

Class WD3-N3

NOTE AUX PARENTS

Voici le résumé de tout le programme du niveau 3, valable pour toute l'année scolaire. Vous verrez que certains chapitres contiennent des feuilles d'activités que nous utiliserons en classe. Si vous conservez ces documents sous forme de fichier pdf, veuillez s'il vous plaît les rendre facilement accessible à votre enfant (mais s'il vous plaît imprimer les pages d'exercices). Néanmoins, l'utilisation des documents sera encore plus facile pour votre enfant s'il ou elle les a sous forme papier. En effet, nous utiliserons le contenu de ces documents tout au long de l'année. Je vous en remercie.

Welcome Unit**Lesson objectives:**

- Know the characters of your book.
- Give information about yourself and ask somebody information.

Introduction Dialogue (PB, page 6)

Lucas: Max ! Come here! Sorry!

Lily: That's OK. Do you live here!

Lucas: Yes, I do. My name's Lucas. This is my dog. His name's Max.

Lily: Hi, Lucas. I'm Lily and this is my friend, Tom.

Tom : Hello!

Anna : I'm Anna! I'm **Tom's sister**¹. I'm four. How old are you?

Lucas : I'm nine. What about you two?

Tom : I'm eleven and Lily's ten.

Anna : My favourite colour is yellow, and **Tom's is green**².

Tom: Yes, Anna.

Anna: What's your favourite colour, Lucas?

Lucas: Red – and Max likes orange! Do you like sport?

Lily: I do. My favourite sport is roller skating. What's your favourite sport?

Lucas: I like swimming and tennis. And Max likes football. Do you like football, Tom?

Tom: Hmm. It's OK, but I like Art. Let's play football with Max!

Lucas: Great!

¹ **la soeur de Tom**

² **celle de Tom est vert.**

Welcome unit**1) Practice and revision**

- Learn to use "have got"/Revise "have got"
- Act out a story

WD3 Welcome unit

STORY (PB, page 10)

PART 1 Read and Listen. Then, act.

PART 2 Read the story again. Write true or false

1. It's Tom's birthday. _____
2. Lucas knows what the present is. _____
3. The present is a mobile phone. _____
4. Lily doesn't like her present. _____
5. The treasure hunt is to find 7 things in 7 days. _____
6. It's a good idea to do the treasure hunt together. _____
7. Dad says the children can do the treasure hunt. _____
8. Lily's father thinks the treasure hunt sounds fun. _____
9. There isn't any surprise at the end of the treasure hunt. _____

LANGUAGE HELP

- a good idea : une bonne idée
[aïdiè]
- to find : trouver
- to know : connaître, savoir.
[k-noh]
- to say : dire
- To think : penser
- there isn't any surprise ...: il n'y a aucune surprise
- there! ≈ c'est fait, voilà (quand tu viens de faire une action).
- Let's do the **treasure hunt together!** = faisons la **chasse au trésor ensemble.**
- of course = bien sûre !
- it sounds fun = ça l'air amusant.

WD5 Welcome unit

Date _____

WRITING
HAVE YOU GOT A PENPAL ?

*penpal : un correspondant.

TASK : Write an email to a penpal (AB, p. 7)

These questions will help you to write your email

1. How old are you?
2. When is your birthday

3. Have you got brothers or sisters?
4. Have you got a pet? What animal is it?
5. What's your favourite sport?
6. What's your favourite book?
7. Ask your penpal two questions about him or her.

A large rectangular area enclosed by a dotted border, containing ten horizontal lines for writing.

WD3 Welcome unit

Video lesson (PB, p. 13)

What can you see in a landscape painting?

- river
- sea
- waterfall
- forest
- mountain

Sentence : In a landscape painting, I can see ...

English sound

/ei/ for snake and trails.

TASK (tâche) : Find more words with /ai/ sound :

Examples :

Two rows of four horizontal lines each, intended for writing examples of words with the /ai/ sound.

Level 3 _ WD3

Date _____

Unit 1: In the garden

Lesson objectives:

Learn the names of things in the garden and learn to describe it.

