

Unit 0 AROUND THE WORLD

Lesson objective

- Learn the vocabulary for some countries and learn to recognize their flags.

PART 1

Names of countries

1. Brazil
2. China
3. Colombia
4. France
5. Italy
6. Mexico
7. Russia
8. Spain
9. the United Kingdom
10. the United States

Dialogues practised in class (learn these by heart)

A: Which country has got a yellow, blue and red flag? Colombia!

A: Which country would you like to visit?

(A : Quel pays aimerais-tu visiter ?)

B: I would like to visit _____.

(B: J'aimerais visiter _____.)

A: Which countries do you want to visit?

(A : Quels pays est-ce que tu veux visiter ?)

B: I want to visit _____.

(B : Je veux visiter _____.)

PART 2

Introducing yourself and someone else (=quelqu'un d'autre)

To Rosa "Where are you from?"

"I'm from the USA."

To Jules and Denis : "Where are you from?"

"We're from France."

A: Is Jules from France?

B: Yes, he is. / No, he isn't.

Homework: Learn new words and sentences by heart (*apprendre les nouveaux mots par coeur*).

Unit 0 Around the world.

Talking about dates of birth.

Ordinal Numbers (= *les nombres ordinaux*)

1st	(The) first
2nd	(The) second
3rd	(The) third
4th	(The) fourth
5th	(The) fifth
6th	(The) sixth
7th	(The) seventh
8th	(The) eighth
9th	(The) ninth
10th	(The) tenth
11th	(The) eleventh
12th	(The) twelfth
13th	(The) thirteenth
14th	(The) fourteenth
15th	(The) fifteenth
16th	(The) sixteenth
17th	(The) seventeenth
18th	(The) eighteenth
19th	(The) nineteenth
20th	(The) twentieth
21st	(The) twenty-first
22nd	(The) twenty-second
23rd	(The) twenty-third
24th	(The) twenty-fourth
25th	(The) twenty-fifth
26th	(The) twenty-sixth
27th	(The) twenty-seventh
28th	(The) twenty-eighth
29th	(The) twenty-ninth
30th	(The) thirtieth

Lorsque nous parler du mois où on est né, nous disons :

A : When were you born?

B : I was born **in March**.

Lorsque nous donnons la date de naissance complète, c'est différent :

A : When's your birthday?

B : My birthday is **on the 24th of April**.

Pour parler du lieu de naissance :

A : Where were you born?

B: I was born in **France**.

Homework: Learn new words and sentences by heart (*apprendre les nouveaux mots par coeur*).

STORY (Activity book, page 7)

It sounds fun ! = **C'a l'air amusant!**

a penpal : **un correspondant.**

What shall we do? = **qu'allons-nous faire?**

What's happening ? = **qu'est-ce qui se passe ?**

come home again = **reviens à la maison.**

Homework: Learn all new language by heart.

Skills: Listening and speaking (activity book page 8)

Skills : Reading and writing (activity book , page 9)

What do people do at festivals?

→ Talk about the place and dates of festivals

→ Talk about activities people do at festivals.

Answer these questions about a festival you enjoy:

1) When is it?

2) Which country is it in?

3) What can you see there?

4) What can you do there?

VIDEO LESSON

A : What are mosaics made of? = **De quoi sont faits les mosaïques ?**

A : To make mosaics, you need tiles, marbles, ceramic and glue.

HOMEWORK : Find a place where there are mosaics. Then, come and talk about it in class.

Date: _____

Unit 1 Family and pets

(activity book pages 12-23)

Lesson objectives

- 1) Learn adjectives to describe people (*apprendre à décrire des gens*).
- 2) Learn to use the comparative (*apprendre à utiliser le comparatif. C'est à dire à comparer une personne à une autre ou une chose à une autre*).

Vocabulary

- 1) artistic
- 2) clever
- 3) friendly
- 4) funny
- 5) hardworking
- 6) kind
- 7) naughty = *vilain, vilaine*.
- 8) shy = *timide*.
- 9) sporty = *sportif/ sportive*.
- 10) talkative

Dialogues practised in class

- 1) A: What are your family like? B: My dad is funny. My Mum is talkative, and my brother is naughty.

GRAMMAR POINT ON THE COMPARATIVE

A: My dog is cleverer than my cat.

→ **adjectif court, on ajoute "er" à l'adjectif et on met « than ».**

B: My brother is more hardworking than my sister.

