

# Class WD4-N4

## **NOTE AUX PARENTS**

Voici le résumé de tout le programme du niveau 4, valable pour toute l'année scolaire. Vous verrez que selon le chapitre, il y a des feuilles d'activités que nous utiliserons en classe. Si vous les conservez sous forme de fichier pdf, veuillez s'il vous plaît les rendre facilement accessible à votre enfant. 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.

**UNIT: Welcome back!****Lesson objectives:**

- 1) Revise and learn character (= *personage*) names.
- 2) Ask about and describe hair style (= *type de cheveux*), colour and eye colour.
- 3) Talk about the height (= *la taille, l'hauteur*) of people and objects in metres and centimetres.

**Vocabulary**

- 1) dark hair = **cheveux noirs**
- 2) straight hair = **cheveux raides**
- 3) glasses = **des lunettes**
- 4) fair hair = **cheveux blonds**
- 5) curly hair = **cheveux bouclés ; cheveux frisés**
- 6) red hair = **cheveux roux**

**1<sup>st</sup> dialogue : guess who is it?**

→ Voir activity book, page 4.

- |                            |                    |
|----------------------------|--------------------|
| A : Is it a girl or a boy? | B : It's a boy.    |
| A : Has he got dark hair?  | B : No, he hasn't. |
| A : Is it Tom?             | B : Yes, it is.    |

**2<sup>nd</sup> dialogue : what does he/she look like?**

→ Voir activity book, page 5.

Liam : What **does** Lucas **look like**? (= À quoi ressemble Lucas?)

Joanna : He's short. He's **got** brown eyes. (= Il est petit. Il a des yeux marrons.)

Lucas : What does **Tom's sister** look like? (= À quoi ressemble **la soeur de Tom**?)

Annabelle : She's tall. She's got long straight hair. (= Elle est grande. Elle a de longs cheveux raides).

**Homework**

→ Learn the new vocabulary (= apprends le nouveau vocabulaire).

→ Practise making the dialogues with somebody at home (= entraîne-toi à faire les dialogues appris en classe avec quelqu'un à la maison).

**UNIT : Welcome back!****Lesson objectives (part 1) :**

Continue to learn to describe people.

1<sup>st</sup> : Do you know your numbers?

➤ Say these : 30 – 40 – 50 – 60 -70 – 80 -90 – 100.

2<sup>nd</sup> : 100 cm = 1m (hundred centimetres equals one metre )

**Examples of dialogues practised in class.** (see activity book pages 4-6)

1) A: What does he look like? B: He's tall.

2) A: Has she got brown eyes? B: No, he hasn't. He's got blue eyes.

3) A: How tall is the boy? B: He's 1 m 15 cm.

4) A : How high is the tree? B: It's 2 m.

**HOMEWORK** : Practise describing people (= *les gens*).

**Lesson Objectives (part 2):**

Learn English through **a story**. Understand the story and act it. (PB, p. 10; AB, p. 8).

**Vocabulary**

- What shall we do this afternoon? ≈ *Qu'allons-nous faire cet après-midi ?*
- How about swimming ? : *Et si nous allons nager ?*
- No, let's watch TV : *Non, regardons la télévision.*
- Local Community : *la communauté locale.*
- playground : *cour de récréation.*
- to register online : *s'inscrire sur internet.*
- free : *gratuit.*
- an app : *une application (sur internet ou téléphone portable).*
- to call : *nommer, appeler.*
- all : *tout, toutes, tous.*

**Unit 0 Welcome unit**

**HOMEWORK :** Read the story in your activity book aloud three times, page 8. Learn the vocabulary by heart.

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**PRONUNCIATION (PB, page 11)**

→ **ww/ou sound**

**Examples :** an owl (un hibou, une chouette), a sound (un son), down (en bas).

**Lesson objective:** Learn to name different patterns

- stripes
  - spots
  - wavy lines
  - zigzags
- 

Date \_\_\_\_\_

<b>Unit 1 FUN SPORTS</b>
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**Lesson Objective:**

Learn to name and talk about indoor and outdoor sports.  
Talk about what you and people you know are good at.