Vocabulary (see PB, page 16; AB, p. 12 & p. 85)

- 1) a tree
- 2) a leaf
- 3) a caterpillar
- 4) a rabbit
- 5) a butterfly
- 6) a flower
- 7) grass
- 8) a tortoise
- 9) a guinea pig
- 10) a snail

Practise making riddles

- 1) A: It's a pet. It's white. What is it? B: It's a rabbit.
 - 2) A: It's from a tree. It's small and green. What is it?
B: It's a leaf.
-

WD3

Date _____

UNIT 1 In the garden

Lesson objective : Learn to talk about pets and who they belong to (*apprendre à parler des animaux de compagnie et à dire à qui les animaux appartiennent*).

Grammar in song (PB, page 17)

My pet is white. (**my** = mon , ma, mes)

Your pet is grey. (**your** = ton, ta, tes, votre, vos)

Our pets aren't big. (**our** = notre, nos)

They're small.

Where are our pets?

Can you see our pets?

Her pet is white. (*her pour une fille*)

His pet is grey. (*his pour un garçon*)

Their pets aren't big. (**their** = leur, leurs)

They're small.
Where are their pets.
Can you see their pets?

PERSONAL PRONOUNS

Use each pronoun in your own sentence

Examples :

- Are **we** in a park?
- **He** isn't John, **he's** Zach.

1. I : _____

2. you : _____

3. he : _____

4. she : _____

5. it : _____

6. we : _____

7. you : _____

8. they : _____

WD3 _ unit 1 : In the garden

POSSESSIVE ADJECTIVES

Use each pronoun in your own sentence

Examples:

- Is **our** school big? = est-ce que notre école est grande ?
- These are **your** pens. = Ce sont tes stylos. OU Ce sont vos stylos.

1. my :

2. your (singular.= ton, ta, tes):

3. his :

4. her:

5. its : This

6. our :

7. your :

8. their :

Group 3

Unit 1

Date: _____

House of Bugs, PB (pupil's book), p. 19.

AIM : Speaking and listening

TASK: Practise saying the dialogue and new vocabulary by heart.

1 **Lucy:** Wow! What a great place! Look, Sara!

Sara: Cool! Look at these! They've got shells and they're brown. I like them! Do you like them, Lucy?

Lucy: Ugh! No, I don't. (They're talking about snails).

2 **Ryan:** My name's Ryan. And these are my favourite insects. They're so small!

Jake: But look at the big leaves they've got!

Ryan: Yes. Big leaves and small black insects! (They're talking about ants).

3. **Sara:** Look at that! It's beautiful. It's very big and it's got wings.

Ryan: What colour is it?

Sara: It's black and orange. It's over there on the flower.

Ryan: Oh, yes. I can see it. (They're talking about a butterfly).

4 **Jake:** Look at these. They're black and white.

Lucy: They're long with lots of legs.

Jake: Yes, they are!

WD3 _ unit 1 : In the garden

Lucy: DO you like them, Jake?

Jake: Yes, I do. (They're talking about caterpillars).

Vocabulary

over there: là-bas

on the flower: sur la fleur

a leaf, (pl) leaves: feuille (s)

with lots of: avec beaucoup de

task: tâche

WD3

Date _____

UNIT 1 In the garden

Lesson objective: Learning language through story.

(PB, p. 20; Activity book, p.16)

New language and dialogues:

1) Can we borrow it, please? : *pouvons-nous l'emprunter, s'il te plaît ?*

2) To lend: *prêter*

3) Not now: *pas maintenant*

- 4) To want: *vouloir*
5) Behind: *derrière*
6) To look for something: *chercher quelque chose.*
7) Toy: *jouet*

Questions and answers about the story

A: Where are the children today?

B: _____

A: What are they doing?

B: _____

A: What has Lily got?

B: _____

A: What do the children look for in the story?

B: _____

A: Does Anna want to help?

B: _____

WD3 Unit 1 In the garden

A: What can they see behind the tree?

B: _____

A: Is Anna happy to help?

B: _____

Remember the /i:/ sound.

Chimpansees/ eat.

Video lesson :

See activity book, page 18.

What types of habitats are there?

- Desert
- Rainforest
- Grassland
- Tundra.

HOMEWORK FOR OUR NEXT LESSON :

Revise all the new words and the exercises, pages 16, 17 and 23.

UNIT 2 AT SCHOOL**PART 1****Lesson objectives:**

- Learn and talk about rooms in a school.
- Learn to ask about objects; use this/these/that/those.
- Talk about where people are.

Vocabulary (PB, p. 26)

1. reception
2. dining hall
3. library
4. classroom
5. science room
6. gym
7. Art room
8. Music room
9. playground
10. sports field.

