



NO FUTURE

DOWN WITH THE CROWN

LEVEL 3 ENGLISH COURSE MATERIAL
SECOND TERM OF ACADEMIC YEAR 2025-2026

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EPI: N3 English for all (S2 2025-2026) · Key: N3Eng4all

EPI de l'enseignant·e: _____

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Organisation du semestre

Adresse mail de l'enseignant-e : _____

Durée du semestre : 12 semaines (du 26 janvier au 25 avril 2026)	
Vacances :	Semaine du 02 mars au 07 mars 2026

Modalités d'évaluation

Contrôle Continu :	50%	Composé des différents devoirs du semestre
DEVOIR FINAL :	50%	Épreuve écrite - durée : 1h20*

* Aménagements sur attestation du Relai Handicap : handi@univ-paris1.fr

Calendrier des évaluations

Contrôle Continu (50%) :			
	coef.	Date :	Durée :
Devoir Final (50%) : <i>À partir d'un texte en anglais en rapport avec la thématique (450 à 550 mots).</i>			
1. Compréhension écrite 2. Grammaire/Vocabulaire 3. Expression écrite	50%		1h20*

L'USAGE DU TÉLÉPHONE EST INTERDIT PENDANT LES ÉPREUVES.

Toute fraude fera l'objet d'un rapport à la Direction des Affaires Juridiques et Institutionnelles (DAJI) qui pourra entraîner des sanctions disciplinaires (annulation de la note et donc passage au rattrapage, interdiction d'examen pour une durée plus ou moins longue, etc.)

Absences et retards

ASSIDUITÉ :	L'assiduité est obligatoire. Au-delà de 3 absences, même justifiées, l'étudiant-e est noté-e ABI (= défaillant-e) et ne peut valider son semestre.
ABSENCE(S) UN JOUR DE DEVOIR :	Toute absence un jour de DS doit être signalée dans un délai de 48h afin de permettre l'organisation d'un rattrapage . Le cas échéant, vous êtes tenu-e de vous y présenter. Une absence lors du devoir final n'est pas rattrapable.
PONCTUALITÉ :	Il est impératif d'arriver à l'heure afin de ne pas perturber le déroulement du cours. Si vous avez trop de retard, votre enseignant-e est autorisé-e à ne pas vous accepter en cours.

Ressources

EPI N3 English for all	Wordreference	Howsay	
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GETTING READY



Icebreaker: Which Female Royal Are You?

Take this quiz in pairs, helping each other out with unknown vocabulary, to discover how you wear your crown.

1. What is your favourite home or residence?

- A. Balmoral for peace, Windsor for duty, Sandringham for Christmas, Buckingham Palace for ceremonies
- B. Clarence House as your London home, though Buckingham Palace is the official stage
- C. Forest Lodge in Windsor — historic, private, and close to Eton
- D. Your Montecito, Ca. estate — sunny, eco-friendly, and far from British tabloids



Balmoral



Windsor



Sandringham



Buckingham



Clarence House



Forest Lodge



Montecito

2. How do you prefer to meet your husband?

- A. At a wedding as teenagers. You'll become engaged after seven years of exchanging letters
- B. At a polo match in your twenties. You'll fall in love, marry other people, and finally marry each other nearly thirty-five years later
- C. At university during a charity fashion show
- D. On an almost blind date in your early thirties — he will notice you on a mutual friend's Instagram

3. If your husband is accused of cheating, you...

- A. Say nothing publicly
- B. Accept that sometimes the mistress becomes the queen
- C. Stay calm and dignified
- D. Have never faced that rumour

4. What is your relationship with the media?

- A. Distant and controlled — "Never complain, never explain"
- B. Complicated and long-lasting
- C. Strategic — you understand the power of a good photo
- D. Mixed. They need your story, you choose how to tell it

5. Choose a horrible newspaper headline about you:

- A. "One's Bum Year" — mocking the worst year of your life
- B. "6-Minute Love Tape" — about a leaked private phone call
- C. "Picture of Chaos" — after you badly edited a family photo
- D. "Duchess Difficult" — a common label because you always speak your mind

6. What is your relationship with Netflix?

- A. You've never watched it, yet you appear in many of its shows
- B. You are shown negatively and choose not to respond
- C. You know every royal drama now includes you, but you stay silent
- D. You help produce content, including a documentary series and lifestyle projects

Results



Mostly As: Queen Elizabeth II (1926–2022) – Britain’s longest-serving monarch

You were not born to be queen, but you showed great strength and responsibility. Calm, private, and dedicated to duty, you helped Britain stay stable through fifteen Prime Ministers, wars, family problems, and major changes like the rise of the Internet. You always appeared in public with confidence — usually in bright-coloured coats.

Did you know?

Her reign lasted 70 years, the longest in British history. She met every US president from Truman to Biden. She and Philip, Duke of Edinburgh, were married from 1947 until his death in 2021.

Mostly Bs: Queen Camilla – King Charles’s consort against all odds

Your story proves that patience matters. Once criticised heavily by the public, you survived years of negative attention and eventually married the man you loved. You understand timing — and how to stay strong under pressure.

Did you know?

Before becoming queen, Camilla Shand (ex-Parker Bowles) was known as the Duchess of Cornwall. She was crowned alongside King Charles III in 2023, almost 50 years after their first relationship began, and 18 years into their eventual marriage.

Mostly Cs: Catherine, Princess of Wales – wife and mother of prospective kings

Calm, elegant, and relatable. You have handled intense public attention, health challenges, and family life with dignity. Many people see you as a symbol of stability for the monarchy in the digital age — even when a small mistake reminds the world that royals are human too.

Did you know?

Catherine Middleton studied art history at St Andrews University in Scotland. In 2024, she shared that she had cancer and confirmed she was in remission in early 2025. She and William, Prince of Wales, have been married since 2011.

Mostly Ds: Meghan, Duchess of Sussex – wife of the Spare to the heir

Confident, ambitious, and outspoken. You chose independence over tradition and created your own path, mixing activism, media, and lifestyle projects. People strongly disagree about you — but they always pay attention.

Did you know?

Meghan Markle was the first woman of mixed racial background to marry into the British royal family in 2018. Her and Prince Harry’s 2021 interview with Oprah Winfrey was watched by over 49 million people worldwide.

A. PRONONCIATION

1. Mots-clés pour le semestre

Exercice : Lisez les mots du tableau à votre partenaire de quiz et corrigez votre prononciation respective. Si vous avez des doutes, vérifiez sur www.howjsay.com.

VOYELLES COURTES		VOYELLES LONGUES		DIPHTONGUES	
		ɑ:	bAr, ChARles, PARliament, hEARt	eɪ	chANge, debAte, estAte, KAtE, sAY, WAles
æ	Act, Advertise, Asset, democrAtic, nAtional	ɔ:	AUthority, Alternative, clAUse, IAW, IORd	aɪ	advertIse, tItle, envIronment, PrIme
e	dEmocratic , devElop, rEpresent, sAIId, tEnant	i:	IEAseholder, lEGal, sEnior, pEOPlE, QuEEEn	ɔɪ	rOYal, vOIce
ɪ	bIll, dEvelop, DuchEss, Inheritance, reprEsent	ɜ:	bIRth, Urban, wORld, wORth	ɪə	arEA, carEER, voluntEER, barrIER, idEA
ɒ	COmmons, fOreigner, gOvernment, Offence			eə	affAIRs, hEIR, humanitARIan, unfAIR
				ʊə	pOOOr, tOUrism
ʊ	tOOK, cOULd, wOULD, shOULd	u:	constitUtional, mOOD, DUke	əʊ	leasehOlder, thrOne
ʌ	cUlture, DUchess, pUnishment, repUblic			ɑʊ	hOUse, crOWn, dOWn
VOYELLE RÉDUITE					
ə	CAmilla, commonER, cultUre, famOUs, naturAL, Opinion, the ...-Est				
CONSONNES					
ʃ	tradiTIon	ð	worTHy	ʒ	viSIon
tʃ	CHarles, riCH	h	Hair, inHerit	dʒ	Jeopardy, George
θ	ElizabeTH, THrone, worTH	ŋ	kiNG	j	Yes, Union

2. /əʊ/ ou /ɑʊ/ ?

Classez les mots suivants dans le tableau ci-dessous en fonction de leur prononciation. Lisez-les à voix haute pour ne pas faire d'erreur. Si vous avez des doutes, vérifiez sur www.howjsay.com.

accountability - allowance - crown - crowd - downfall - expose - global - house - low - oath - outcry - over - power - process - role - showdown - throne

/əʊ/	/ɑʊ/

B. SPEAKING

1. Meeting time:

- Walk/look around the classroom to find two/three classmates (or royal soulmates?) who got the same results as you did.
- Introduce yourselves to one another and take notes in the table below.

You will be working together this term so make sure you write each other's contact details!!

Names	You			
Quiz profile				
Do you like your results? Why?/Why not?				
Academic portrait: Year, subject(s), etc.				
Personal portrait: Job, hobbies, etc.				
Which Windsor royal figure(s) are you most interested in? Why?				
Contact details				

2. INTERMEDIATE TASK – Step 0: Choose a royal figure and report to the class.

Without notes, introduce your team. Pay attention to the pronunciation of your key words and make sure you mention:

- their names, their quiz profiles, whether they like them or not, and why,
- their student profiles, and one personal element about each teammate linked to their quiz profile.

Find an original way of telling the entire class which Windsor figure(s) your group is most interested in, and why.

(Ask your teacher for the details of their marking criteria.)



The Crown is a historical drama television series about the reign of Queen Elizabeth II, created and principally written by Peter Morgan and produced by Left Bank Pictures and Sony Pictures Television for Netflix. Morgan developed the series from his film *The Queen* (2006) and his stage play *The Audience* (2013), which also focused on Elizabeth II.

Go back to pp. 4-6 to answer questions 1 and 2, and make reasoned guesses for questions 3 and 4.

1. The series begins shortly before the wedding of Princess Elizabeth and Philip Mountbatten in:

- A. 1947
- B. 1952
- C. 1964

2. It ends with the wedding of Prince Charles and Camilla Parker Bowles in:

- A. 1981
- B. 1996
- C. 2005

3. Match the principal cast with the corresponding seasons:

- | | |
|----------------|--|
| A. Seasons 1-2 | 1. Olivia Colman, Helena Bonham Carter |
| B. Seasons 3-4 | 2. Claire Foy, Matt Smith, Vanessa Kirby |
| C. Seasons 5-6 | 3. Imelda Staunton, Elizabeth Debicki |

4. *The Crown* has been praised by critics for:

- A. its acting
- B. its writing, directing and cinematography
- C. all of the above

- *The Crown* Season 1 – Official Trailer
<https://www.youtube.com/watch?v=JWtnJjn6ng0>
- *The Crown* Season 2 – Official Trailer
<https://www.youtube.com/watch?v=QdG2mrnodcw>
- *The Crown* Season 3 – Official Trailer
<https://www.youtube.com/watch?v=aypy-W15Mn0>
- *The Crown* Season 4 – Official Trailer
<https://www.youtube.com/watch?v=OiXEpmnPms>
- *The Crown* Season 5 – Official Trailer
<https://www.youtube.com/watch?v=Ej0vb8xhvbw>
- *The Crown* Season 6 – Official Trailers
<https://www.youtube.com/watch?v=1weI6ICx-hq>
<https://www.youtube.com/watch?v=RtJLfEX8tKM>

C. INTERMEDIATE TASK – Step 1: Fact-check an episode of *The Crown*

Get back together with your group.

You will act as both **analysts** and **performers**, examining how *The Crown* constructs the image of the British monarchy — and how far it departs from historical reality. You will:

- conduct short but rigorous factual research using trustworthy sources,
- develop critical awareness of how history and fiction interact by analysing tone, bias, and representation in audiovisual material,
- **collaborate creatively to produce short, analytical performances.**

In your **final performance**, you will present a **critical re-enactment** of one or two selected scene(s) from an episode of your choice from the list below. Your goal is not to imitate the show perfectly, but to **deconstruct its representation of the monarchy — showing how artistic choice should meet historical truth.**

List of episodes to choose from:

a. “Dangling Man” (Season 3, Episode 8) – ranked 40/60 by *The Guardian*¹

The love triangle between Charles, Camilla, and Andrew Parker Bowles turns into a more tangled situation when Princess Anne, Charles’s sister, becomes involved. Derek Jacobi gives a strong performance as the dying Duke of Windsor, though his scenes with the Queen feel somewhat speculative and emotionally thin.

b. “Favourites” (Season 4, Episode 4) – ranked 22/60

This touching episode focuses on the disappearance of Mark Thatcher during the Paris-Dakar rally. Prime Minister Thatcher openly calls him her favourite child, while the Queen insists she has no favourite — though everyone knows she does. A humanising and memorable story.

c. “Terra Nullius” (Season 4, Episode 6) – ranked 11/60

Charles and Diana’s tour of Australia wins over the public and temporarily reduces calls for a republic. Diana becomes adored by everyone — except her jealous husband. When the Queen gives her a cold, formal hug on her return, the moment speaks volumes.

d. “Annus Horribilis” (Season 5, Episode 4) – ranked 29/60

Windsor Castle catches fire. Anne and Charles face marriage troubles, and Sarah Ferguson is caught in a scandal. Yet Imelda Staunton truly shines in this episode, delivering an emotional speech about the Queen’s “horrible year.”

e. “The Way Ahead” (Season 5, Episode 5) – ranked 34/60

This episode revisits the infamous “tampongate” phone call between Charles and Camilla. It ends with a very surprising scene of Charles breakdancing at a Prince’s Trust event — strange but actually true, and which had in fact happened years earlier.

f. “Dis-Moi Oui” (Season 6, Episode 3) – ranked 58/60

The tragic night in Paris is recreated with heavy, almost suffocating detail. After an awkward proposal, Dodi Al-Fayed and Diana flee the paparazzi. The episode also shows William hunting a stag — a weak repetition of a scene from earlier seasons.

g. “Hope Street” (Season 6, Episode 9) – ranked 52/60

Kate Middleton’s see-through dress at a student fashion show creates a media storm, but the rest of this Golden Jubilee episode feels flat. The conspiracy theories about Diana’s death are dismissed, William awkwardly says “wacky baccy,” and the Queen Mother’s death lacks emotional impact.