**Vocabulary**

- 1) to name: *nommer*
- 2) talk about : *parle de*
- 3) indoor sports : *sports d'intérieur*
- 4) outdoor sports : *sports d'extérieur*
- 5) a sentence : *une phrase*

**Sports**

- 6) fishing
- 7) ice skating
- 8) skateboarding
- 9) sailing
- 10) kayaking
- 11) bowling
- 12) mountaining biking
- 13) skiing
- 14) snowboarding

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## GRAMMAR POINT ONE

### LIKE, LOVE, HATE, ENJOY + VERB -ING

- to like : *aimer*
- to love ≈ *adorer; aimer beaucoup.*
- to hate : *detester*
- enjoy : *apprécier*

<b>Unit 1 Fun sports</b>
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#### Dialogues

A: Do you like skiing?                      B: Yes, I do. / No, I don't.

A: Do you enjoy fishing?                    B : Yes, I do. / No, I don't.

**HOMEWORK** : Learn new vocabulary and learn grammar point one.

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#### Lesson Objective:

Talk about what you and people you know are good at.

## GRAMMAR POINT TWO

To be good at : *être bon en, être doué en, pour ...*

Very : *très*

#### Example of sentences and dialogues:

1) John : I'm not very good at skiing. (= Je ne suis pas bon en ski. ) Sammy is good at snowboarding. (Sammy est bon dans la pratique de la planche à neige/snowboarding.)

2) A : Are you good at playing the guitar?

B : Yes, I am./ No, I'm not.

3) A: What are you good at?

B : I'm good at making films.

## GRAMMAR POINT TWO IN A SONG (See Pupil's Book, p. 17 for all the song)

**HOMEWORK** : Learn the new vocabulary by heart. Practise making sentences with the grammar point two.

Date \_\_\_\_\_

## Unit 1: Fun sports

### Lesson objective

Learn English through a story.

### Vocabulary

to need : *avoir besoin de*

here you are : *(te) voici*

who wants ...: *qui veut ...*

the wall : *le mur*

Let's all help.: *allons aider, tous.*

Who are you painting : *qui est-ce que tu peins ?*

### Dialogues for conversation practice

A : I'm good at painting. : *Je suis bon en peinture.*

B: So are we: *Nous aussi.*

### HOMEWORK

Learn the new words.

Practise saying aloud and many times, the story in the activity book, page 16. = *Entraîne-toi à lire à haute voix et plusieurs fois le récit de la page 16 du AB.*

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## WD4

### UNIT 1 Fun sports

#### HOMEWORK

**TASK** : Select 3 characters and learn their sentences by heart for \_\_\_\_\_.

Lucas : Week 1

Lily : Bring paint and brushes to Pinton Woods.

Lucas's Grandma : We don't need this paint. Here you are.

Lucas : Thanks, Grandma!

Daisy : Welcome to Pinton Woods! I'm Daisy.

Lucas : Hello. We're the Adventurers.

Daisy : Who wants to help paint the wall?

Anna: I do! I'm good at painting.

Tom: So are we, Anna! Let's all help.

Anna : Who are you painting, Lily?

Lily: Wait and see, Anna.

Lily : Red hair and green eyes. Good!

Anna : Can I see?

Tom: Shh, Anna!

Daisy: It looks great. Well done!

Anna : It's me!

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## PRONUNCIATION (PB, page 21)

### [oy, oi] sound

Examples : royal, coil (s'enrouler, comme fait un serpent) and soil (terre, sol).

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## VIDEO LESSON (PB, page 23)

A) What type of body movements can we make?

B) We can turn, shake, bend, stretch and kick.

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Date \_\_\_\_\_

## Unit 2 Around Town

### Lesson Objective:

Learn and talk about places in town.

### PART 1

#### Vocabulary

1) a shopping centre : *un centre commercial*

2) a square : *une place*

3) an underground station: *une station de métro*

4) a hotel

5) a restaurant

6) a museum

7) a bank

8) a zebra crossing : *passage piéton*

9) a traffic light : *feu de signalisation*

10) a bus station

11) a building : *un bâtiment ; un immeuble.*

12) a road : *une route*

13) far from : *loin de*

#### Prepositions

opposite : *opposé.*

below : *en dessous.*

Near : *près de*

Next to : *à côté*

in front of : *devant*  
between : *entre*

behind : *derrière*  
above : *au-dessus de*

**HOMEWORK** : Learn all the new vocabulary by heart.

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Date \_\_\_\_\_

## PART 2

Lesson Objective:

Ask and answer about where things are in a town.

### SONG

**Where's the museum?**

It's in the square.

It's opposite the hotel.

**Can you see it over there?**

**Where's the underground station?**

It's below the square.

