

CYCLE 3 – NIVEAU 2 – CM2

ANGLAIS

RECUEIL DE DOCUMENTS

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THE ENGLISH ALPHABET



A is for **AMERICA**

N is for **NEW YORK**



B is for **BICYCLE**



O is for **ORANGE**



C is for **COMPUTER**

P is for **PENCIL**



D is for **D.J.**



Q is for **QUEEN**



E is for **ELEPHANT**



R is for **RABBIT**



F is for **FOOTBALL**

S is for **SANDWICH**



G is for **GIRAFFE**



T is for **T-SHIRT**



H is for **HAMBURGER**



U is for **UNIFORM**



I is for **ICE-SKATING**

V is for **VOLCANO**



J is for **JUMPER**



W is for **WASHINGTON**



K is for **KANGAROO**



X is for **XYLOPHONE**



L is for **LONDON**

Y is for **YOGHURT**



M is for **MILKSHAKE**



And Z is for **ZEBRA!**



LES PHRASES DÉCLARATIVES ET INTERROGATIVES

Les phrases déclaratives se terminent par un point, ou des points de suspension. Elles servent à raconter une situation, exprimer un fait ou une idée.

À la forme affirmative, c'est comme en français :

Je retiens...

Sujet + Verbe + Complément

Exemples :

I live in Toulouse.

I = *sujet* ; live = *verbe* ; in Toulouse = *complément*

I come from France.

I = *sujet* ; come = *verbe* ; from France = *complément*

I was at the zoo with my children, Lily and Tom.



Les phrases interrogatives servent à poser une question. En anglais on utilise un auxiliaire et on le place avant le sujet. L'ordre des mots est :

Je retiens...

Auxiliaire + Sujet + Verbe

Exemple :

Where do you live ?

Where = *mot interrogatif* ; do = *auxiliaire* ; you = *sujet* ; live = *verbe*.

Where do you come from ?

Where = *mot interrogatif* ; do = *auxiliaire* ; you = *sujet* ; come = *verbe* (+ from = *complément du verbe*).

Les mots interrogatifs peuvent interroger par exemple sur :

Le lieu	Where	Where do you live ? I live in London.
La personne	Who	Who are you ? I'm Kate.
Le moment	When	When will dinner be ready ? Dinner will be ready at seven o'clock.
La raison	Why	Why do you love me ? Because you are great.

Where were you last Saturday between 7 and 8 pm ?



SONG : LONDON'S BURNING

**London's burning,
London's burning,
Fetch the engine,
Fetch the engine.**

Fire, fire!

Fire, fire!

**Pour on water,
Pour on water.**


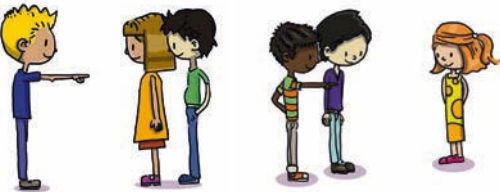

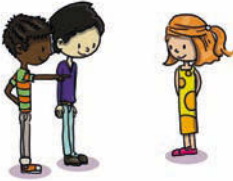
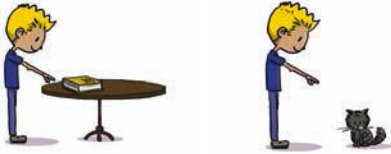




LES PRONOMS PERSONNELS

Les pronoms personnels te permettent de dire par exemple :

J'ai les yeux bleus, Je l'aime, Il vient avec nous ;

I have blue eyes, I love him, He comes with us.

	Pronoms personnels sujet	Pronoms personnels complément
	I I'm John.	Me Do you see me ?
	You (singulier et pluriel) You are my friend.	You (singulier) I can see you . Them (pluriel) I can see them .
	He He is Peter.	Him We can see him .
	She She is Hellen.	Her We can see her .
	It It's a book.	It I can see it .
	We We are friends.	Us It's us .
	They They are friends.	Them We can see them .

Goldilocks and the Three Bears



Once upon a time, a little girl named Goldilocks went into the forest to play. Goldilocks came upon a pretty cottage and went inside.

There were three bowls of porridge on the kitchen table. Goldilocks was hungry so she took a spoonful from the big bowl of porridge, but it was too hot. Then she tried the medium-sized bowl, but it was too cold. Then she tried the small bowl, and it was just right, so she ate it all up.

Goldilocks looked around and saw three chairs. She sat on the big chair, but it was too high. Then she sat on the medium-sized chair, but it was too low. Then she sat on the small chair. It was perfect... but the chair broke!



Goldilocks was tired, so she went to the bedroom. There were three beds. Goldilocks tried the big bed, but it was too hard. Then she tried the medium-sized bed, but it was too soft. Then she tried the small bed, and it was just right, so she fell asleep.



While she was sleeping, the three bears came home. "Someone has been eating my porridge" said Daddy bear. "Someone has been eating my porridge" said Mummy bear. "Someone has been eating my porridge, and they ate it all up", cried Baby bear.

"Someone sat on my chair", said Daddy bear. "Someone sat on my chair", said Mummy bear. "Someone sat on my chair. Now it's broken!", cried Baby bear.

"Someone has been sleeping in my bed", said Daddy bear. "Someone has been sleeping in my bed", said Mummy bear. "Someone has been sleeping in my bed, and here she is", said Baby bear.



Goldilocks was so frightened that she jumped out of bed, ran out the cottage and never came back again.

VISIT TO AMERICA

The United States of America

- | | | | | |
|------------------|--------------------|-------------------|------------------|-------------------|
| 1. Delaware | 2. Pennsylvania | 3. New Jersey | 4. Georgia | 5. Connecticut |
| 6. Massachusetts | 7. Maryland | 8. South Carolina | 9. New Hampshire | 10. Virginia |
| 11. New York | 12. North Carolina | 13. Rhode Island | 14. Vermont | 15. Kentucky |
| 16. Tennessee | 17. Ohio | 18. Louisiana | 19. Indiana | 20. Mississippi |
| 21. Illinois | 22. Alabama | 23. Maine | 24. Missouri | 25. Arkansas |
| 26. Michigan | 27. Florida | 28. Texas | 29. Iowa | 30. Wisconsin |
| 31. California | 32. Minnesota | 33. Oregon | 34. Kansas | 35. West Virginia |
| 36. Nevada | 37. Nebraska | 38. Colorado | 39. North Dakota | 40. South Dakota |
| 41. Montana | 42. Washington | 43. Idaho | 44. Wyoming | 45. Utah |
| 46. Oklahoma | 47. New Mexico | 48. Arizona | 49. Alaska | 50. Hawaii |

The American flag is called “Stars and Stripes”.

50 Stars = 50 States

13 white and red stripes = the first 13 States to federate.



READING A TEXT : THE PLEDGE OF ALLEGIANCE

Every morning in American schools, before lessons start, pupils and teachers say “**The Pledge of Allegiance to the flag of the United States**”. They all say it while standing and keeping their right hands on their hearts.

I pledge allegiance to
the Flag of the United States of America,
and to the Republic for which it stands,
one Nation under God, indivisible,
with Liberty and justice for all.



LE GENRE DES NOMS

Le genre masculin et le genre féminin sont réservés aux êtres humains et aux animaux de compagnie, dans la mesure où ils sont considérés comme des membres de la famille. En fait, on utilise seulement le féminin et le masculin avec des noms propres désignant ces deux catégories d'êtres vivants « **She, he** ».

