



Anglais 6^e LV1 / 4^e LV2

Livret de corrigés

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SÉQUENCE 1

Séance 1

Step 1

Dialogue 1

Circle the names you hear. (*Entoure les noms que tu entends.*)

Laura

Jack

Emma

Mrs Shepherd

Circle the correct answer. (*Entoure la bonne réponse.*)

It's Laura's birthday.

Dialogue 2

Circle the correct answer. (*Entoure la bonne réponse.*)

1- Daniel is from **Dublin**.

2- Daniel is **Laura's cousin**.

Dialogue 3

Circle the correct answer. (*Entoure la bonne réponse.*)

1- Daniel is **Irish**.

2- Emma is **English**.

3- Jack is **English**.

Dialogue 4

Circle the correct answer. (*Entoure la bonne réponse.*)

1- Laura is **11**.

2- It's **1st September**.

3- It's **Saturday**.

Exercise 1

Listen to your CD again and circle the stressed words. (*Écoute ton CD de nouveau et entoure les mots accentués.*)

1- Welcome to Laura's party.

2- He's in England for my party.

3- I'm English too but my Dad is American.

4- And it's Saturday, a great day for a party.

Grammar point : le verbe be (être)

Le verbe de chaque phrase

Laura is eleven. Daniel is from Ireland. Are you English?



Exercise 2

Complete these sentences. (*Complète les phrases suivantes.*)

I am French.

Dublin is in Ireland.

Are you English?

Paris is the capital of France.

Laura is 11.

Emma and Jack are at a birthday party.

Is Daniel 12?

Exercise 2 b

Put the words in the right order. (*Mets les mots dans le bon ordre.*)

1- Daniel is Irish.

2- London is in England.

3- We are not English.

4- Are you American?

Exercise 3

Choose the right pronoun. (*Choisis le pronom personnel sujet approprié.*)

1- **It** is a beautiful city.

2- **She** is English.

3- **They** are happy.

Séance 2

Step 2

Exercise 4

January February March April May June July August
September October November December

Que remarques-tu au niveau des syllabes en gras ? **Elles sont accentuées.**

Exercise 5

October February December.

Step 3

Exercise 6

Put the days of the week in the right order. (*Mets les jours de la semaine dans le bon ordre.*)

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

La semaine en anglais commence par le dimanche !



Exercise 7

Write the days you hear and then circle the stressed syllable. (*Écris les jours que tu entends, puis entoure la syllabe accentuée.*)

Friday Tuesday Thursday

Step 4

Exercise 8

Write the numbers in the right order. (*Écris les mots dans le bon ordre.*)

one two three four five six seven eight nine ten eleven twelve thirteen
fourteen fifteen sixteen seventeen eighteen nineteen twenty twenty-one

Exercise 9

Write down these numbers. (*Écoute et écris, en chiffres, les nombres que tu entends.*)

5 7 11 13 20 8 9 4 3 12

Séance 3

Step 7

Circle the right answer. (*Entoure la bonne réponse.*)

- Daniel has got: 1 sister 2 sisters 3 sisters
- Emma has got: 1 brother 2 brothers 3 brothers
- Hannah is: 9 10 11
- Ellen is: 8 10 12
- Ben is: 8 18 11

Daniel's family - Circle the right answer. (*Entoure la bonne réponse.*)

- Red pullover: Hannah Ellen Nicola
- Blue T-shirt: Hannah Ellen Nicola
- Green dress: Hannah Ellen Nicola
- Black jeans: Hannah Ellen David

Max is a



Emma's family - Circle the right answer. (*Entoure la bonne réponse.*)

- Yellow pullover: Ben Mary Peter
- Orange trainers: Ben Mary Peter
- Blue jacket: Ben Mary Peter

Step 8

Complete the table now. (*Maintenant complète le tableau.*)

	Daniel	Emma
Father's name	David	Peter
Mother's name	Nicola	Mary
Sisters	Hannah, Ellen	
Brothers		Ben
Pets	Max (a dog)	

Step 9

Exercise 10

Now, write the names. (*Maintenant donne le prénom des gens suivants.*)

Hannah's sister: Ellen

Ben's sister: Emma

Hannah's brother: Daniel

Script:

Daniel: This is a photo of my family in Dublin.

Jack: Who's the girl with the red pullover?

Daniel: That's my sister, Hannah.

Jack: How old is she?

Daniel: She's 10.

Emma: Who's the girl with the blue T-shirt?

Daniel: That's Ellen. She's my sister too. She's 8.

Jack: Who's that with the green dress?

Daniel: That's my mother. Her name is Nicola. And that's my father with the black jeans. His name is David.

Emma: Is that your dog?

Daniel: Yes, that's our dog, Max!

Emma: This is my family. That's my Mum with the yellow pullover. Her name is Mary. That's my Dad with the orange trainers. His name is Peter.

Daniel: And who's this boy with the blue jacket?

Emma: He's my brother. His name is Ben.

Daniel: How old is he?

Emma: He's 18. He's a student in Chicago now.

Exercise 11a

Listen to your CD and colour in each T-shirt. (*Écoute ton CD et colorie cette série de T-shirts selon les instructions.*)

**Exercise 11b**

Match an item from column A to column B. (*Relie un élément de la colonne A à la colonne B.*)

	A		B
1)	tomato	a)	orange
2)	crocodile	b)	brown
3)	lemon	c)	grey
4)	spider	d)	green
5)	elephant	e)	red
6)	penguin	f)	yellow
7)	carrot	g)	black

Séance 4**Step 10**

Regarde les deux phrases ci-dessous et essaie de répondre.

1- It's ten o'clock.

2- It's time to go home.

Script:

Emma: What time is it Jack?

Jack: It's ten o'clock!

Emma: Ten o'clock! Oh no, it's time to go home. The party's over....Thank you for a lovely party, Laura.

Laura: Thank you for coming! Goodbye Jack, goodbye Emma, see you tomorrow.

Emma : See you tomorrow. Goodbye, Daniel.

Daniel: Goodbye Emma, bye Jack. See you soon.

Jack: Goodbye Daniel.

Step 11

Exercise 12

What time is it? (*Quelle heure est-il ? Regarde l'horloge et dis l'heure.*)

- 1- It's seven o'clock in New York.
- 2- It's four o'clock in San Francisco.
- 3- It's one o'clock in Paris.
- 4- It's nine o'clock in Sydney.

Step 12

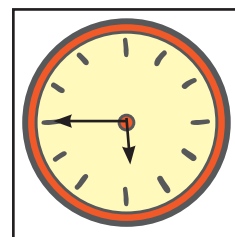
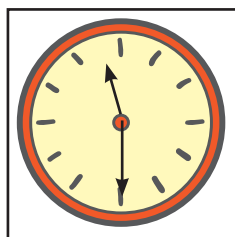
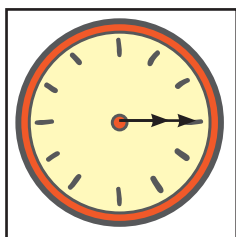
Exercise 13

Say what time it is. (*Énonce à haute voix les heures suivantes.*)

- 1- It's ten past eleven.
- 2- It's a quarter past three.
- 3- It's twenty to eleven.
- 4- It's half past eight.
- 5- It's ten to eight.

Exercise 14

Fill in the clocks and then say what time it is. (*Complète les pendules -il faut ajouter les aiguilles- puis énonce l'heure à haute voix.*)



Exercise 15

Say what time it is and then write the time. (*Lis à haute voix l'heure indiquée par les réveils ci-dessous puis écris à côté de chaque réveil l'heure qu'il est en précisant à chaque fois : am ou pm.*)

- a) It's half past ten in the morning.
- b) It's twenty-five past six in the morning.
- c) It's half past ten at night.
- d) It's ten past ten at night.
- e) It's a quarter to nine in the morning.
- f) It's two o'clock in the morning.

Séance 5

Step13

Exercise 16

Listen again and circle the letter you hear. (*Écoute de nouveau et entoure la lettre que tu entends.*)

c (e) f (i) h (a) (u) v (y)

Exercise 17

Write down the letters you hear and find the names. (*Écris les lettres que tu entends et trouve les prénoms épelés.*)

- 1- Daniel
- 2- Hannah
- 3- Ellen
- 4- Emma
- 5- Jack

Exercise 18

Write down the letters and find the countries. (*Écoute et note les noms des pays qui vont être épelés.*)

- 1- Britain
- 2- Ireland
- 3- Australia
- 4- Canada

Exercise 19

Now write down the cities. (*Maintenant écoute et note les villes qui vont être épelées.*)

- 1- London
- 2- Dublin
- 3- Liverpool
- 4- New York
- 5- Sydney
- 6- Toronto

Step 14

Exercise 20

Tu vas compléter cette fiche d'identité pour Daniel. Utilise les notes que tu as prises pour la compléter. Quand tu auras terminé, identifie les éléments qui manquent. Écoute ton CD STEP 14 de nouveau en te concentrant sur ces éléments, et essaie de compléter les dernières informations manquantes.

First Name: **Daniel**

Family name: **Ford**

Nationality: **Irish**

City: **Dublin**

Age: **13**

Family : **2 sisters and no brothers**

Sisters names: **Hannah and Ellen**

Ages: **11 and 8**

Daniel's favourite subjects: **Maths and French**

His favourite football team: **Liverpool**

Colour of their shirts: **Red**

Daniel's dog's name: **Max**

Dog's age: **3 years old**

Script :

Hello ! My name is Daniel Ford. That's F-O-R-D. I'm Irish. I live in Dublin. I'm thirteen years old. I've got two sisters but no brothers. My sisters are called Hannah and Ellen. Hannah is 11 and Ellen is 8.

In school my favourite subjects are Maths and French. My Maths teacher is Mr Brown and my French teacher is Miss Robinson. There are 25 pupils in my class.