It's near the shopping centre.

**Can you see it over there?**

## Unit 2 Around Town

### Other vocabulary

start! : *commence à partir (feu tricolore)*

go straight ahead : *allez/va tout droit.*

Turn left. : *tourne à gauche.*

Turn right: *tourne à droite.*

stop ! : *arrêtez-vous/ arrête-toi.*

**HOMEWORK** : Practise asking and answering where places are in a town and how to get to different places in a town. Learn new vocabulary by heart.



Date: \_\_\_\_\_

Unit 2 Around Town

PART 3

**WRITING TASK**

1) Read text n° 7 on page 23 in your activity book.

2) Then write about **your favourite town**. Use text n°7 as an example (Between 6 and 8 lines).

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**PRONUNCIATION (page 31)**

[ur/ir] sound

Examples : turtle, whirl (tournoyer, tourbilloner ), surf.

**Video lesson**

**VOCABULARY**

- sphere : **une sphère**

- cone : **un cône**

- pyramid : **une pyramide**

- cylinder : **un cylindre**

- cube : **un cube**

**DIALOGUES**

1) A : What 3D shapes can you see?

B : I can see a cylinder.

2) A: What shapes can you see in buildings near your school?

B: I can see a building in a cone shape. Another building is in a cube shape.

C: The building of the Louvre Museum is a pyramid shape with glass squares.

**HOMEWORK**

Learn new words and sentences by heart.

**UNIT 3 At work****VOCABULARY**

1. doctor
2. nurse
3. artist
4. singer
5. actor

6. vet
7. businessman/businesswoman
8. bus driver
9. pilot
10. secretary
11. lawyer
12. accountant

**DIALOGUES****Describe and guess:**

A : She likes helping people. She wears a white coat.

B : She's a doctor.

**SONG** : TALK ABOUT PEOPLE'S PROFESSIONS, see Pupil's Book

**HOMEWORK** : LEARN TO ASK AND ANSWER ABOUT JOBS BY HEART.

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**UNIT 3 At work****PART 2****Dialogues 1**

**Asking about what someone want to do in the future** (= demander à quelqu'un ce qu'il veut faire plus tard) .

Boy : What do you want to be ?

Girl : I want to be a footballer.

Do you want to be a footballer?

Girl : No, I don't. I want to be a singer.

**Dialogues 2**

**Offering help** (= proposer de l'aide) :

**TASK** : Use the phrases in the box to offer help.

give some water to the horse - feed the rabbit – give some milk to the cat – take the dog for a walk.

1) A: Shall I take the dog for a walk?

B: Yes, please.

2) A: Shall I feed the cat?

B : Ok.

**HOMEWORK :** Learn these dialogues (1 and 2) by heart!

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**PART 3**

**STORY :** see Pupil's book.

**VIDEO LESSON**

**Vocabulary :**

outdoor, factory work, transport work and shop work.

**Dialogue**

A: What type of work is it?

B: It's outdoor work.

**HOMEWORK :** learn the vocabulary and dialogues by heart.

Date \_\_\_\_\_

**WD4**

**UNIT 4 Wild Animals**

**VOCABULARY**

1. Kangaroo
2. koala
3. parrot
4. penguin
5. bat
6. owl
7. jaguar
8. bear
9. panda
10. gorilla

**SONG** (*this song teaches comparing one thing to another one*)

1. Gorillas are bigger **than** pandas,  
But gorillas are smaller **than** bears.  
Bears are bigger **than** gorillas,  
And they're bigger **than** pandas too.  
Animals, animals. Look at the animals!
2. Bats are noisier than koalas,  
But bats are quieter **than** parrots.  
Parrots are noisier **than** bats,  
And they're noisier **than** koalas too.

Animals, animals. Look at the animals!

### Remarque les exceptions

noisy → noisier

big → bigger

good → better

bad → worse

### Example of dialogues

A : Are giraffes taller than penguins?

B : Yes, they are. / No, they aren't.

**HOMEWORK** : Learn to use the **comparative** by heart.

WD\_ Unit 4 Wild Animals

**Extract from "Would you like to work in a zoo?"** (PB, page 49)

**→ Task : Read the two paragraphs and write your own paragraph.**

### Meet the squirrel monkey!

Squirrel monkeys come from South America. They are small with grey and orange fur. They've got long tails. Squirrel monkeys like fruit, leaves, seeds and insect. They also eat flowers, eggs and small animals. They are good at climbing trees and they are very quick.