Helen is my sister. **She** is my sister.

Tom is my brother. **He** is my brother.

★ **Les noms propres désignant un pays ou une catégorie d'objets sont neutres**, puisqu'ils ne sont pas des êtres humains. Leur pronom personnel est « **it** » (*ce, cela*).



London is in England. **It's** in England.

★ **Tous les noms communs sont considérés comme neutres**. Ils n'ont pas de féminin ni de masculin, et on utilise les articles « a », « an » et « the » devant.

The chair is mine. **It's** my chair.



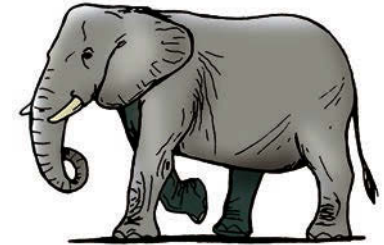
LONDON

★ **On utilise « a » devant les noms commençant par une consonne**. On pourrait le remplacer par « un » ou « une ».

It's a dog.

★ **On utilise « an » devant les noms commençant par une voyelle**.

It's an elephant.



★ **On utilise « the » à la place de « le » ou « la »**.

Paris is the capital of France.

★

Les adjectifs possessifs			
Mon, ma, mes	my	Notre, nos	our
Ton, ta, tes	your	Votre, vos	your
Son, sa, ses	his (masculin), her (féminin), its (neutre)	Leur, leurs	their

UNDERSTANDING A DIALOGUE ABOUT SPORTS

Tyler: Mike, what sports do you like ?

Mike: I like skateboarding with my friends and ice-skating in winter. But I don't like running. What about you Kate ? What sports do you like ?

Kate: I like dancing and playing tennis, but I don't like football ! What about Sean ? What sports does he like ?

Mike: He likes playing rugby and riding his mountain bike. But he doesn't like swimming. What sports does Kirsty like ?

Kate: She likes playing golf with her father and swimming with her friends. But she doesn't like riding her bike. What sports does Berrick like ?

Mike: He likes surfing and playing rugby but he doesn't like playing tennis. What about you Tyler ? What sports do you like ?

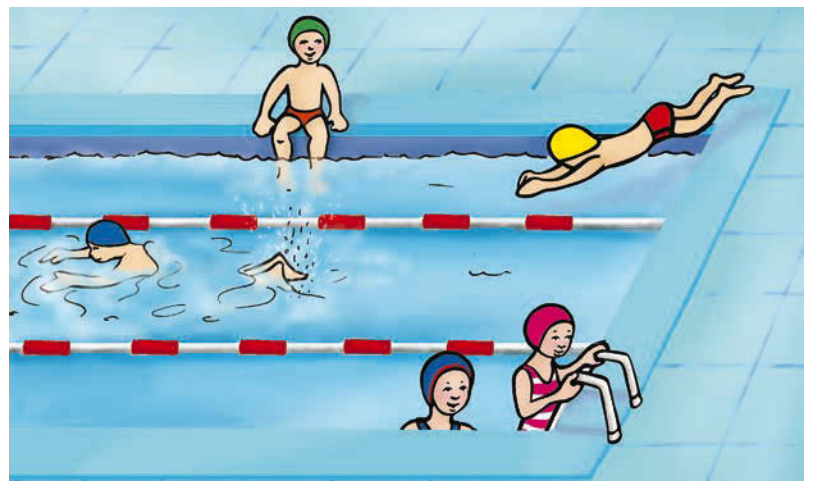
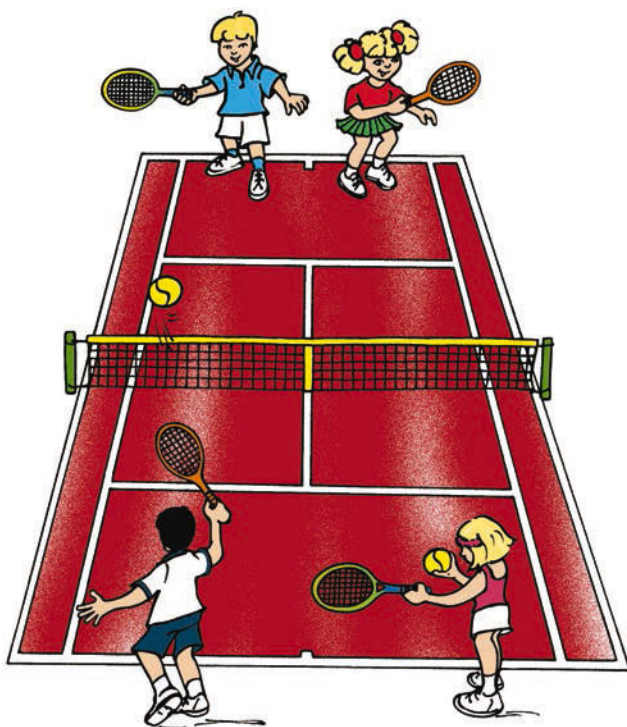
Tyler: I like playing rugby too and I love playing with the All Blacks team. I also like horse riding, but I don't like playing basketball.

Réponds aux questions :

Does Mike like running ?

Which sports doesn't Sean like ?

Who likes horse riding ?



SONG : I LIKE SPORTS

Look, listen, repeat and sing.



I like running, I like dancing,
What about you ?
D'you like playing baseball ?
D'you like playing football ?
I like sports !
I enjoy sports !



I like running, I like dancing
ice-skating, and skiing too.
I don't like play'ng football.
I don't like basketball,
nor swimming,
nor baseball!



METTRE UN GROUPE NOMINAL AU PLURIEL

★ Le pluriel régulier

Pour mettre un nom au pluriel on lui ajoute un **-s** à la fin.

a boy → boys

Si le mot fini par s, x, o, ch ou sh il prend **-es** au pluriel.

a church → churches

Si le mot finit par y au singulier, il se termine par **-ies** au pluriel

a story → stories



★ Le pluriel irrégulier

Certains mots ne prennent **pas de -s** au pluriel, mais **changent d'orthographe**.

a child → children

a foot → feet



★ Les noms qui ne se mettent jamais au pluriel

On ne met jamais au pluriel les noms qui **désignent un liquide, des sentiments ou une matière**.

milk, water, love



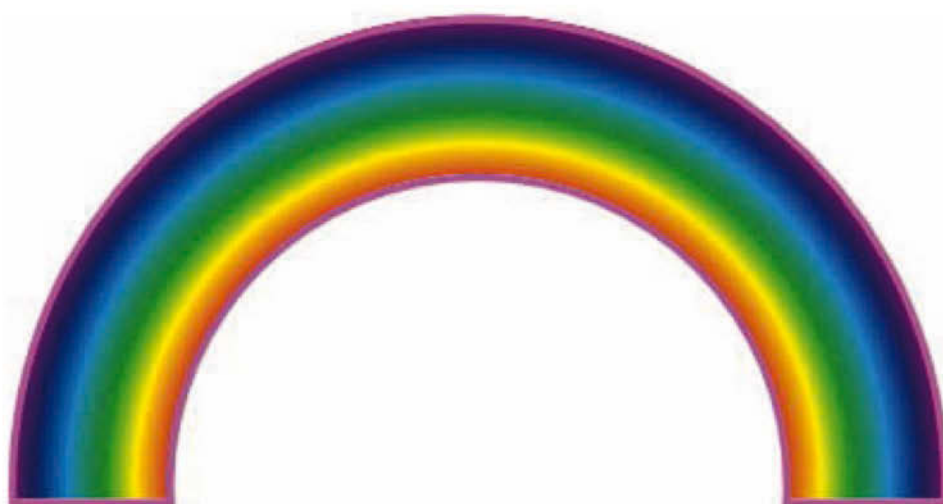
SONG : THE COLOURS SONG

Red and **yellow**, **blue** and black
Blue and black, **blue** and black.