→ **adjectif long (2 syllabes ou plus), on laisse l'adjectif comme il est mais, on met « more » devant l'adjectif, puis, on met than.**

C: My cousin is shyer than me. = *Mon cousin est plus timide que moi.*

QUESTIONS

- 1) A: Who's taller? Carla, you or Emma? B: "I am!" says Emma.
- 2) A: Who's quieter? You or your brother? B: My brother is.

HOMEWORK

- 1) Learn the lesson on the use of the comparative, to compare one person, animal or object to another person, an animal, or an object.

- 2) Learn the new vocabulary and the dialogues by heart.
3) Do all the activities on pages 10, 11 and 12 in your activity book.

STORY

Vocabulary for the story (activity book page 15)

look for me = *cherche-moi*
a parade = *un défilé*
both of you = *tous les deux.*
we're moving = *nous bougeons.*
again = *encore*

HOMEWORK : Learn the new vocabulary.

Skills : 1) Listening and speaking (activity book, page 16).

2) Reading and writing (activity book, page 17)

Task 1 → What are these children good at?

→ Read and understand what the children are good at.

Task 2 : Then, talk about someone you know. Then write about what you are good at.

HOMEWORK : Revise everything on page 17 in the activity book and memorize all new words.

VIDEO LESSON (activity book, page 18)

→ How do ant **families** work together?

Vocabulary

- worker ant
- colony
- queen ant
- drone : *faux-bourdon*
- a nest : *un nid*
- to help one another = *aider chacun; s'entraider.*
- to keep clean = *garder propre.*
- to find = *trouver*
- to bring = *apporter*

What are ant families called? = *Comment s'appelle les familles de fourmis ?*

HOMEWORK : Learn all the new words by heart.

WD5_N5

Date: _____

Unit 2 In the Playground

(activity book pages 20-28)

Lesson objective

Learn the vocabulary for activities on the playground.

PART 1

Vocabulary

- 1) to cry
- 2) to drop litter
- 3) to help others
- 4) to hop
- 5) to shout
- 6) to skip
- 7) to laugh
- 8) to text a friend
- 9) to throw a ball
- 10) to use a mobile phone

GRAMMAR POINT 1 : present continuous (*le présent continu*)

Use : we use the present continuous to talk about an action that is happening at the time of speaking, now.

Dialogues practised in class

A : What **are** they **doing** in number 2?

B : They'**re** **skipping**.

A : What **is** she **doing** in number 9?

B: She'**s** **using** her mobile phone.

GRAMMAR POINT 2 : Must/Mustn't

Use : “**Must**” is used when we want to say that something is obligatory.

“**Mustn't**” is used when we want to say that something is not allowed (= *n'est pas permis*); Ça veut dire que quelque chose est interdite. *You never use “to” after “must” and “mustn't”. See examples.*

Examples (conjugation)

Positive form

I **must** sleep early.

You **must** eat fruit and vegetables every day.

he/she/it **must** be quiet in the library.

we **must** listen to the teacher.

they **must** do their homework.

Negative form

I **mustn't** talk loud in the library.

You **mustn't** eat too many sweets.

he/she **mustn't** put litter on the floor.

Etc...

Interrogative form

Must you go now? = *Dois-tu partir maintenant?*

Must she go to school now? = *Doit-elle aller à l'école maintenant ?*

etc.

Remarque

Les verbes comme “must” sont classés dans un groupe de verbes qu'on appelle « les modaux », en anglais « modals ».

Voici les caractéristiques de ces types de verbes :

- Ils transforment le sens d'un autre verbe et ils ne changent pas de forme dans la conjugaison.

- À la négation, ils ont seulement besoin de « not/n't ».

- On ne met jamais de « to » après les verbes modaux. Voir les exemples donnés ci-dessus.

Exemples d'autres modaux :

can (pouvoir), should (devoir), could (pouvoir, c'est la forme « passé » de « can »).

Date: _____

PART 2

GRAMMAR POINT 3 : The imperative

The imperative in English is the same as in French.

- Examples** : 1) Read us a story, please (= *Lis-nous une histoire, s'il vous plait*).
2) Tell the class about your holiday.
3) Pass Julia a rubber.
-

STORY (activity page 23)

Vocabulary

poor monkey : *pauvre singe*.

to feed : *nourir*

to hide : *se cacher*

to think : *penser*

Homework : Learn the grammar points by heart as well as (*aussi bien que*) the vocabulary.

