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Informations aux parents_ à conserver. Merci

● Livres de cours à acheter

Guess what! British English Level 5 Pupil's Book with eBook Updated
Cambridge University Press. / ISBN: 9781009480628 / Date de publication: février 2024
Guess What! British English Level 5, activity book with Digital Pack Updated
Cambridge University Press. / ISBN: 9781009798358 / Date de publication: février 2024
Votre enfant aura aussi besoin d'un cahier pour prendre des notes.

● Autres informations, voir le site internet : britway.fr

Je vous invite à vous rendre sur le site internet de Britway pour trouver toutes les autres informations. Vous y trouverez :

- sur une page du blog, les devoirs de lecture de vacances
- sous NOS COURS, vous trouverez le fichier de cours à télécharger et imprimer pour votre enfant ainsi que les horaires et le calendrier.
- dans les CGV (les conditions générales de ventes), vous trouverez toutes les informations telles que conditions de paiement et règlements intérieurs

DATES DE DEBUT ET DE FIN DES COURS DES GROUPE WD5

mercredi 16 septembre 2026 au mercredi 23 juin 2027 ou
vendredi 18 septembre 2026 au vendredi 25 juin 2027

PAIEMENT

Le règlement des cours peut être effectué :

□ **En ligne sur le site internet de Britway**, en une fois. Vous avez la possibilité de payer jusqu'à 3 fois. Merci de prendre connaissance de toutes les informations sur le site internet de Britway.

□ **A distance, par émail**, pour un paiement en une fois ou plusieurs fois. A déterminer avec la responsable.

□ **Par chèque,** à l'ordre de « Susana Obboh - Britway » pour un paiement en une fois ou jusqu'à 3 fois (de septembre à novembre). La totalité du règlement des cours est à effectuer à l'inscription.

➢Pour une réinscription, vous pouvez conserver l'utilisation de votre moyen de paiement privilégié.

➢ ***Toute inscription ou réinscription ne sera effective qu'après la remise d'un dossier complet (formulaire et paiement), au plus tard au début des cours en septembre****. Si le paiement s'effectue à distance, l'inscription ne sera effective qu'une fois que le paiement sera reçu (ou que le 1er versement sera reçu).*

Les pages suivantes contiennent la liste de vocabulaire et les points de grammaire qui sont à imprimer pour votre enfant, s'il vous plaît. Je vous en remercie.

WD5 **Date: _____**

Unit 0 AROUND THE WORLD (PB, pages 7 to 13)

Lesson objective

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

PART 1

Some Countries and their nationalities

The United Kingdom, Britain → British (adj.), the British (les britanniques).
England → English (adj.), the English (les anglais)
Ireland → Irish (adj.), the Irish (les irelandais)
Wales (le pays de Galles) → Welsh (adj.) ; The Welsh (les gallois)
Scotland (Ecosse) → Scottish (adj.) ; the Scots (les écossais).
China → Chinese
France → French
Brazil → Brazilian
Russia → Russian
Spain → Spanish
Colombia → Colombian
Italy → Italian
Mexico → Mexican

A APPRENDRE PAR COEUR

ATTENTION, en anglais, la première lettre du nom de pays et celle de son adjectif s'écrivent au majuscule !

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? B: I would like to visit _____.
(A : Quel pays aimerais-tu visiter ?) (B: J'aimerais visiter _____.)

A: Which countries do you want to visit? B: I want to visit _____.
(A : Quels pays est-ce que tu veux visiter ?) (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'.

ATTENTION :

L'article déterminant « THE » ne se met devant le nom de pays que si le pays est composé de plusieurs pays. C'est le cas des Etats Unis (il y 50 états qui forment un pays), le Royaume Uni (il y a 4 pays en un). Etc.

En anglais, on dit : The United States and The United Kingdom.

DONC, tous les autres pays avec un seul état, sont exclus de ce cas; pas de « THE » devant le nom des autres pays.

Talking about dates of birth

À apprendre par coeur

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
31st (The) thirty-first

Lorsque nous parlons 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**.

*Watch this video on "how to say the date in British English and American English" :
https://www.youtube.com/watch?v=DRl6tpsxchw (by Lucy, date 24/06/2026).

STORY

It sounds fun ! = C'a l'air amusant!
a penpal : un correspondent.
What shall we do? = qu'allons-nous faire?
What's happening ? = qu'est-ce qui se passe ?
come home again = reviens à la maison.

Skills: Listening and speaking, then, reading and writing
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.