¹ <https://www.theguardian.com/tv-and-radio/2023/dec/15/every-episode-of-the-crown-ranked>

1. Choose one episode from the list above **you want to work on most**, and prepare a **persuasive pitch** explaining:

- what makes it **interesting** and/or **controversial** and/or **relevant** to you,
- what you hope to explore or reveal through your analysis.

2. Report orally to the class in 2-3 minutes:

- **Introduce your episode** : title, season, number, historical background, main protagonists, critical rating (*The Guardian*, *IMDB* and *Rotten Tomatoes*).
- Give **at least 2 reasons why your group is interested** in this episode.
- Give **at least 2 reasons why your group will make the best analysis** of your chosen episode.

Title	
Season, ep. number	
Historical background	
Main protagonists	
Critical rating	<i>The Guardian:</i> <i>IMDB:</i> <i>Rotten Tomatoes:</i>
2 reasons why you are interested	
2 reasons why your group is the best for this episode	

Homework: research and verification

- Watch your episode in full to select **key scenes** that seem **historically significant**.
- Conduct **research about them** using **trustworthy sources**: *BBC History*, *royal.uk*, etc.
- **Compare** how the show presents the event(s) **with what really happened**.

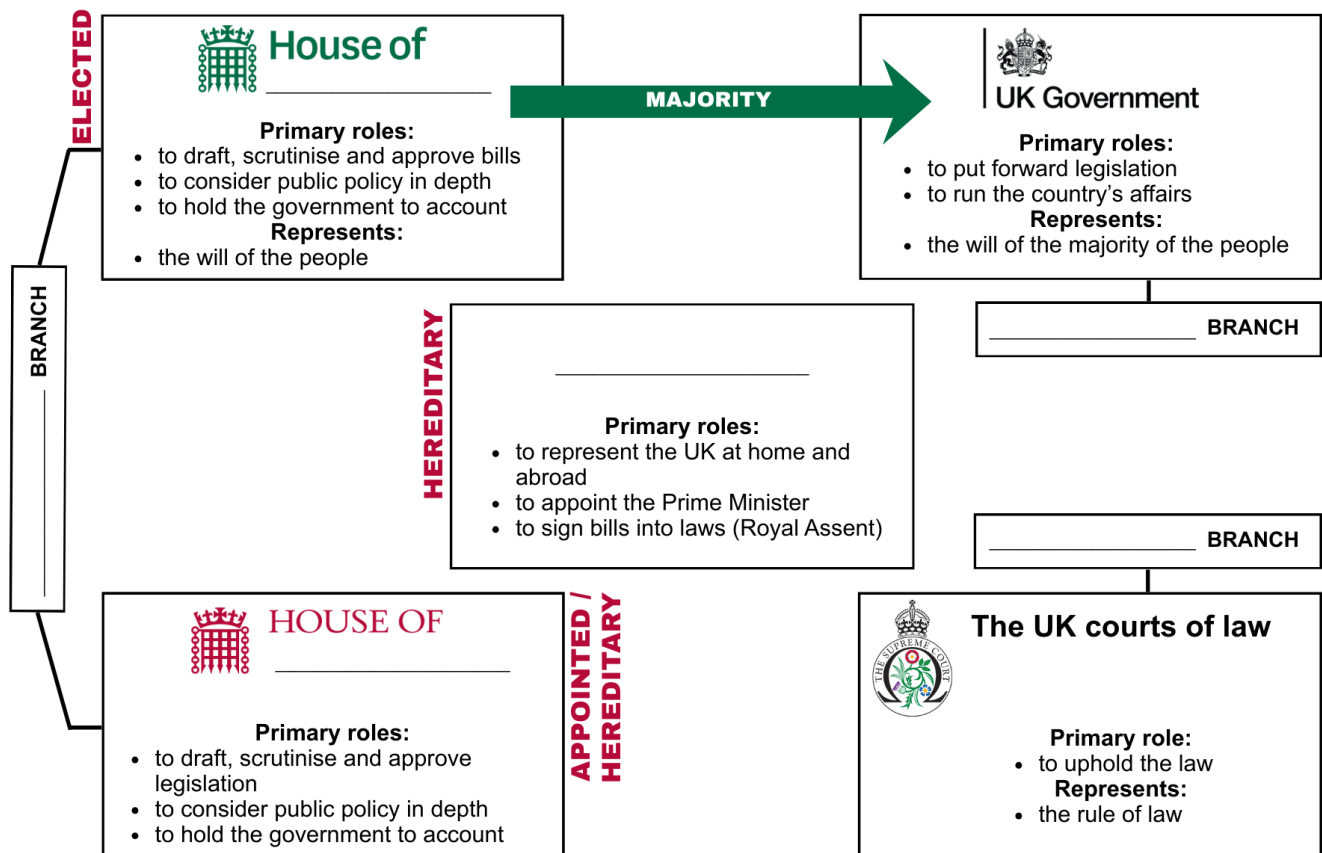
(if you are curious about your intermediate task, go to p. 23)

D. GENERAL BRAINSTORMING

Document 0.a: Who holds power in the UK?

1. Use the words listed below to fill in the blanks in the diagram.

Commons - Executive - Judicial - Legislative - Lords - The Monarch



2. Understanding the system – True or False? Justify with one or several element(s) from the diagram.

a. Houses of Parliament carefully examine all proposed laws before voting on them. T/F

b. The government cannot be held responsible for its actions. T/F

c. The House of Lords is the only chamber which vets laws. T/F

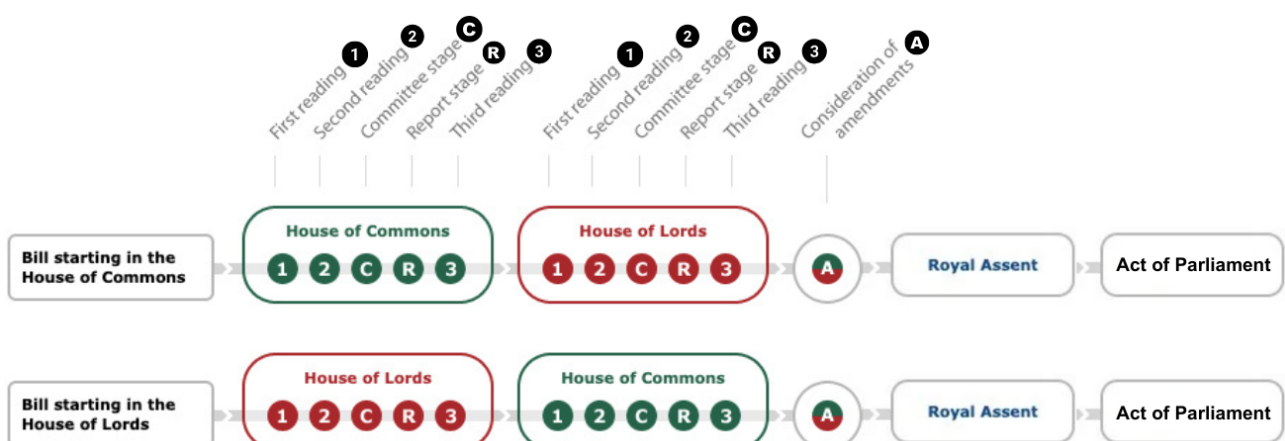
d. The Prime Minister always says they act following the opinion of the majority. T/F

e. Government ministers propose laws. T/F

f. People who commit offences or crimes are prosecuted in UK courts of law. T/F

3. **Vocabulary in context** – select the correct answer, then deduce the French translation for the **bolded word**.
- a. The **cornerstones** of British democracy are a free press, fair elections and the rule of law.
 a) foundations
 b) limitations
 c) checks and balances _____
- b. Members of Parliament receive some **perks**, such as travel and housing allowances.
 a) punishments
 b) extra benefits
 c) extra work _____
- c. There was a **stand-off** between the government and the opposition.
 a) a friendly discussion
 b) a situation where neither side gives up
 c) a celebration _____
- d. The opposition refused to **back down** during the debate.
 a) stop arguing
 b) continue arguing
 c) agree with the government _____
- e. Some MPs were **barred** from voting because of a conflict of interest.
 a) stopped or forbidden
 b) encouraged
 c) invited _____
- f. Elected representatives must always **act above board**.
 a) act secretly
 b) act honestly and openly
 c) act angrily _____
- g. The monarch should not **meddle** in the affairs of Parliament.
 a) interfere (without right or reason)
 b) influence
 c) interrupt _____

Document 0.b: How does a Bill become an Act of Parliament?



1. Match each word/phrase with its definition.

- | | | |
|--------------------------------|-----|--|
| a. an Act of Parliament | ___ | 1. the monarch's approval |
| b. a reading | ___ | 2. a formal discussion of a bill in Parliament |
| c. the Royal Assent | ___ | 3. a bill that has become law |

2. Summarize the process by putting the following segments in the correct order.

- A. It goes through several stages.
- B. Then it receives Royal Assent
- C. when members of Parliament read, discuss, and amend it carefully.
- D. Both houses must agree.
- E. During these stages, the bill is vetted —
- F. and becomes law.
- G. A bill can start
- H. in the House of Commons or the House of Lords.
- I. meaning it is checked in detail to make sure it is fair, clear, and legal.

1. __ 2. __ 3. __ 4. __ 5. __ 6. __ 7. __ 8. __ 9. __

PART 1 - MORE THAN JUST CEREMONIAL



Jonathan Yeo, His Majesty *King Charles III*,
Oil On Canvas, 230cm x 165.5cm (2021-2023).

Document 1: How the British crown has more power than you think – video

The Guardian · It's Complicated, 1 December 2022

[<https://www.theguardian.com/world/series/its-complicated/2022/dec/01/all>]

Culture note: key 20th century Acts of Parliament			
Match the Act of Parliament with its description.			
Race Relations Act 1968	---	1.	It protected men and women from discrimination based on sex or marital status.
Equal Pay Act 1970	---	2.	The first piece of legislation in the UK to address the prohibition of racial discrimination, following previously unsuccessful bills. The Act banned racial discrimination in public places and made the promotion of hatred based on 'colour, race, or ethnic or national origins' an offence.
Sex Discrimination Act 1975	---	3.	It created a public right of access to information held by public authorities.
Freedom of Information Act 2000	---	4.	It established the principle that men and women should be paid equally for the same work.

A. COMPREHENSION

Before you watch

1. Scrutinise pp. 11-13 to find some hints concerning the branch of power in which the British monarch may have more power than people think.

After watching the entire video once

2. Present the video briefly: source (nationality, opinion on the monarchy - do some research if needed), date and context of release, main arguments justifying its title, purpose.

After watching each part once (or twice) more

Part 1: 00:00-01:00 - Perks and powers that come with the monarch's ceremonial role

3. True or false?

- | | |
|---|-----|
| a. They do not need a passport. | T/F |
| b. They do not need a driver's licence. | T/F |
| c. They cannot be prosecuted under civil or criminal law. | T/F |
| d. They do not pay inheritance tax. | T/F |
| e. They can call an election. | T/F |
| f. They can choose the Prime Minister. | T/F |
| g. They sign all new laws. | T/F |

Part 2: 01:01-03:57 - Queen/King's Consent - Part 1

4. Fill in the gaps:

The Crown does not (1) _____ in the affairs of Parliament. That is the (2) _____ of Britain's system of Parliamentary monarchy. Or at least it's (3) _____ to be. Many people are unaware, but the monarch and their (4) _____ have the right to see all (5) _____ laws that might affect their (6) _____ interests, sometimes even before our (7) _____ (8) _____ have seen them. So this could include anything that might affect any of the (9) _____ (10) _____ owned by the royal family, such as the Duchy of Lancaster or the Duchy of Cornwall. A portfolio of lands, properties and assets with a combined worth valued over £1.6 billion.