Date: _____

PART 3

Skills : Listening and speaking (activity book page 24)

→ What games do you like playing in your playground?

listening : How do you play Queenie Queenie?

Skills : Reading and writing (activity book page 25)

→ Schools and libraries in exceptional places.

TASK : Listen and read texts on page 31 in the pupil's book, design an unusual school.
See guidelines in in the pupil's book, page 31.

VIDEO LESSON

Where are the places on the map? (Pupil's book, page 33; activity book, page 26).

- 1) north
- 2) east
- 3) south
- 4) west
- 5) compass

→ *Note, tu peux former des mots composés : northeast, southeast, northwest, southwest.*

→ Extra activities on units 1 and 2, on the review page in the activity book page 28

HOMEWORK : Learn all new words and sentences by heart.

WD5_N5

Date: _____

Unit 3 Under the sea

(activity book pages 30-45)

PART 1

Lesson objective

Learn the vocabulary for sea animals and talk about them.

Vocabulary

- 1) a crab = *un crabe*.
- 2) a dolphin = *un dauphin*.
- 3) a jellyfish = *une méduse*.
- 4) an octopus : *une pieuvre*.
- 5) a seal = *un phoque*.
- 6) a shark = *un requin*.
- 7) a starfish = *une étoile de mer*.
- 8) a stingray = *une raie*.
- 9) a turtle = *une tortue marine*.
- 10) a whale = *une baleine*.
- 11) heavy = *lourd*.
- 12) friendly = *amical*.
- 13) sea animal = *animal marin*.
- 14) strong = *fort*.

DIALOGUE. GUESSING GAME

A : It's got grey fur. It's smaller than a dolphin. (*fur = pelage, poil*).

B : It's a seal.

HOMEWORK : Learn these new words by heart.

Date: _____

PART 2 GRAMMAR POINT 1 : THE SUPERLATIVE

Unit 3 Under the sea

Lesson objective

Compare sea animals (learn to use **the superlative**) and practise stressing the strongest syllables in words in a sentence.

1) WHEN DO YOU USE THE SUPERLATIVE?

You use the superlative when you want to use adjectives to compare one person, one thing, one animal or a situation to a group of persons, things, animals or situations.

2) HOW DO YOU FORM THE SUPERLATIVE?

For short adjectives, when the adjective has one or two syllable(s).

You use "the" + "adjective – est".

Examples: **The shortest** (= *le plus court*). **The tallest** (= *le plus grand*). **The youngest** (= *le plus jeune*).

For long adjectives, when the adjective has two or more syllables.

You use "the most" + "the adjective".

Examples : **The most beautiful** (= *le plus beau*). **The most important** (= *le plus important*). **The most dangerous** (= *le plus dangereux*).

More examples of comparing one animal to a group of animals:

- 1) Dolphins are **the most intelligent** sea animals. They are **the friendliest** too.
- 2) Great white sharks are **the most dangerous** sharks, but they aren't **the most dangerous** sea animals.
- 3) Blue whales are **the biggest** sea animals. They are **the heaviest** and **the strongest** too.

DIALOGUES PRACTISED IN CLASS:

A) Which fish is the heaviest?

B) It's a whale shark.

A) Which animal is the most intelligent?

B) It is the dolphin.

HOMEWORK : Learn this grammar points by heart. Learn to use the dialogues.

Date: _____

PART 3

THE STORY

VOCABULARY

What is a dolphin family called? = *Comment s'appelle une famille de dauphin ?*

Feet = *les pieds*.

Wet = *mouillé*

Rubbish = *ordures, déchets*.

Poor thing = *le/ la pauvre*.

Shells = *coquillages*

Dolphin's pod = *un groupe de dauphins*.

It was a pleasure = *ce fut un plaisir*.

Keep our seas and oceans clean = *garde nos mers et océans propres*.

To cut = *couper*.

HOMEWORK : Learn these new words by heart.

Date: _____

PARTS 4 & 5

Skills : Listening and speaking, (activity book, page 34).

Question : What can you see at an aquarium?

DIALOGUES :

Plan a trip for this weekend

→ A : Where would you like to go this weekend?

B : I'd like to go to ...

→ A : How can you get there?