Rappel de l'emploi de « il y a » :

- There's a board in the classroom.
- There are many chairs in the dining hall.

Song, voir PB, p. 27.

 Date : _____
UNIT 2 AT SCHOOL**A] WRITING. Write riddles for your classmates to guess:**

- a riddle : *une devinette, une énigme.*
- to guess : *deviner*
- **there is** = *il y a + un nom au singulier.*
- **there are** = *il y a + un nom au pluriel.*
- to stay = *rester*
- behind = *derrière.*

- people = *les personnes, les gens.*
- pupils = *des élèves (qui sont en primaire).*
- you can find (a board) there ~ *tu peux y trouver un tableau (on y trouve un tableau).*

Examples :

1) There's a big desk there. A woman stays behind the desk and welcomes people .

2) It's outside. Pupils can play there.

4) _____

5) _____

6) _____

7) _____

8) _____

Date _____

UNIT 2

Lesson objectives:

- Ask and answer about what people are doing (= *demande et donne une réponse sur ce que font les personnes*). Présent continu = **présent Be + verbe -ing**

1 - Poser une question sur ce que quelqu'un est en train de faire et répondre

1) A : What are you doing ?

B: I'm playing hockey.

2) A: Liam and John, what are you doing?

B: We're taking photos.

3) A: What are they doing?

B: They're playing baseball.

4) A : What is Lily doing?

B: She's drawing.

5) A: What's Ryan doing?

B: He's playing basketball.

2 - Dire qu'on n'est pas en train de faire quelque chose

A: What's Lily doing?

B: She's dancing.

C : **No, she isn't.** She is drawing.

A: What are they doing?

B: They're watching TV.

C. **No, they aren't.** They're playing baseball.

LE PRESENT CONTINU REGLES DE GRAMMAIRE

J'utilise le présent continu quand je veux parler de ce que quelqu'un est en train de faire. Pour former le présent continu, j'utilise le verbe être (**am, is, are**). Ensuite, j'ajoute « **ing** » au deuxième verbe.

Par exemples :

Phrase positive : I'm **reading** a book. You're **reading**. He/she's **reading**. You're **reading**. We're **reading**. They're **reading**.

Phrase negative: I'm not **reading**. You aren't **reading**. He/she isn't **reading**. They aren't **reading**. We aren't **reading**.

Phrase interrogative:

Am I reading? Are you reading? Is he/she reading? Are you reading? Are we reading? Are they reading?

Questions and short answers:

Are you sleeping? Yes, I **am**. /No, I'm not.

Is he eating? Yes, he **is**. /No, he **isn't**.

HOMEWORK : Learn to speak about what is happening now : *apprends et entraîne-toi à parler, en anglais, d'une action qui se passe au moment où tu parles, comme dans les exemples ci-dessus.*

Lesson objectives:

- Learn English through a story and act the story.
- Learn about materials that can be recycled.

VOCABULARY FROM THE STORY (PB, p. 30; AB, p. 22)

to pick up litter: *ramasser les ordures*.

yes, of course : *oui, bien sûr*.

where : *où*

to find : *trouver*

what a mess ! : *quel bazar !, quel désordre !*

wait ! : *attends !*

you can have the radio : *tu peux avoir la radio*.

PRONUNCIATION

Sound /ai/

Example of words with /ai/ sound

- 1) tigers – sometimes - tidy
- 2) fight – night
- 3) tie – pie

VIDEO LESSON

What materials can we recycle?

- a recycling bin : *poubelle de recyclage*
- a paper : *un papier*
- a can : *une canette*
- a bottle : *une bouteille*
- a card : *une carte ; un carton*

WD3- Unit 2

Example of sentence:

we can recycle papers.

HOMEWORK : Learn the vocabulary from the story, the pronunciation lesson and the 5 words from the video lesson.

Lesson objectives:

- Learn or revise the days of the week.
- Learn school subjects and revise “**have got**”.
- **Speak** about your week at school.

Dialogues for the lesson

A: Hi, (B) _____. Let me see your chart for your week.

B: Yes, of course.

A: Look, our weeks are different. On Monday, I've got Maths.

B: I haven't. I've got Science on Monday.

A: I've got Science on Tuesday. Science is my favourite subject. What have you got on Tuesday, (B) _____?

B : I've got English.

A : Ok. Wednesday – oh, yes! I've got Art on Wednesday. I like Art.

B: And I've got Maths. What about Thursday, (A) _____?
I've got Gym.