5. True or false?

- | | |
|---|-----|
| A. The monarch can request that the government change parts of the laws that might affect them. | T/F |
| B. Queen's Consent was used in 1968 to enable the Queen and her household to bypass laws preventing race discrimination. | T/F |
| C. The Palace actively supported both the Equal Pay Act of 1970 and the Sex Discrimination Act of 1975. | T/F |
| D. In 1992 Prince Charles pressured the government to stop people living in one of his Duchies from getting the right to buy their homes. | T/F |

Part 3: 03:58-4:51 - Queen/King's Consent - Part 2

6. True or False ?

- | |
|--|
| A. During her reign, Queen Elizabeth II and Prince Charles used Queen's consent to vet over 10,000 laws. |
| B. In addition, Queen's consent has enabled royal lawyers to get exemptions from 60 laws. |

7. Fill in the gaps:

These cover everything – from preserving their wealth to environmental protection, and from (1) _____ fisheries to (2) _____. 30 laws were (3) redrafted so that the (4) _____ require the monarch's (5) _____ before investigating crimes on the (6) _____ and (7) _____ estates, including wildlife (8) _____ and environmental pollution, a legal (9) _____ afforded to no other private landowner in the country. The monarch is even exempt from laws concerning the use of cluster bombs and (10) _____ weapons.

Part 4: 4:52-the end - Conclusion

7. Fill in the table below:

What Britain prides itself on:	
YET, what happens at the heart of power without the knowledge of the people or their elected representatives:	
What reinforces this:	1. 2.

8. What is the general conclusion of the video?

B. GRAMMAIRE : 🍷 RAPPELS sur le génitif (see *All Canadians* pp. 39-41)

Servez-vous des exemples suivants pour compléter la leçon qui suit:

- | | |
|-----------------------------|---|
| (1) King Charles's brother | (4) Queen Elizabeth's four children |
| (2) last week's revelations | (5) Britain's system of constitutional monarchy |
| (3) a driver's licence | (6) The Prime Ministers' decisions |

1. Les utilisations du génitif 's

- a. Dans la plupart des cas, le génitif 's permet d'exprimer une **relation de possession** entre un possesseur, généralement _____, et un possédé.

Exemples : (1) _____
(2) _____
(3) _____
(4) _____

- b. Le génitif 's permet aussi d'exprimer une _____ **entre des personnes.**

Exemple : _____

- c. Parfois le génitif 's sert à établir un **repère dans le temps ou l'espace.**

Exemple : _____

2. Les deux formations du génitif 's

- a. Formation principale du génitif :

Exemple(s)	Type de nom	Formation principale
	nom singulier	+ 'S + nom
	nom pluriel irrégulier	
	nom propre se terminant par -s	
	nom propre	

- Le "possesseur" est placé en _____.

💡 Dans tous les cas, le premier nom du groupe nominal contenant le génitif 's sert de **REPÈRE** permettant d'identifier le second nom.

- Le second nom **perd** son article.

⚠️ Si l'ensemble est précédé d'un article, celui-ci détermine le _____ nom.

Exemples : (1) _____

(2) _____

- b. L'autre formation du génitif

Exemple	Type de nom	Formation #2
		+ ' + nom

3. Le complément du nom : *The ... of ...*

On l'utilise plutôt lorsque le "possesseur" est un **objet** ou un **inanimé**, ou par souci de clarté.

Exemples : _____

3. Exercice : Traduisez en anglais en utilisant la bonne forme du génitif ou un complément du nom (the ... of) en fonction des cas.

(1) L'ingérence politique des Windsor.

(2) Le Duché écossais de la Duchesse et du Duc d'Edimbourg.

(3) Feue l'ex de Charles, la "reine de coeur".

4. PRONONCIATION : faites entendre l' 's du génitif!

À l'oral, la marque du génitif peut se prononcer de trois façons différentes :
/s/, /z/ ou /ɪz/.

5. Exercice : Dans le tableau qui suit, classez les génitifs ci-dessous en fonction de la prononciation de cette marque.

(1) Camilla's long wait

(4) Prince Philip's alleged racism

(2) Kate's fashion sense

(5) George's father

(3) Elizabeth's legacy

(6) Andrew's former titles

/s/	/z/	/ɪz/

Déduisez-en les règles phonologiques de la prononciation du génitif.

/s/	/z/	/ɪz/
Après:	Après :	Après :



<https://cours.univ-paris1.fr/course/section.php?id=248587>

C. GRAMMAIRE : les auxiliaires modaux et l'expression de la probabilité

1. Repérez les auxiliaires modaux exprimant la probabilité dans ces exemples, puis utilisez-les pour compléter l'encadré ci-dessous et le reste de la leçon.

(1) Might the monarch have more power than you think?

(2) This could include anything that might affect any of their private assets.

(3) They must have realised that he had some deeply disreputable friends and cannot have ignored everything.

(4) Will it be York Cottage or Wood Farm?

(5) There may even be a police investigation into his behaviour.

Les auxiliaires modaux, comme leur nom l'indique, servent à “modaliser,” dire ce que l'on _____ du contenu de l'énoncé (= ce que l'on dit).

Les modaux servent notamment à permettre à la personne qui parle (= l'_____) de donner son point de vue, d'émettre un _____ quant à la probabilité que ce dont iel parle se réalise.

2. Les valeurs des modaux exprimant la probabilité. Servez-vous des exemples ci-dessus pour compléter le tableau ci-dessous:

	Pour exprimer:	Modal (aux)	Exemple(s):
99%	la certitude		
90%	la quasi-certitude		
50%	l'incertitude		
20%	la grande incertitude		

3. La construction des phrases avec modaux exprimant une probabilité portant sur le présent, l'avenir ou le passé:

Jugement portant sur le présent/l'avenir	Jugement portant sur le passé
s'jt + MODAL + _____ + (complément) Exemples :	s'jt + MODAL + _____ + _____ + + (complément) Exemples :

💡 Ce n'est pas l'auxiliaire modal/le modal qui exprime le présent, le passé ou le futur mais le verbe ou l'expression de temps qui lui est associé.

4. Autres particularités des auxiliaires modaux

- a. **Ils sont TOUJOURS et UNIQUEMENT suivis d'une _____**, et ce, que le jugement soit porté sur le présent/l'avenir ou sur le passé. Dans ce dernier cas la _____ est toujours la même = HAVE (suivi d'un participe passé) .

⚠ **Il ne sont donc JAMAIS suivis d'un autre auxiliaire modal.** Ainsi,

- “CAN,” lorsqu'il sert à exprimer la capacité devient “_____.”

Exemples : The king may be able to meddle in the government's affairs.

The king may have been able to meddle in the government's affairs.

- “MUST,” lorsqu’il sert à exprimer l’obligation devient “_____.”

Exemples : The king may have to stop meddling in the government’s affairs.
The king may have had to stop meddling in the government’s affairs.

- b. **Comme ce sont des AUXILIAIRES**, ils fonctionnent **SANS “do” aux formes négatives et interrogatives :**

	Exemple :
Forme négative :	
Forme interrogative :	

- c. **Ils sont _____**, et ne prennent donc **pas de -s à la 3e personne du singulier**.

5. Exercice : Reprenez les pp. 15-17 pour compléter les phrases suivantes en utilisant le bon auxiliaire modal et la bonne forme verbale en suivant le modèle.

Perhaps the Palace is examining new draft laws this week.

→ The king **may be reading** it right now.

(1) Royal Consent allows the monarch to view some bills before Parliament if they wish to.

→ The monarch _____ (review) certain draft laws at the moment.

(2) In 1968, the Palace negotiated notable exceptions to the Race Relations Act.

→ They _____ (be) racist.

(3) The Duchy of Cornwall was excluded from many reforms during Queen Elizabeth’s reign.

→ Charles _____ (ask) the government to make exceptions.

(4) The royal household always reviews bills that could affect the Duchy of Lancaster, and the government’s latest bill does.

→ Royal lawyers _____ (be) checking the details right now.

(5) It is unlikely that the king personally changed a bill’s wording.

→ The king _____ (rewrite) the text himself, he did not study law.

(6) There is a slight possibility that the government is consulting the Palace this week.

→ _____ (the government/consult) the Palace this week?

(7) Over 1,000 bills were examined under Queen’s Consent.

→ The royal household _____ (solicit) governments all the time during her reign.

(8) Some royal advisers participated in policy discussions with civil servants.

→ They _____ (influence) the drafting process behind the scenes.

(9) Archives show that royal lawyers seem to have edited legal language in several acts.
 → They _____ (propose) minor changes to safeguard royal interests.

6. Remplissez le tableau ci-dessous pour récapituler la construction des hypothèses avec les auxiliaires modaux.

	Probabilité portant sur le présent ou l'avenir	Probabilité portant sur le passé
Forme simple affirmative		
Forme négative		
Forme interrogative		
Forme progressive		

7. Exercice récapitulatif: Traduisez en anglais les phrases suivantes en exprimant la probabilité avec l'auxiliaire modal qui convient.

(1) Il est impossible que toutes les archives du palais soient accessibles au public.

(2) Peut-être que les décisions des ministres dépendent du soutien du roi.

(3) Il n'est pas impossible que le rôle du roi soit plus important qu'on ne le pense.

(4) Les privilèges des membres de la famille royale pourraient être réduits.

(5) Le gouvernement doit avoir consulté le Prince avant d'annoncer la réforme.

D. INTERMEDIATE TASK – Final step: Analytical re-enactment of one or two key scene(s) from an episode of *The Crown* - ORAL PRESENTATION

Each group prepares an **8-minute presentation**, which must include:

1. Contextual introduction (≈ 1 minute)

- Briefly present the chosen episode: the event or issue it explores, and why it matters within the broader history of the monarchy.
- Highlight the key question(s) or tension(s) your analysis will address (e.g. truth vs. dramatization and/or duty vs. image and/or personal vs. political).

2. Re-enactment or staged reading (≈ 2–3 minutes)

- Perform or read **one or two short, adapted scenes** that best illustrate the episode's treatment of your theme.
- Feel free to modernize or stylize the material — clarity and analysis matter more than theatrical accuracy.

3. Critical commentary (≈ 2 minutes per scene)

After each scene, comment on:

- What elements are **historically accurate, exaggerated, or fabricated**.
- What **image of the monarchy** the show constructs (sympathetic, critical, idealized, dysfunctional, etc.).
- What **cultural or political message** this representation might convey about Britain, power in Britain, or British identity.

You may record and edit your video in advance, or perform live in class. Visual creativity is encouraged — but **analysis is essential**.

4. Reflection and discussion (≈ 2-3 minutes)

After your presentation, lead a brief discussion by responding first to the following prompts:

- How does the episode position the monarchy — as an **institution**, a **family**, and/or a **brand**?
- How does dramatization **contribute to understanding** or **manipulate perception**?
- How might the **monarchy (or its PR team)** react to this portrayal?

Be prepared to engage with your classmates' and your teacher's questions. This exchange will be part of your assessment.

E. SPEAKING

Did the video “How the British crown has more power than you think” change your opinion on the British monarchy? Why/why not? Go back to pp. 15-17.

F. WRITING

1. How to comment on a picture (see p. 14 and p. 61)

Jonathan Yeo, *His Majesty King Charles III*, Oil On Canvas, 230cm x 165.5cm (2021-2023).

How does this portrait serve the British monarchy?

Put the following sentences in the correct order to fill in the table p. 25.

- A. **In conclusion**, the portrait ultimately strengthens royal myths rather than questioning them.
- B. **In fact**, its monumental size makes the king appear imposing and distant,
- C. About the first official portrait of King Charles III, finished a year after his accession to the throne, painter Jonathan Yeo said: "I wanted to show the king as a normal person who lives in a fairy tale, a royal fairy tale."
- D. **Therefore**, the butterfly helps give the idea of the monarchy as a modern fairy tale, between tradition and imagination.
- E. **While** it may symbolise power, it also evokes bloodshed.
- F. As a result, the portrait seems to ignore the violent legacy of the British Empire.
- G. **By contrast**, Lucian Freud's 2001 portrait of Queen Elizabeth II challenged traditional royal imagery and encouraged deeper reflection.
- H. **Indeed**, the butterfly is a symbol of change and rebirth, which is fitting for a newly crowned king and also shows a special connection to nature.
- I. which goes against Yeo's intention to portray him as a "normal person." **Instead**, it reinforces the myth of royal greatness and superiority.
- J. **In addition**, the dominant red background is troubling.
- K. **At the same time**, the butterfly on Charles's shoulder adds a symbolic and dreamlike element.
- L. **Thus**, Yeo uses traditional elements of royal portraits, such as the military uniform and the sword at the bottom centre of the painting,
- M. to show duty and present the king as a servant of the nation.
- N. **In my opinion**, Yeo's deferential approach highlights Britain's complicated relationship to its monarchy.
- O. **However**, the portrait can be criticised for its anachronism.
- P. **This raises the question**: to what extent does the painting only pretend to show the king as "normal" in order to better reinforce royal myths?
- Q. **To begin with**, the portrait clearly mixes reality and myth.

Intro.	Catchphrase (including topic , date , context and author)	
	Key Question	
Part 1	Overall analysis (idea)	
	Description (argument)	
	Effect(s) of the element(s) described	
	Overall analysis (idea)	
	Description (argument)	
	Effect(s) of the element(s) described	
Part 2	Overall analysis (idea)	
	Description (argument)	
	Effect(s) of the element(s) described	
	Overall analysis (idea)	
	Description (argument)	
	Effect(s) of the element(s) described	
Concl	Summary	
	Final answer to the Key Question	
	Opening statement	

2. Use what you have just learnt, and comment on a picture (see next page)

Lucian Freud, *Her Majesty The Queen*, Oil On Canvas, 38.7cm x 59.9 cm (2001)

Why did *The Guardian* call this painting “The best royal portrait in 150 years?”