B: You can go by ...

Skills : Reading and writing,(activity book, page 35).

Question : What does the turtle rescue centre do?

Vocabulary for the reading and writing part:

to keep = *garder*.

To lay eggs = *pondre des oeufs*.

Safe beaches = *des plages sûres, sécurisées*.

HOMEWORK : Read your activities again and learn the new words.

PART 6

VIDEO LESSON

Question : What is an underwater food chain?

Vocabulary :

- sunlight = *soleil*. - producer = *metteur en scène*. - primary consumer = *consommateur primaire*.
- secondary consumer = *consommateur secondaire*.

WD5_N5

Date: _____

PART 1

Unit 4 Gadgets

(activity book pages 38-46)

Lesson objective

Learn the vocabulary for gadgets and use vocabulary in sentences.

Vocabulary

1) a digital camera = *un appareil photo numérique*.

2) an e-reader = *une liseuse; livre électronique*.

3) a games console = *une console de jeux*.

- 4) headphones = *des casques*.
- 5) a laptop = *un ordinateur portable*.
- 6) an MP4 player = *un lecteur MP4*.
- 7) a smartphone = *un smartphone*.
- 8) a tablet = *une tablette*.
- 9) a television = *une télévision*.
- 10) a video camera = *une caméra vidéo*.

Dialogues practised in class

A : Can you listen to music on an MP4 player?

B : Yes, you can!

A : Can you play games on a digital camera?

B : No, you can't.

PART 2

GRAMMAR POINT 1: Past simple

Le **prétérit simple (past simple)** :

USE (=emploi)

We use the past simple (=prétérit simple) to talk about an action that is finished in the past. Those actions can be dated. You can see the following time indicators:

yesterday, last week, last month, last year, in 2018, two years ago, etc.

CONJUGATION

- For **regular verbs**, add « ed » to the verb in the affirmative sentence. (**add** = ajoute)
- For irregular verbs, you need to learn a list of irregular verbs by heart.

Examples :

Positive form

SIMPLE PRESENT → I do horse riding today.

PAST SIMPLE → Yesterday, I did horse riding.

Questions and answers

SIMPLE PRESENT → A : Do you have a piano lesson every Wednesday?

B : Yes, every Wednesday, I have a piano lesson.

PAST SIMPLE → A: Last year, did you have a piano lesson on Fridays?

B : Last year, I did not have /didn't have a piano lesson on Fridays but I had a piano lesson on Thursdays.

Comment dire : “Moi aussi » ou « Moi non » au passé ?

George : What did you do last weekend?

Sam: I played football.

George : **So did I.**

Tim : **I didn't.** I played tennis.

Remarque : Pour connaître la conjugaison complète, voir la polycopie. Il faut apprendre cette conjugaison par cœur, ainsi que le tableau de prononciation.

PART 3

Date _____

VOCABULARY FOR THE STORY

Nothing = *rien*.

Only = *seulement*.

A hut = *une cabane*.

A diary = *un journal (pour prendre des notes personnelles)*.

Over there = *là-bas*.

Let's use this blanket = *utilisons cette couverture*.

PART 4 & 5

Date _____

Skills : Listening and speaking (activity book page 42)

Title : Which gadgets have you got?

Dialogues practised in class :

A: Which invention is the most useful?

B : I think the telephone is the most useful.

A: What do you use it for?

B : I use it when I want to talk to people who are far

from me.

Remember :

How many ? : *Combien?*

How long ? : *depuis combien de temps.*

Date _____

Skills : Reading and Writing (activity book, page 43)

Title : What does Max like using his smartphone for?

Vocabulary

Then = *ensuite*

Some questions = *quelques questions*

To act out a story = *mettre le récit en scène, jouer l'histoire.*

To edit a film = *monter un film.*

To add = *ajouter*

Easy = *facile.*

WD5_N5

Date: _____

PART 1

Unit 5 The natural world

(activity book pages 20-28)

Lesson objective

Learn the vocabulary for the natural world. Talk about the natural features of a landscape
(= *parle des caractéristiques d'un paysage*).

Vocabulary

- 1) cave
- 2) desert
- 3) forest
- 4) island = *une île*
- 5) jungle
- 6) lake = *un lac*
- 7) mountain
- 8) river
- 9) volcano

10) waterfall = *une cascade*

11) a pond = *un étang*

12) the ground = *le sol*

DIALOGUE

A : Which of these things would you like to see? (= *Lesquelles de ces choses voudrais-tu voir?*)

B : I would like to see...