School is from 8 o'clock in the morning to 3 o'clock in the afternoon. At three o'clock it's time for sport. Sport is fun. My favourite sport is football. My favourite football team is Liverpool. Do you know Liverpool? They're great! They wear red shirts.

I like animals. I've got a pet dog. His name is Max. He is black. He is very nice. He is three years old.

Séance 6

Step 16

Exercise 21

Écoute attentivement le CD et écris le cours qui débute à l'heure mentionnée :

- 1- Maths: Monday, twenty past eleven.
- 2- English: Tuesday, twenty-five to nine.
- 3- Science: Wednesday, twenty past nine.
- 4- Drama: Thursday, five past one.
- 5- Art: Friday, ten to two.

Step 17

Écoute de nouveau, écris les matières sur ton cahier.

Geography History Drama Information Technology (IT) Science Maths PE
Religious studies Art

Séance 7

Step 18

Exercise 22

Complete the missing letters and find the countries. (*Complète les lettres qui manquent et trouve les pays anglophones.*)

CANADA

AUSTRALIA

IRELAND

b) Britain Ireland Canada Australia Jamaica

Exercise 23

Circle the three countries which are **not** English-speaking. (*Entoure les trois pays qui ne sont pas anglophones.*)

Great Britain	Italy	The USA	France
New Zealand	Jamaica	Ireland	Iceland

Exercise 24

Match the country and the nationality. (*Associe le pays à la nationalité.*)

France	→	British
India	→	French
Britain	→	American
Jamaica	→	Irish
Ireland	→	Canadian
Australia	→	Indian
Canada	→	South African
The USA	→	Australian
South Africa	→	Jamaican



Exercise 25 a

Listen to your CD and fill in the nationalities. (*Écoute ton CD et complète le tableau.*)

Name	Country	Nationality	City (ville)
Brian	The USA	American	New York
Susie	New Zealand	a New Zealander	
George	Britain	British	London
Scott	Australia	Australian	
Tim	Canada	Canadian	Toronto
Barbara	Jamaica	Jamaican	
Lucy	Ireland	Irish	Dublin

script:

- Hi. My name is Brian. I'm American. I'm from New York.
- Hello! This is Susie. I'm from New Zealand.
- This is George speaking. I'm British. I'm from London.
- My name is Scott. I'm Australian.
- Hi! I'm Tim. I'm Canadian. I'm from Toronto.
- My name is Barbara. I'm Jamaican.
- My name is Lucy. I'm Irish. I'm from Dublin.

Exercise 25 b

Listen to your CD again and circle the stressed syllable. (*Écoute ton CD de nouveau et entoure la syllabe accentuée.*)

American – Australian – Canadian – Irish

Séance 8

Exercise 1

Listen to your CD and write the letters you hear. (*Écoute ton CD et écris les lettres que tu entends. Tu devras trouver trois prénoms anglais.*)

- 1- Sarah
- 2- Rebecca
- 3- Christopher

Exercise 2

Listen to your CD and write the numbers you hear. Listen again and repeat the numbers. Then do the calculations! (*Écoute ton CD et note les chiffres. Puis fais les calculs.*)

- 1- $4 + 3 = 7$
- 2- $11 + 5 = 16$
- 3- $16 + 4 = 20$
- 4- $22 + 7 = 29$

Exercise 3

Listen to your CD and circle the stressed syllable. (*Maintenant écoute et entoure la syllabe accentuée.*)

January August November Canada Australia Manchester

Exercise 4

Complete as in the example. (*Complète comme dans l'exemple.*)

I'm from Australia. = I'm **Australian**.

I'm **from Britain**. = I'm British.

She's from France. = She's **French**.

They're from Ireland. = They're **Irish**.

Exercise 5

Recite the months aloud. Don't forget the names of the missing months! Then complete in writing. (*Récite les mois à haute voix et n'oublie pas d'inclure les mois qui manquent. Ensuite complète la liste à l'écrit.*)

January – February – **March** – April – **May** – June – July – **August** – September –
October – **November** – December.

Exercise 6

Find the question. (*Retrouve la question qui correspond à la réponse.*)

1- **What's your name?**

My name is Robert.

2- **How old are you**, Robert?

I'm thirteen.

3- **Where are you from?**

I'm from New Zealand.

Exercise 7

Complete the sentences. (*Complète les phrases suivantes.*)

1- Benjamin **is** French.

2- He **is** from Paris.

3- Paris **is** the capital of France.

4- Lucie **is** his sister.

5- She **is** 12.

6- They **are** in my class.

Exercise 8

What time is it? (*Quelle heure est-il ?*)

11.20: it's **twenty past eleven**.

06.30: it's **half past six**.

07.45: it's **a quarter to eight**.

22.10: it's **ten past ten**.



Exercise 9

Que dis-tu en anglais quand :

1- Tu rencontres un copain ?

Hi!

2- Tu te présentes à quelqu'un que tu ne connais pas ?

My name's...

3- Tu donnes ton âge ?

I am 11/12/13 etc

SÉQUENCE 2

Séance 1

Step 1

Regarde ce tableau. À l'aide de tes notes essaie de la compléter.

Number of speakers: **3**

Names : **Laura, Simon, Daniel**

Daniel's pets: **a dog, Max.**

Simon's pets :

Total number : **8**

Number dogs: **1**

Number cats: **2**

Hamsters: **1**

Rabbits: **1**

Fish: **1**

Mice: **1**

Ponies: **1**

Daniel's house: **small**

Simon's house: **big**

Réponds en français aux questions suivantes :

« that horrible boy »

Non

pet

Script:

Laura : Oh no! It's that horrible boy Simon Johnson with his horrible dog!

Simon : Hello, Laura. Who's this?

Laura : Hello Simon, this my cousin Daniel. He's from Ireland.

Daniel: Hello.

Simon: Hello Daniel. This is my dog, Star. He's very nice, isn't he? And he's very intelligent.
Have you got a pet, Daniel?

Daniel: Yes, I have. I've got a dog. His name is Max.

Simon: Have you got a cat?

Daniel: No, I haven't.

Simon: Have you got a rabbit?

Daniel: No I haven't.



Simon: Have you got a hamster?

Daniel: No, I haven't.

Simon: Poor Daniel! Just one pet!! I've got eight pets. I've got a dog, two cats, a hamster, a rabbit, a fish, a mouse and a pony.

Daniel: Well, my parents have got a very small house so we've only got one pet.

Simon: My parents have got a very big house. My father has got a lot of money! We've got three cars, we've got a swimming-pool and a tennis court and I've got a big bedroom. I've got two computers and a TV in my bedroom and I've got

Laura: Goodbye, Simon, I'm sorry but we haven't got time to chat now. Goodbye!

Exercise 1

Use the words to make sentences. (*Utilise les mots pour faire des phrases et écris-les à la forme pleine.*)

- 1- Simon has got two cats.
- 2- Daniel has got a dog.
- 3- Daniel hasn't got a hamster.

Exercise 2

Tu rencontres Laura.

- 1- Have you got a dog?
- 2- Have you got a hamster?

Exercise 3

Listen to your CD and answer the questions. Give short answers.

- | | | |
|-------------------------------|---|--------------------------------|
| 1- Have you got a dog ? | } | yes, I have.
No, I haven't. |
| 2- Have you got a cat ? | | |
| 3- Have you got a hamster ? | | |
| 4- Have you got an elephant ? | | |

Exercise 4

Put the words in the right order. (*Mets les mots dans le bon ordre.*)

- 1- Emma has got two dogs.
- 2- Have you got a hamster?
- 3- Ben has not got a kangaroo.
- 4- We have got six pets.

Exercise 4 b

Listen to your CD. Decide which sound you hear at the end of the word.

	[z]	[s]	[iz]	Word
1		X		rabbits
2	X			jeans
3	X			days
4			X	ages
5	X			hamsters
6	X			pupils

Séance 2**Step 2**

2- Listen again and circle the stressed syllable.

(pen) / (pencil) / (ruler) / (marker) / a (pair) of (scissors) / (glue) (rubber)

Exercise 5

Put the letters in the right order and write the names of the things in the pencil case. (*Remplace les lettres dans l'ordre pour écrire les noms des objets de la trousse.*)

- 1- ruler
- 2- pen
- 3- rubber
- 4- marker

Exercise 6

Listen to Emma and note what she has in her pencil case. (*Écoute Emma et note ce qu'elle a dans sa trousse.*)

Two rubbers, three pens (a black pen, a blue one and a red one), some markers, a ruler, three pencils, a pair of scissors and some chocolate.

Y a-t-il quelque chose de surprenant dans sa trousse ? Tu peux répondre en français :

Some chocolate. (*Du chocolat.*)

Script:

In my pencil case I've got a lot of things. Let's see! I've got two rubbers. I've got three pens, a black pen, a blue one and a red one. I've got some markers and a ruler. I haven't got any glue. I have got three pencils. I've got a pair of scissors. Oh, and I've got some chocolate! Yummee!



Step 3

Exercise 8

Complete with some, no or any. (*Complète avec some, no ou any.*)

- 1- Emma hasn't got **any** pets.
- 2- Peter's got **some** glue in his pencil case.
- 3- Have you got **any** brothers?
- 4- I've got **some** money! (\$\$)
- 5- I've got **some** pencils in my pencil case but I haven't got **any** chocolate!

Séance 3

Step 4

Ensuite essaie de compléter le tableau.

Repère les « blancs » qui restent dans ton tableau. Réfléchis aux réponses possibles.

Réécoute en essayant de les compléter.

Number of speakers (*nombre d'interlocuteurs*): **2**

Names of speakers (*nombre d'interlocuteurs*): **Emma - Daniel**

Subject of the conversation (*le sujet de la conversation, coche 1, 2 ou 3*):

- 1- ☐ a film on TV
- 2- ☒ a project for school (une recherche pour l'école)
- 3- ☐ a family problem

Country (*le pays concerné*): **Ireland**

Capital city: **Dublin**

Number of inhabitants: **5** million. (inhabitants: *habitants*)

Girl's problem: (*coche 1, 2 ou 3*)

- 1- ☒ not much telephone credit
- 2- ☐ no computer
- 3- ☐ no pens

Boy's solution: (*coche 1, 2 ou 3*)

- 1- ☐ a letter
- 2- ☒ an e-mail
- 3- ☐ a book

Script:

Emma : Hello, is that Daniel?