TRIGGER WARNING: sexual abuse - rape

PART 2 – NOT JUST ANOTHER ROYAL SCANDAL



Andrew Mountbatten-Windsor, Virginia Giuffre and Ghislaine Maxwell posing for a photo in 2001.
Photograph: US District Court – Southern District/AFP/Getty

Background: The Jeffrey Epstein saga - Key Events

Read the snippets below and answer the questions.

A. “The fall of Prince Andrew” *The Guardian*, Oct 30 2025

1999: Andrew is reportedly introduced to Epstein, an investment banker and financier, through a mutual friend, Ghislaine Maxwell – the daughter of the late media tycoon Robert Maxwell. A photograph that comes to light during Maxwell’s 2021 trial for child sex trafficking shows her and Epstein at the queen’s Balmoral residence that year. Maxwell was found guilty.

March 2001: According to Virginia Giuffre, Andrew sexually assaults her at Maxwell’s home in Belgravia, London, and also twice more, at Epstein’s New York home and at an “orgy” on his private island in the Caribbean when she was 17. The allegation prompts a comprehensive denial from the Duke of York.

B. “Jeffrey Epstein files: Tracing the legal cases that led to sex-trafficking charges”, NPR, July 25 2025

The Trump administration is under increasing pressure to release “the Epstein files” — a call that President Trump has sometimes joined, even as his own ties to Epstein come under renewed scrutiny.

July 6, 2019: Federal agents arrest Epstein. He is charged in the Southern District Court of New York with one count of sex trafficking of minors and one count of conspiracy to commit sex trafficking of minors.

Aug 10, 2019: Epstein is found dead in the Metropolitan Correctional Center, the federal detention facility where he was being held in Manhattan. The New York City chief medical examiner later concludes that Epstein died by suicide.

C. “A complete timeline of what we know about the Jeffrey Epstein sex abuse saga,” ABC News Australia, 4 Sept, 2025

Sept 3, 2025: More than 33,000 pages of files are released by a United States House of Representatives committee. The documents largely include court files and other previously released information relating to Epstein and Maxwell.

D. “Trump signs Epstein bill he once labored to kill,” *Politico.com*, Nov 19, 2025

President Donald Trump signed a bill to force the Department of Justice to release more information related to its case against the late convicted sex offender Jeffrey Epstein in a stunning reversal after fighting the bill’s passage for months.

The law — the Epstein Files Transparency Act — is the culmination of months of fierce Republican infighting as some defectors joined Democrats to ignore their party’s leadership and force a vote.

- 1. What was Jeffrey Epstein accused of when he was arrested in 2019?**
 - A. Tax fraud and money laundering
 - B. Illegal arms dealing
 - C. Child sex abuse
- 2. According to the official account, how did Jeffrey Epstein die on August 10, 2019?**
 - A. He killed himself
 - B. He was assassinated by the FBI and the MI6
 - C. He was murdered by a fellow prisoner
- 3. Which documents are often considered essential to understanding the full size of Epstein's network?**
 - A. Epstein's personal and professional correspondence (emails, letters, contact lists, etc.)
 - B. Flight records
 - C. Investigation and court records
 - D. All of the above
- 3. When did Andrew Mountbatten-Windsor first meet Jeffrey Epstein?**
 - A. More than 25 years ago
 - B. Around 15 years ago
 - C. There is no precise record of the circumstances of their first encounter
- 4. What is the main purpose of the Epstein Files Transparency Act adopted in 2025?**
 - A. To clear all charges related to Epstein after his death
 - B. To publish unclassified documents related to the Epstein case for public transparency
 - C. To grant financial compensation to all victims automatically
- 5. What was Andrew Mountbatten-Windsor's first reaction when Virginia Giuffre went public about the true nature of their relationship in 2021?**
 - A. He apologised extensively
 - B. He replied none of it was true
 - C. He chose not to comment
- 6. What does the fact that Andrew Mountbatten-Windsor invited Epstein and Maxwell to Balmoral (go back to p. 4!) suggest about their relationship?**
 - A. Their relationship was close and personal
 - B. Their relationship was distant and strictly professional
 - C. Their relationship was accidental and based on a single meeting
- 7. What about President D.J. Trump's role in the Epstein case?**
 - A. Trump suddenly changed his mind about the release of more Epstein files, although some might be about him
 - B. He was the subject of a controversy within his own party about it
 - C. All of the above

Document 2: Stupidity and royal self-entitlement sank Andrew, and it may not be over

Adapted from Stephen Bates, *The Guardian* · Analysis, 31 October, 2025

It started with a simple photograph, probably the most consequential ever taken of a member of the royal family.

There was Prince Andrew, Duke of York, Earl of Inverness, Baron Killyleagh and Knight of the Garter, with his arm around a young woman.

Without that photograph, taken at a party at Ghislaine Maxwell's London home in 2001, who would ever have believed Virginia Giuffre when she said she had been trafficked across the Atlantic as a teenager and obliged to have sex with a prince of the blood royal? The story could not be made to go away, even if friends of Andrew tried to suggest the picture was a fake, even if Andrew sought to blacken her name much later by instructing his royal protection officer to look for negative details about her, even providing her birth date and social security number, which can only have come from the **convicted** child sex offender Jeffrey Epstein or his minions.

An odd gesture by someone who had publicly pretended to have never heard of her, said he could never have had sex with her, he paid her \$12m of his mother's money to avoid a very long lawsuit.

In this context, talk of the royals acting decisively to cut Andrew off are wide **off the mark**. This scandal has gone on for the best part of 15 years since that photograph, and another of Andrew walking amiably in Central Park with Epstein, came to light. It was probably even longer: how long ago did his brothers and sisters, perhaps even his parents, know that Andrew was so **self-entitled**?

They must have realised, if his staff and the police were doing their jobs, that he had some deeply **disreputable** friends given he openly invited them to Buckingham Palace, or Balmoral, or even Royal Lodge, another of his perks.

If the family did not know about his sexual behaviour, they certainly knew about his extravagance with public money, because the trips were printed in the royal annual reports: a helicopter from the palace to an Oxfordshire golf course and back again in time for lunch, the numerous private flights. Then there was the entitlement that **demand**ed deference when he entered a room or the supreme consciousness about the use of his royal titles.

He could **get away with** it while his mother, who inexplicably **indulged** him, was still alive. Queen Elizabeth did at least strip him of public duties and honorary colonel titles after his disastrous and, we now know, **mendacious** *Newsnight* interview six years ago, which he thought had gone rather well. But his behaviour has not changed since, pushing himself into the spotlight at public events, most recently at the Duchess of Kent's funeral in September, vainly trying to make conversation with an all too evidently uncomfortable Prince William. And **clinging on** desperately to his residence at the 30-room Royal Lodge in Windsor Great Park, even into this week **reluctant** to give it up in the face of pressure from the king.

It was only over the past two weeks that events sped up after the publication not only of Lownie's biography of Andrew, *Entitled*, but also of Giuffre's posthumous memoir, *Nobody's Girl*, giving more sordid details of his behaviour and that of Epstein and the convicted child sex trafficker Maxwell towards her. Further revelations have again exposed Andrew's thinking that he could get away with lying about his contact with Epstein in the *Newsnight* interview. If the palace thought that ceasing the use of his titles without actually **removing** them – **allegedly**, though clearly not **actually**, at his request and still without admitting to any fault – it had another think coming.

The public (and the media) were far ahead of the royals. There was no one of any consequence to **speak up for** him, a result of all those years of arrogance, and the gravity of the **looming** institutional damage was finally clear. The more intelligent royals realised that. The one imperative is to **pass on** the monarchy, if not as **heretofore** at least intact and **untarnished**. They have spent the last 190 years trying to undo the reputation of the Georgians, proving they are useful, responsible and responsive to their subjects; if not exactly like them, then role models for respectability and good behaviour. Andrew was putting all that in danger in an age when deference and discretion is no longer enough.

Finally, the king was **prodded** further. There was no alternative. The palace had lost control of the narrative.

It is losing his titles and the continued and lifelong public humiliation that will hurt Andrew, **demoted** to just Mr Mountbatten-Windsor, the most. As will the fact that he is the first royal to lose his titles in modern times; the last to do so was the Duke of Cumberland and Teviotdale, who sided with Germany in the first world war. He is still a counsellor of state, theoretically able to **stand in for** the king, and he is still eighth in line to the throne, but neither of these will ever happen.

Of course, he is retiring to the royal family's 8,100-hectare (20,000 acre) estate at Sandringham. There, he will be furnished by the king with one of the **grace and favour houses** – will it be York Cottage or Wood Farm? – and given some sort of private **allowance**, though it may still take some time for him to move in. It is not Royal Lodge, where he paid a **peppercorn rent** for more than 20 years – that really caused public outrage, and Norfolk is a bit distant, but even so it may not be far enough. Presumably Kazakhstan, where he is friends with members of the elite, was a bit far away.

This is not over. There are still files in the hands of the US Congress to be **disclosed**, though the Americans are more interested in who on their side of the Atlantic was in Epstein's net. Will Parliament demand more, or investigate the waste of public money? There may even be a police investigation into his behaviour, though that seems little probable – neither the government nor the king would want that.

Perhaps for the moment the institutional damage to the monarchy is limited. The narrative from the palace on Thursday night was clearly that the removal of titles was what Charles, and particularly Prince William, wanted. No more **pretence** that Andrew was doing it voluntarily. And, remarkably, the brief five sentences showed clearly that the royals were siding with Giuffre's version of events, not Andrew's. Even more, for the first time they finally showed **concern** for the victims: "The censures are **deemed** necessary, **notwithstanding the fact that** he continues to deny the allegations against him. Their majesties wish to make clear that their thoughts and utmost sympathies have been, and will remain with, the victims and survivors of any and all forms of abuse."

Ultimately it is entitlement, **self-seeking** and indolence that will kill the monarchy. In his stupidity, self-indulgence and venality, Andrew seems never to have learned that lesson.

A. COMPREHENSION

1. Present the document briefly (type, source, author, date, topic).

2. Vocabulary—match the French words with their English equivalents **bolded** in the text.

a. General vocabulary

- | | | |
|-----------------------|-----|----------------------------------|
| 1. gâtait | --- | A. looming |
| 2. poussé | --- | B. actually |
| 3. s'accrochant | --- | C. notwithstanding the fact that |
| 4. de l'intérêt | --- | D. prodded |
| 5. en réalité | --- | E. concern |
| 6. malgré le fait que | --- | F. clinging on |
| 7. qui se profilait | --- | G. indulged |

b. Scandal, morality and justice

- | | | |
|----------------------------------|-----|------------------|
| 1. s'en tirer | --- | A. deemed |
| 2. condamné | --- | B. disclosed |
| 3. mensonger | --- | C. allegedly |
| 4. faux-semblant | --- | D. giveaway |
| 5. infréquentables | --- | E. denied |
| 6. qui pense que tout lui est dû | --- | F. reluctant |
| 7. défendre (quelqu'un) | --- | G. get away with |
| 8. dévoilé | --- | H. self-entitled |
| 9. à côté de la plaque | --- | I. disreputable |
| 10. a nié | --- | J. untarnished |
| 11. révélateur | --- | K. convicted |
| 12. prétendument | --- | L. pretence |
| 13. jugées | --- | M. mendacious |
| 14. vierge de toute éclaboussure | --- | N. speak up for |
| 15. réticent | --- | O. off the mark |

c. Monarchy, power and institutions

- | | | |
|--------------------------------|-----|----------------------------|
| 1. retrait | --- | A. peppercorn rent |
| 2. transmettre | --- | B. grace and favour houses |
| 3. rente | --- | C. heretofore |
| 4. suppléer | --- | D. demoted |
| 5. résidences à titre gracieux | --- | E. removal |
| 6. loyer symbolique | --- | F. allowance |
| 7. rétrogradé | --- | G. pass on |
| 8. jusqu'alors | --- | H. stand in for |

Focus on part 1: ll. 1-23 (From “It started with...” to “...another of his perks.”)

3. True or False? Justify with a quote from the text.

a. Virginia Giuffre’s claims were considered unbelievable until the photograph with Andrew Mountbatten-Windsor appeared.

b. Andrew Mountbatten-Windsor tried to protect Virginia Giuffre by asking his security officer to clear her name.

Focus on part 2: ll. 24-54 (From “If the family did not know...” to “...control of the narrative.”)

4. True or False? Justify with a quote from the text.

a. Andrew Mountbatten-Windsor frequently used public money in excess for his travels.

b. After the *Newsnight* interview, Andrew Mountbatten-Windsor immediately changed his behaviour and avoided public events.

5. In your own words, summarize the events that accelerated the downfall of Andrew Mountbatten-Windsor.

Focus on part 2: ll. 55-83 (From “It is losing his titles...” to “have learned that lesson.”)

6. True or False? Justify with a quote from the text - Andrew Mountbatten-Windsor is the first royal in modern times to have his titles removed.

7. In your own words, give two/three reasons why the royal family decided that removing Andrew Mountbatten-Windsor’s titles was necessary.

B. GRAMMAIRE : poser des questions

1. Les 2 types de questions

Ouvertes:	Recherche d'information(s) particulière(s) (identité, nombre, manière, etc.) → on les appelle aussi les _____ questions.
Fermées:	Réponse attendue = "oui" ou "non" → on les appelle aussi les _____ questions.