HOMEWORK : Learn the vocabulary by heart. Practise saying the dialogue.

Date _____

DIALOGUES (See activity book, pages 49 and 50 for practice).

Lesson objective :

- Talk about what you did on holiday. Practise stressing the strongest words in a sentence.
- Learn to use irregular verbs in the past simple.

PART 2

Date _____

STORY

Lesson objective:

Read a story, understand it and act it.

Vocabulary for the story (activity book , page 51)

I can 't see anything = *Je ne vois rien.*

To get out = *sortir.*

Let's try the other path = *essayons l'autre chemin/sentier.*

Value → encourage your friends = encourage vos amis.

Date _____

PART 3 & 4

Skills : Listening and speaking (activity book, page 52)

Question : What is the most interesting animal you can think of? Where can you find them?

The bilby is an animal. It lives in the desert.

The armadillo lizard lives in the desert too.

The rafflesia is a plant. It grows in rainforest.

The parrot flower grows in rainforest too.

The baseball plant grows in the desert in the United States.

DIALOGUES :

A: What's this animal called?

B: It's called ...

Task in the activity book, page 52 : read a holiday review. Then answer the questions.

HOMEWORK : read the review again. Learn the new words.

Date _____

Skills : Reading and writing (activity book, page 53)

Questions : What did Billy do on holiday?

Title of the text: My holiday in the volcanoes National Park.

Task in the activity book, page 53: Make notes about a place you visited. Then write a review of the place you visited.

Homework : After you have written the review, read it again. Learn all the new words by heart.

Date _____

VIDEO LESSON (activity book, page 54)

A: What happens when a volcano erupts?

Vocabulary

Vent = *le passage (d'un volcan)*

Crater = *cratère*

Lava = *une lave*

Rock = *rocher*

Ash = *cendre*

To look like = *ressembler à*

To erupt = *entre en éruption*

To come up = *monter*

To run into = *tomber dans*

to fly high = *voler haut*

To run over = *deborder; passer sur.*

To stop growing = *s'arrêter de grandir.*

called = *appelé.*

A fact file = *une fiche d'information*

To cover = *couvrir*

NOTE : the world's largest active volcano is Mauna Loa in Hawaii. It is 4,169 m tall.

HOMEWORK : Learn the new vocabulary by heart and practice saying the dialogues.

WD5_N5

Date: _____

PART 1

Unit 6 Helping at home

(activity book pages 56-65)

Lesson objective

Learn and talk about jobs you do round the house (= *parle de tâches que tu fais à la maison*).

Vocabulary

- 1) to clean the bathroom = *nettoyer la salle de bain.*
- 2) to cook dinner = *préparer le dîner.*
- 3) to dry the dishes = *essuyer la vaisselle ; sécher la vaisselle.*
- 4) to lay the tables = *mettre la table.*
- 5) to make my bed = *faire le lit.*
- 6) to put the rubbish out = *sortir la poubelle.*
- 7) to sweep the floor = *balayer par terre.*
- 8) to tidy my bedroom = *ranger ma chambre.*
- 9) to wash the clothes = *laver les vêtements.*

10) to water the plants = *arroser les plantes*.

11) to feed = *nourir*.

12) to collect books = *ramasser les livres*.

→ **HOMEWORK** : Learn the vocabulary by heart.

PART 2

DIALOGUES

Remember, this is simple present:

A: **How often** do you help at home? B : I put the rubbish out every Tuesday.

Remember, this is the present continuous:

A : What's your brother **doing now**? B : He's **cleaning** the bathroom.

C : **Is** your sister **tidying** her bedroom? D : **No, she isn't**. She's **watering** the plants.

Grammar

HAVE TO = DEVOIR

Ellen : I **have to** water the plants and I have to make my bed. I **don't have to** put the rubbish.
= Je dois arroser les plantes et je dois faire le lit.

Alex : Who **has to** feed the fish? Emma **does**.
= Qui doit nourrir le poisson. C'est Emma.

→ **HOMEWORK** : Learn to use "have to".

VOCABULARY FOR THE STORY

to flow through = *traverser (une rivière qui traverse ...)*

what's wrong = *qu'est-ce qui ne va pas?*

Key = *clef*

TO BE au prétérit simple :

I was = J'ai été ou j'étais.

