new life was strange and sad.
- f) She had lonely hard days. This strained her nerves to the breaking point. *(this = having lonely hard days)*
- g) It was a fairy-tale romance. The fairy-tale romance changed into a nightmare.
- h) She believed in her love story. This did not last very long.

2. Complete avec le bon pronom relatif ces définitions ou explications...

- Barak Obama is the candidate.....won the last US elections.
- CSI is an American TV series.....is also broadcast in France
- Leonardo di Caprio is the actor.....played the major role in Titanic.
- Wikipedia is an online encyclopedia.....attracts more than 70 million visitors a year.
- The statue of Liberty was made by the French, .....is always surprising for people.....don't know it !
- Youtube is an international network .....you can find videos of all types.
- Michael Jackson was a singer .....talent as a dancer was also recognized.

3. Choisis le pronom relatif qui convient : WHO / WHICH / WHERE / THAT / WHAT / WHOSE / Ø ?

- a) I don't like people .....reject progress and technology
- b) The DNA profiling technique is an invention .....changed the way investigations were made.
- c) I know many people .....dream is to become a forensic scientist \*
- d) My father is the type of person .....will spend hours in his garden but .....will never buy a computer.
- e) The speech .....Martin Luther King gave in the Sixties was absolutely brilliant !
- f) My brother, .....knows everything about computers, will be able to help you !
- g) I'd like to spend my holidays in a country.....there are no phones and no cars.
- h) My best friend, .....parents are electronic engineers, spends most of her spare time surfing on the net
- i) I don't know .....to do. I've lost my keys !
- j) He didn't write to me, .....made me sad.

*\*a forensic scientist = médecin légiste*

4. Traduis

- a) Voici la maison où je suis née, et où j'ai grandi. C'est aussi l'endroit où le crime a eu lieu.
- b) C'est l'homme dont elle nous a parlé il y a trois jours.
- c) Le détective ne comprenait pas ce qu'ils voulaient dire.
- d) Ils n'ont pas appelé la police, ce qui nous a paru étrange.







1

When the police heard of the death of Andrew Mellows, Inspector Barney interviewed Susan Dawson, the housekeeper.

BARNEY: Well, Susan, do you remember what Mr Mellows was doing when you saw him in the lounge that evening?

5 SUSAN: Well, he was sitting near the window. I realized that he was reading a letter he had received the day before. He asked me to leave him alone. So, I did as he had told me and went up to my room for the night.

BARNEY: And did you hear anything strange during the night?

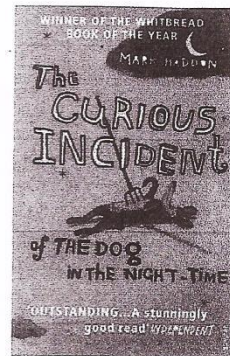
SUSAN: Well, an hour after I had gone to bed, I heard a kind of muffled scream in the  
10 lounge. At first, I didn't move, but after a few seconds, I rushed downstairs. I saw that Mr Mellows was still sitting near the window. When I mentioned the scream, he said that he hadn't heard anything and told me to go back to bed, which I did... Barrymore, the gardener, found him dead in the morning. He was lying near the window with a bullet in his head... He was still holding the letter in his hand...

2

It was 7 minutes after midnight. The dog was lying on the grass in the middle of the lawn in front of Mrs. Shears's house. Its eyes were closed. It looked as if it was running on its side, the way dogs run when they think they are chasing a cat in a dream. But the dog was not running or asleep. The dog was dead. There was a garden fork sticking out of the dog. The points of the fork must have gone all the way through the dog and into the ground because the fork had not fallen over. [...]

5 The dog was called Wellington. It belonged to Mrs. Shears, who was our friend. She lived on the opposite side of the road, two houses to the left. [...] I stroked Wellington and wondered who had killed him, and why.

Mark Haddon, *The Curious Incident of the Dog in the Night-Time* (2003)



3

What's the story, Sarge<sup>1</sup>?" Parker asked.

The patrol supervisor read from his notes. "Mary Ann Gardner, age twenty-nine, lived alone, her mother arrives around nine-thirty this morning to have brunch later with her, lets herself in with her own key, discovers her daughter and another woman dead in the living room, she starts screaming, a neighbor hears her and phones down to the concierge." [...]

5 Parker went over and stood next to the yellow tape, his practiced eyes roaming the crime scene. [...] Two women lay dead on the floor, their bodies about twenty feet apart. The body nearest the terrace was wearing a white silk bathrobe over a white nightgown. Her bare feet were facing the other body. Adele Harrison lay on her back about three feet in front of the steps that led down from the foyer. The corpse was dressed in an orange-and-white Chanel suit. A .32 S&W revolver lay beside the right foot, next to an open lizard pocketbook.

William J. Caunitz, *Dying Time* (1996)

1. Sarge /sa:dʒ/: informal for sergeant /'sa:dʒənt/



# Door to language

## GRAMMAR BOOK ▶ 78

### 1 Circle the correct form in each sentence.

- a. He called / was calling the police at 9:00 a.m. and went / had gone to the police station some minutes later.
- b. She said / had said that she heard / had heard a strange noise in their neighbour's flat some minutes before.
- c. The policeman on duty asked / was asking her some questions when the phone rang / was ringing.
- d. He answered / had answered the call, then said / was saying that he had to leave.
- e. The woman stood / was standing up, started / was starting to become all red and suddenly exclaimed / had exclaimed that she never saw / had never seen such a useless bunch of detectives in all her life!

### 2 In each sentence, circle the time expression and decide which tense you should use (past simple, past be V-ing or past perfect). Then use the right form of the verb. Explain orally why you used this tense.