Daniel : Yes, this is Daniel. Who's that?

Emma : This is Emma, from England. How are you, Daniel?

Daniel: I'm fine thanks, Emma. How are you?

Emma: I'm fine too. Daniel, can you help me? I have to do a project for school, about Ireland.

Daniel: Sure, no problem! What do you want to know?

Emma: Well, what's the capital city of Ireland?

Daniel: It's Dublin.

Emma: And how many inhabitants are there in Ireland?

Daniel: There are 5 million people in Ireland.

Emma: Oh no! I haven't got much credit left on my mobile.

Daniel: That's ok. I'll send you an e-mail with lots of information tomorrow.

Emma: Thank you Daniel, bye!

Step 5

Exercise 9

Put these sentences in the correct order. (*Mets les phrases suivantes dans le bon ordre.*)

1 b / 2 d / 3 c / 4 a

Exercise 10

Listen and note the numbers. (*Écoute et note les numéros de téléphones portables.*)

1- 087 651 22 65

2- 086 515 17 42

3- 0777 602 16 64

4- 0784 587 35 24

Exercise 11

Script:

1- Have you got a mobile?

2- What's your number?

3- This is Emma. Who's that?

4- How are you?

Exercise 12

Complete the sentences with much or many or lots/a lot of. (*Complète les phrases avec much ou many ou lots/a lot of.*)

1- How **many** pencils have you got?

2- Daniel has got **a lot of** homework ou Daniel has got lots of homework

3- Emma hasn't got **much** credit.

4- Emma hasn't got **much** information about Ireland.

5- How **much** money have you got?

6- How **many** cats has Simon got?

Séance 4

Step 6

Exercise 13

Circle the right answer. (*Entoure la bonne réponse.*)

1- Population of Ireland

a) 4 million

b) 5 million

c) 6 million

2- National colour

A



B

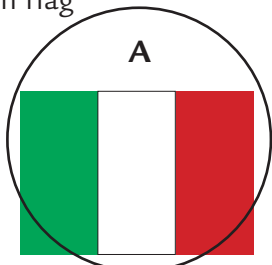


C



3- Irish flag

A



B

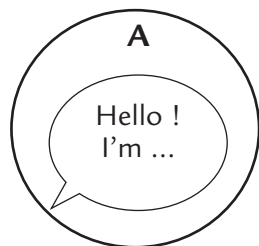


C



4- Language in Ireland

A



B



C



5- Capital of Ireland

a - Sydney

b - Dublin

c - London

Step 7

As-tu réussi à terminer l'exercice ? Nous allons voir ! Essaie de compléter ce court texte en français.

L'Irlande est une île. Il y a 5 millions d'**habitants**.

Le vert est **la couleur nationale** de l'Irlande.

Le **drapeau** de l'Irlande est vert, blanc et orange.

Les Irlandais **parlent** anglais.

La **capitale** de l'Irlande est Dublin.

Exercise 14

Circle the right answer. (*Entoure la bonne réponse.*)

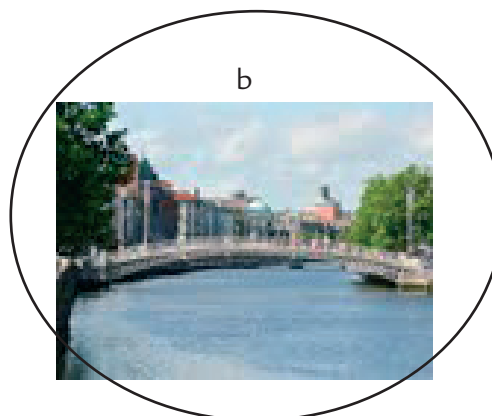
1- Population of Dublin

a) 1 million

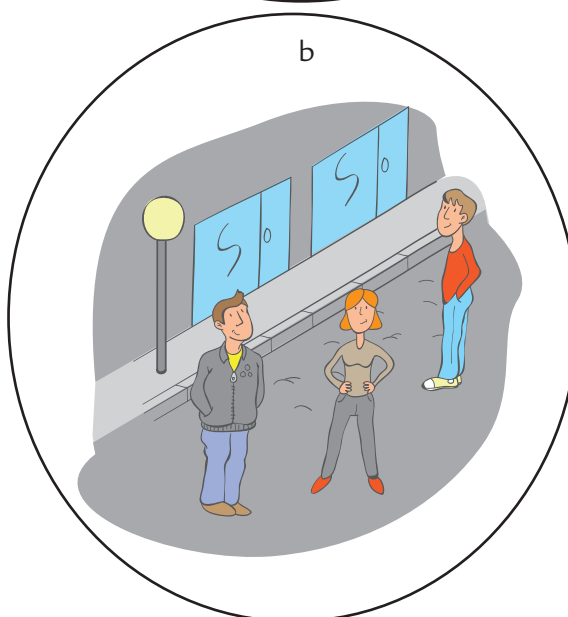
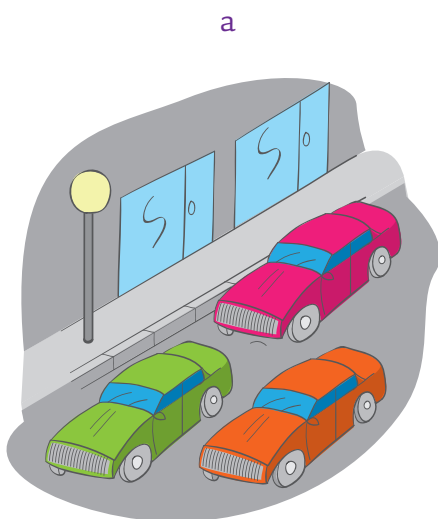
b) 2 million

c) 3 million

2- The River Liffey



3- A lot of streets with no cars:



Exercise 15

Lis la dernière partie du mail de Daniel et réponds en français aux questions suivantes :

1- Qui était Bram Stoker ? **Un écrivain irlandais**

2- Qu'a-t-il écrit ? « **Dracula** »

3- Quel est l'endroit préféré de Daniel à Dublin ? **Castle Dracula**

4- Pourquoi Daniel doit-il arrêter d'écrire ? **Il a beaucoup de devoirs**

Exercise 16

Put the words in the right order. (*Mets les mots dans le bon ordre. Attention aux questions !*)

1- There is a zoo in Dublin.

2- There are two stadiums in Dublin.

3- There are not any snakes in Ireland.

4- Is there a stadium in your city ?



Séance 5

Step 8

Peux-tu faire la présentation de l'Irlande à la place d'Emma ?

Réponse possible :

Ireland is an island. Ireland has got 5 million inhabitants. The Irish flag is green, white and orange. The capital of Ireland is Dublin. Dublin has got a river, the Liffey. There are 2 big stadiums in Dublin.

Exercise 17

Fais l'exercice suivant pour savoir si tu sais tout sur l'Irlande.

- 1- Dublin is the capital of Ireland.
- 2- There is a river in Dublin. The name of the river is the Liffey.
- 3- There are 5 million inhabitants in Dublin.
- 4- The inhabitants of Dublin are called Dubliners.

Exercise 18

Put the letters in the right order and find the places in the house. (*Mets les lettres dans le bon ordre et trouve les endroits de la maison.*)

bedroom

kitchen

garage

upstairs

Exercise 19

Listen to Daniel and take a few notes in your exercise book. (*Écoute Daniel et prends quelques notes dans ton cahier.*)

In my house there's **a kitchen**, a living-room and a small **bathroom** downstairs.

There **are** three bedrooms and a big bathroom **upstairs**.

There's a garage at the side of the house There isn't a **garden**.

Séance 6

Step 10

Exercise 22

Listen to Daniel describe his room and tick the things he mentions. (*Écoute Daniel et coche les choses qu'il mentionne.*)

armchair	☐	bed	☒	chairs	☒	computer	☒
desk	☒	goldfish	☐	lamp	☒	posters	☒
radio	☐	shelves	☒	table	☐	TV	☐

Script:

I've got a nice bedroom. In my bedroom there's a bed, of course. There's a desk and a lamp on the desk. There are two chairs. There are some posters on the wall. I've got two posters of Liverpool Football Club. There are lots of shelves for my books.

I've got a computer. It's my Dad's old computer. My computer is on my desk, near the lamp.

Exercise 25

Tu vas entendre un dialogue. Écoute une première fois sans écrire pour essayer de comprendre le sens général. Écoute une deuxième fois et prends quelques notes. Ensuite essaie de compléter la grille ci-dessous. S'il reste des blancs dans ta grille, réfléchis aux réponses possibles et réécoute en essayant de les compléter.

1- Speakers (*interlocuteurs*) **Mum – Daniel - Hannah**

2- Subject (*sujet de la conversation*) **Daniel's room (bedroom)**

3- Mum is a) happy b) sad **c) angry**

Circle the right answer. (*Entoure la bonne réponse.*)

4- Problems :

a) pencils on the floor (*par terre*)

b) **Books on the bed**

c) **A lamp on the chair**

5- The pencils are: a) Mum's pencils **b) Daniel's pencils** c) Hannah's pencils

6- Who has got Daniel's pencils?: a) Daniel b) Hannah **c) Ellen**

Script:

Mum: Daniel Look at your room!

Daniel: What about it Mum?

Mum: It's a mess!

Daniel: No it isn't.

Mum: Oh yes it is. Look! Your pencils are on the floor. Your books are on the bed! Your lamp is on the chair!

Daniel: No, they're not my pencils Mum.