A : I've got English. I've got Gym on Friday. What have you got on Friday?

B: I've got Art.

A: Hmm. Lucky you.

B : What about the weekend?

A : I've got Art club on Saturday, and you've got Music club.

B : Yes, and on Sunday you've got computer club, and I've got rollerskating club.

A : Yes, it's a busy week!

WD3- Unit 2**HOMEWORK**

- 1) Practise saying the dialogue aloud several times (= *entraîne-toi à lire le dialogue à haute voix plusieurs fois*).
- 2) Learn your part by heart.

WD3

UNIT 3 SCHOOL DAYS

Lesson objectives:

- Ask and answer about lessons and clubs people have at different times of the day.

(= *demander et poser des questions sur les cours et les clubs que les personnes ont à différents moments de la journée*).

Different times of the day (To be learnt by heart = *à connaître par coeur*)

- 1) in the morning: *le matin*
 - 2) in the afternoon: *l'après - midi*
 - 3) in the evening: *le soir*
 - 4) lunch: *le déjeuner*
 - 5) before lunch : *avant le déjeuner*
 - 6) after lunch: *après le déjeuner*
-

DIALOGUES

A: **What** lessons **has** she **got** in the morning?

B: She's **got** English in the morning.

A: **What** club **has** he **got** after lunch?

B: He's **got** Art club before lunch.

TASK: Choose a day from your timetable, then play a guessing game:

Example

A : What have you got in the morning?

B: I've got Maths and Science.

A : Is it Wednesday?

B: Yes, it is.

HOMEWORK

Learn all the new words by heart. Practise saying the dialogues.

WD3

UNIT 3 SCHOOL DAYS

RESUME DES POINTS DE GRAMMAIRE DU « UNIT 3 » *à connaître par cœur.*

Affirmative form : *Sujet + have got ou has got ou haven't got + jour de la semaine.*

PART 1 Read the sentences.

- 1) I've got Science on Monday.
- 2) My friend's got Science on Tuesday.
- 3) My brother's got Science on Wednesday.
- 4) I've got French on Thursday.
- 5) My friend Tim's got French on Friday.
- 6) We've got Art Club on Saturday.
- 7) We haven't got any hobby (=loisirs) on Sunday. We're free!

Questions and short answers

Read the text above and answer the questions.

A : Have you got Science on Monday?

B : Yes, I _____.

B : Have you got Science on Tuesday?

B : No, I _____.

A : Has your friend Tim got Science on Tuesdays?

B : Yes, he _____.

B : Has your brother got English on Wednesday?

B : No, he _____.

UNIT 3 SCHOOL DAYS

PART 2 Look at the chart, read the paragraph and answer the questions

History	English	Gym	Music Club
---------	---------	-----	------------

WD3

UNIT 3 SCHOOL DAYS

Today is Friday. I've got History **in the morning**. I've got English **after history**. So (=donc), I've got English **before lunch**. I've got gym and Music club **in the afternoon**. I've got music club **after lunch**.

A: **What lesson have you got on Friday?**

m_____. I've got E_____

B: I've got H_____ i___ t_____

aft_____.

A: **What club have you got in the afternoon?**

aftern_____. I've got G_____

B: I've got _____ i___ the

bef_____ Music _____.

STORY

Lesson objective:

- Learn English through a story

Vocabulary for the story

- Here, we are : *nous voici*.

- Over there : *là-bas*.

- What can we do now? : *que pouvons-nous faire maintenant?*

- We can't take a photo of the painting : *nous ne pouvons pas prendre une photo de la peinture*.

- don't worry : *ne t'inquiète pas*.

- What do you think ...? : *qu'en penses-tu...?*

Questions discussed orally using the pictures of the story.

1) What are the children looking for today?

2) Do they want to buy a painting?

3) Where do they go?

4) What do they do?

5) Is the Art Gallery closed on Saturdays?

PRONUNCIATION

Lesson objective:

- Learn to pronounce words with /oa/ and /ow/ sounds.

Sounds oa/ow

- goaats
 - coaats
 - snow
-

VIDEO LESSON – SCIENCE

Lesson objective: Learn and discuss about nocturnal animals.

A : Which animals are nocturnal?

- B :**
- koalas
 - foxes
 - bats
 - scorpions
 - owls

Discuss : Which animals in your country are nocturnal?