2. La structure interrogative

En anglais, **la structure** d'une question est **globalement toujours la même, sauf** dans **quelques cas très précis** dont la logique est assez simple.

Le tableau ci-dessous fonctionne à tous les temps (présent, prétérit) et aspects (présent continu, present perfect, etc.).

Mot en Wh- (optionnel: questions ouvertes)	Auxiliaire	Sujet	Verbe	Complément (optionnel)
	Do	we	have	a democracy?
	Are	you	thinking	(about a revolution)?
What	did	I	say	?
	Will	they	renounce	their privileges?
How	has	she	done	that?

Exception à ce schéma : lorsque la question **porte sur le sujet (celle/celui qui fait l'action)** avec certaines questions en **who ou what**.

💡 Puisqu'on le cherche, c'est qu'il n'y est pas. Logique! → **Who/what** prend alors le **rôle du sujet**.

La structure est alors:

Who/What	Auxiliaire (optionnel)	Verbe	Complément (optionnel)
Who	is	plotting	(with me)?
Who	will	plot	(with me)?
What	∅	happened	?

BE, verbe le plus usité de la langue anglaise et également auxiliaire, **suit son propre modèle: l'inversion SUJET/VERBE.**

Exemple : *Was a pint with Prince William on your bucket list?*

💡 Ce modèle est hérité de la forme de la question en français!

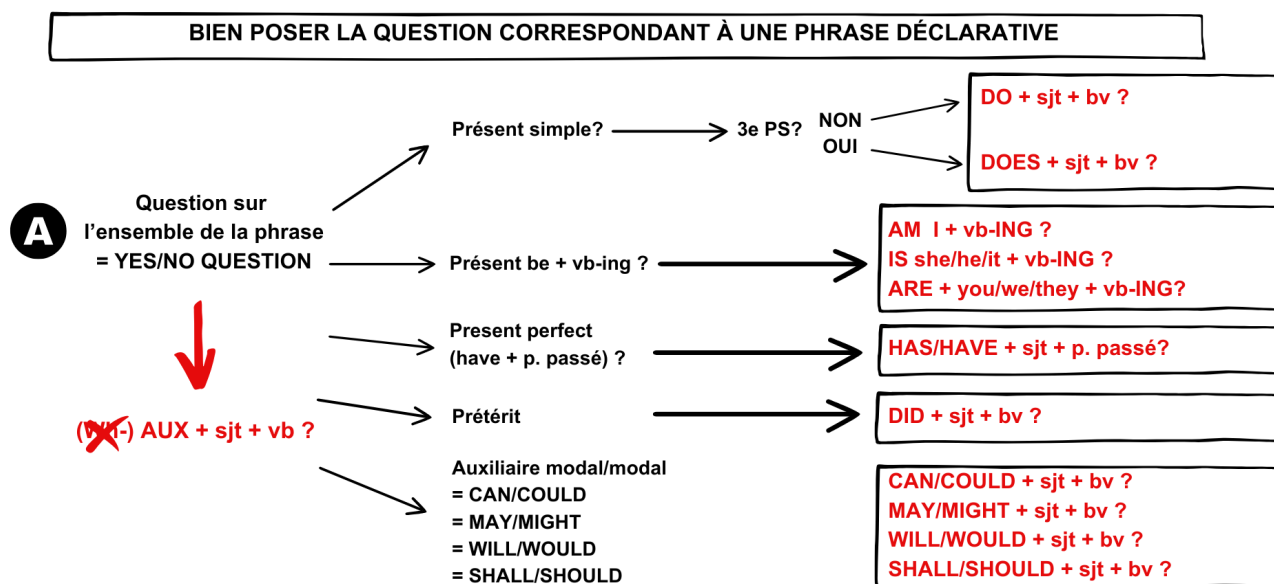
3. Exercice a : Complétez les tableaux ci-dessous à l'aide des exemples tirés/adaptés de la brochure pour travailler la construction des questions.

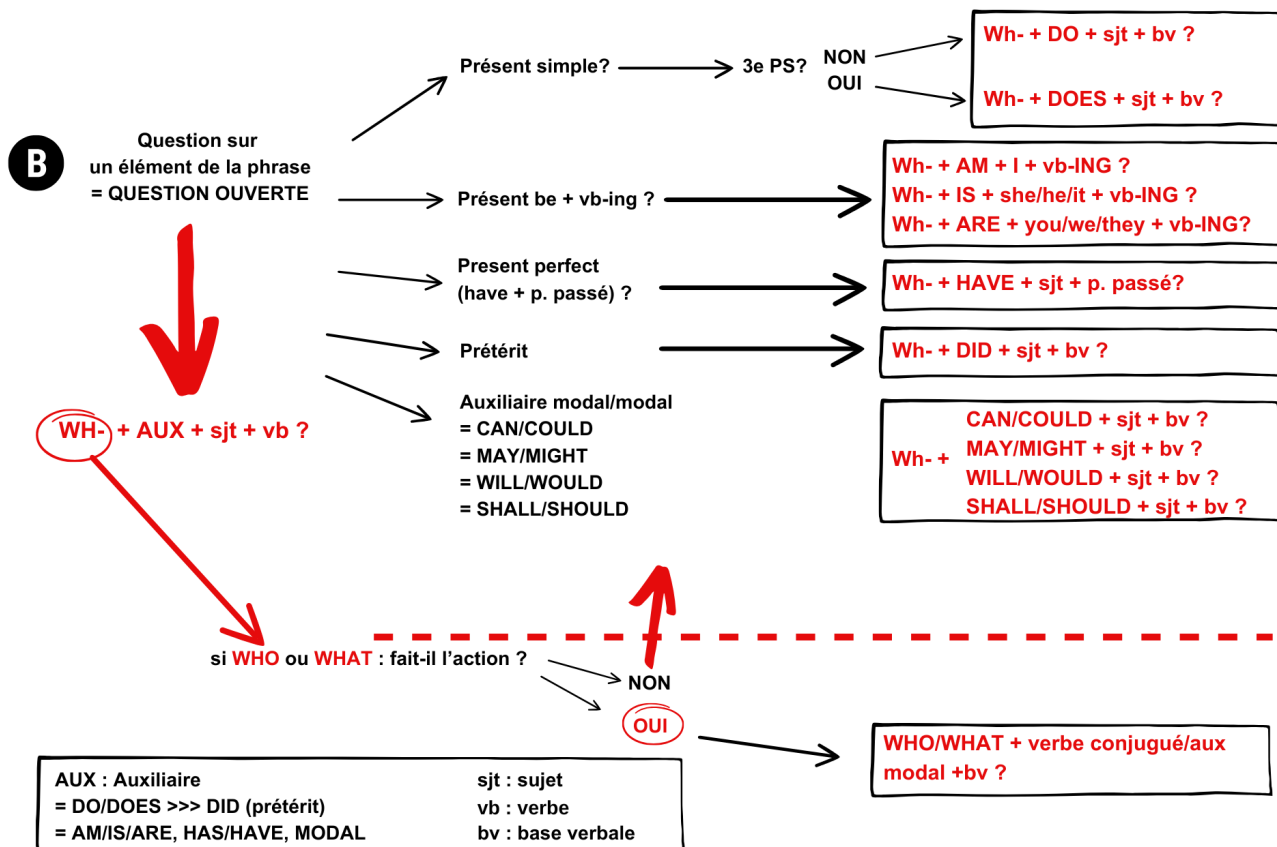
- (1) How long ago did his family know?
- (2) Who would ever have believed Virginia Giuffre?
- (3) Will Parliament demand more, or investigate the waste of public money?
- (4) How had that happened?
- (5) Why didn't you come to me?
- (6) Does the crown feel heavy?

Questions fermées (Yes/No questions)			
Auxiliaire	Sujet	Verbe	Complément (optionnel)

Questions ouvertes				
Mot en Wh-	Auxiliaire	Sujet	Verbe	Complément

4. Exercice b : Utilisez les schémas de raisonnement ci-dessous pour retrouver la question posée pour obtenir l'information **en gras.**





(1) Queen Elisabeth II was married **to the Duke of Edinburgh**.

(2) **Queen Elisabeth II** was married to the Duke of Edinburgh.

(3) They went **to Balmoral** last summer.

(4) **They** went to Balmoral last summer.

(5) **Charles and Andrew** no longer speak to each other.

(6) **He** is thinking about his next residence.

(7) He is thinking **about his next residence**.

(8) You will get to Windsor **by train from London**.

(9) **You** will get to Windsor by train from London.

C. GRAMMAIRE : les auxiliaires modaux et l'expression du futur

1. Repérez les auxiliaires modaux exprimant le futur dans ces exemples, puis utilisez-les pour compléter l'encadré ci-dessous et le reste de la leçon.

- (1) the continued and lifelong public humiliation will hurt Andrew
- (2) it may still take some time for him to move in
- (3) Will Parliament demand more, or investigate the waste of public money?
- (4) There may even be a police investigation into his behaviour
- (5) entitlement, self-seeking and indolence will kill the monarchy
- (6) William offered some intriguing hints about how he might shake up the monarchy.

 **L'anglais ne dispose pas de temps futur à proprement parler.**

Pour exprimer le futur, il faut donc recourir à des tournures qui dépendent du degré de certitude quant à la réalisation dans l'avenir de ce dont on parle.

Or les modaux servent à permettre à l'énonciateur·trice (= _____) de donner son _____, d'émettre un jugement quant à la _____ que ce dont iel parle se réalise. Utiliser certains modaux est donc un moyen très fréquent pour parler de l'avenir en anglais.

2. Les valeurs des modaux exprimant la probabilité dans l'avenir. Servez-vous des exemples ci-dessus pour compléter le tableau ci-dessous.

	Pour exprimer :	Modal (aux) :	Exemple(s) :
99%	Le futur certain		
90%	Le futur quasi-certain	MUST	
50%	Le futur incertain		
20%	Le futur très incertain		

 Contrairement au français, en anglais les propositions subordonnées de temps introduites par "WHEN" et "AS SOON AS" sont suivies du présent.

Les propositions principales, quant à elles, sont suivies du futur.

Exemple : When Charles dies, William will become king.

 **RAPPEL : On ne peut JAMAIS employer 2 modaux à la suite.**

- "CAN," lorsqu'il sert à exprimer la capacité devient "_____."
- "MUST," lorsqu'il sert à exprimer l'obligation devient "_____."

2. Exercice : Servez-vous des indices fournis dans chaque phrase pour compléter avec le bon auxiliaire modal.

- (1) After so many scandals, it's almost certain that Prince Andrew _____ (never/regain) the public's trust.
- (2) The palace has already made its decision, so nothing _____ (change) now.
- (3) Reporters think more information _____ (appear) in the American press soon.
- (4) Some people believe he _____ (confess), but nobody knows for sure.
- (5) If journalists keep investigating, more embarrassing details _____ (come) out.
- (6) The royal family knows this situation is serious — they _____ (take) stronger action to protect their image.
- (7) Even though he denies everything, he _____ (face) more consequences in the future.
- (8) The king wants to protect the monarchy's reputation, so he _____ (distance) himself from his brother, even if he was their mother's favourite.
- (9) It's possible that the public _____ (become) less angry if Andrew finally speaks honestly.
- (10) After all that happened, this story _____ (not disappear) quickly.



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D. SPEAKING

Do you agree that “entitlement, self-seeking and indolence [...] will kill the monarchy?”

Agree	Disagree

E. WRITING

1. How to write an essay (see pp. 59-60)

Was Andrew Mountbatten-Windsor a key character in the Jeffrey Epstein case?

Put the following sentences in the correct order to fill in the table p. 40.

- A. **Hence**, Andrew can be considered a key character.
- B. **This raises the question:** To what extent was the latter truly a key character in the Epstein case, or simply a public figure whose actions attracted attention?
- C. **To conclude**, both Andrew's long relationship with Epstein and his poorly handled responses during the scandal have contributed to the belief that he played an important part in the case.
- D. **First**, I will demonstrate his close connection with Epstein. **Secondly**, I will explain the consequences of his attitude in the face of the scandal.
- E. **To begin with**, Prince Andrew's 25-year friendship with Epstein made people suspect that he was more involved than he claimed.
- F. **Thus**, he visited Epstein's homes several times, and they kept in contact even after Epstein's first conviction in 2008.
- G. Many people were shocked when the Epstein case revealed links between wealthy, influential people such as Bill Clinton, Donald Trump, and Andrew, and serious accusations of sexual abuse.
- H. **Secondly**, Andrew's behaviour throughout the scandal has also made the public think he played a significant role in the case.
- I. **In fact**, he created the impression that he was trying to cover up his role,
- J. **for instance, with** his repeated denials, including in a BBC television interview, and with the financial agreement he signed with Guiffre, as if he wanted to avoid further investigation.
- K. **But the most damning evidence** is probably the picture showing Andrew with Virginia Giuffre when she was only 17 in 2001.
- L. **Hence**, Andrew can be considered a key character.