Mum: Well whose pencils are they?

Hannah: Where are my pencils?

Mum: They're in Daniel's bedroom, on the floor! Daniel, why have you got her pencils?

Daniel: Well.....I've got a lot of homework and Ellen has got my pencils so.....

Mum: These children! Really!



Step 11

Exercise 26

Complete the questions.

- | | |
|--|----------------------------|
| 1- How old are you? | → I'm 12. |
| 2- Where are my pencils? | → They're on your bed! |
| 3- What time is it? | → It's half-past one. |
| 4- Whose pencil-case is this? | → It's Emma's pencil case. |
| 5- Where are you? | → I'm in the kitchen. |
| 6- Who is the President of the USA? | → It's Barack Obama. |

Exercise 27

Complete the sentences with a possessive adjective. (*Complète les phrases avec un adjectif possessif.*)

- What's **your** name? My name is James.
- Peter is American but **his** mother is Mexican.
- We've got a small house in London. **Our** house is very nice.
- Julie has got a sister. **Her** name is Nicola.

Séance 7

Step 13

Exercise 28

Subject of the conversation (coche a, b ou c):

- a) Laura's party ☐ b) Interesting places in Dublin ☒ c) School ☐

Match an element from column A to column B. (*Relie un élément de la colonne A à la colonne B*)

- | | |
|---------------------|---------------------------------|
| 1- Trinity College | _____ A- photographs |
| 2- Temple Bar | _____ B- university |
| 3- The Wall of Fame | _____ C- shopping |

What did you **not** hear? (*Quelle photo n'est pas mentionnée ?*)

- | | |
|---------------------|-------------------------------------|
| 1- The Spire | ☐ |
| 2- Trinity College | ☒ |
| 3- The River Liffey | ☐ |
| 4- Temple Bar | ☒ |
| 5- The Wall of Fame | ☒ |

Script:

Emma: Is that Daniel?

Daniel: Yes, this is Daniel. Who's that?

Emma: It's Emma again. I'm sorry Daniel. I've got some more questions. They're for my school project about Ireland. It's for Tuesday.

Daniel: That's ok Emma. No problem. What are your questions?

Emma: Well Daniel, I can't remember. What's the name of the river in Dublin?

Daniel: The river? Oh, it's the River Liffey. That's L-I-F-F-E-Y.

Emma: Thank you Daniel. Now, I've got another question.

Are there any interesting monuments or places to visit in Dublin?

Daniel: Hmm. Just a minute...let's see. Well, there's Temple Bar. It's great for shopping. There are no cars. The Wall of Fame is in the Temple Bar.

Emma: What's the Wall of Fame?

Daniel: It's a wall with lots of photographs of rock stars and musicians.

Emma: Ok, anything else?

Daniel: Yes of course, there's Trinity College. It's a famous university.

Emma: Thank you so much Daniel!

Daniel: It's a pleasure! Any time!

Séance 8

Exercise 1

- 1- Have you got any pets ? Yes, I have ou no, I haven't.
- 2- Have you got a pencil case? Yes, I have ou no, I haven't.
- 3- How many pencils have you got? I've got ... pencils.
- 4- How many sisters have you got? I've got ... sisiter(s) / I haven't got a sister.
- 5- Is there a TV in your bedroom? Yes, there is ou no, there isn't.

Exercise 2

Name the rooms !

The kitchen

The bedroom

The bathroom

Exercise 4

Find the missing question word. (*Trouve le mot interrogatif qui manque.*)

- 1- **What** is the capital city of Ireland?
- 2- **What** are the colours of the Irish flag?
- 3- **Who** was Bram Stoker?
- 4- **How** many inhabitants are there in Ireland?

Now write the answers to the questions!

- 1- **Dublin**
- 2- **green, white and orange.**
- 3- **an Irish writer**
- 4- **5 million**



Exercise 5

1- Complete the sentences with: (*Complète les phrases avec :*)

some any no

- a) My father hasn't got **any** credit on his mobile.
- b) I've got **some** chocolate in my bedroom.
- c) Have you got **any** sisters?
- d) Oh no! I've got **no** rubber!

2- Complete the sentences with: (*Complète les phrases avec :*)

lots of/ a lot of much many

- a) How **many** hamsters are there in the cage?
- b) How **much** credit have you got on your mobile?
- c) I've got **lots of/ a lot of** pets: hamsters, rabbits, cats

Exercise 6

Méthodologie pour la compréhension orale

Lis ces conseils et mets-les dans le bon ordre :

1-F- Avant d'écouter, regarde bien les illustrations, s'il y en a. Essaie d'imaginer qui sont les gens sur les illustrations les photos. Note leurs noms si tu peux.

2-E- Écoute sans prendre de notes. Repère des éléments (y compris des bruits, des sons) qui t'aident à imaginer la scène. Essaie de savoir combien de gens parlent et quel est le sujet de la conversation.

3-B- Écoute une deuxième fois et prends des notes.

4-A- Essaie de compléter la fiche, le tableau...

5-D- Repère les « blancs » qui restent dans ton tableau. Réfléchis aux réponses possibles.

6-C- Réécoute en essayant de trouver les informations qui te manquent.

SÉQUENCE 3

Séance 1

Step 1

3- Tu vas maintenant essayer de repérer les informations.

Question 1 : Charlie.

Question 2 : Le texte est signé « Charlie » en bas à droite.

Question 3 : Le texte parle de Charlie.

Question 4 : C'est un extrait d'un journal intime. Charlie parle de sa vie jour après jour.

Step 2

2- Complete Charlie's identity card. (*À partir de ce que tu as souligné, complète la carte d'identité de Charlie.*)

First names: **Charlotte, Abigail**

Family name: **Thackeray**

Nicknames: **Charlie, CAT**

Age: **11**

Address: **Great Skellig Island, Ireland**

Occupation: **A witch**

Pets: **Duncan the dragon**

Step 3

2- Complete Duncan's identity card. (*À partir de ce que tu as souligné, complète la carte d'identité de Duncan. Certains points resteront sans réponse.*)

First names: **Duncan**

Family name: **X**

Nicknames: **X**

Age: **X**

Address: **Great Skellig island, Ireland**

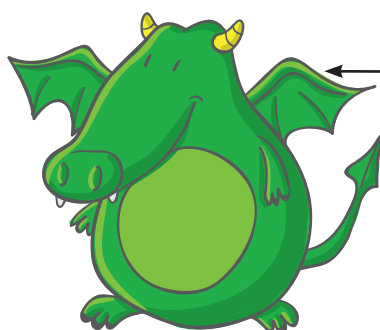
Occupation: **A dragon**

Pets: **X**

Friends: **Charlie**

Step 4

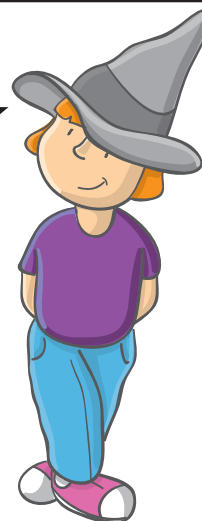
- 1- Read Charlie's text again, and write the correct caption in each box. (*Relis bien le texte écrit par Charlie et écris une légende dans chaque cadre en utilisant des expressions du texte.*)



Two large wings

A pointed tail

A black pointed hat



- 2- Essaie maintenant d'inférer le sens du mot *pointed*. « Inférer » veut dire que, tel un détective, tu vas utiliser tous les indices possibles pour en comprendre le sens. De quels indices disposes-tu ? *pointed* signifie *pointu*.

Exercise 1

- 1- Your turn now! Play the detective with the word **wings**. Find one or two clues. (*À toi de faire maintenant ! Joue au détective avec le mot wings. Trouve un ou deux indices.*)

1st clue : le mot est au pluriel, cela signifie qu'il y en a au moins deux.

2nd clue : je regarde le dessin du dragon et je lis les légendes. L'une d'elle comporte le mot **wings**. L'adjectif large est associé au nom **wings**.

Wings signifie des *ailles*.

- 2- Peux-tu faire la même chose pour le mot **tail**? Trouve un ou deux indices.

1st clue : je regarde le dessin du dragon et je lis les légendes. L'une d'elle comporte le mot **tail**. Je regarde la partie du dessin correspondant à cette légende.

2nd clue: l'adjectif pointed est associé au nom **tail**. J'ai déjà inféré le sens de pointed et sais que cela signifie *pointu*.

A **tail** signifie une *queue*.

Exercise 2

1- A *nickname* est un surnom.