WD3

Date _____

UNIT 4 MY DAY

PART 1

Lesson objectives:

- Learn to talk about your everyday activities. - Learn to tell the time (PB, p. 48-49).

Vocabulary

- 1) get up
- 2) get dressed
- 3) have breakfast
- 4) clean my teeth
- 5) go to school
- 6) have lunch
- 7) go home

- 8) have dinner
- 9) have a shower
- 10) go to bed

Examples of dialogues we practised in class

- 1) A: What time do you have breakfast?
B : I have breakfast at 8 (eight) o'clock.
- 2) A: What time do you have lunch?
B : I have lunch at 12.30 (half past twelve).

HOMEWORK

- Learn all the new words by heart. - Practise telling the time.

PART 2

Lesson objectives : Learn English through a story and learn to pronounce **ue/ew/oo** sounds.

STORY

Vocabulary for the story (AB, p. 42)

What time is it? : *Quelle heure est-il?*
a prize : *un prix (lors d'une compétition)*
a swimming race : *une course de natation*
I can do... : *je peux faire...*
good idea : *bonne idée*
the winner : *le vainqueur*
nice : *(ici) joli (e)*
swimming is fun : *nager est amusant.*

PRONUNCIATION (AB, p. 43)

Sounds : ue → **Blue** ew → **chew** oo → **food**

HOMEWORK : Revise what you have learnt in unit 4. Read the sentences in your activity book at least two times (= *revise tout ce que tu as appris dans l'unit 4. Entraîne-toi à lire les phrases dans ton activity book à haute voix au moins deux fois.*)

PART 3

Lesson object : Learn to use « So do I » and « I don't. » (= *S'avoir employer « moi aussi » et « moi non »*).

Task : Read the examples and complete the answers with your own ideas.

<p>1) A : What time do you get up? B: I get up at _____. A: So do I (=moi aussi). / I don't (= moi, non). I get up at _____.</p>	<p>4) A : What time do you go home ? B: I go home at _____. A: So do I. / I don't. I go home at _____.</p>
<p>2) A : What time do you get dressed? B: I get dressed at _____. A: So do I / I don't. I get dressed at _____.</p>	<p>5) A : What time do you have dinner? B : I have dinner at _____. A: So do I. / I don't. I have dinner at _____.</p>
<p>3) A : What time do you have breakfast ? B: I have breakfast at _____. A: So do I. / I don't. I have breakfast at _____.</p>	<p>6) A : What time do you have a shower ? B: I have a shower at _____. A: So do I. / I don't. I have a shower at _____.</p>

NOTE : For practice and more examples, see activity book, page 40.

HOMEWORK : Learn to use « So do I » and « I don't.

WD3

Date _____

UNIT 5 HOME TIME

Lesson objectives : Learn to talk about different activities you do at home.

New vocabulary

- 1) drink juice
- 2) eat a sandwich
- 3) do the dishes = *faire la vaisselle*
- 4) play on the computer
- 5) read a book
- 6) watch TV
- 7) do homework
- 8) listen to music
- 9) make a cake

UNIT 5 HOME TIME

Lesson objectives: Learn to talk about what other people **like doing** at home (*apprendre à dire ce que d'autres personnes aiment faire à la maison*).

GRAMMAR POINT

love + verb-ing • like + verb-ing • enjoy + verb - ing • hate + verb -ing.

Example of questions and answers:

1) **John:** Do you like reading?

Peter: Yes, I do. I like reading.

No, I don't. I don't like reading.

2) **Tom:** I love eating ice-cream.

Tom: Do you like washing dishes?

Lucas: No, I don't. I hate washing the dishes.

WD3- Unit 5

For the SONG with "like, enjoy and love", see the PB.

→ Work done in the AB, p. 49-50.

HOMEWORK: Learn to use the grammar point (*Bien apprendre à utiliser la leçon de grammaire.*). Read the song 3 times minimum (*lire la chanson au moins 3 fois.*)

WD3

Date _____

UNIT 5 HOME TIME

Lesson objective: Learn English through a story (AB, p. 52).

Vocabulary for the story

to put : *mettre*

to add : *ajouter*

What do we need ? : *qu'est-ce que nous avons besoin ?*

It's great : *c'est génial.*

another : *un autre/une autre.*

too : *aussi*

watch out : *fais attention !*

stop that !: *arrête ça !*

some : *quelque (s)*

VIDEO LESSON

AB, page 54

Where do you people live?

People live in ...