She was = elle a été/ elle était.

He was = il a été/ il était.

It was = il, elle a été/ il, elle était.

We were = nous avons été/ nous étions.
You were = tu as été/tu étais ou vous avez été/ vous étiez.
They were = ils ou elles ont été/ ils ou elles étaient.

PART 3

SKILLS : LISTENING AND SPEAKING (PB, page 74. AB , page 60)

What does your home look like? = *A quoi ressemble ta maison ?*

A family's home :

This family like travelling. They can take their home with them. They live on a houseboat in England, in the United Kingdom. Their houseboat is very long, and they can grow vegetables on its roof.

TALK TIME : Design your own home : Use the text above as an example.

→ **HOMEWORK:** Learn this text again and learn to talk about an imagined home.

SKILLS : READING AND WRITING (PB, p. 75. AB, p. 61)

Question discussed: What does Sasha do to help at home?

VIDEO DOCUMENTARY (PB, p. 76-77. AB, p. 62)

A: What were castle homes like?

Vocabulary : a tower (= *une tour*), a candle (= *une bougie*), a fire (= *un feu*), a wall (= *un mur*) and wood (= *du bois*).

→ **HOMEWORK:** Learn all the new vocabulary again.

WD5_N5

Date: _____

Unit 7 Feelings (= sentiments)

PART 1

Lesson objective

Learn the vocabulary for feelings and use it in conversations.

Vocabulary

- 1) angry = *en colère*
- 2) bored = *s'ennuyer*
- 3) excited = *excité*
- 4) hungry = *faim*
- 5) interested = *intéressé (e)*
- 6) to be scared = *être éffrayé (e), avoir peur.*
- 7) surprised = *surprise (e)*
- 8) thirsty = *soif*
- 9) tired = *fatigue (e)*
- 10) worried = *inquiet (ète)*

Homework: Learn the new vocabulary by heart.

GRAMMAR

Lesson objective :

Learn to ask and answer about why you're feeling a certain way.

Dialogues (PB, p. 83. AB, p. 67)

Using "because" = *parce-que; car.*

Example 1:

He's scared because he doesn't like spiders. (= *Il a peur parce qu'il n'aime pas les araignées.*)

Example 2 : Affirmative sentence

A : They're smiling because they're happy.

Example 3 : Questions and answers

A : **Why** is she tired? B: She's tired because she stayed up late (= *Elle est fatiguée car elle s'est couchée tard*).

A: **Who's** scared of sharks (= requins)? B: I am. C: Not I. I'm not of afraid of sharks.

Date: _____

PART 2

VOCABULARY FOR THE STORY (See activity book, page 69)

- 1) to grow = *pousser*.
- 2) rainforest = *forêt pluviale, forêt tropicale*.
- 3) let's follow Capu = *Suivons Capu*.
- 4) to show = *montrer*.
- 5) of course = *bien sûr*.
- 6) what's the matter? = *qu'est-ce qu'il y a ? / qu'est-ce qui ne va pas ?*
- 7) we'll miss you! = *Tu vas nous manquer*.

Homework: Learn the new vocabulary by heart.

PARTS 3 & 4

Date: _____

Skills : Listening and speaking, with reading in the activity book, page 70.

Question : What is your favourite book and why?

Example of answer :

Ben : It's *Stay out of the Basement*, by RL Stine. It's about two children and their father. He's a scientist and he's growing some strange plants in their basement (= cave; en sous-sol). It's scary, but it's good.

HOMEWORK : Learn to talk about a story like Ben.

Skills : Reading and writing (Activity book, page 71).

QUESTION : What is Jack climbing?

Jack and the Beanstalk (= *tige de haricot*)

Jack and his mother lived in a village. His mother was often worried because they didn't have any money. One day, Jack had to go to the market and sell their cow. Then, he had to buy some food, but Jack only bought five beans.

Jack's mother was very angry. She threw the beans out of the window. That night, they grew into a magic beanstalk. Jack and his mother were very surprised.

Jack climbed up the beanstalk. A giant lived in a castle at the top. Jack was scared but the giant was friendly. He gave Jack a magic hen for his mother. Then hen made gold eggs. Jack's mother was very happy and Jack and the giant were friends.