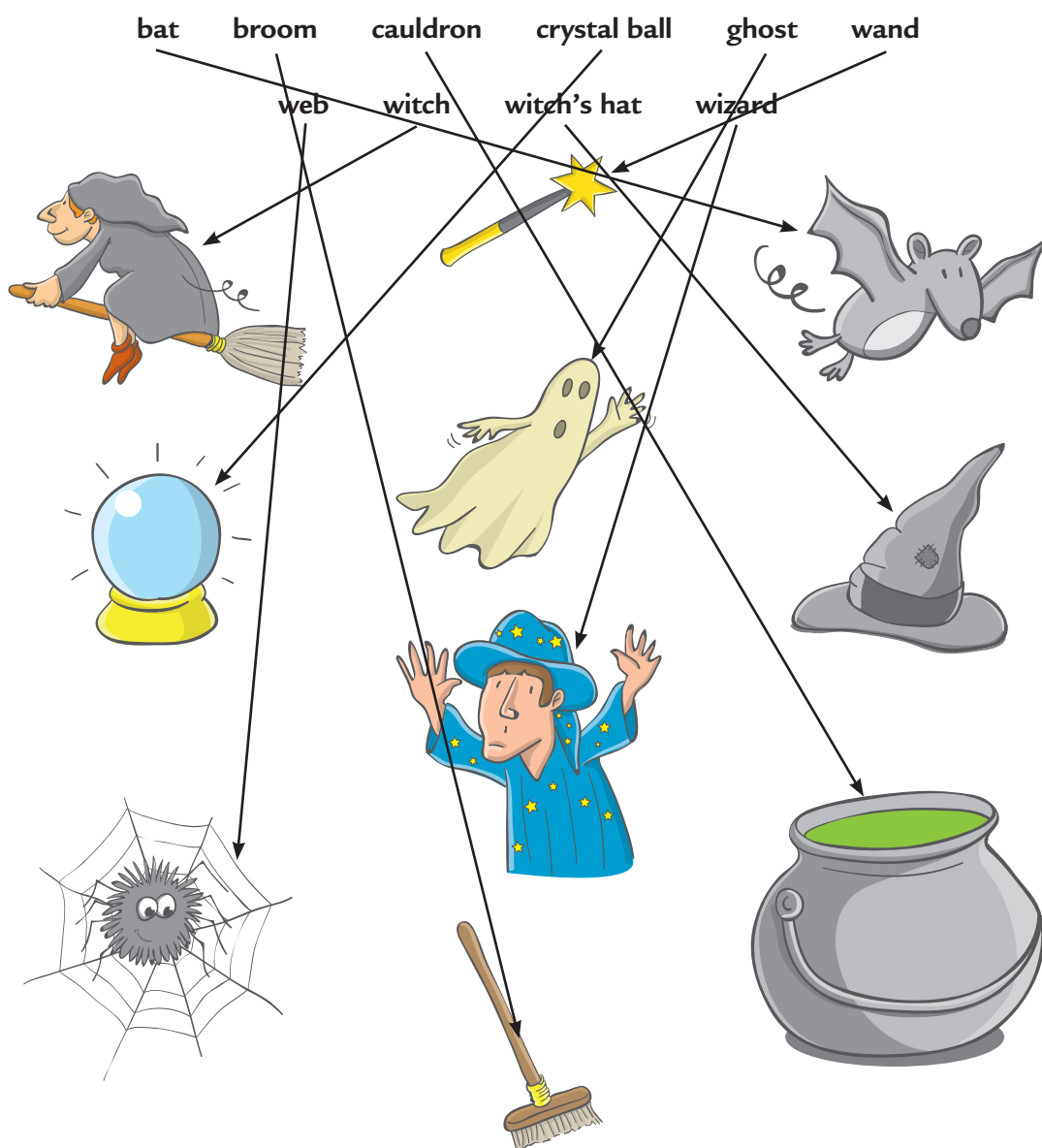
2- Dis si tu as oui non un surnom. Si c'est oui, tu répondras par : Yes, I have.

Si c'est non, tu répondras par : No, I haven't.

3- Écris ton surnom, si tu en as un.

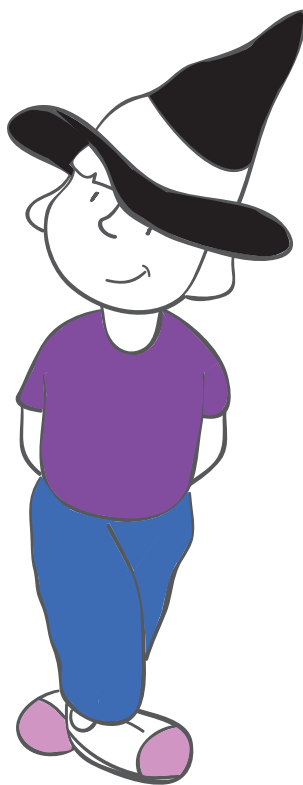
Step 5

2- Match the English word with the corresponding drawing.



Exercise 3

This is Charlie: Read the text again and colour her hat, her T-shirt, her pair of jeans and her trainers. Voici Charlie. (*Lis à nouveau le texte et colorie son chapeau, son t-shirt, ses jeans et ses baskets.*)



Exercise 4

Sur le modèle de l'exemple ci-dessus, réponds aux questions suivantes :

- 1- What colour is Charlie's hat? **It is black.**
- 2- What colour is Charlie's T-shirt? **It is purple.**
- 3- What colour are her jeans? **They are blue.**
- 4- What colour are her trainers? **They are pink.**

Séance 2

Exercise 5

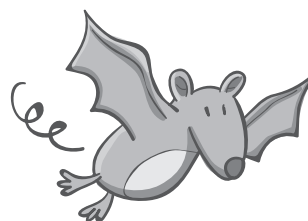
Remember your words. Listen to them on your CD and write them down next to the corresponding picture.



witch



wand



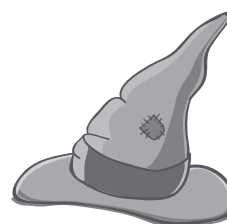
bat



crystal ball



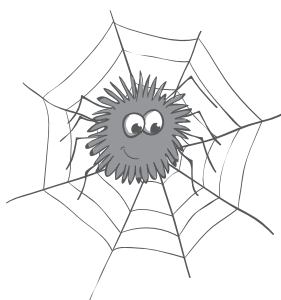
ghost



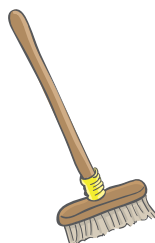
witch's hat



wizard



web



broom



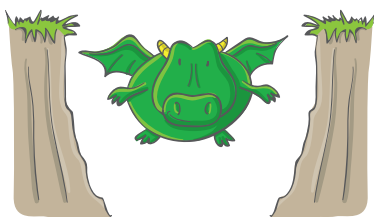
cauldron

Step 7

2- Tu vas maintenant apprendre à localiser. Repère dans le texte les expressions qui correspondent aux dessins et écris-les en face de chaque dessin.



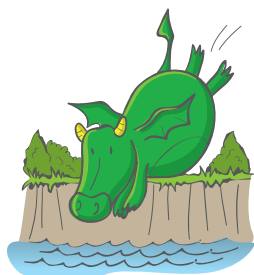
I can fly on my broom



He can fly between the cliffs



I can also make a pink magic potion in a plastic cauldron



He can dive under the water of the Atlantic Ocean,
next to the coast



I never know if he is in front of me...



... or behind me.

5- D'après toi, quel est le sens de... ?

In: **dans**

On: **sur**

Between: **entre**

Under: **sous**

In front of: **devant**

Behind: **derrière**

Next to: **près de**

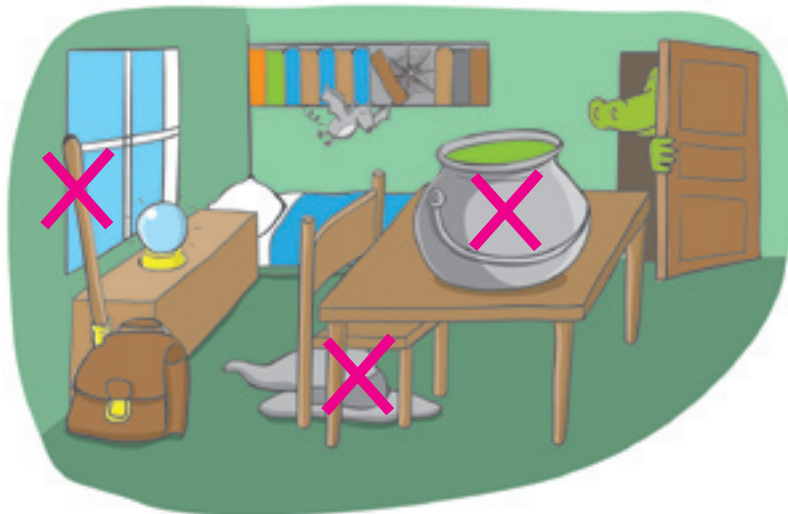
Exercise 6

Look at the picture and describe Charlie's bedroom using the correct preposition. (*Regarde l'illustration et décris la chambre de Charlie en utilisant la préposition de lieu appropriée.*)

- 1- The black hat is under the chair.
- 2- The crystal ball is in front of the window.
- 3- The web is between the school books.
- 4- Duncan is behind the door.
- 5- The broom is in the school bag.
- 6- The bat is next to the bed.

Exercise 7

- 1- Duncan s'est caché dans la chambre de Charlie et a changé des affaires de place. Écoute-le t'expliquer ce qui a changé. Prends ton crayon de papier et mets une croix sur les objets qui ont changé de place.



- 2- Réécoute à nouveau et complète les phrases suivantes avec la préposition de lieu qui convient.

The cauldron is not on the table, it is **under** the table.

The black hat is not under the chair, it is **on** the chair.

The broom is not in the bag, it is **behind** the bed.

Script:

Hello, I'm Duncan the dragon. Now the cauldron is not on the table, it is **under** the table. The black hat is not under the chair, it is **on** the chair. The broom is not in the bag, it is **behind** the bed.



Exercise 8

Match the following expressions.

to fly : voler

to cast a spell: jeter un sort

to make a magic potion : faire une potion magique

to dive : plonger

to use a magic wand : utiliser une baguette magique

to click one's fingers : claquer des doigts

Step 8

1- Relis le texte écrit par Charlie.

Charlie can ...	Charlie can't ...	Duncan can...
fly click her fingers to cast good spells make a pink magic potion	use a magic wand	fly dive

3- Duncan interview Charlie sur ce qu'elle sait faire.

Duncan : Charlie, can[kæn] you fly ?

Charlie: Yes, I can [kæn]. I can [kn] fly on my broom.

Duncan: Can [kæn] you cast a spell?

Charlie: Yes, I can [kæn]. I can [kn] click my fingers to cast a good spell.

Duncan: Can [kæn] you make a magic potion?

Charlie: Yes, I can [kæn]. I can [kn] make a pink magic potion in a plastic cauldron.

5- Essaie de tirer une règle de prononciation.

Je prononce [kæn] lorsque can est placé en début de phrase...

Ex : question : Can you make a magic potion?

...ou en fin de phrase.

Ex : réponse courte : Yes, I can.

Je prononce [kn] dans les autres cas.