- in the countryside = *à la campagne.*
- in the village = *au village.*
- in town = *dans la ville.*
- in the city = *une grande ville.*

WD3

Date _____

UNIT 6 HOBBIES

Lesson objective:

Learn and talk about hobbies and sports.

Vocabulary

- 1) Play the piano
- 2) Play the guitar
- 3) Play the recorder
- 4) Make models
- 5) Make films
- 6) Do karate
- 7) Do gymnastics
- 8) Play tennis
- 9) Play badminton
- 10) Play volleyball

Ask and answers questions about what people are doing.

A : Is he playing the piano?

B: No, he isn't.

A : Is he making a model?

B: Yes, he is.

Date _____

UNIT 6 HOBBIES

Lesson objective:

Learn and talk about what your classmates do on different days of the week

SONG : See Pupil's Book

→ **La chanson** de cette unit est au présent simple.

Voici la conjugaison de ce temps dans le tableau ci-dessous.

THE SIMPLE PRESENT

EMPLOI : *J'utilise le **présent simple** (simple present, en anglais) pour parler de ce que je fais tout le temps ou des choses qui ne changent pas.*

THE SIMPLE PRESENT - CONJUGATION

Affirmative	Negative	Interrogative
I play badminton. You play badminton. He plays badminton. She plays badminton. It (a dog) plays with a ball. We play badminton. You play badminton. They play badminton.	I don't play badminton. You don't play badminton. He doesn't play badminton. She doesn't play badminton. It doesn't play with a ball. We don't play badminton. You don't play badminton. They don't play badminton.	Do I play badminton? Do you play badminton? Does he play badminton? Does she play badminton? Does it play with a ball? Do we play badminton? Do you play badminton? Do they play badminton?

[Le présent simple](#)

Objectif : *savoir répondre de façon courte à une question :*

A : **Do** you do karate ?

B : **Yes, I do/ No, I don't.**

A : **Does** your sister do karate?

B : **Yes, she does. / No, she doesn't.**

HOMEWORK : Learn the conjugation by heart. Practise using the **simple present** with somebody at home.

Written and Oral Practice :

Select two school friends, then for each person, write 4 activities he or she does and activities he or she doesn't do.

Examples :

Karim

He plays the piano on Wednesdays after school.

He doesn't do Karate before lunch. He does Karate after having lunch with his family.

On Saturdays, He does triathlon, but he doesn't play the piano.

He doesn't do any activity on Sundays.

Learn this by heart : Comment utiliser "do", play" et "the" avec les noms des activités de loisirs ? :

1. On met l'article « **the** » devant le nom d'un instrument de musique :

Ex : Thomas plays **the** guitar.

2. On ne met pas de « **the** » devant le nom de sport. :

Ex : Thomas plays football.

3. On ne met pas de « **do** » devant le nom de sport pour lequel nous utilisons un **ballon**.

Ex : He does gymnastics.

PRONUNCIATION

/sh/ sound

Examples of words

- **sh**ark -

- **sh** -

- **sh**arp -

VIDEO LESSON

AB, page 62

What type of musical instrument is it?

New words

- brass

- percussion

- string

- woodwind

- piano

Question and answer about musical instrument:

A: What type of musical instrument is it?

B: It's brass.

Question and answer about you:

A : what type of musical instrument would you like to play :

B : I would like to play a percussion instrument.

WD3

Date _____

UNIT 7 AT THE MARKET

Lesson objectives: Learn and talk about fruit and vegetables.

Vocabulary

- 1) lemons
- 2) limes
- 3) watermelons
- 4) coconuts
- 5) grapes
- 6) mangoes
- 7) pineapples
- 8) pears
- 9) tomatoes
- 10) onions

SONG : see the Pupil's Book.

A RETENIR:

→ Comment utiliser : “lots of”, “some” and “any”?

- 1) There **are lots of** grapes = *il y a beaucoup de raisins.*
- 2) There **are some** tomatoes. = *Il y a quelques tomates.*
- 3) There **aren't any** limes. = *Il n'y a pas de citrons verts.*

→ Dans les questions :

A: Are there **any** pears ? = *Y a-t-il des poires ?*

→ Réponses courtes :

B : Yes, there are. = *Oui, il y en a.*

C : No, there aren't. = *Non, il n'y en a pas.*

HOMEWORK : Learn **some, any** and **lots of** by heart. Practise using them in sentences.