### Meet the wallabies!

A wallaby looks like a kangaroo but it's smaller. Wallabies come from Australia. They eat grass and plants. Wallabies can't run but they are very good at jumping.

### **TASK : WRITING**

**Choose a wild animal and write about it in 10 lines.**

**SKIP LINES.** These questions will help you.:

- 1) What does it look like?
  - 2) Where does it come from?
  - 3) What does it eat?
  - 4) Is it big? How big is it?
  - 5) What can they do?
  - 6) Where can you see it?
  - 7) Have you seen one before (*en as-tu déjà vu?*)
  - 8) Why did you choose to write about this animal?
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unit 4

GRAMMAR

Adjectives

Part 1 ADJECTIVES

You know how to use adjectives to give more information about a noun.

**Examples:** There is a **nice** dog in this house.

The girl in this house is **nice**.

Part 2 COMPARATIVE ADJECTIVES

Adjectives with 1 or 2 syllables

Sometimes, we want to **compare two people, things or animals** so we use **comparative adjectives**. We make *comparative adjectives* from adjectives. The word “**than**” comes after the *comparative adjective*.

**Examples:**

- 1) small → smaller **than** (*plus petit que*)
- 2) big → bigger **than** (*plus grand ou plus gros que*)
- 3) happy → happier **than** (*plus heureux que*)
- 4) young → younger **than** (*plus jeune que*)

Adjectives with 2 or 3 syllables

When the adjective has two or more syllables, the comparative adjective is made with “more” *not* “er”. → **more** + adjective ←

**Examples:**

- 1) dangerous → more dangerous than (*plus dangereux que*)
  - 2) difficult → more difficult than (*plus difficile que*)
  - 3) important → more important than (*plus important que*)
- 

**Your turn !**

**Invent 4 sentences with comparative adjectives using:**

*young - noisy - beautiful – difficult.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### Part 3 SUPERLATIVE ADJECTIVES

Sometimes, we want to compare one person, thing or animal to two or more people, things or animals so we use superlative adjectives. We make superlative adjectives from adjectives. The word “the” comes before the superlative adjective.

#### Adjectives with 1 or 2 syllables

“The” comes before the superlative adjectives. We add “est” to the adjective.

→ the + adjective – est ←

#### Examples :

- 1) small → the smallest (*le plus petit*)
- 2) big → the biggest (*le plus grand ou le plus gros*)
- 3) happy → the happiest (*le plus heureux*)
- 4) young → the youngest (*le plus jeune*)

#### Adjectives with 2 or 3 syllables

When the adjective has two or more syllables, the superlative adjective is made with “the most”.

→ the most + adjective ←

#### Examples:

- 1) dangerous → the most dangerous (*le plus dangereux*)
- 2) amazing (=étonnant, incroyable) → the most amazing (*le plus étonnant*)
- 3) beautiful → the most beautiful (*le plus beau*)

## Your turn !

Invent 4 sentences with comparative adjectives using:

*young – slow (= lent) - beautiful – dangerous – fast (=rapide).*

1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
- 

## WD4 \_ Unit 4 Wild Animals

Date \_\_\_\_\_

**Skill :** Writing, reading and speaking

### Exercise

Write riddles about wild animals. Ask your classmate to guess the name of your animals. ***skip lines!*** Thanks.

#### Example

This animal is light. It has got two pairs of wings and three pairs of legs. It measures between 1 and 10 cm. It is known for its songs and jumping capacity. It is a prey to flies and birds. Its name starts with "g".

#### Vocabulary :

- light : léger
- a pair of : une paire de (= deux)
- between : entre
- it is known for : il est connu pour
- a prey : une proie.
- one fly. Two flies : une mouche, deux mouches

## YOUR TURN

1. \_\_\_\_\_

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2. \_\_\_\_\_

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**WD4\_ Unit 5 FOOD AND DRINK**

Date \_\_\_\_\_

**Part 1**

**Lesson objective : Learn the names of food and practise using them in sentences.**

**Vocabulary**

- |            |                             |                             |
|------------|-----------------------------|-----------------------------|
| 1) pasta   | 8) coffee                   | 13) put them on : (= mets-  |
| 2) yoghurt | 9) biscuit                  | les)                        |
| 3) soup    | 10) crisps                  | 14 ) He/she wants pasta for |
| 4) pizza   | 11) chocolate               | lunch : (= il/elle veut des |
| 5) salad   | 12) healthy (= sain, saine; | pâtes pour déjeuner).       |
| 6) nuts    | en bonne santé).            |                             |
| 7) tea     |                             |                             |