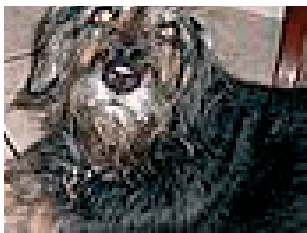
Séance 3

Step 10

- 2- Quels sont les mots transparents que tu as soulignés ?
October, terrible, disappeared
- 3- Quels sont les mots que tu connais que tu as soulignés ?
Charlie, Duncan, bedroom, between
- 4- Trouve dans le texte une phrase équivalent de “**He has disappeared**”.
I can’t find Duncan anywhere
- 5- Essaie d’inférer le sens du mot “*find*” ?
« *find* » signifie trouver
- 6- Quel est le problème de Charlie ?
Charlie ne trouve pas Duncan. Il a disparu.

Step 11

- 1- Observe d’abord ces trois exemples d’annonce.

A	B	C
Reward: 25 pounds Missing since July 13 th . Cheekie, a big cockatoo. Green with white cheeks and an orange neck. He readily sings Yankee Doodle as a greeting. Quite tame and fearless. If found, please call 353 52 98445	Reward: 50 pounds Missing since February 2 nd . Mariah a black dog with long hair. She is very happy and loves people! I miss her very much and I want her home! If found please call 353 52 475 98, thank you.	Reward: 30 pounds Missing since January 30 th . Sweetie, an indoor cat. She is a female, 8 years old, VERY affectionate. She is black with a white spot on her neck. She has also white whiskers. If found PLEASE CALL 353 64 35996
		
B	C	A

- 2- Reward pounds If found, please call
- 3- Tout ce qui n’a pas été souligné concerne : l’animal (son nom, sa description, ses capacités, ses qualités) et son propriétaire (sentiments exprimés).
Reward : 20 pounds
- 4- Missing since November 26th. Duncan, a green dragon with large wings and a pointed tail.
He is my best friend. If found, please call 353 64 35996. Thank you.



Step 12

Tick the right telephone number.

Message 1: 353 45 78 558

Message 2: 353 12 44 887

Message 3: 353 45 77 445

Message 4 : 353 45 37 394

Step 13

	can	can't
Message 1		X
Message 2	X	
Message 3	X	
Message 4		X

Message 1 : Hello, this is 353 45 78 558, Mrs Smith speaking. I'm sorry, dear, I haven't seen your little green dragon, but I just wanted to say I like him very much, he is such a dear. I hope you find him. Sorry I can't help. Bye !

Message 2 : Hello, dear, this is 353 12 44 887, Mr. Burke speaking. I can help you, I have seen Duncan. He had a backpack attached to his wings, he was at the grocer's, doing some shopping. Hope you find him soon. Bye !

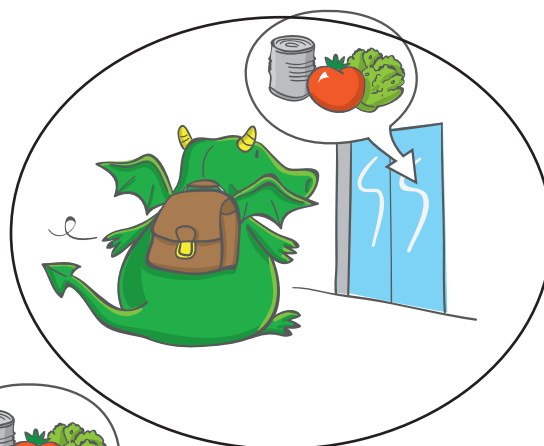
Message 3 : Hello, this is 353 45 77 445, Mrs Green speaking. You must be Charlie, the dragon's friend. I can help you. I saw Duncan. He was flying over the Atlantic Ocean. Is this of any help ? Give me a call. Bye.

Message 4. Er... Hi ! This is er ...353 45 37 394, Greg speaking. Er... Well, I just wanted to know... How much is the reward ? Bye...

Step 14

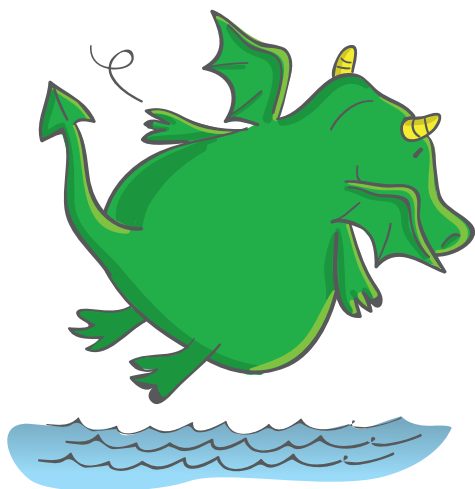
Maintenant, tu vas aller à la recherche d'indices (clues) dans les messages 2 et 3.

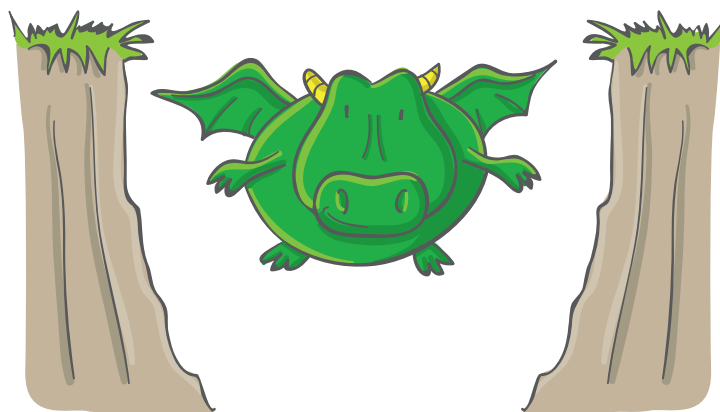
- 1- Choisis parmi ces trois dessins celui qui correspond aux deux indices donnés dans le message n° 2, entoure le dessin.
- 2- Écris la phrase du message qui correspond au dessin.



He had a backpack attached to his wings, he was at the grocer's, doing some shopping.

- 3- Choisis parmi ces trois dessins celui qui correspond à l'indice donné dans le message n° 3, entoure le dessin.





Écris la phrase du message qui correspond au dessin.

He was flying over the Atlantic Ocean.

What's this?

It's a backpack.



Exercise 9

Listen to the five following sentences.

- 1- I can't fly.
- 2- Duncan can fly.
- 3- Duncan can't make a pink magic potion.
- 4- Charlie can't use a wand.
- 5- You can play football.
- 6- They can't speak English.

Grammaire

Lis les phrases suivantes :

Duncan and Charlie can fly.

I can't fly.

Charlie can make a pink magic potion.

Can you help me?

Observe les phrases 1 et 2.

Dans la première phrase, la base verbale **fly** est précédée de **can**

Dans la deuxième phrase, la base verbale **fly** est précédée de **can't**

Lorsque j'utilise **can**, j'exprime **une capacité**

Lorsque j'utilise **can't**, j'exprime **une incapacité**

Observe la phrase 3, **can** change-t-il à la troisième personne du singulier ? **Non**

Observe la phrase 1, **can** change-t-il à la troisième personne du pluriel ? **Non**

Observe la phrase 4, pourquoi **can** est-il placé en début de phrase ? **la phrase 4 est une interrogation**

Quel est le signe de ponctuation à la fin de la phrase ? **Un point d'interrogation**

Séance 4

Exercise 10

Statements	Right	Wrong	Correction or justification
1- Duncan was in the garden.		X	He was at the grocer's
2- Duncan was at school.		X	He was at the grocer's
3- Duncan was at the grocer's.	X		He was at the grocer's
4- Duncan had a hat on his head.		X	He had a backpack attached to his back
5- Duncan had a backpack under his back.		X	He had a backpack attached to his back
6- Duncan had a backpack on his back.	X		He had a backpack attached to his back
7- Duncan was flying over the Pacific Ocean.		X	He was flying over the Atlantic ocean
8- Duncan was flying over the Atlantic Ocean.	X		He was flying over the Atlantic ocean

Exercise 11



Step 16

2- Souligne en bleu les trois indices.

November 27th

Hi, it's me again. I don't know where Charlie is, but I've got some clues: on November 26th he was seen doing some shopping at the grocer's with a backpack on his back. Then he was seen flying over the Atlantic Ocean. Where is he now? Maybe he is on a trip to the United States of America, right across the Atlantic Ocean. Charlie

Le mot qui indique que Charlie n'est pas sûr est maybe. Peut-être que Duncan est parti aux États-Unis, peut-être pas.

3- et 4- : *Right across* signifie juste de l'autre côté.

Step 17

On the first day of Hallowe'en, my Swamp Thing gave to me

A hoot owl in a dead tree.

On the second day of Hallowe'en, my Swamp Thing gave to me

Two black cats

And a hoot owl in a dead tree.

On the third day of Hallowe'en, my Swamp Thing gave to me

Three skeletons

Two black cats

And a hoot owl in a dead tree

On the fourth day of Hallowe'en, my Swamp Thing gave to me

Four pumpkins glowing

Three skeletons

Two black cats

And a hoot owl in a dead tree

On the fifth day of Hallowe'en, my Swamp Thing gave to me

Five monsters shrieking

Four pumpkins glowing

Three skeletons

Two black cats

And a hoot owl in a dead tree

On the sixth day of Hallowe'en, my Swamp Thing gave to me

Six ghosts a-booing

Five monsters shrieking

Four pumpkins glowing

Three skeletons

Two black cats

And a hoot owl in a dead tree

On the seventh day of Hallowe'en, my Swamp Thing gave to me

Seven bats a-flying

Six ghosts a-booing

Five monsters shrieking

Four pumpkins glowing

Three skeletons

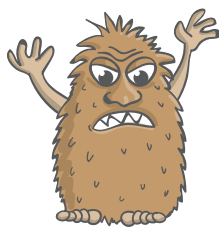
Two black cats

And a hoot owl in a dead tree



1

a hoot owl in a dead tree



5

Five monsters shrieking



6

Six ghosts a-booing



2

Two black cats



3

Three skeletons



7

Seven bats a-flying



4

Four pumpkins glowing



Step 18

- 1- Observe bien la construction de la chanson et entoure tous les nombres cardinaux que tu peux repérer. Sont-ils en ordre croissant ou décroissant ?