Orange, **purple**, **green** and **white**
Pink, **brown** and grey.

Red and **yellow**, **blue** and black
blue and black, **blue** and black.

Orange, **purple**, **green** and **white**
Pink, **brown** and grey.



UNDERSTANDING A DIALOGUE

★ Look, listen and repeat the dialogue. Help the detective !

Where were you last Saturday between 7 and 8 pm?



I was at the cinema, watching "Robin Hood's Last Battle".



Mrs Jones

I was at the zoo with my children, Lily and Tom.



Mrs Rush

My wife and I were at the Carpet Museum to see "the Oriental Exhibition".



Mr O'Brian

★ Look at the opening hours and find the person who lied.

 <p>Park Zoo Opens every day from 8 a.m. to 8 p.m.</p>	 <p>The Carpet Museum Closed on Mondays Tuesdays-Wednesdays-Thursdays from 2 p.m. to 6 p.m. « <i>Oriental Exhibition</i> » Fridays-Saturdays-Sundays from 10 a.m. to 8 p.m.</p>	 <p>Cinema Paradise Opens every day from 2 p.m. to 10 p.m. Saturdays-Sundays from 10 a.m. to 10 p.m.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="2"><i>Robin Hood</i></th> <th colspan="2"><i>The Wild Sharks</i></th> </tr> <tr> <th>starts at</th> <th>finishes at</th> <th>starts at</th> <th>finishes at</th> </tr> </thead> <tbody> <tr> <td>2 h 00</td> <td>4 h 15</td> <td>7 h 00</td> <td>8 h 45</td> </tr> <tr> <td>4 h 30</td> <td>6 h 45</td> <td></td> <td></td> </tr> <tr> <td>9 h 00</td> <td>11 h 15</td> <td></td> <td></td> </tr> </tbody> </table>	<i>Robin Hood</i>		<i>The Wild Sharks</i>		starts at	finishes at	starts at	finishes at	2 h 00	4 h 15	7 h 00	8 h 45	4 h 30	6 h 45			9 h 00	11 h 15		
<i>Robin Hood</i>		<i>The Wild Sharks</i>																				
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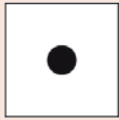
To find the thief that will be arrested by the police, **answer** the 2 questions below :

- 1 Who is the thief that robbed the bank ?
- 2 How can you prove it ?

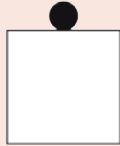
Now **listen**.

LES PRÉPOSITIONS DE LIEU

Je retiens...



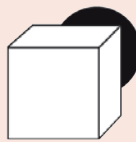
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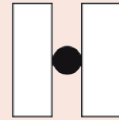
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under



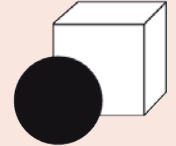
behind



between



next to



in front of

Where is it ?



- ① cat ② mouse ③ spider ④ owl ⑤ pumpkin ⑥ broom ⑦ bat ⑧ hat ⑨ witch

Where is the cat ? The cat is **under** the chair

Where is the mouse ? The mouse **is** in the cup.

EPISODE OF A FAMOUS CHARACTER : ROBERT ROY MACGREGOR

Robert Roy MacGregor!

The legend and the truth about Robert Roy Mac Gregor !

Robert Roy MacGregor is usually known as Rob Roy [Roy = Ruadh in Gaelic language, which means red] because he had red hair. He was born in 1671 next to Loch Katrine.

He was a great soldier and swordsman, fighting for King James II against William of Orange.

He was also a famous and brave cattle man.

At that time, there was a lot of cattle rustling, so he earned money protecting and bringing the cattle from the Highlands to the markets in the Lowlands.

But once, he lost the money and the cattle, and couldn't give it back. The MacGregor Clan were declared outlaws. His house and lands were seized by the Duke of Montrose.

So, he lived as a fugitive, organizing raids on the Duke's lands. He got the reputation of a Scottish Robin Hood, defending the poor.

After he was pardoned, he returned to Balquhider where he died in 1734.

He became a heroic character described in a novel by Daniel Defoe, and also in a novel by Sir Walter Scott. His life was depicted in a film in 1995, with the actor Liam Neeson in the leading part.



VIRELANGUE : TONGUE TWISTER : ROB

**Rob roy, the red-haired rebel,
Robbed the rich and ran away !**

LES FORMULES DE POLITESSE

Entraîne-toi à les dire et à les écrire. Practice writing and saying them.

Hello !	<i>Bonjour</i>
Good afternoon !	<i>Bonne après-midi</i>
Good evening.	<i>Bonsoir</i>
Good night.	<i>Bonne nuit</i>
How are you ?	<i>Comment allez-vous ?</i>
I'm fine.	<i>Je vais bien.</i>
Thank you.	<i>Merci.</i>
You're welcome.	<i>De rien.</i>
What's your name ?	<i>Quel est votre nom ?</i>
My name is...	<i>Mon nom est...</i>
Where do you live ?	<i>Où habites-tu ?</i>
I live in...	<i>J'habite à...</i>
What's your phone number ?	<i>Quel est ton numéro de téléphone ?</i>
Call me.	<i>Appelle-moi.</i>
How was your day ?	<i>Comment s'est passée ta journée ?</i>
My day was good.	<i>Ma journée s'est bien passée.</i>
My day was bad.	<i>Ma journée s'est mal passée.</i>
May I help you ?	<i>Puis-je t'aider ?</i>
Can you help me ?	<i>Peux-tu m'aider ?</i>
Yes, please.	<i>Oui s'il te plait.</i>
No, thanks.	<i>Non, merci.</i>
Thanks for your help.	<i>Merci pour ton aide.</i>
I'm sorry.	<i>Je suis désolé.</i>
Goodbye.	<i>Au revoir.</i>
See you later.	<i>À plus tard.</i>
See you tomorrow.	<i>À demain.</i>
Have a nice day.	<i>Bonne journée.</i>
You too.	<i>Toi aussi.</i>



THE WEATHER FORECAST

The weather forecast

Good morning!

Clouds and rain on most parts of Scotland today!

Thunderstorms in the North, in the Outer Hebrides and the Orkney Islands.

Rain in the West, from the Isle of Skye to the Isle of Arran.

Big clouds in the North East from Inverness to Dundee.

Dry and brighter weather in the South East.

Temperatures rather cool.

Have a nice day!



SONG : INCY WINCY SPIDER

Incy wincy spider

Climbed up the water spout.

Down came the rain

And washed the spider out.

Out came the sun

And dried up all the rain.

So Incy wincy spider

Climbed up the spout again !



REVISING WEATHER FORECAST

The weather pictures



clouds



sun



sun and clouds



rain



wind



thunderstorm



snow

What's the weather like ?

Pour répondre à la question « Quel temps fait-il ? » on utilise les noms de chaque symbole et on répond à la question :

Avec des adjectifs



It's sunny.



It's cloudy.



It's windy.



It's stormy.

Avec des formes progressives, seulement avec des noms qui sont aussi des verbes



It's snowing.



It's raining.

LES PHRASES IMPÉRATIVES

Je retiens...