**Speaking Activity, n°4 page 60 :**  
**Guess: "Who wants what food?"**  
**Example: Who wants pasta for lunch?**

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**SONG : See the Pupil's Book**



**Objective:** Learn to use adverbs of frequency through a song and practise using the simple present

**Adverbs of frequency :**

- Always = **toujours**
- usually = **d'habitude, habituellement**
- often = **souvent**
- sometimes = **quelquefois**
- rarely = **rarement**
- seldom = **rarement**
- never = **jamais**

**WD4 \_ UNIT 5 FOOD AND DRINK**

**NOTE :** the adverb comes after the subject! **Ex :** He always has cornflakes for breakfast.

**Homework :** learn new vocabulary and expressions by heart.

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**Part 2**

**DIALOGUES\_ GRAMMAR PRACTICES**    **Learn these by heart!**

**PART A**

**Lesson objective :**

Talking about how often you or people do things.

[Example of dialogues](#)

**First dialogue**

A : **How often** do you have salad for lunch?

B : **Everyday.**

C: **sometimes.**

D: I **never** eat salad for lunch.

**Second dialogue**

A : Does Tim **sometimes** have pizza for lunch?

B: Yes, he does./ No, he doesn't.

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## PART B

**Lesson objective :** Ask how much food or an item cost. (= demander combien coûte de la nourriture ou un objet).

**Vocabulary :** tea, orange juice, pizza, biscuits, crisps, nuts

1) A : How much is the orange juice ?

B : It's one pound.

A : Can I have two, please?

B : Yes, of course.

## WD4 \_ UNIT 5 FOOD AND DRINK

2) A : How much are the biscuits?

B : They're fifty pence.

A : Can I have three, please?

B : Yes, of course.

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## PRONUNCIATION

/ar/ sound.

**Words :** aardvarks, dark (= sombre), car, guitar.

**HOMEWORK :** Practise talking about your habits and asking for the price of things at home.

<b>Part 3</b>
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### STORY

The children need **bean bags** (= un pouf, fauteuil poire).

**HOMEWORK :** For next week, learn your part by heart for a play.

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### VIDEO LESSON (PB, page 67)

Where does water comes from?

Water comes from rain, glacier, well and spring.

**Homework task** (tâche à faire en devoir) : Make a shape poem about where water comes from.

Date \_\_\_\_\_

WD4

UNIT 6

HEALTH MATTERS (*la santé est importante*)

Part 1

**VOCABULARY (page 56)**

- 1) a cold = un rhume
- 2) a cough = une toux
- 3) an earache = un mal à l'oreille
- 4) a stomachache = un mal de ventre
- 5) a backache = un mal au dos
- 6) a sore throat = un mal de gorge
- 7) to have temperature = avoir de la température
- 8) a toothache = un mal de dent
- 9) a headache = un mal de tête
- 10) fever = fièvre
- 11) the flu = la grippe
- 12) to get a bruise = avoir un bleu
- 13) to have a runny nose = avoir le nez qui coule , une rhinite

**Speaking activity**, PB, page 70 : Who has got what illness? Guess.

**SONG** : See Pupil's Book

This song teaches how to find out about what's wrong (= *cette chanson enseigne comment poser une question pour savoir ce qui ne va pas.*)

**HOMEWORK** : Learn vocabulary and the song by heart.

*Suite* **UNIT 6 HEALTH MATTERS**

Part 2

Date \_\_\_\_\_

**PART 1 DIALOGUES TO PRACTISE** (*Learn this by heart*)

( A is with Charlie. She asks B)

A: What's the matter with Charlie?

B : He's got a stomachache.

A : Have you got a stomachache, Charlie?

C : Yes, I have.

## PART 2 DIALOGUES TO PRACTISE (Learn this by heart)

→ Ask questions and your friend says why he/she can't come.

### Examples

(1) A : Can you go ice-skating today?

B : No, I can't. I've got an earache.

(2) A : Are you OK ?

B : Yes, I think so. Don't worry.  
headache.

A : Oh, good.

(3) A : Are you OK ?

B : No, I don't think so. I've got a

A : Oh dear!