YOUR TURN! TALK ABOUT A STORY

- 1) Who is in the story?
- 2) What happens in the story?
- 3) Is the story funny, exciting, sad or scary?

HOMEWORK : Learn to tell a story.

PART 5

Date: _____

VIDEO LESSON

Lesson objective : Learn how animals communicate

How do animals communicate?

- growl (= *grogner*)
- flap (= *batter; agiter*)
- hiss (= *siffler*)
- purr (= *ronronner*)
- Change colour (= *changer de couleur*).

Text on how animals communicate:

Extract :

Different animals communicate in different ways. Many animals use sounds to communicate with each other. Birds sing, lions and tigers growl, and tortoises can hiss. Chimpanzees touch hands to say hello! Some animals, like frogs and spiders, change colour to send messages to each other.

HOMEWORK : - Learn all the new vocabulary.

- Now, select an animal. Research how that animal communicates and prepare to come and tell the class about it.

PAST SIMPLE (PRETERIT SIMPLE)

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	Question form
I played tennis yesterday. You He She It We You They	I did not play (I didn't play.)... You He She It We You They	Did I play ... ? you he she it we you they
SHORT ANSWERS James : Did you eat cereal this morning? Ann : Yes, I did. Tim : No, I didn't. I ate toast this morning.		

Voir d'autres verbes réguliers

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

Pronunciation of ED

1) ed is pronounced **[id]** when the verb ends in t and d.

Examples :

t : wanted
 d : needed

2) ed is pronounced **[t]** when the verb ends in s, c, ch, k, p, f, gh, ss and x.

Examples :

k: walked
c : danced
ch : watched
gh: laughed
x : fixed.

3) ed is pronounced [d] when the verb ends in l, n, r, g, v, s, z, b and m.

Examples :

l : called
n : cleaned
s : used
z : amazed
r : offered.

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

Positive form	Negative form	Short negative form	Question form
Last week, I went to the cinema with my friend yesterday.	Last week, I did not go to the cinema.	Last week, I didn't go ...	Last week, did I go to ... ?

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?

FACTS ABOUT RABBITS :

- 1) A baby rabbit is called a **kit**.
- 2) Rabbits are very **social creatures** that live in groups. They live in **warrens** — a series of tunnels and rooms that they dig underground.
- 3) A rabbit's **teeth never stop growing!** The rabbit chews on (=mâche) grasses, wildflowers and vegetables.
- 4) Rabbits perform an athletic leap, known as a '**binky**', when they're happy.
- 5) Rabbits' **eyes are on the sides of their head**. They can see almost all the way around them. This helps them to keep a close watch for predators while they're going about their business!



- 6) Like cats, happy rabbits **purr** when they're content and relaxed.
- 7) Rabbits are amazing athletes — they can jump as high as **90 centimetres** in one leap!
- 8) A rabbit has got long ears! It grows up to **10 centimetres** in length. Rabbits can turn their ears by **180 degrees**. It helps to hear when predators are coming.
- 9) One of the world's best-known rabbits is the Warner Bros cartoon character, **Bugs Bunny**.

Sources; adapted from

<https://www.natgeokids.com/au/discover/animals/general-animals/10-hopping-fun-rabbit-facts>
(2021)

FACTS ABOUT RATS :

- 1) Rats are medium-sized rodents with a long tail.
- 2) Rats are mainly **nocturnal** and live **underground** (sous-sol).
- 3) Throughout human history, rats travel from place to place with human beings. For example, by boats. They feed on the **food we throw away** and can **spread diseases among humans**, like the medieval **Black Death**, which was spread by fleas (= des puces) that lived on rats.
- 4) Rats' **super-strong teeth** never stop growing!
- 5) Their whiskers are more **sensitive** than human **fingertips** (=bouts des doigts)!



- 6) With eyes on either side of their head that can move in **opposite directions**, rats are even able to see what's happening **above them**.
- 7) Rats can **hear** well. They may also '**smile**' with their ears! When they're **happy** their ears **relax**.
- 8) They wash by constantly **licking** their fur – sometimes they'll even '**comb**' it into place with their teeth.
- 9) Rats' long tails are used for **balance** and to keep themselves **cool** – they can direct some of their **body heat** out through them! They're also great swimmers, able to **hold their breath for several minutes**.

Source; adapted from : <https://www.natgeokids.com/au/discover/animals/general-animals/facts-about-rats/> (2021)