Pour **donner un ordre** à quelqu'un ou une consigne, on utilise **la base verbale**.

C'est l'**impératif à la deuxième personne du singulier**.

- **Go to the shop.** (*Va au magasin.*)
- **Eat the chicken sandwich.** (*Mange le sandwich au poulet.*)
- **Sit down.** (*Assieds-toi.*)

Pour **interdire** quelque chose, on utilise « **don't + verbe** » :

- **Don't go to the shop.** (*Ne va pas au magasin.*)
- **Don't eat the chicken sandwich.** (*Ne mange pas le sandwich au poulet.*)
- **Don't sit down.** (*Ne t'assieds pas.*)

DESCRIBING WHAT ANIMALS DO

🔍 Look, 👂 listen and 🗣️ repeat.

ostrich



I bend my neck.

owl



I turn my head.

monkey



I clap my hands.

bear



I stand on my feet.

duck



I wiggle my hips.

bull



I stomp my foot.

horse



I kick my legs.

snake



I crawl on my stomach.

EXPRESSING DOUBT

Je retiens...

- ★ Pour dire que **l'on est certain ou certaine** de quelque chose, on utilise l'expression :

I'm sure...

I'm sure it's a cat we can hear.

I'm sure Tom can speak English.

- ★ Quand on veut **exprimer le doute ou une hypothèse**, on peut dire :

I think...

I suppose...

I think it's a cow.

I suppose you're right.

MAKING CORRECT SENTENCES TO SAY WHICH ANIMALS I PREFER



« **BUT** » en anglais = « **MAIS** » en français

- ★ Pour **dire ce qu'on aime ou ce qu'on n'aime pas** on utilise le verbe « **Like** ».

I like dogs. → J'aime les chiens.

- ★ En anglais, cette **phrase** devient **négative** en utilisant la forme : « **don't + like** ».

I don't like dogs. → Je n'aime pas les chiens.

- ★ Pour **énumérer** plusieurs choses, on utilise « **and** » **si la phrase est affirmative**,
« **or** » **si la phrase est négative.**

– I like dogs **and** cats.

– I don't like dogs **or** cats.

- ★ Pour dire ce qu'on **préfère**, on utilise l'expression : « **I prefer** ».

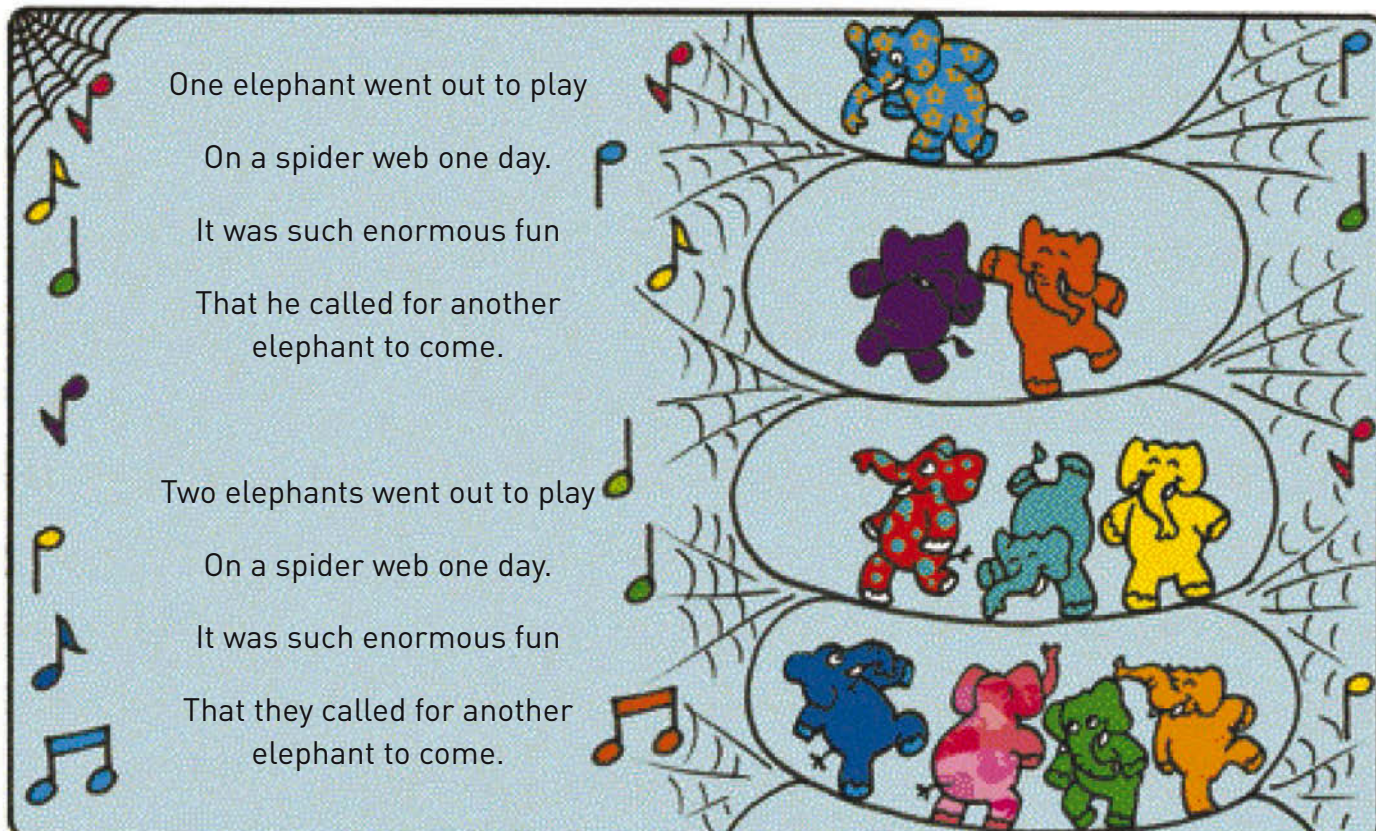
– I like dogs but **I prefer** cats. → *J'aime les chiens mais je préfère les chats.*

- ★ Quand on **déteste** quelque chose, on peut dire :

– I **hate** camels. → *Je déteste les chameaux.*

– I **can't bear** mosquitoes. → *Je ne supporte pas les moustiques.*

SONG: ONE ELEPHANT WENT OUT TO PLAY

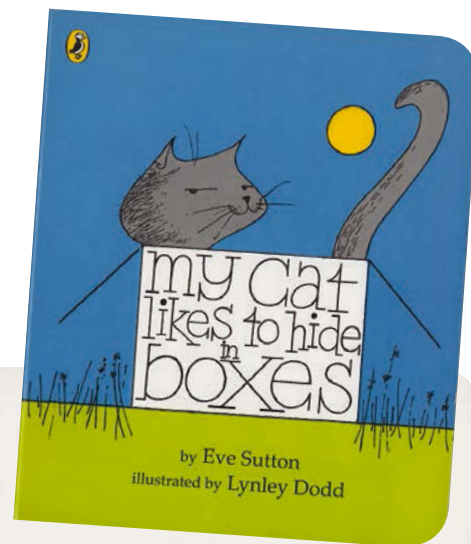


One elephant went out to play
On a spider web one day.
It was such enormous fun
That he called for another
elephant to come.