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## VIDEO DOCUMENTARY

### Dialogue

A: What can we use plants for?

B: We can use plants for fabric, fuel and medicine.

## PROJECT

### Homework Task

**Make a poster** to show what plants are used for.

See pupil's book page 77 to help you.

WD 4

Date \_\_\_\_\_

## UNIT 7 BUILDINGS

**Lesson objective :** Learn about buildings.

Student's book, pages 66 – 73.

### Vocabulary

1) ground floor (= *rez-de-chaussé*)

2) first floor

3) second floor

4) third floor

5) lift

6) roof

7) basement

8) garage

9) stairs

10) attic

### Revision. Also remember these :

11) flat = apartment

12) today

13) yesterday

14) tomorrow

15) in the morning

16) in the afternoon

17) in the evening.

18) last night = *la nuit dernière*.

**Lesson objective:** asking about where others were yesterday about different times of the day.

**GRAMMAR 1      Learn the prepositions before the nouns by heart:**

at home

at school

at a shopping centre

at a concert

at the cinema

at the swimming pool

in a hotel

in a restaurant

in a park

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**GRAMMAR 2      Past simple of “to be” (was/were)**

1) A : Were you at home last night?

B: Yes, I was. / No, I wasn't.

2) A : Was Sam at the concert yesterday?

B: Yes, he was. / No, he wasn't.

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● **LISTENING AND SPEAKING**, PB, page 85.

● **Writing skill:** Write a diary entry. Activity book, page 69.

● **LEARN ENGLISH THROUGH A STORY (See Pupil's book)**

**Value :** look after your possessions (= *prends soin de tes affaires*).

● **VIDEO LESSON**

**Question:** What materials were buildings made of?

**Answer:** Buildings were made in clay, stone or animal skin.

● **Exercises done in the activity book.** See pages 66 – 73.

**Homework :** Learn the vocabulary by heart.

Learn to use “to be” in the past simple by heart.

**Unit 8 Weather****Part 1****Lesson Objective:**

Learn, ask and answer about the weather.

**I - Vocabulary**

- |          |           |          |
|----------|-----------|----------|
| 1) hot   | 4) warm   | 7) foggy |
| 2) sunny | 5) snowy  | 8) windy |
| 3) cold  | 6) cloudy | 9) rainy |

**II - Talking about the weather in the past.**

→ See the SONG in the Pupil's Book

**III - Ask and answer with somebody :**

1) A: What was the weather like yesterday ?

B: It was cold and snowy.

2) A: Was it cloudy on Monday?

B: No, it wasn't. It was hot and sunny.

3) A : Was it rainy on Friday?

B: Yes, it was.

**HOMEWORK**

→ For next week, learn by heart, the vocabulary and asking and answering different questions about the weather.

→ You should be able to speak without looking at your lesson (*A la fin, tu dois être capable de parler sans regarder ton cours*). Good luck.

**PAST SIMPLE (PRETERIT SIMPLE) (Unit 8 Weather)****USE (emploi)**

Le **past simple** est utilisé pour parler d'une action passée qui est complètement terminée.

Souvent, ce temps est accompagné d'indicateurs de temps comme : **yesterday** (hier), **ago** (ex : **an hour ago** : il y a une heure), **last week** (la semaine dernière), **in 2017**, **in February 2018**. etc.

**CONJUGATION (conjugaison)**

Pour pouvoir bien conjuguer un verbe en anglais, au passé, il faut comprendre qu'il y a deux types de verbes : les verbes réguliers et les verbes irréguliers.

**A] Voici un exemple de conjugaison d'un verbe régulier en anglais. :**

Positive form	Negative form	Short negative form	Question form
I <b>phoned</b> my friend yesterday.	I <b>did not phone</b> ...	I <b>didn't phone</b> ...	Did I <b>phone</b> ... ?