Les nombres cardinaux ont été entourés dans STEP 17.

Ils apparaissent en ordre croissant dans la chanson.

One n'apparaît pas, il est remplacé par *a*.

Les premières phrases de chaque couplet ont été soulignées dans STEP 17. Le seul élément qui change est le nombre ordinal indiquant l'ordre des jours : the first, the second...

Exercise 12

Vérifie que tu as bien compris en reliant les nombres ordinaux à leur forme chiffrée.

The seventh	•	•	31st
The twenty-sixth	•	•	9th
The fifteenth	•	•	20th
The thirty-first	•	•	7th
The twentieth	•	•	11th
The eleventh	•	•	26th
The twenty-second	•	•	15th
The ninth	•	•	22nd

Exercise 13

- 1- Peux-tu entourer la syllabe accentuée ?

January February March April May June July August September October
November December

Exercise 14

- 1- Tu as déjà appris les jours de la semaine au cours de la séance 2 de la séquence 1. Peux-tu les retrouver à partir de ces mots dans le désordre ?

YDUSNA	Sunday	HATRYSD	Thursday
ANOMYD	Monday	DIRAFY	Friday
EDUSATY	Tuesday	TRADUSAY	Saturday
SEDADEWYN	Wednesday		

Exercise 15

Peux-tu répondre aux questions suivantes ?

My birthday is on...

My best friend's birthday is on...

Hallowe'en is on October 31st.

Séance 5

Step 20

1- Underline all the words or expressions related to Halloween.

witch table black cat lamp pencil pumpkin October car book
ghost lion Ireland jeans trick or treat! bike school
 chair skeleton bat flower

3- Read the following text and complete it.

Halloween

Halloween is a festival. It originated in **Ireland** (7). It is celebrated on **october** (7) 31st.

It is a night of witches and **ghosts** (6).

Children play games and go from door to door, house to **house** (5), asking for sweets.

They say “Trick or **treat** (5)!”.

They light candles in **pumpkins** (8).

Step 21

Ingredients	Quantity
Brown sugar	2 cups
Vegetable oil	1 cup
Canned pumpkin	1 cup
Eggs	2
Flour	3 cups
Salt	1 tbsp
Baking powder	1 tbsp
Baking soda	1 tbsp
Vanilla	1 tbsp
Cinammon	1 ½ tbsp
Ginger	1 ½ tbsp

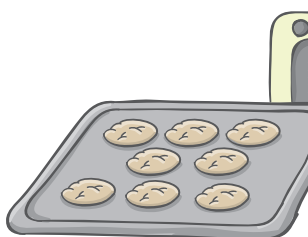
Exercise 16

Match the English words for the ingredients with the French ones.

Français	Anglais
Farine	Flour
Vanille	Vanilla
Œufs	Eggs
Sucre roux	Brown sugar
Gingembre	Ginger
Cannelle	Canned pumpkin
Sel	Salt
Huile végétale	Vegetable oil
Courge (citrouille) en boîte	Cinammon
Bicarbonate de soude	Baking soda
Levure chimique	Baking powder

Step 22

1- Six steps are necessary to make these delicious cookies.



5



2



6



3



1



4

2- Match the English verbs with their French translation.

English	Français	Answers
Preheat	Incorpore	Preheat/ préchauffe
Beat	Laisse refroidir	Beat/ Bats
Add	Mélange	Add/ Ajoute
Combine	Cuis au four	Combine/Incorpore
Drop	Préchauffe	Drop/ Dépose
Bake	Bats	Bake/ Cuis au four
Cool	Régale-toi	Cool/ Laisse refroidir
Enjoy	Ajoute	Enjoy/ Régale-toi
Mix	Dépose	Mix/ Mélange

Exercise 17

Charlie imagine qu'elle est un grand chef cuisinier avec du personnel.

- 1- Beat the eggs!
- 2- Mix two eggs with brown sugar!
- 3- Preheat oven to 350°!
- 4- Add salt!
- 5- Bake the cookies !

Séance 6

Exercise 18

1- You are a very good detective.

A **backpack** attached to his wings.

Shopping at the **grocer's**.

Flying over the **Atlantic** Ocean.

A song for **Halloween**.

A recipe for Duncan's **Halloween** Cookies.

2- You know how to express a hypothesis. You have to use an adverb beginning with the letter M. In your opinion, where is Duncan? Have a guess.

Maybe Duncan is in the United States.

3- In your opinion, why has he gone to this mysterious place? Have another guess.

Maybe he is in the United States to celebrate Halloween.

4- What is Charlie's opinion? Read a page from her diary. Underline the sentence expressing a hypothesis.

November 29th

Hello, thanks for your help with the clues. Maybe Charlie is in the United States of America to celebrate Hallowe'en. But why the recipe of the Pumpkin cookies? Why shopping at the grocer's? I've got an idea. I remember an article in an old magazine... Let me have a look! Ah, here it is! Charlie



Step 24

2- Commence par la photo ❶. Coche les réponses qui te semblent justes.

Regarde la photo. Que montre-t-elle ?

- des milliers de citrouilles décorées comme des personnages ☒

À ton avis, Keene est :

- le nom d'une ville ☒

3- Continue, regarde la carte ❷.

De quel pays s'agit-il ?

- Les Etats-Unis ☒

La côte est de ce pays est bordée par un océan. Lequel ?

- l'océan Atlantique ☒

4- Passe maintenant au nom du document dont est extrait le texte ❸.

De quelle sorte de document ce texte est-il extrait ?

- d'un magazine ☒

Quel est le titre de ce document ? **Festival Magazine**

De quand ce document date-t-il ? **Du mois de septembre 2004**

5- Termine avec le titre. Lis-le attentivement. ❹

"City" et "town" sont deux synonymes. Que signifient-ils ?

ville ☒

Donc, *Keene* est bien :

- une ville ☒

Quel est le surnom de *Keene* ? **Pumpkin city**

Pourquoi, à ton avis ? Pense à la photo.

De très nombreuses citrouilles sont allumées dans la ville pour fêter Halloween.

Cite le nom de l'état où se trouve *Keene*.

***Keene* se trouve dans le New Hampshire.**

Step 25

1- Complète la phrase de l'encadré ci-dessous :

D'après moi, l'article parle d'une ville très célèbre pour sa manière de fêter Halloween. Cette ville est située sur la côte est des Etats-Unis, dans l'état du New Hampshire. De nombreuses citrouilles sont décorées à cette occasion.

Mots clés du texte qui justifient mes idées de départ :
Keene/Guinness World Record/Jack-o'-lanterns /October 31st/Halloween/ Festival / glowing pumpkins/parade.

2- C'est très bien. Maintenant tu vas lire attentivement le texte, crayon de papier à la main pour souligner tout ce que tu comprends, comme tu as pris l'habitude de le faire.

un synonyme pour jack-o'-lanterns : **glowing pumpkins**

un nombre : **28,952**

une date : **October 31st, 2003**

deux consignes : **Come and do it !**

Exercise 19

[i]	[i:]
Party- <u>pumpkin</u> - <u>city</u> - <u>Guinness</u> - <u>festival</u> - <u>it</u>	Magazine- <u>Keene</u> - Hallow <u>een</u> - <u>street</u>

Les syllabes accentuées sont soulignées dans le tableau qui précède.

Séance 7

Step 27

1- Observe trois des messages que tu as entendus.

Message 1 : Hello, this is 353 45 78 558, Mrs Smith speaking. I'm sorry, dear, I haven't seen your little green dragon, but I just wanted to say I like him very much, he is such a dear. I hope you find him. Sorry I can't help. Bye !

Message 2 : Hello, dear, this is 353 12 44 887, Mr Burke speaking. I can help you, I have seen Duncan. He had a backpack attached to his wings, he was at the grocer's, doing some shopping. Hope you find him soon. Bye !

Message 3 : Hello, this is 353 45 77 445, Mrs Green speaking. You must be Charlie, the dragon's friend. I can help you. I saw Duncan. He was flying over the Atlantic Ocean. Is this of any help ? Give me a call. Bye.

2- Les mots ou expressions que tu as repérés te permettent de commencer et de finir ton message. Mets-toi à la place de Charlie.

Que diras-tu pour commencer le message. Retrouve le numéro de téléphone de Charlie - séance 3 ?

Hello, this is 353 64 35996, Charlie speaking.

Que diras-tu pour finir le message ?

Bye !

Tu penses savoir où il est. Choisis :

Maybe you are in Keene ☒

Tu poses une question sur la possibilité de venir le rejoindre. Choisis :

Can I come to Pumpkin city, too? ☒

Demande-lui de t'appeler. Tu trouveras cette expression dans le message N° 3.

Give me a call

Je commence le message :

☒ **Hello, this is 353 64 35996, Charlie speaking.**

Je pense savoir où est Duncan :

☒ **Maybe you are in Keene**

Je lui demande si je peux venir :

☒ **Can I come to Pumpkin city, too?**

Je lui demande de m'appeler :

☒ **Give me a call**

Je dis au revoir :

☒ **Bye !**

2- You are the best, so what clues did you find about this postcard?