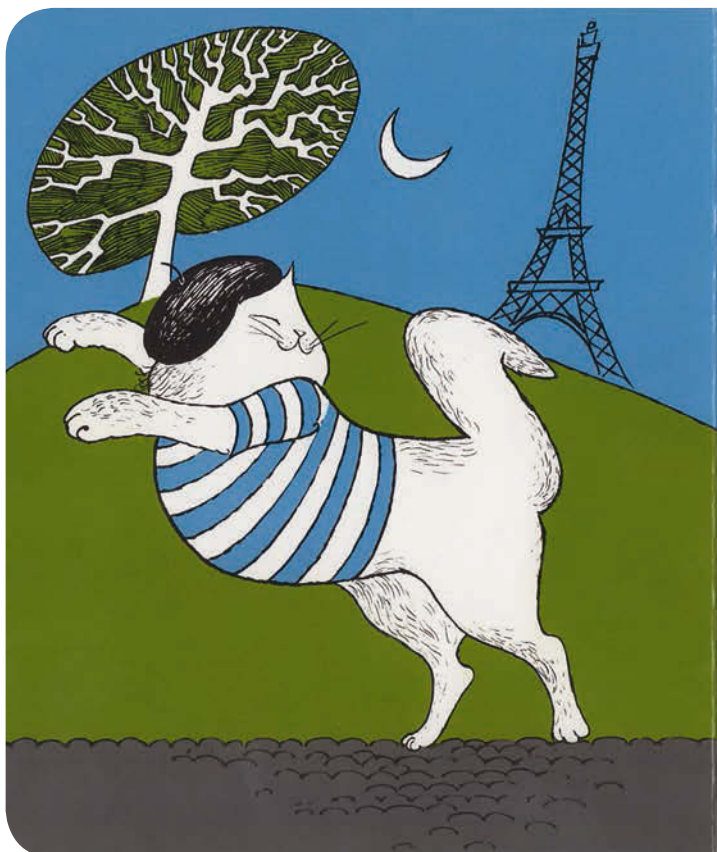
Two elephants went out to play
On a spider web one day.
It was such enormous fun
That they called for another
elephant to come.

The illustration shows a large spider web with musical notes scattered around it. Four groups of colorful elephants are depicted on the web, representing the progression of the song. The first group has one blue elephant with yellow spots. The second group has two elephants, one purple and one orange. The third group has three elephants, one red with white spots, one light blue, and one yellow. The fourth group has four elephants, one dark blue, one pink, one green, and one orange.

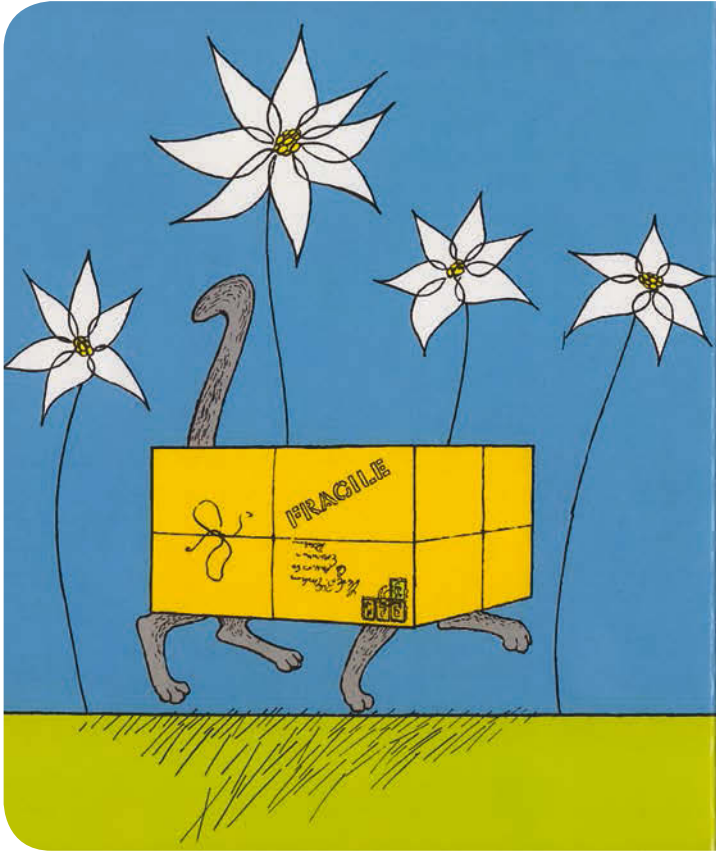
READING A STORYBOOK I
HEARD :
MY CAT LIKES TO HIDE IN
BOXES



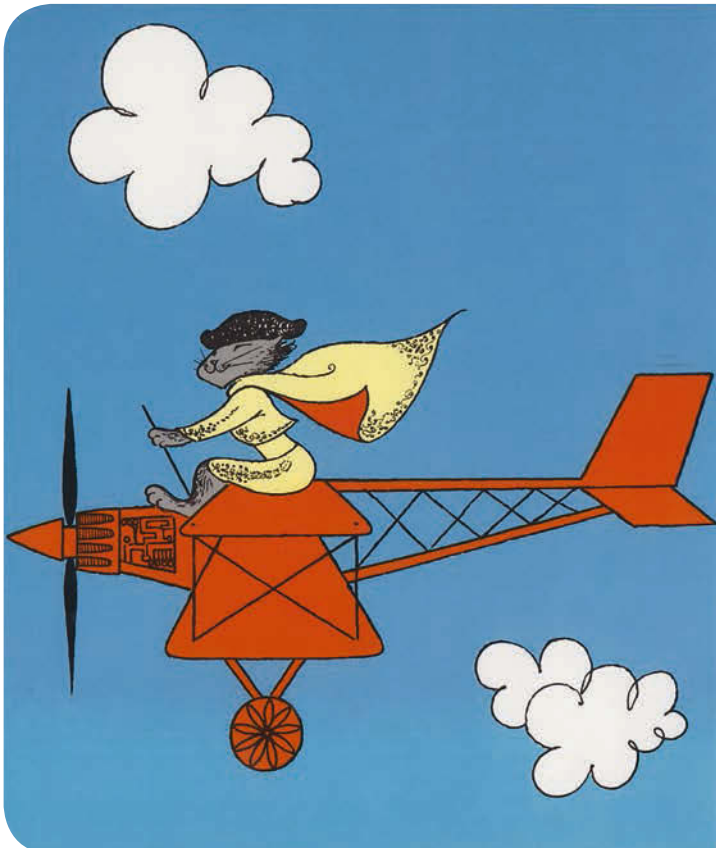
My cat likes to hide in boxes.



The cat from France
liked to sing and dance.