Catchphrase	
Key Question	
Outline	
Idea	
Argument	
EXAMPLE	
Idea	
Argument	
EXAMPLE	
Summary	
Final answer to the Key Question	
Opening statement	

- 2. Use the key question question below to comment on** “Andrew Mountbatten-Windsor, Virginia Giuffre and Ghislaine Maxwell posing for a photo in 2001,” Photograph: US District Court – Southern District/AFP/Getty, p. 27

How does this picture reveal Andrew Mountbatten-Windsor’s sense of entitlement?

(see p. 27 and p. 61)

E. FINAL TASK: A Message to the Monarchy

Get back together with your group to create a short (2-3 minute) video addressed to the *Prince of Wales* or *King Charles III*, reacting to recent events and expressing an informed opinion on the monarchy's role today.

Context

You are communication advisers, journalists, or concerned citizens. Recent events have sparked debate about the monarchy's power, public image, and future.

Your task: record a message to either the King or the Prince of Wales, responding to what has been happening and giving your perspective or advice.

Research and planning

- Review key sources studied in class (The *Guardian*, *Royal Assent diagram*, the *NYT* article in the next section).
- Choose a *recent event or issue* (e.g. Prince William's media strategy, the Andrew Mountbatten Windsor scandal, the Royal Assent debate, etc.).
- Define your stance: are you supportive, critical, advisory, humorous, or analytical?

Script writing (draft)

- Begin with a formal greeting (e.g. "Your Royal Highness...") ... OR NOT.
- Briefly summarize the issue.
- Express your opinion or reaction, supported by arguments.
- End with a recommendation or reflection about the monarchy's future.
→ use modals for advice/future, present perfect for recent events, etc.

PART 3 - THE NEXT GENERATION'S STRATEGY



A photograph released by Apple TV+ showing Prince William with the Canadian comic actor, Eugene Levy as part of Mr. Levy's Apple TV+ series, "The Reluctant Traveler." Credit: Apple TV+

Culture Note: *Spare*, by Prince Harry (2023) - adapted from *Wikipedia*



In his highly expected book, Harry details his childhood and the profound effect of the death of his mother, Diana, as well as his teenage years, and subsequent deployment to Afghanistan with the British army.

He writes about his relationship with his older brother, Prince William, and his father, King Charles III, as well as his courtship and marriage to the American actress Meghan Markle and the couple's subsequent stepping back from their royal roles. He mentions how he did not expect to lose his state-funded security as a result, as his uncle Andrew who was "accused of the sexual assault of a young woman" was allowed to keep his.

Key quotes:

"The Heir and the Spare—there was no judgment about it, but also no ambiguity. I was the shadow, the support, the Plan B. I was brought into the world in case something happened to Willy. I was summoned to provide backup, distraction, diversion and, if necessary, a spare part. Kidney, perhaps. Blood transfusion, speck of bone marrow. This was all made explicitly clear to me from the start of life's journey and regularly reinforced thereafter. ... I took no offense. I felt nothing about it, any of it."

"In some ways he was my mirror, in some ways he was my opposite. My beloved brother, my arch-nemesis, how had that happened?"

"I told them that I failed to see how speaking to Oprah was any different from what my family and their staff had done for decades – briefing the press on the sly, planting stories. And what about the endless books on which they'd co-operated, starting with Pa's 1994 crypto-autobiography with Jonathan Dimbleby? Or Camilla's collaborations with the editor Georgie Greig? The only difference was that Meg and I were upfront about it. We chose an interviewer who was above reproach, and we didn't once hide behind phrases like "Palace sources", we let people see the words coming out of our mouths."

"My problem has never been with the monarchy, nor the concept of monarchy. It's been with the press and the sick relationship that's evolved between it and the Palace."

Now that you've read the culture note, answer the following questions (you may have to make reasoned guesses):

1. Prince Harry is:

- A. A former soldier
- B. No longer a working member of the royal family
- C. A detractor of his uncle Andrew Mountbatten-Windsor's
- D. All of the above

2. *Spare*, his memoir:

- A. Is 416-page long, and also exists as a 15-hour audiobook edition, which Harry himself narrates
- B. Became the fastest selling non-fiction book of all time
- C. Refers to the aristocratic adage that an "heir and a spare" were needed to ensure that an inheritance remained in the family in the event of the death of the first-born (a spare part = an extra part).
- D. All of the above

Document 3: Holding Back Tears, Prince William Shows a New Side of a Future King

Adapted from Mark Landler, *The New York Times*, October 10, 2025

At a time when the British royal family has been convulsed by drama, **infighting** and a tendency by some royals to overshare, Prince William has remained largely **aloof** — **loath to** reveal the kinds of details found in *Spare*, the memoir by his **estranged** brother, Prince Harry.

Yet William, too, has lifted the veil in recent weeks, in his own carefully controlled way. Appearing with the Canadian comic actor Eugene Levy on an episode of his travel series, and later with a woman who lost her husband to suicide, William has shown a more personal side, speaking about his desire to change the monarchy after he becomes king and **tearing up** over another family's tragedy.

The two **glimpses** of William, 43, have **hardly** remade the public image of the eldest son of King Charles III. But they have filled in some blanks in the portrait of a man who has carefully cultivated the profile of a middle-aged husband and father, determined to **shield himself** and his family from undue scrutiny.

The exercise in image making **has taken on** more urgency since his father was diagnosed with an **undisclosed** form of cancer in early 2024. While Buckingham Palace insists that Charles, 76, is **on the mend**, the **prospect** of William having to step up to the throne no longer seems so distant.

"He's on fast forward," said Tina Brown, the British American journalist who has written two books about the royal family. "His father had 50 years to tell the world who he was before becoming king. It's essential for William to show the human side of himself before his image gets set in stone as the stoic **foil** to Harry."

In a video released Friday to coincide with World Mental Health Day, William met with Rhian Mannings, who lost a baby to illness and her husband to suicide. As the two sat at Ms. Mannings's kitchen table in Cardiff, Wales, William asked her what she would say to her husband, if she could.

"I would just like to sit him down like this and say, 'Why didn't you come to me?'" she replied. "Because he's missed out on just so much joy."

William looked away, his eyes **brimming** with tears.

"Are you OK?" Ms. Mannings asked.

Struggling to **compose himself**, William said, "I'm sorry; it's hard to ask you the questions."

It was a **startling** display of emotion — **not least** in contrast to the **stiff-upper-lip** stoicism of older-generation royals like Queen Elizabeth II — though it recalled the emotional encounters his mother, Princess Diana, had with people with AIDS in the 1990s. William's focus on suicide prevention echoed his mother's desire to destigmatize AIDS.

In the appearance with Mr. Levy on his Apple TV+ series, "The Reluctant Traveler," William offered a tour of Windsor Castle and offered some intriguing hints about how he might shake up the monarchy.

"It's safe to say that change is on my agenda," William said to Mr. Levy, as the two sat over pints at a pub in Windsor. "Not **overly** radical change," he added, "but changes that I think need to happen."

William arrived for the meeting on a motorized scooter. He jumped off and **greeted** Mr. Levy by telling him he loved "American Pie," the 1999 sex comedy in which Mr. Levy played a confused dad.

That drew a laugh from Mr. Levy, an actor whose **deadpan delivery** has **spiced up** movies like “Best in Show” and the TV series “Schitt’s Creek.” He told the prince that spending a day with him was a “**bucket list**” **item**, as the two set off on a walk around Windsor’s grounds.

“Was getting drunk with Prince William on your bucket list?” the prince said with a smile.

For Britain’s royals-obsessed press, William’s encounter with Mr. Levy was both **tantalizing** and threatening. By working with an American streaming service, William **served notice** that he could **shape his narrative** while bypassing the tabloids, which have long **wielded power** in shaping the image of the royals.

When William’s wife, Catherine, announced that she had completed her chemotherapy in September 2024, she did so in a video made by Will Warr, a London videographer who specializes in wedding videos. She and William have also posted videos of themselves with their three children on Instagram.

The London papers noted that Mr. Levy did not **breach a sensitive issue**: William’s **feud** with Harry. Mr. Levy said he was not instructed by the prince’s staff to avoid it. But he told ITV News, “I had no interest in asking him about that, because it was, you know, a very delicate issue and certainly not up to me to get into it.”

Pub visits aside, William left no doubt that he intended to preserve a zone of privacy around his family. “Those who **overstep** it, I’ll fight against,” he said to Mr. Levy. “It’s about knowing where the line is.

The Mental Health Day video mentioned in the article: [Rhian’s Story: “It Starts With A Conversation” | Suicide Prevention On World Mental Health Day](#)

A. COMPREHENSION

1. Go back to p. 42. Which part of the text does the photograph best illustrate? Give the lines, and write down the quote.

2. Present the document briefly (type, source, author, date, topic).

3. **Vocabulary**–match the French words with their English equivalents **bolded** in the text.

a. General vocabulary

- | | | |
|----------------------|-----|---------------------|
| 1. salua | --- | A. deadpan delivery |
| 2. le ton impassible | --- | B. prospect |
| 3. non révélé•e | --- | C. has taken on |

- | | | |
|--------------------------------------|------|-----------------------|
| 4. une chose à faire avant de mourir | ---- | D. has spiced up |
| 5. excessivement | ---- | E. undisclosed |
| 6. la perspective (dans l'avenir) | ---- | F. "bucket list" item |
| 7. a assumé | ---- | G. not least |
| 8. en voie de guérison | ---- | H. greeted |
| 9. ne fût-ce que | ---- | I. on the mend |
| 10. a pimenté | ---- | J. tantalizing |
| 11. captivant | ---- | K. overly |

b. The conflict between the two brothers

- | | | |
|-----------------------------------|------|---------------|
| 1. un repoussoir, un faire-valoir | ---- | A. infighting |
| 2. avec qui on est brouillé•e | ---- | B. estranged |
| 3. une querelle | ---- | C. foil |
| 4. luttes intestines | ---- | D. feud |

b. Prince William and the media

- | | | |
|--|------|-------------------------------|
| 1. un récit | ---- | A. aloof |
| 2. se calmer | ---- | B. brimming |
| 3. se protéger | | C. shield himself |
| 4. distant•e | ---- | C. compose himself |
| 5. exercer, user de | ---- | D. startling |
| 6. flegme | ---- | E. stiff-upper-lip |
| 7. aborder (un sujet sensible) | ---- | F. a narrative |
| 8. pleins, noyés de | ---- | H. served notice |
| 9. larmoyant•e | ---- | G. wielded |
| 10. étonnant•e, surprenant•e | ---- | H. overstep |
| 11. dépasser, outrepasser | ---- | I. tearing up |
| 12. signifier (quelque chose à qqun•e) | ---- | J. broach (a sensitive issue) |

Focus on part 1: II. 1-20 (From "At a time when..." to "...the stoic foil to Harry.")

3. True or False? Justify with a quote from the text.

a. Recently, William has opened up and appeared more human than usual.

b. As a result, his public image has been radically transformed.

4. In your own words, explain the two main factors influencing William's new image management strategy.

Focus on part 2: ll. 21-33 (From “In a video released...” to “...to destigmatize AIDS.”)

- 5. In your own words, explain how what William did in his latest World Mental Health Video was both a break from and a continuation of past royal attitudes.**

Focus on part 3: ll. 34-the end (From “In the appearance...” to “...where the line is.”)

- 6. True or False? Justify with a quote from the text.**

a. William wants to revolutionise the British monarchy.

b. The encounter with M. Levy was the first time William snubbed the British press.

c. M. Levy did not ask about Harry because William’s reaction could have been negative.

Going further: Read the Culture Note about *Spare* (p.43) again, and answer the following questions.

- 1. True or False? Justify with a quote from the Culture Note.**

a. Harry has admitted that he has always felt jealous of William.

T/F

b. Harry’s feelings towards William are ambiguous.

T/F

2. The royal brothers' relationship with the media.

a. Fill in the table below:

	William	Harry
Attitude to the British press		
Use of American media		
Use of other options		

b. Write three sentences to compare and contrast the brothers' relationship with the media based on your notes above. Use the appropriate structures of comparison / contrast (see p. 59).

B. GRAMMAIRE : le *present perfect*

- (1) At a time when the British royal family has been convulsed by drama ... Prince William has remained largely aloof
- (2) Yet William, too, has lifted the veil in recent weeks
- (3) The two glimpses of William, 43, have hardly remade the public image of the eldest son of King Charles III.
- (4) "Was getting drunk with Prince William on your bucket list?" the prince said with a mischievous smile
- (5) the tabloids, which have long wielded power in shaping the image of the royals
- (6) When William's wife, Catherine, announced that she had completed her chemotherapy in September 2024, she did so in a three-minute video
- (7) Catherine and William have also posted videos of themselves with their three children on Instagram over the years.

1. Soulignez les verbes au *present perfect* dans les phrases ci-dessus. **Essayez dans chaque cas d'expliquer pourquoi on l'a utilisé et non pas le prétérit ou un autre type de présent.**

- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____
- (6) _____
- (7) _____
- (8) _____

1. Quand emploie-t-on le *present perfect* ?

a. Emplois généraux :

	Pour...	Marqueurs de temps fréquents	Exemple(s) tiré(s) du texte :
a.	parler d'actions ou événements entamés dans le _____ et continuant dans le présent.	FOR* SINCE* _____	
b.	faire le _____ d'actions ou événements, valable au moment présent.	already, ever, never, not yet, _____	
c.	parler d'actions ou événements achevés mais ayant encore des _____ perdurant dans le présent.	_____	
d.	parler d'actions ou événements qui viennent de se produire, donc très _____ du moment présent.	just	

b. Conclusion : le *present perfect* est un temps du _____ (comme l'indique son nom).