**Voir d'autres verbes réguliers**

- 1) play → played (jouer; joué)
- 2) stay → stayed (rester, demeurer; resté, demeuré).
- 3) want → wanted (vouloir ; voulu)
- 4) study → stud**ied** (étudier ; étudié)
- 5) learn → learned (apprendre ; appris)
- 6) stop → stop**ped** (arrêter ; arrêté)
- 7) help → helped (aider; aidé)
- 8) listen → listened (écouter; écouté)
- 9) watch → watched (regarder; regardé)
- 10) cook → cooked (cuisiner; cuisiné)
- 11) like → liked (aimer; aimé)
- 12) hate → hated (detester; detesté)

**B] Voici un exemple de conjugaison pour un verbe irrégulier en anglais.**

Positive form	Negative form	Short negative form	Question form

Last week, I <b>went</b> to the cinema with my friend yesterday.	Last week, I <b>did not go</b> to the cinema.	Last week, I <b>didn't go</b> ...	Last week, <b>did I go to</b> ... ?
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Voici une courte liste de verbes irréguliers en anglais. **Il faut les apprendre par cœur.**

- 1) come → came (venir)
- 2) do → did (faire)
- 3) draw → drew (dessiner)
- 4) drink → drank (boire)
- 5) eat → ate (manger)
- 6) find → found (trouver)
- 7) get → got (obtenir)
- 8) give → gave (donner)
- 9) go → went (aller, partir)
- 10) have → had (avoir)
- 11) read → read (lire)
- 12) see → saw (voir)

**C] LE VERBE « ETRE ».**

Attention, observe la forme negative et interrogative... **Apprends la conjugaison par cœur.**

Positive form	Negative form	Short negative form	Question form
I was she he it	I was not she he it	I wasn't she he it	Was I ? she ? he ? it ?
You were We They	You were not We They	You weren't We They	Were you ? we ? they ?

**Unit 8 The weather and past simple**

Complete the sentences. Conjugate the verbs in brackets into the past simple form.

Note : the verbs can be in the interrogative, negative and positive form.



A) Do you like cold weather?

B) Yes, I do.

A) \_\_\_\_\_ you happy yesterday (to be) ?

B) Yes, I \_\_\_\_\_ (To be) . It \_\_\_\_\_ a lot (to snow). I \_\_\_\_\_ a snowman with friends in my garden (to make). Then, my little brother and I \_\_\_\_\_ fun throwing snowballs at my neighbour (to have). He's my friend so he \_\_\_\_\_ angry (not/ to be). He \_\_\_\_\_ to catch us (to try, tried = *il a essayé de nous attraper*).

Later, it \_\_\_\_\_ to be foggy (to start). We \_\_\_\_\_ a lot (to run) and we \_\_\_\_\_ (to be) hot from running so we \_\_\_\_\_ home (to go). We \_\_\_\_\_ hot chocolate (to drink) . It \_\_\_\_\_ delicious (to be).

A) What about you? Do you like cold weather?

B) No, I don't. I hate it when it's cold.

A) Oh. \_\_\_\_\_ you \_\_\_\_\_ out yesterday (to go)?

B) No, I \_\_\_\_\_ out (not go). It \_\_\_\_\_ very cold (to be). I \_\_\_\_\_ (not/to want) to catch cold. I \_\_\_\_\_ (stay, stayed) at home and \_\_\_\_\_ TV (to watch). Then, I \_\_\_\_\_ a gameboard with my brother and my sister (to play). Besides (*= de plus*), it \_\_\_\_\_ (to be) windy yesterday and in the evening, it \_\_\_\_\_ (to rain).

**VOCABULARY YOU DON'T KNOW. Learn these by heart.**

1  
2  
3

4  
5  
6

**HOMEWORK: Learn all new words.**

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4) A : At what time \_\_\_\_\_ ?

B : \_\_\_\_\_

5) A : When \_\_\_\_\_ ?

B : \_\_\_\_\_

6) A : \_\_\_\_\_ ?

B : \_\_\_\_\_ ?

7) A : \_\_\_\_\_ ?

B : \_\_\_\_\_ ?

**HOMEWORK** : Learn the sentences by heart.

### Part 3

Date \_\_\_\_\_

#### Unit 8 Weather

#### VIDEO LESSON : a documentary

#### Lesson Objective

Learn to ask and answer about what's the weather like around the world.

#### VOCABULARY (Also look at activity book page 80)

1) a hurricane

2) a tornado

3) a rainstorm

4) a blizzard

5) thunder and lightning

#### Dialogue

A : What's the weather like?

B : There's a rainstorm. There is heavy rain.

#### PRONUNCIATION

**Objective** : Learn to pronounce [nd] sound.

- underground station

- playground

- windy

- panda

- sand

#### HOMEWORK

1. Learn the weather vocabulary by heart.

2. Learn to read words with [nd] sound. Practise reading the words on the *pronunciation sheet several times (= plusieurs fois)*.