- a. Yesterday, while I (read) ..... a friend of mine (come) ..... to tell me that it was his favourite crime story.
- b. He (say) ..... that he (read) ..... this book some years before.
- c. He later (admit) ..... that he (not like) ..... the end at all.
- d. At the moment, I (not pay) ..... attention to what he (say) ..... but later, when I (reach) ..... the end, I remembered what he (tell) ..... me days before. He was right!

## SOUNDS BOOK ▶ 79



Listen to the following verbs. Classify them according to the pronunciation of *-ed*.

killed • murdered • trapped • examined • investigated • kissed • pushed • talked • estimated • interviewed

[t]	[d]	[ɪd]

## WORDS BOOK ▶ 80

### 1 Complete the sentences with the appropriate expressions (several options may be possible).

that's why • because • consequently • because of • therefore • due to • since • as • so • as a consequence

- a. The murderer did not leave the crime scene. .... he got caught.
- b. .... some contradictions, the testimony of the witness was rejected.
- c. .... the police officer was quite young, he lacked self-confidence.
- d. The judge did not trust the eye-witness ..... it turned out that the man was blind!

### 2 Fill in the following text with the appropriate words from the list (one blank = one word).

case • committed • inspector • weapon • private eye • blood stain • murderer • culprit • fingerprint

Detective fictions have been fascinating people for decades. The key ingredients are still: first the person who has (1) ..... the crime or the (2) ....., then the person trying to work on the (3) ..... - it may be an independent (4) ..... or a state employee like an (5) ..... . Whoever carries out the investigation, the plot is the same: in order to identify the (6) ....., it is necessary to find some evidence, such as a (7) ..... on a glass, a (8) ..... on a shirt, or simply the (9) ..... of the crime. Who has committed the crime? That's the question, my dear Watson!



## L'interrogation

### Observez

- 1 Lisez les phrases suivantes.
- Did the burglar break into the room at 10.30 p.m.?*
  - What time did the burglar break into the room?*
  - What has the burglar stolen?*
  - What were you doing at that time?*
  - Are you sure nothing else was stolen?*
- À quelle forme sont les énoncés ci-dessus ?

- 2 Sujet ou complément ?
- Who saw anything suspicious?*
  - What did you hear?*
  - Who do you suspect?*
  - What happened next?*

À quel temps sont les énoncés ci-dessus ? Classez-les en deux colonnes, pour distinguer ceux où le mot interrogatif est sujet, ceux où le mot interrogatif est complément :  
Que remarquez-vous lorsque le mot interrogatif est sujet de la phrase ?

- 3 La place de la préposition
- "What do you suspect this man of?"*  
*"I suspect him of being the murderer."*

- 4 Les mots interrogatifs
- Que cherche à savoir l'énonciateur ?  
Associez chaque question à un élément de la liste :

<i>What were you doing yesterday at midnight?</i>	<i>Whose gun is it?</i>	nombre
<i>What time did you leave the flat?</i>	<i>How long will it take to have the results?</i>	santé
<i>Where did you go after leaving the flat?</i>	<i>How far was the murderer from his victim?</i>	activité
<i>How is the victim's wife now?</i>	<i>How often did you meet the victim?</i>	possesseur
<i>How much money was kept in the safe?</i>	<i>What is the kidnapper like?</i>	demande de description
<i>How many bullets were shot at the victim?</i>	<i>How was the victim killed?</i>	lieu
		quantité
		durée
		moyen
		distance
		heure
		fréquence

### Déduisez

En anglais, les constructions interrogatives utilisent un ...  
Quand la question commence par un mot interrogatif on a l'ordre interrogatif + ... + ... + ...

### Déduisez

Lorsque *Who* et *What* sont n'y a pas d'auxiliaire ni au ...  
au ...  
La construction est celle de ...

### Déduisez

Si le verbe se construit avec une préposition, cette préposition est habituellement placée ...

# FAIRE UNE FICHE SUR UNE ŒUVRE COMPLETE

Pour présenter l'œuvre, vous devrez d'abord remplir la fiche suivante, au fur et à mesure que vous lisez l'œuvre, et ensuite en restituer le contenu en anglais, avec les expressions fournies, ou vos propres mots.

INTRODUCTION	
<p><b>GENRE, TITLE, AUTHOR, DATE/PERIOD, STRUCTURE</b>  <i>This book is a Mystery book / A novel / A comic strip...                      written by [author] and published in [date].                      It is entitled [title]                      It is divided into xxx chapters / parts.</i></p>	
<p><b>Theme / Topic</b>  <i>It deals with...                      The main topic is...</i></p>	
DESCRIPTION / PRESENTATION	
<p><b>Main situation (place, period)</b>  <i>It takes place in...</i></p>	
<p><b>Characters :</b>  <b>Who are they? What are their relations? Their occupations? Etc.</b>  <i>There are xxx characters...                      They are friends / parents ...</i></p>	
<p><b>Sum up the story</b> (very briefly !)  <i>It tells the story of...                      At the beginning...                      Then...</i></p>	
<p><b>Say what you understood, explain the meaning</b> of the book : <b>its main themes and ideas, the author's intention or message(s), conclusion</b> (appeal to your analysis and thoughts) – but don't tell us the end !  <i>To me ... I have understood that... I think that...                      The main themes are...                      (maybe) the author wanted to tell us that...                      We can understand that...                      This book shows...</i></p>	
CONCLUSION	
<p>Say <b>if you liked</b> the book, or not + why, or why not ?  <i>I quite liked this book because...                      I prefer... because...                      I didn't like this novel because...</i></p>	
<p><b>Which other book</b> does it remind you of, or would you like to read ?  <i>I'd like to read this book again / to read another book by the same author, because...                      This book reminds me of... because...</i></p>	