👉 RAPPEL : le prétérit (voir *All Canadians*, pp. 15-16)

Pour parler du _____ révolu, on emploie **TOUJOURS** le **PRÉTÉRIT**.

Il renvoie en effet à des **actions ou événements passés, ACHEVÉS** et marque la _____ avec le présent.

De nombreux **marqueurs temporels** peuvent indiquer que l'action ou événement est bel et bien achevé-e : *X years/months/etc. AGO, LAST year/month, /etc., when I was ..., IN + date, etc.*

c. “Depuis” — Observez les phrases ci-dessous et complétez la leçon.

- (1) This has particularly been the case since the Queen’s death.
- (2) The monarchy seems to have changed a lot since the 1990s.
- (3) Harry had been wanting to speak his mind freely for years.
- (4) The image of the princes has never been the same since the world saw them walking behind their mother’s coffin.

💡 Lorsque l’on utilise le **present perfect** pour parler d’une _____, on utilise principalement **FOR** ou **SINCE** (ou *in/over the past X years/months/weeks/days*).

	suivi de	Exemple(s) :
FOR		
SINCE		

3. Comment former le *present perfect* ? Soulignez les verbes au *present perfect* dans les phrases ci-dessous, inspirées de la culture note et du texte, puis complétez le tableau.

Has the media’s treatment of the rift between Prince William and Prince Harry changed much in recent years? While Harry has spoken openly in interviews and books, William has not commented publicly on their relationship. He has not responded to claims made in the media, and he has not taken part in any public discussions about the feud. As a result, the silence has fueled speculation and has not helped ease public curiosity about their ongoing tension.

Forme :	Exemple tiré du texte :	Structure :
affirmative		
négative		
interrogative		

4. 🗉 RAPPEL: les 3 prononciations de la terminaison -ED

Complétez le tableau ci-dessous avec les verbes soulignés précédemment.

	/Id/	/t/	/d/
SON AVANT -ED	/t/ ou /d/	/k/, /p/, /f/, /θ/, /tʃ/, /tʃ/ ou /s/	TOUS LES AUTRES SONS
Exemples			

💡 La prononciation de la terminaison -ED dépend du **son qui la précède, autrement dit du dernier son du verbe lorsqu’il est à l’infinitif.**

Exemple : “decide” se termine par le son /d/, donc la marque -ED dans “decided” se prononce /Id/.

5. Exercice 1 : Mettez les verbes entre parenthèses au *present perfect*. Attention aux verbes irréguliers et à la prononciation de la terminaison -ED.

- (1) The royal family _____ (face) many challenges in the past few months.
- (2) Reporters _____ (not/receive) any official statement from the palace yet.
- (3) _____ (the media/pay) enough attention to William’s recent actions?
- (4) Why _____ (people/become) more interested in William lately?
- (5) For a long time, William _____ (not/share) details about his private feelings.
- (6) Recently, William _____ (begin) to open up in interviews.
- (7) William’s advisors _____ (suggest) a more open communication strategy.
- (8) Some newspapers _____ (publish) articles that surprise even royal experts.
- (9) The royal couple _____ (not/attend) many public events this year.
- (10) How _____ (William/support) his wife through her illness and recovery?
- (11) The press _____ (make) several assumptions about William’s future role.
- (12) The public _____ (not/forget) his commitment to charity.

6. Exercice 2 : Repérez les marqueurs de temps et utilisez-les pour mettre les verbes au *present perfect* ou au *prétérit*. Attention aux verbes irréguliers et à la prononciation de -ED.

- (1) In a video, William _____ (tear) up while listening to a mother who _____ (lose) her husband to suicide a few years ago.
- (2) During the interview, he _____ (explain) why mental health matters to him.
- (3) Recently, William _____ (meet) young volunteers working on community projects.
- (4) So far, he _____ (speak) about modernizing the monarchy, yet he _____ (refuse) to promise radical reforms.
- (5) He _____ (simply/say), “Change is on my agenda,” — a claim that _____ (not/stop) making headlines.

- (6) William _____ (not/speak) publicly since the show _____ (be) released.
- (7) When King Charles _____ (announce) his cancer diagnosis in early 2024, attention immediately _____ (shift) towards William.
- (8) And indeed, since then William _____ (attend) many official ceremonies.
- (9) _____ (William/think) so much about becoming king before his father's illness?
- (10) _____ (he/understand) how serious the latest crisis may be?

7. Exercice 3 : Mettez les verbes au *present perfect* ou au *prétérit*, et choisissez la bonne traduction de "depuis."

- (1) William's WMMD clip has moved viewers, and it _____ (become) one of the most-shared videos _____ it _____ (be released).
- (2) He _____ (advocate) the cause _____ he _____ (come) of age.
- (3) Catherine _____ (complete) chemotherapy, she _____ (be) in remission _____ over a year.
- (4) _____ how long _____ (William/use) Instagram?
- (5) _____ he _____ (move) back to Windsor last year, he _____ (walk) the castle grounds with guests on several occasions.

C. GRAMMAIRE : le pluriel

Observez les noms au pluriel ci-dessous et classez-les dans le tableau après avoir identifié les différentes terminaisons marquant le pluriel dans la première ligne du tableau.

tabloids	titles	photos	Duchesses	vetoes
days	victims	criteria	details	royals
heroes	themselves	Dukes	lives	media
sympathies	tragedies	images	tomatoes	pianos
echoes	children	duties	taxes	radios
churches	vetos	thieves	crises	analyses
alumni	videos	women	keys	accidents

Terminaison : -S	-IES	-ES	-EN

Maintenant, servez-vous des exemples que vous avez classés pour remplir la leçon ci-dessous :

1. La marque du pluriel la plus courante est le -___

La très grande majorité des noms anglais forment leur pluriel en ajoutant simplement cette terminaison.

Exemples : _____, _____, _____

- a. Les noms se terminant par une _____ + y changent le -y en -___ au pluriel.

Exemples : _____, _____, _____

- b. Cas des noms se terminant par la voyelle -___
- La plupart des noms se terminant par -___ prennent un ___ avant la marque du pluriel : -___

Exemples : _____, _____, _____

- Certains noms se terminant par la même voyelle (-___) prennent cependant directement la marque du pluriel : -___

Exemples : _____, _____, _____

 C'est parce que ce sont des abréviations !

c. Modifications afin de faciliter la prononciation

- Les noms prennent un - ___ avant la marque du pluriel lorsqu'ils se terminent au singulier par -ch, -sh, -s ou -x, soit : -___

Exemples : _____, _____

- Les noms se terminant par la consonne ___ ou par cette même consonne suivie d'un e (-___) voient leur terminaison se transformer en -___

Exemples : _____, _____, _____, _____

d. Phonologie : faites entendre la marque du pluriel !

À l'oral, la marque du pluriel peut se prononcer de quatre façons différentes.

Dans le tableau qui suit, classez les pluriels rencontrés précédemment en fonction de la prononciation de cette marque.

/s/	/z/	/Iz/	/i:z/

2. Autres marques du pluriel fréquentes

a. Certains pluriels hérités du **vieil anglais** sont dits irréguliers.

Exemples :

- man → _____, woman → _____, child → _____

Schéma : _____

- foot → _____, goose → _____, tooth → _____

Schéma : _____

- mouse → _____, louse → _____

Schéma : _____

b. Quelques mots d'**origine latine** forment leur pluriel en -____.

Cependant ils sont rares et surtout utilisés dans un contexte académique.

Exemples : stimulus → _____, alumnus → _____.

c. D'autres mots d'**origine latine ou grecque** forment leur pluriel en -____.

- Latin : medium → _____
- Grec : criterion → _____

d. Les **mots grecs** en -____, de leur côté, forment leur pluriel en -____.

Exemples : analysis → _____, crisis → _____.

3. Autres cas particuliers

a. Noms qui finissent par - ____ au singulier et qui ne changent pas au pluriel :

Exemples : a series → _____, a species → _____, a means → _____

b. Noms indénombrables singuliers finissant par -____ (ils n'ont PAS de pluriel)

Exemple : news ; economics ; politics ; rhetorics ; mathematics, etc.

4. Exercices : Mettez les noms de la liste à la bonne forme du pluriel, puis placez-les correctement dans le texte ci-dessous.

a. Andrew Mountbatten-Windsor and the Epstein case

document - foot - datum - woman - tragedy - criterion - politician - photo - veto - analysis

Breaking news this morning as new information emerges about Andrew Mountbatten-Windsor's role in the Epstein case.

Several previously unseen (1) _____ have resurfaced, while possible legal (2) _____ could delay the release of official (3) _____.

Experts are now publishing detailed (4) _____ and (5) _____ of the case, using strict (6) _____ to assess responsibility.

The scandal has led to multiple public (7) _____, especially for the (8) _____ affected, and has left many people shocked as more (9) _____ continue to be linked to the affair.

However, there is little doubt that the former prince will not eventually land on his (10) _____.

b. Prince William and the media

moment - story - child - royal - life

In recent weeks, journalists have focused on the new public image of Prince William, showing a more personal side of the future king.

Several emotional moments have changed the way the public sees the (1) _____, especially at a time when the press is paying close attention to their private (2) _____.

Nevertheless, the heir apparent's (3) _____ are being protected from too much media attention, as William wants to preserve a zone of privacy around his family.

Overall, these (4) _____ have created powerful (5) _____ that have helped humanize the image of the monarchy.



<https://cours.univ-paris1.fr/course/section.php?id=248583>

C. SPEAKING/WRITING

- In *Spare* (2023), Prince Harry wrote: "Being royal, it turned out, wasn't all that far from being onstage. Acting was acting, no matter the context." Do you believe William is just playing a role? Why/why not? What could be his motivations?
- How does this quote apply to the still p. 42? Use it to comment on the picture.

APPENDIXES

IRREGULAR VERBS YOU MUST KNOW

	Traduction	Base verbale	Prétérit	Participe passé
	être	BE	WAS/WERE	BEEN
A	coûter	COST	COST	COST
	éclater	BURST	BURST	BURST
	couper	CUT	CUT	CUT
	frapper	HIT	HIT	HIT
	blessar	HURT	HURT	HURT
	laisser	LET	LET	LET
	mettre	PUT	PUT	PUT
B	CHANGEMENT DE LA SECONDE VOYELLE			
	nourrir	FEED	FED	FED
	mener	LEAD	LED	LED
	rencontrer	MEET	MET	MET
	PRÉTÉRIT ET PARTICIPE PASSÉ IDENTIQUES			
	briller	SHINE	SHONE	SHONE
	gagner	WIN	WON	WON
	- GHT (6)			
	apporter	BRING	BROUGHT	BROUGHT
	acheter	BUY	BOUGHT	BOUGHT
	attraper	CATCH	CAUGHT	CAUGHT
	combattre	FIGHT	FOUGHT	FOUGHT
	enseigner	TEACH	TAUGHT	TAUGHT
	penser	THINK	THOUGHT	THOUGHT
	2X-D			
	avoir	HAVE	HAD	HAD
	entendre	HEAR	HEARD	HEARD
	fabriquer, faire	MAKE	MADE	MADE
	payer	PAY	PAID	PAID
	dire	SAY	SAID	SAID
	raconter, dire	TELL	TOLD	TOLD
	3X -D			
	trouver	FIND	FOUND	FOUND
	tenir	HOLD	HELD	HELD
	lire	READ	READ	READ
	se tenir (debout)	STAND	STOOD	STOOD
	comprendre	UNDERSTAND	UNDERSTOOD	UNDERSTOOD
	2X -T			
	construire	BUILD	BUILT	BUILT
	brûler	BURN	BURNT	BURNT
	rêver	DREAM	DREAMT	DREAMT
	sentir, ressentir	FEEL	FELT	FELT
	obtenir	GET	GOT	GOT
	garder	KEEP	KEPT	KEPT
	apprendre	LEARN	LEARNT	LEARNT

	partir, quitter	LEAVE	LEFT	LEFT
	perdre	LOSE	LOST	LOST
	signifier	MEAN	MEANT	MEANT
	envoyer	SEND	SENT	SENT
	s'asseoir	SIT	SAT	SAT
	dormir	SLEEP	SLEPT	SLEPT
	passer (temps), dépenser	SPEND	SPENT	SPENT
C	devenir	BECOME	BECAME	BECOME
	venir	COME	CAME	COME
	courir	RUN	RAN	RUN
D	<i>PARTICIPE PASSÉ EN -EN</i>			
	casser	BREAK	BROKE	BROKEN
	choisir	CHOOSE	CHOSE	CHOSEN
	conduire	DRIVE	DROVE	DRIVEN
	manger	EAT	ATE	EATEN
	tomber	FALL	FELL	FALLEN
	oublier	FORGET	FORGOT	FORGOTTEN
	geler	FREEZE	FROZE	FROZEN
	donner	GIVE	GAVE	GIVEN
	faire du vélo, du cheval	RIDE	RODE	RIDDEN
	voir	SEE	SAW	SEEN
	trembler, secouer	SHAKE	SHOOK	SHAKEN
	parler	SPEAK	SPOKE	SPOKEN
	voler	STEAL	STOLE	STOLEN
	prendre	TAKE	TOOK	TAKEN
	réveiller	WAKE	WOKE	WOKEN
	écrire	WRITE	WROTE	WRITTEN
	<i>PARTICIPE PASSÉ EN -(O)NE</i>			
	faire	DO	DID	DONE
	aller	GO	WENT	GONE
	<i>PARTICIPE PASSÉ EN -OWN</i>			
	souffler	BLOW	BLEW	BLOWN
	dessiner	DRAW	DREW	DRAWN
	voler, aller en avion	FLY	FLEW	FLOWN
	grandir, pousser (plante)	GROW	GREW	GROWN
	savoir	KNOW	KNEW	KNOWN
	montrer	SHOW	SHOWED	SHOWN
	jeter	THROW	THREW	THROWN
	porter (vêtement)	WEAR	WORE	WORN
E	commencer	BEGIN	BEGAN	BEGUN
	boire	DRINK	DRANK	DRUNK
	sonner	RING	RANG	RUNG
	chanter	SING	SANG	SUNG
	nager	SWIM	SWAM	SWUM

HOW TO ORGANISE YOUR THOUGHTS: LINKING WORDS AND PHRASES

INTRODUIRE UNE IDÉE

Idée générale

- It is often said that (On dit souvent que)
- It is generally agreed that (Il y a consensus quant au fait que)
- There is no denying that (On ne saurait nier que)

Opinion personnelle

- In my opinion / TO my mind (selon moi)
- Personally, I think / I believe...
- I strongly believe that (je suis persuadé-e que)
- I am convinced that (je suis convaincu-e que)
- It seems to me that (il me semble que)
- I agree with (this argument) (je suis d'accord)
- I don't agree with / I disagree with (je ne suis pas d'accord avec)

ORDONNER SES IDÉES

- First, / Firstly, / First of all, (tout d'abord)
- To begin WITH (pour commencer)
- First and foremost, (en premier lieu)

Secondly, thirdly, etc.