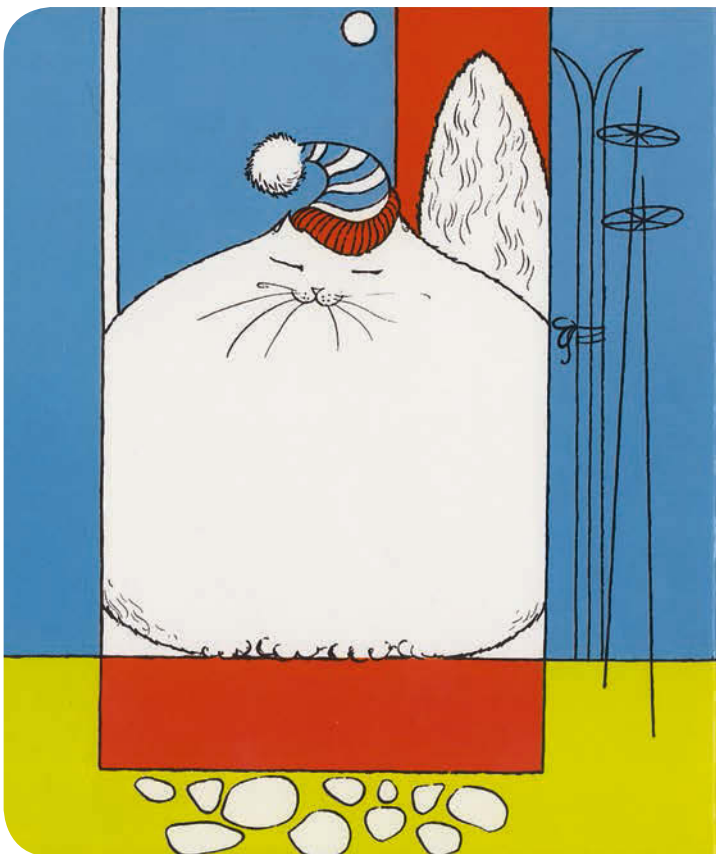
But MY cat likes to hide in boxes.



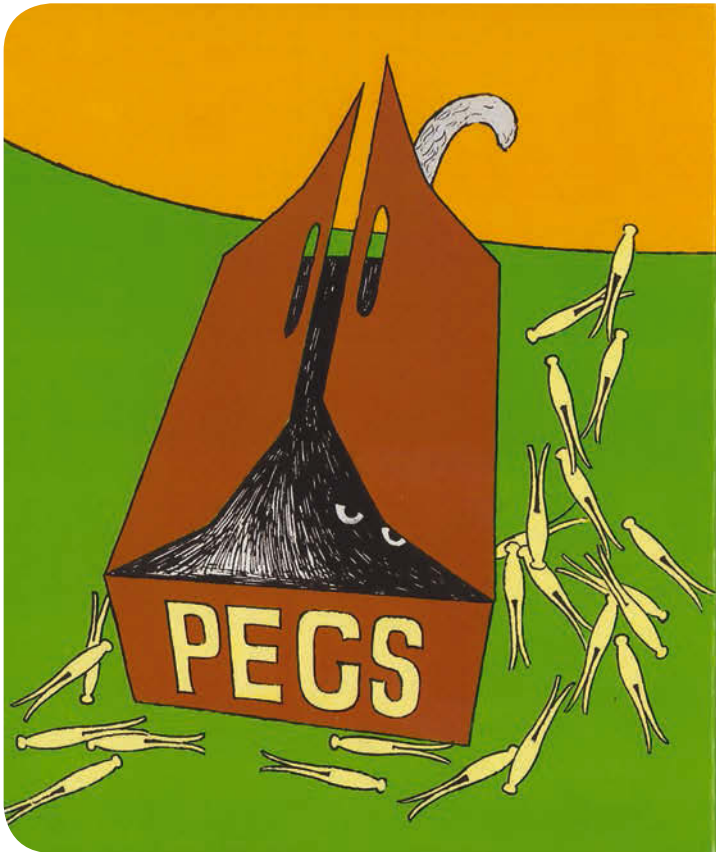
The cat from Spain
flew an aeroplane.
The cat from France
liked to sing and dance.



But MY cat likes to hide in boxes.



The cat from Norway
got stuck in the doorway.
The cat from Spain
flew an aeroplane.
The cat from France
liked to sing and dance.



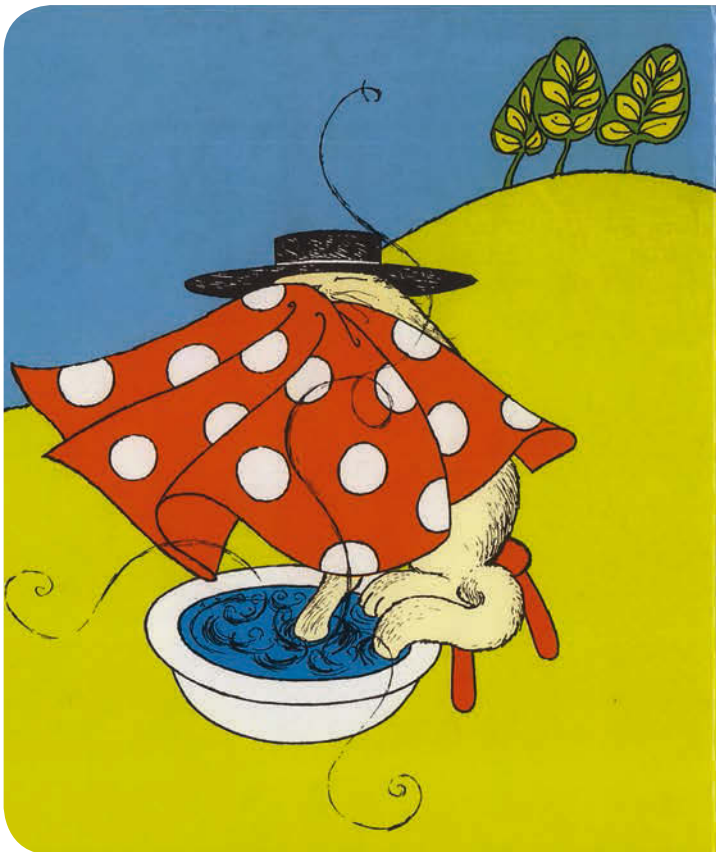
But MY cat likes to hide in boxes.



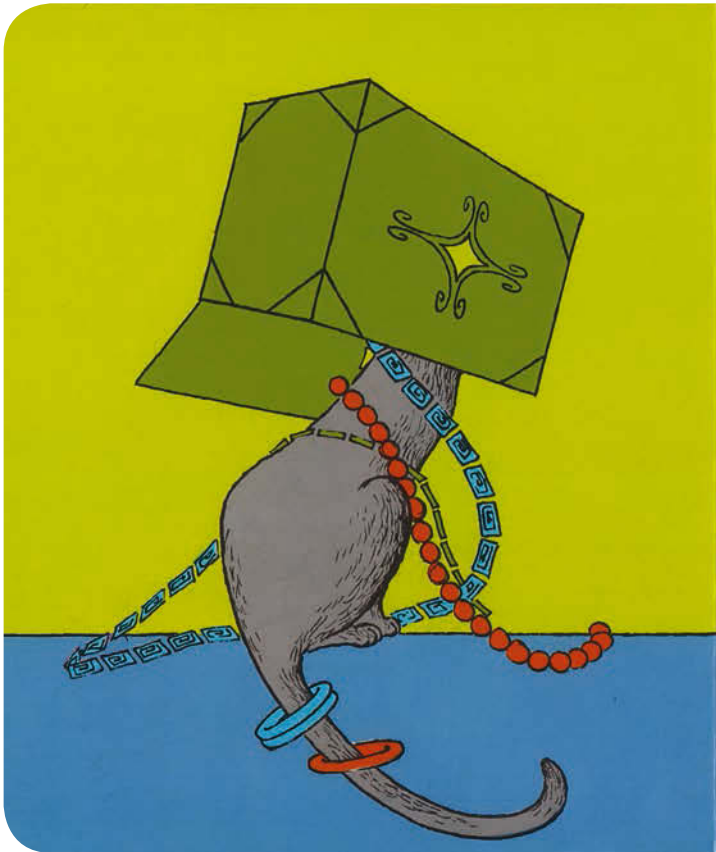
The cat from Greece
joined the police.
The cat from Norway
got stuck in the doorway.
The cat from Spain
flew an aeroplane.
The cat from France
liked to sing and dance.