Lesson objectives: Learn English through a story and act it.
(activity book, page 7).

- a handbag : *un sac à main.*
- I know : *je sais.*
- we haven't got any money: *nous n'avons pas d'argent.*
- old : *vieux, vieille.*
- clothes : *vêtements.*
- Great! : *super !*
- let's look for ... : *allons à la recherche de ...*
- which : *quel ; lequel.*
- to want : *vouloir.*
- which handbag do you want ? : *quel sac à main est-ce que tu veux ?*

UNIT 7 AT THE MARKET

MAKING A CHOICE AND SAYING WHAT YOU WANT (= *choisir ce que tu veux*)

A : Which watch do you want? (= *quel montre veux-tu?*)

B : The brown one, please. (= *le marron.*)

A: OK. Here you are. (*≈ le voici.*)

VIDEO LESSON

(Activity book, page 72)

A: What parts of plants can we eat? (= *Quelles parties de plantes mangeons-nous ?*)

B : We can eat **the roots, the stems, the leaves, the fruit and the seeds.** (= *Nous mangeons les racines, les tiges, les feuilles, le fruit et les graines.*)

UNIT 8 AT THE BEACH

Lesson objectives: Learn and talk about items you might find on a beach.

Vocabulary

- 1) sun
- 2) burger
- 3) chips
- 4) sunglasses
- 5) swimsuit
- 6) shorts
- 7) towel
- 8) shell
- 9) sea
- 10) sand

REMEMBER THIS

Pour dire que quelque chose appartient à quelqu'un, on peut dire c'est **le sien** ou **c'est à lui**). En anglais, il y a un mot par personne. Il n'y a pas de genre. Voir le tableau ci-dessous

Example :

This pen is **mine** = Ce stylo est **le mien** ou ce stylo est **à moi**.

POSSESSIVE PRONOUNS (les pronoms possessifs)

ANGLAIS	FRANCAIS
mine :	le mien, la mienne, les miens, les miennes.
yours :	le tien, la tienne, les tiens, les tiennes.
his (pour un garçon) :	le sien, la sienne, les siens, les siennes.
hers (pour une fille) :	le sien, la sienne, les siens, les siennes.
ours :	le nôtre, la nôtre, les nôtres.
yours :	le vôtre, la vôtre, les vôtres.
their :	le leur, la leur, les leurs.

HOMEWORK : Learn the possessive pronouns by heart.

WD3

Date _____

UNIT 8 AT THE BEACH

Lesson objective : Learn and talk about your own and other people's possessions (= *apprendre et parler de tes possessions and ceux des autres*)

SONG (see the Pupil's Book too)

Which hat is **yours**?

The red one's **mine**.

Which hat is **yours**?

The blue one.

Which sock is **hers**?

The green one's **hers**.

Which sock is **his**?

The yellow one.

Which towel is **ours**?

The pink one's **ours**.

Which towel is **theirs**?

The purple one.

Examples of sentences to practise:

A: Which sock is yours? (= *Quelle chaussette est la tienne ?*)

B: The grey one. (= *la grise*).

Il existe aussi ...

Whose ≈ à qui

A : Whose pencil is it? = à qui est ce crayon ?

B : It's mine = C'est le mien.

HOMEWORK : Learn to say the dialogues in the song by heart. Practise with somebody at home.

WD3

Date _____

UNIT 8 AT THE BEACH

Lesson objective : learn English through a story.

STORY (AB, p. 78)

Vocabulary

- How shall we get to the cinema? : *Comment est-ce que nous allons nous rendre au cinéma ?*
- Wait a minute ! : *attends une minute.*
- A show : *un spectacle.*
- We hope you enjoy it! : *j'espère que vous allez l'aimer!*

DIALOGUE

Savoir dire par quel moyen on se déplace.

Attention à la proposition qui se trouve avant le nom de moyen de déplacement ...

- by plane : *en avion*
- by bike : *à vélo*
- on foot : *à pied*
- by train : *en train*
- by car : *en voiture*
- by bus : *en bus*

Examples of sentences

1) A : How shall we get to the cinema?

B: Let's go by car.

A : OK. Good idea.

2) A: How shall we get to the beach?

B: Let's go by bus.

A : No, let's go by train.

VIDEO LESSON (AB, p. 80)

Sea animals: starfish, crab, jellyfish, octopus and sea horse.

HOMEWORK : Learn the expressions by heart. Practise saying the dialogues with somebody at home.