AJOUTER UNE IDÉE

- Besides, (par ailleurs,)
- Additionally, / Moreover, / What is more, (de plus)
- Furthermore, (en outre)
- Similarly, (de même)

For example / For instance (par exemple)
.... such as (tel·le que, comme)

EXPRIMER LA CAUSE / LA CONSÉQUENCE

- Because of (en raison de)
- Thanks to (grâce à)
- Given that (étant donné que)
- Since (puisque)
- THAT is why (c'est pourquoi)

As a consequence, / Consequently, / Therefore, (par conséquent)

NUANCER

- At first sight (à première vue)
- To a certain extent (dans une certaine mesure)
- As far as X is concerned (en ce qui concerne X)

CONCÉDER

- Actually, / In fact, / As a matter of fact, (en fait)
- Yet, / Still, / However, (cependant)
- Nevertheless, (néanmoins)

INTRODUIRE UNE OPPOSITION

- Instead of +N/vb-ing (au lieu de)
- Whereas (tandis que, alors que)
- Contrary to / Unlike +N/vb-ing (contrairement à)
- On the contrary, (au contraire,)
- ON the one hand, (d'un côté ...)
- ON the other hand, (d'un autre côté)

CONCLURE

To conclude, / In conclusion, (en conclusion)

HOW TO WRITE AN ESSAY - DOs & DON'Ts



Écrire à la **première** personne du singulier

= **I**

+ In **my** opinion, / TO **my** mind, / As far as **I** am concerned,

Une personne ?

→ **SOMEONE** / a student / a Briton

Plusieurs personnes ?

→ **PEOPLE** / students / Britons / *whoever the concerned people are

Parler à nouveau de la et/ou des personnes ?
→ **THEY** + pluriel

INTRO = 1 PARAGRAPHE
commençant par un ALINÉA

saut de ligne

PARTIE #1 = 1 PARAGRAPHE
commençant par un ALINÉA

saut de ligne

PARTIE #2 = 1 PARAGRAPHE
commençant par un ALINÉA

saut de ligne

(PARTIE #3 = 1 PARAGRAPHE)
(commençant par un ALINÉA)

(*saut de ligne*)

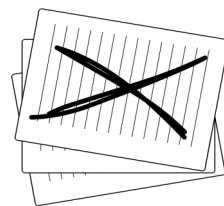
CONCLUSION = 1 PARAGRAPHE
commençant par un ALINÉA



~~WE~~
VERY awkward
in English

~~YOU~~
est familier

~~Écrire un bloc(s)~~



HOW TO WRITE AN (ARGUMENTATIVE) ESSAY 1/2

A

WHAT A PROPER ESSAY LOOKS LIKE

INTRO

Part 1

BODY

Part 2

CCL

It is often said that / There is no denying that lorem ipsum lorem ipsum lorem ipsum lorem ipsum (Catchphrase, 11.1.), which is why I wonder: lorem ipsum lorem ipsum lorem ipsum (Key question 1.2.)? First, I will deal with lorem ipsum lorem ipsum, then I will discuss the problem of lorem ipsum lorem ipsum (Outline 1.3.).

On the one hand*, // First and foremost,** lorem ipsum lorem ipsum lorem ipsum lorem ipsum lorem ipsum (Idea 2.1.). Indeed, lorem ipsum lorem ipsum lorem ipsum lorem ipsum (Argument 2.2.). For instance, lorem ipsum lorem ipsum lorem ipsum (precise EXAMPLE 2.3.).

Nevertheless*, // Furthermore,** lorem ipsum lorem ipsum lorem ipsum lorem ipsum lorem ipsum (Idea 2.1.). In fact, lorem ipsum lorem ipsum lorem ipsum lorem ipsum (Argument 2.2.). For instance, lorem ipsum lorem ipsum lorem ipsum (precise EXAMPLE 2.3.).

To conclude, / In conclusion, lorem ipsum lorem ipsum lorem ipsum lorem ipsum (Summary of the body 3.1.). Hence, to me, lorem ipsum lorem ipsum lorem ipsum (Final answer to the key question 3.2.). Ultimately, lorem ipsum lorem ipsum (Opening statement 3.3.).

(about 200 words)

* raisonnement traditionnel : pros and cons SANS contradiction!
** raisonnement défendant un point de vue uniquement favorable ou uniquement défavorable en réponse à la key question

B

MARKING CRITERIA

- Réalisation de la tâche / Qualité et pertinence des idées et arguments
- Cohérence / Organisation / Structuration
- Recevabilité linguistique (grammaire et vocabulaire)
- Contenus culturels / précision et pertinence des exemples

HOW TO WRITE AN (ARGUMENTATIVE) ESSAY 2/2

C

WRITING CONVENTIONS



“WE”
is
AWKWARD

1. EACH paragraph must begin with:
 - a blank space = an _____ (_____)
 - a _____ word or phrase
2. ALWAYS write in the _____ person singular =_, an essay is about giving YOUR argued opinion in a well-organised manner.

D

DETAILS OF THE STRUCTURE OF AN ARGUMENTATIVE ESSAY

INTRO

BODY

Part 1

Part 2

CCL

1

- 1.1. Catchphrase=general statement/statistics/quote /explicit reference to the document.
- 1.2. which is why I wonder.: + Key question?
- 1.3. Outline (First, I will deal with ... then I will discuss the problem of

2

- 2.1. On the one hand*, / First and foremost,** + Idea #1.
- 2.2. Indeed, / In fact + Argument #1.
- 2.3. For example, /For instance + precise EXAMPLE #1.

- 2.1. On the other hand*, / Furthermore,** + Idea #2.
- 2.2. Indeed, / In fact + Argument #2.
- 2.3. For example, /For instance + precise EXAMPLE #2.

3

- 3.1. To conclude, / In conclusion, + Summary of the body.
- 3.2. Hence, to me, + Final answer to the key question.
- 3.3. Ultimately, + Opening statement.

* raisonnement traditionnel : pros and cons SANS contradiction!
** raisonnement défendant un point de vue uniquement favorable ou uniquement défavorable en réponse à la key question

HOW DRAFT YOUR COMMENT ON A PICTURE

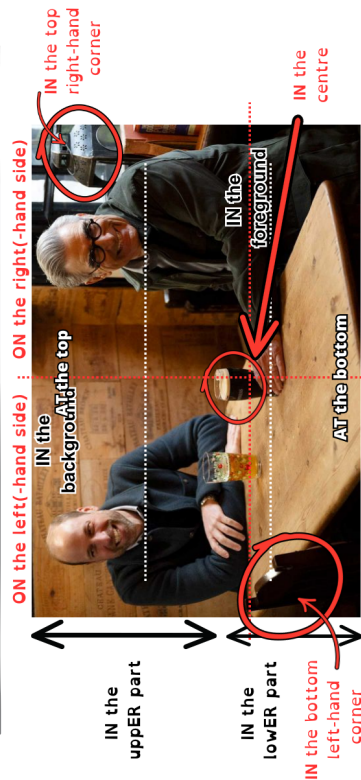
FOR THE INTRODUCTION - TO WRITE ABOUT ...

Type	a photograph, a drawing, a painting (→ a portrait, a landscape, a seascape, etc.), a poster, an advert, a book/magazine cover, a map, a diagram, a table/grid, a cartoon, a still (image tirée d'un film/clip), a (pie) chart
Author	BY (a photographer, an artist, a painter, an adman/adwoman, a cartoonist, a designer, a creator, a cameraman/camerawoman, a journalist/reporter)
Source	It comes from... / It was published in/on...
Date	It dates back to... / It was published in/on...
Context	... within the historical/political/artistic, etc. context of...
Topic	It deals with... / It is about ...

DESCRIBING THE DOCUMENT: elements, layout, colours, etc.

→ The document shows..., there is a contrast between..., the focus of attention is...
 → It is composed of... / it consists of...
 → a slogan / a catchphrase, a caption (légende), a bubble/balloon, a box, a pun
 → cool/warm colours, soft/bright colours, black and white, sepia

FOCUSING ON THE LAYOUT



ANALYSING THE PURPOSE of what you describe

- It is aimed at + N/V-ing
- I can infer / guess / conclude that...
- The problem/issue illustrated here is...
- What the artist wants to point out / suggest / symbolize is...
- The photographer highlights / shows / criticizes the fact that...
- The goal/aim is to raise awareness of / to make fun of...

GIVING YOUR OPINION

- I find it funny / strange / (un)convincing / beautiful / alarming / shocking / irritating ...
- It reminds me of / It makes me think about / It makes me aware of ...

HOW TO WRITE YOUR PICTURE COMMENTARY

WRITING CONVENTIONS

1. EACH paragraph must begin with:
 - a blank space = an _____ (_____)
 - a _____ word or phrase
2. ALWAYS write in the _____ person singular = ___, a commentary is about giving YOUR argued opinion in a well-organised manner.



"WE" IS
AWKWARD

DETAILS OF THE STRUCTURE OF YOUR COMMENTARY

1

- 1.1. **Catchphrase** = general statement/statistics/quote/anecdote about the topic of the picture.
- 1.2. which is why I wonder: + **Key question** about the possible message(s) of the picture?
+ Incorporate: **title, author, source, date/context and topic** (in the order of your choice)

2

- 1.1. On the one hand*, / First and foremost,** + **Overall analysis** (=Idea) #1.
- 1.2. Indeed, / In fact + **Description of the picture** #1.
- 1.3. **Possible EFFECTS of the elements described in 1.2.**
- 2.1. On the other hand*, / Furthermore,** + **Overall analysis** (=Idea) #2.
- 2.2. Indeed, / In fact + **Description of the picture** #2.
- 2.3. **Possible EFFECTS of the elements described in 2.2.**

3

- 3.1. To conclude, / In conclusion, + **Summary of the body.**
- 3.2. To me, + **Final answer to the key question.**
- 3.3. By contrast // Similarly, + **Opening statement (about another picture).**

INTRO

BODY

CCL

* raisonnement traditionnel : pros and cons **SANS** contradiction!
 ** raisonnement défendant un point de vue uniquement favorable ou uniquement défavorable en réponse à la key question

HOW TO SPEAK TO THE CLASS (ORAL PRESENTATION TIPS)

A

NON-VERBAL COMMUNICATION / BODY LANGUAGE

- Hold your head up and **DON'T READ YOUR NOTES**
- Make eye-contact with everyone in the room /don't look at the teacher only
- Mind stress-related habits (playing with your hair or a pencil) / don't distract your listeners



**DO NOT READ YOUR SLIDES
AND/OR YOUR NOTES**

VERBAL COMMUNICATION

B

ENGAGE YOUR AUDIENCE

- Introduce yourself and your work before you start
- Tell the class when you are reaching the end
- Invite them to ask questions



**NO
FRENCH**

SHOW YOUR SPEAKING SKILLS

- Speak loud enough
- Speak at an **ADEQUATE** speed
- **CHECK** the **PRONUNCIATION** of all **KEY WORDS** before your talk
- Stress the words that matter
- Don't speak monotonously
- Don't stop abruptly

HESITATE IN ENGLISH

- Err... /Huh...
- Let me think
- Give me a second
- Please bear with me
- Let me rephrase this
- Let me start again

C

DIGITAL TOOLS

- Be concise: **ONLY** write **SHORT** key phrases on your slides
- Use big enough letters and adequate colours so people can read from a distance
- Make sure the format of your file is compatible with other devices than your own
- Save your document on a USB key