_____

Date: _____

Unit 1 **Family and pets** (PB, pages 14 to 23)

Lesson objectives

1) Learn adjectives to describe people (*apprendre à décrire des gens*).

2) Learn to use the comparative (*apprendre à utiliser le comparative. 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 = travailleur, euse
6) kind = nice (aimable)
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.

STORY

Vocabulary for the story

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

VIDEO LESSON

How do ant families work together?

Vocabulary

- worker ant
- colony
- queen ant
- drone : *faux-bourdon*
- 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 ?*

Date: _____

Unit 2 In the Playground (PB, pages 24 to 34)

Lesson objective

Learn the vocabulary for activities on the playground.

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);* Ca 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.

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…

they must do their homework.

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 »).

GRAMMAR LESSON POINT 3

Subject pronouns and object pronouns

Personal pronouns	Object pronouns
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

Exemples of uses of object pronouns

A : Do you like eating ice-cream (pronom sujet)? Yes, I do.

B : Great! Here is some ice-cream for you (pronom complement).

A : Does he eat tomatoes? B : Give him some tomatoes.

Do you have any pets? I have got a cat for you (vous au pluriel).
Let us have our picnic here.
Have you got pets for them?

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

Vocabulary

poor monkey : pauvre singe.
to feed : nourir
to hide : se cacher
to think : penser

VIDEO LESSON

Where are the places on the map? Pupil's book, page 33

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

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

Date: _____

Unit 3 **Under the sea** (PB, pages 36 to 45)

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.

GRAMMAR POINT 1 : THE SUPERLATIVE

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.

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*.

Skills : Listening and speaking
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
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.

VIDEO LESSON

Question : What is an underwater food chain?

Vocabulary :

- sunlight = *soleil.* - producer = *producteur.* - primary consumer = *consommateur primaire.*
- secondary consumer =*consommateur secondaire.*

Date: 2_____

Unit 4 Gadgets (PB, pages 46 to 57)

Lesson objective

Learn the vocabulary for gadgets and use the 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.

GRAMMAR POINT 1: Past simple

Le prétérit simple (past simple) :

USE (=emploi)

We use the past simple (=preterit 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 every Friday.

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.*

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.*

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.*

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.*

Date: _____

Unit 5 The natural world (PB, pages 58 to 67)

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…

STORY
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.

Skills : Listening and speaking

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 …

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.

VIDEO LESSON

A: What happens when a volcano erupts?

Vocabulary

Vent = *le passage (d'un volcan)*
Crater = *cratère*
Lava = *une lave*
Rock = *roche*r
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.

WD5 **Date: _____**

Unit 6 Helping at home (PB, pages 68-79)

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 mon 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.*

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 do**ing now**? B : He**'s** clean**ing** the bathroom.
C : **Is** your sister tidy**ing** her bedroom? D : **No, she isn't**. She**'s** water**ing** 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 nourir le poisson. C'est Emma.

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.

SKILLS : LISTENING AND SPEAKING (PB, page 74)

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.

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

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*).

_____

Date: _____

Unit 7 Feelings (= sentiments) (PB, pages 80 to 89)

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)*

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.

VOCABULARY FOR THE STORY

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.*

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.

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

QUESTION : What is Jack climbing?

STORY

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?

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.

GRAMMAR LESSON

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 played tennis yesterday. He played tennis yesterday. She played tennis yesterday. It played tennis yesterday. We played tennis yesterday. You played tennis yesterday. They played tennis yesterday.	I **did not play** tennis yesterday. = (I didn't play tennis yesterday.) You didn't play … He didn't play … She didn't play … It didn't play … We didn't play … You didn't play … They didn't play …	Did I play tennis with you yesterday ? Did you play tennis yesterday? Did he play tennis yesterday? Did she play tennis yesterday? Did it play tennis yesterday? Did we play tennis yesterday? Did you play tennis yesterday? Did they play tennis yesterday?
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)
2) stay → stayed (rester, demeurer; resté, demeuré).
3) want → wanted (vouloir ; voulu)
4) study → studied (étudier ; étudié)
5) learn → learned (apprendre ; appris)
6) stop → stopped (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)

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] TO BE = LE VERBE « ETRE ». PAST SIMPLE /PRETERIT SIMPLE

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 You were We They	I was not she he it You were not We They	I wasn't she he it You weren't We They	Was I ? she ? he ? it ? Were you ? we ? they ?

The following information is to help you write your story about an animal

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 rabiit 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)

Unit 8 Outdoor sports, see PB, pages 90 to 99.

The vocabulary of united 8 is related to outdoor sports and the grammar points are the past simple.