But MY cat likes to hide in boxes.



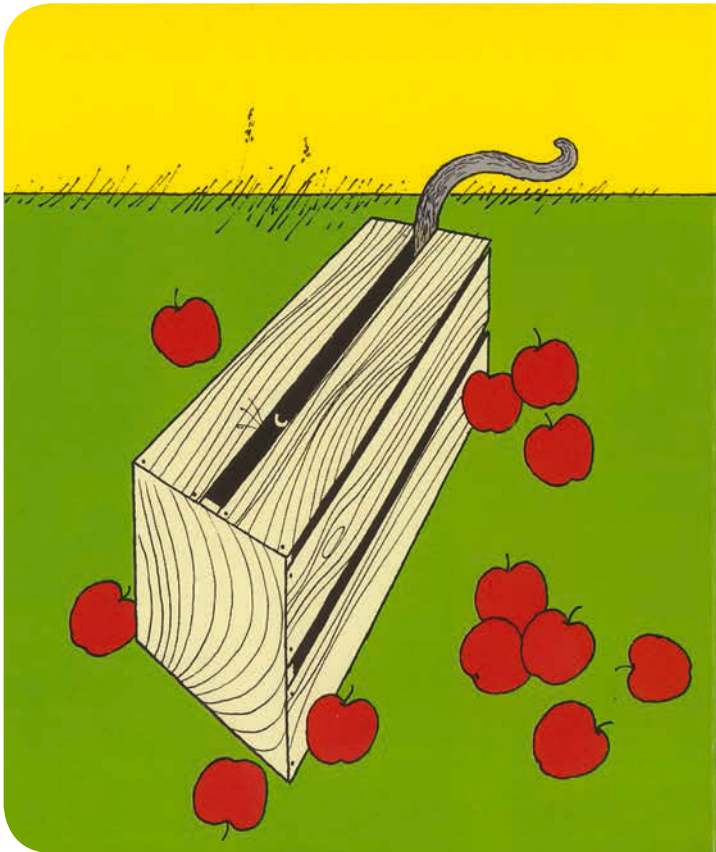
The cat from Brazil
caught a very bad chill.
The cat from Greece
joined the police.
The cat from Norway
got stuck in the doorway.
The cat from Spain
flew an aeroplane.
The cat from France
liked to sing and dance.



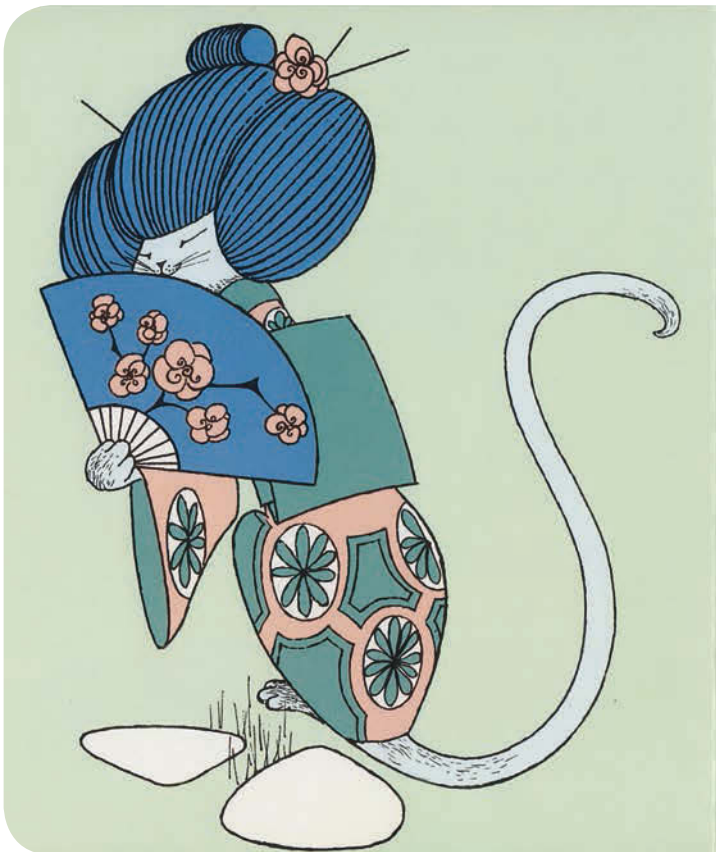
But MY cat likes to hide in boxes.



The cat from Berlin
played the violin.
The cat from Brazil
caught a very bad chill.
The cat from Greece
joined the police.
The cat from Norway
got stuck in the doorway.
The cat from Spain
flew an aeroplane.
The cat from France
liked to sing and dance.



But MY cat likes to hide in boxes.



The cat from Japan
waved a big blue fan.
The cat from Berlin
played the violin.
The cat from Brazil
caught a very bad chill.
The cat from Greece
joined the police.
The cat from Norway
got stuck in the doorway.
The cat from Spain
flew an aeroplane.
The cat from France
liked to sing and dance.



Look at all these clever cats,
cats from Spain, Brazil and France,
cats from Greece, Japan and Norway,
cats who sing and fly and dance . . .

But MY cat likes to hide in boxes.



JE ME SOUVIENS DES MOTS DE LIAISON

I like cats **and** horses.



★ Tu avais déjà remarqué les mots de liaison. Par exemple le petit mot « **and** ». Il permet **d'associer deux parties d'une même phrase**.

On emploie « **and** » pour ajouter une information à une autre, comme en français avec « *et* ».

I like elephants **but**
I don't like cows.



★ On emploie « **but** » pour exprimer **l'opposition**, comme en français avec « *mais* ».

I like monkeys **because**
they are funny.



★ “**Because**” signifie “*parce que*” et s'emploie pour **donner une explication, une cause**.

Do you prefer cats **or**
dogs?



★ Ici le mot de liaison c'est “**or**”, “*ou*” en français. On utilise « *or* » pour **indiquer un choix, une préférence, une hésitation**.

JE CONNAIS LES ADJECTIFS

★ En anglais, **l'adjectif qui qualifie le nom se place toujours devant.**

A **white** cat



A **brown and white** rabbit



★ L'adjectif est **invariable**, il ne s'accorde pas avec le nom. C'est-à-dire qu'on utilise le même adjectif au féminin, au masculin, au singulier et au pluriel.

One **little** dog



Two **little** dogs



★ Quand on utilise un adjectif de couleur et un autre adjectif pour qualifier un nom, **on met toujours l'adjectif de couleur en dernier.**

A little **brown** cat



Module 6 Semaine 2 Atelier 2 Activité 3

★ Quelques **adjectifs qui s'opposent** que tu dois connaître :

clean/ dirty	high/low	long/short	strong/weak
<i>propre/sale</i>	<i>haut/bas</i>	<i>long/court</i>	<i>fort/faible</i>

easy/difficult	full/empty	sweet/ sour	fast/slow
<i>facile/difficile</i>	<i>plein/vide</i>	<i>doux/acide</i>	<i>rapide/lent</i>

new/old	tall/short	beautiful/ugly	wild/ domesticated
<i>neuf/vieux</i>	<i>grand/petit</i>	<i>beau/laid</i>	<i>sauvage/ domestique</i>

★ Adjectifs qui décrivent **les sentiments** ou **le caractère** :

happy	tired	angry	quiet	scared
<i>heureux</i>	<i>fatigué</i>	<i>en colère</i>	<i>paisible</i>	<i>effrayé</i>

thirsty	brave	bad	clever	sleepy
<i>assoiffé</i>	<i>courageux</i>	<i>mauvais</i>	<i>intelligent</i>	<i>somnolent</i>

sick	sad	nervous	hungry
<i>malade</i>	<i>triste</i>	<i>énervé</i>	<i>affamé</i>

DISCOVERING VARIOUS PLACES TO LIVE

Look, listen and repeat.