He is not in Keene, so he is not in New Hampshire

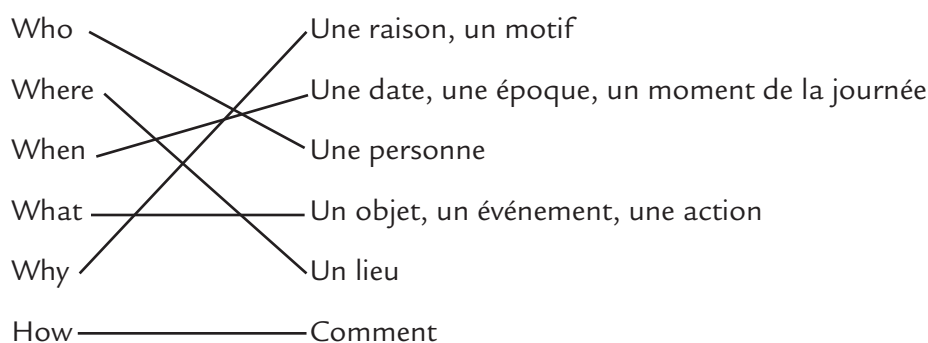
He is in a big city in the Massachusetts.

There is a Halloween Festival in this big city.

This big city has now the Guinness World Record for the most glowing pumpkins lit in one place at one time.

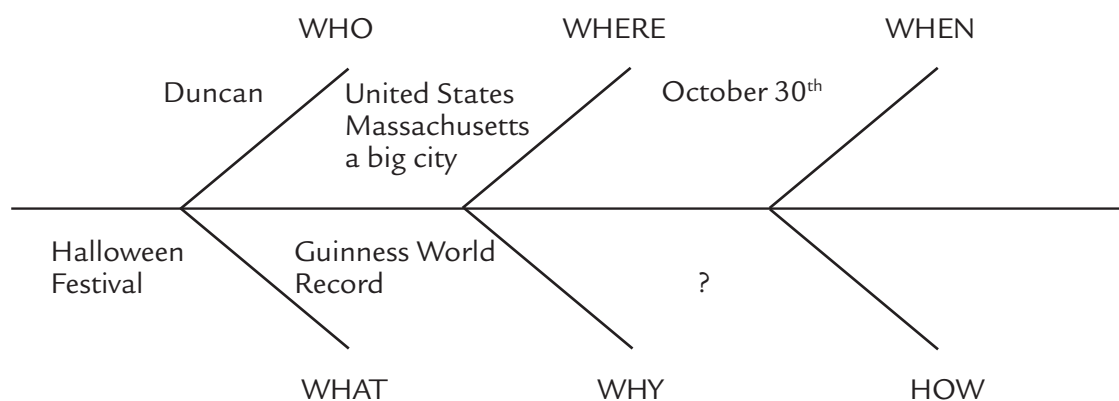
Step 28

Si tu veux trouver la bonne information concernant quelqu'un ou quelque chose, tu dois poser la bonne question. Pour cela, tu dois connaître tes pronoms interrogatifs. Tu en connais déjà quelques-uns. Peux-tu retrouver, en les reliant, le type d'information que tu demandes à l'aide des pronoms interrogatifs ci-dessous ?



Step 29

- 1- Repère, dans la carte postale rédigée par Duncan, les réponses aux questions suivantes, présentées sous forme d'arête de poisson (fishbone). Attention, tu ne trouveras pas forcément une information pour chaque question, mais tu peux aussi trouver plusieurs informations pour une seule question.



- 2- À partir des informations que tu as récupérées, complète ce rapport que tu donneras à Charlie. Cela l'aidera à retrouver Duncan.

Duncan isn't in **Keene**

He is in a big **city**

in **Massachusetts**

for **October 30th**

There is a Halloween **Festival**

in this **American** city

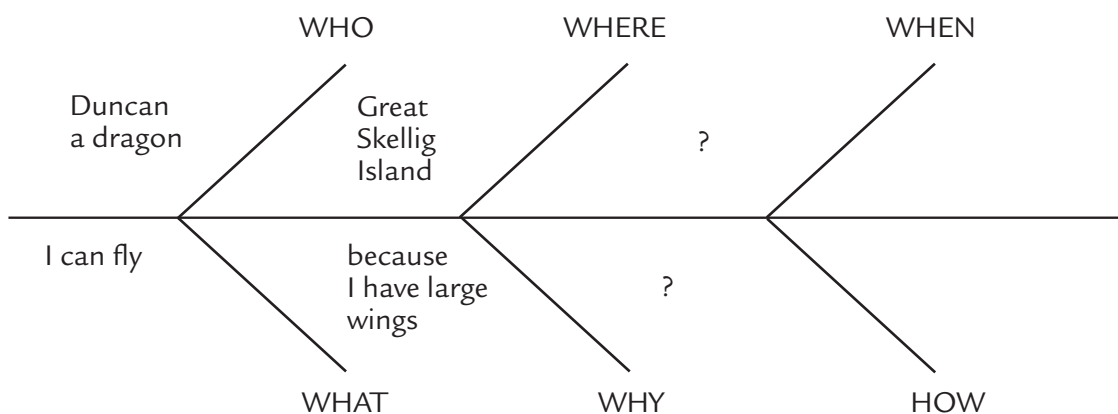
because it has the Guinness World **Record**

for the most Jack-O'-Lanterns lit in one **place** at one **time**

Exercise 21

Read this text about Duncan and complete the fishbone.

Hello, my name is Duncan. I'm a dragon on Great Skellig Island. I can fly because I have large wings.

**Exercise 22**

Situate New Hampshire and Massachusetts on the map.



New Hampshire

Massachusetts

Séance 8

Exercice 1

Sais-tu repérer des informations principales dans un texte court ?

- 1- Voici une page du journal intime d'une habitante de Great Skellig Island.
Que dois-tu faire quand tu lis un texte inconnu ?
- 2- Lis ce texte et renseigne toutes les informations possibles de la carte d'identité de Mrs Green.



October 26th
Hello, my name is Mrs Mary Green but my best friend, Mrs. Smith calls me Tutti Frutti. I'm 46. I'm a grocer on Great Skellig Island. I have a beautiful green shop full of fruit and vegetables. This morning, I saw Duncan, Charlie's dragon. He wanted an enormous orange pumpkin. He put it in his backpack. He wanted to make a huge jack-o'-lantern to participate in a Halloween Festival in the United States of America.
Mrs Green

First name: **Mary**

Family name: **Greene**

Nickname: **Tutti Frutti**

Age: **46**

Address: **Great Skellig Island, Ireland**

Occupation: **a grocer**

Pets: **X**

Friends: **Mrs Smith**

Exercice 2

Sais-tu inférer le sens des mots inconnus ?

- 1- Relis le texte de Mrs Green.
- 2- Repère deux mots transparents.
fruit **dragon**
- 3- Donne deux synonymes de **big**.
enormous **huge**
- 4- Infère le sens de **vegetable**.
légume

Exercise 3

Sais-tu localiser ?

Where is Charlie?

- 1- Réponds par une phrase complète : Charlie is ... en utilisant les prépositions de lieu suivantes en dessous de chaque dessin.



Between



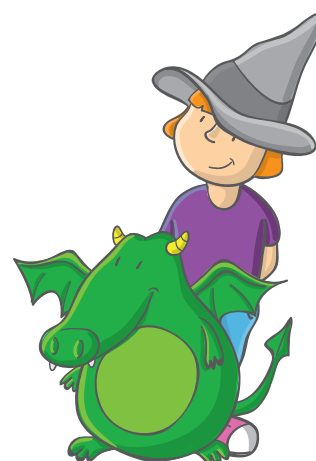
In



Between



Next to



Behind



On



Under

She is between two pumpkins.

She is in a cauldron.

She is between two brooms.

She is next to Duncan.

She is behind Duncan.

Charlie is on her broom.

She is under a large witch's hat.

Exercise 4

Sais-tu dire si tu sais faire les choses suivantes ?

- I can dive under the water. / I can't dive under the water.
- I can fly on a broom. / I can't fly on a broom.
- I can bake cookies. / I can't bake cookies.
- I can leave a message in English / I can't leave a message in English.

Exercise 5

Sais-tu repérer la différence entre [kn], [kæn] et [kant] ?

	[kn]	[kæn]	[kant]
A	X		
B			X
C		X	
D		X	
E			X

Script:

A- I can play tennis.

B- He can't dive under the water.

C- Can you make cookies?

D- Yes, I can.

E- They can't go to Keene

Exercise 6

Sais-tu rédiger une petite annonce ?

REWARD : 20 euros

Missing since September 10th. Sweetie, a nice black and white cat. She is my best friend. If found, please call 03 81 45 76 07. Thank you.

Exercise 7

Connais-tu bien le lexique du thème de Halloween ?

GREEN - WITCH - MONSTER - SKELETON - GHOST - PUMPKIN



Exercise 8

Connais-tu bien les nombres ordinaux en anglais ?

- Julian : 18/08/1966 → August the eighteenth, nineteen sixty-six
- Meredith : 21/12/1977 → December the twenty-first, nineteen seventy-seven
- Chris : 5/10/1988 → October the fifth, nineteen eighty-eight

Exercise 9

Connais-tu bien le lexique nécessaire pour réaliser les Halloween Cookies ?

Dans chaque liste, il y a deux intrus, lesquels ? Entoure-les.

1- Ingredients:

vanilla flour **flower** sugar baking powder **soda** vegetable oil

2- Instructions:

heat bake **cake** drop cool **pool** mix

Exercise 10

Sais-tu utiliser les éléments paratextuels d'un document pour en anticiper le contenu ?

- 1- Cite les 3 éléments paratextuels du texte sur lequel tu as travaillé lors de la séance 6 qui sont présents sur le document ci-dessous.
- une photo
 - une carte
 - le titre du document d'où est extrait l'article

2- Le titre

Exercise 11

Connais-tu bien tes adverbess interrogatifs ?

This is Charlie .	Who
She lives on Great Skellig Island .	Where
She can make pink potions .	What
Hallowe'en is on October 31st.	When
Because there is a festival there	Why

Exercise 12

Sais-tu repérer une information dans un texte ?

There is a Halloween festival in this big city because it has the Guinness World Record for the most Jack-O'-Lanterns in one place at one time.