In Dublin, in the city where Sean lives, you can see different types of houses.



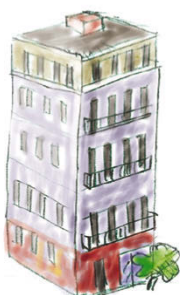
1 a semi-detached house



2 a detached house



3 a cottage



4 a block of flats



5 terraced houses



6 a bungalow

VIRELANGUE / TONGUE TWISTER

Entraîne-toi à redire ce virelangue puis **copie-le** sur ton cahier de bord.

Pretty Kitty Creighton

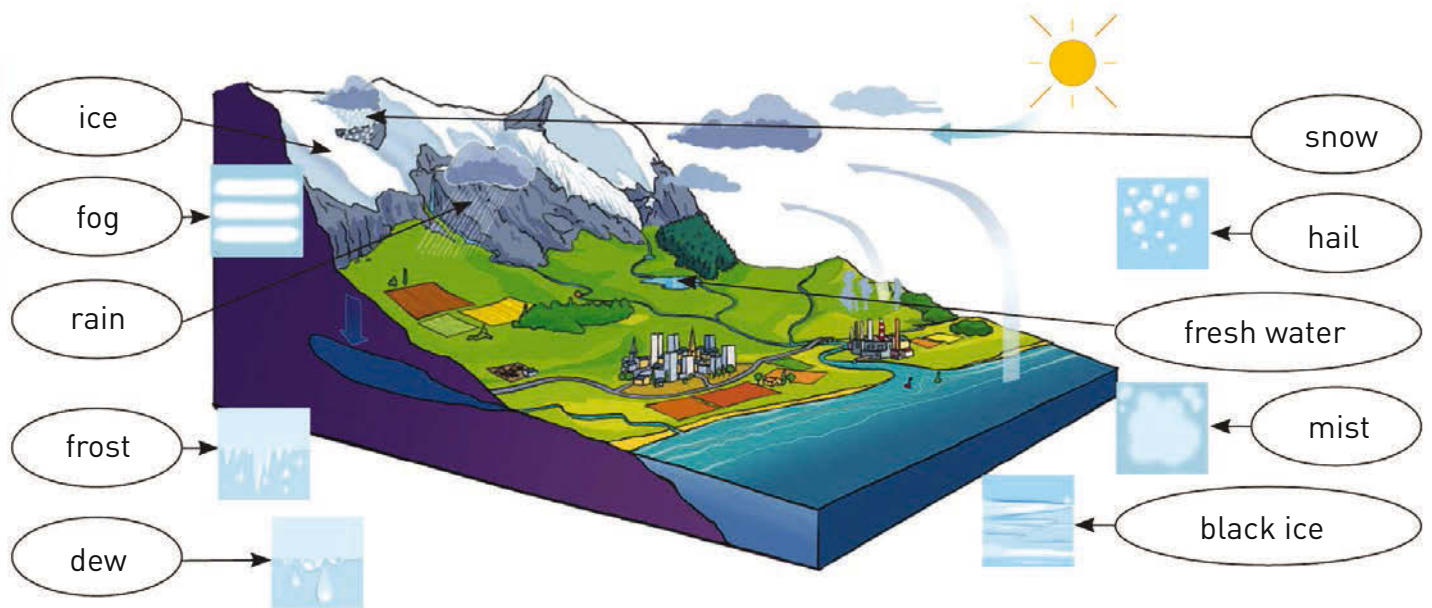
Pretty Kitty Creighton had a cotton batten cat.
The cotton batten cat was bitten by a rat.
The kitten that was bitten had a button for an eye,
And biting off the button made the cotton batten fly.



Module 7 Semaine 1 Atelier 2 Activité 2

JE LIS UN SCHEMA / READING A DIAGRAM

Look, listen and repeat.



Module 7 Semaine 2 Atelier 2 Activité 2

READING A HISTORICAL TEXT : THE OFFICIAL FLAG OF AUSTRALIA

Look, listen, repeat and read.



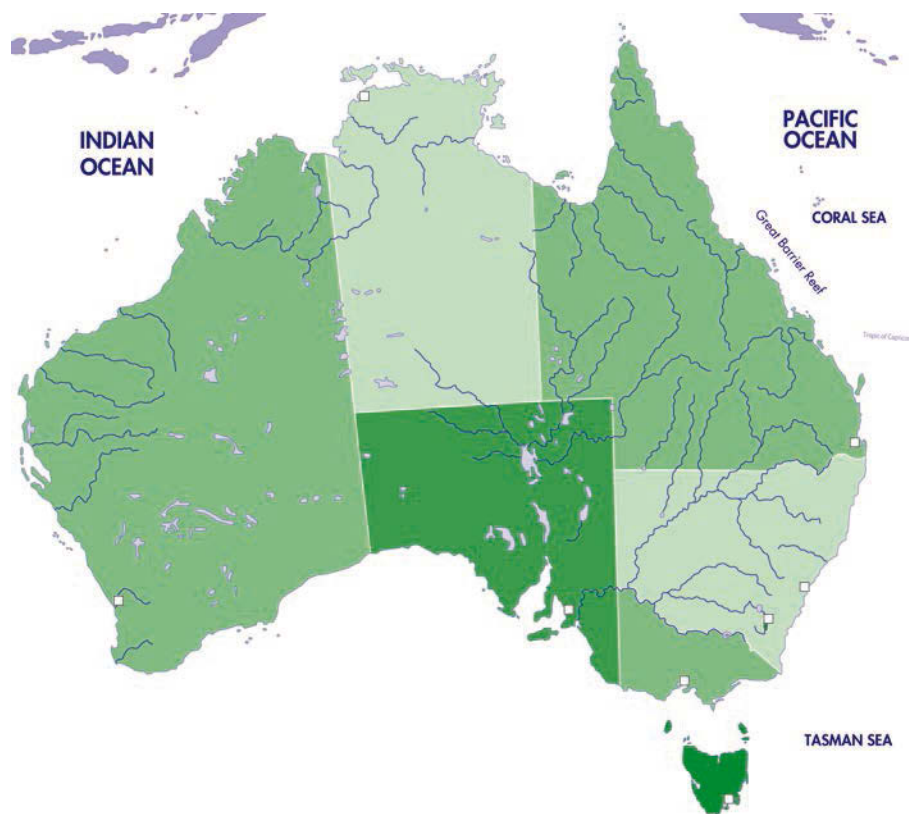
From the first British occupation, in the 1770s, the Union Jack was the official flag in Australia, but on January 1st 1901, the Commonwealth of Australia was formed and a worldwide competition was organized to design a new flag.

On the Australian flag, there is a small Union Jack on the top left-hand corner because Australia is part of the British Commonwealth. Beneath it, there is a large white star with seven points representing the six states and the last point represents the territories. On the right-hand side, there are the five stars of the Southern Cross because this constellation can always be seen in the Australian sky at night.

READING A TEXT :

THEY TRAVEL TO AUSTRALIA

Look and listen.



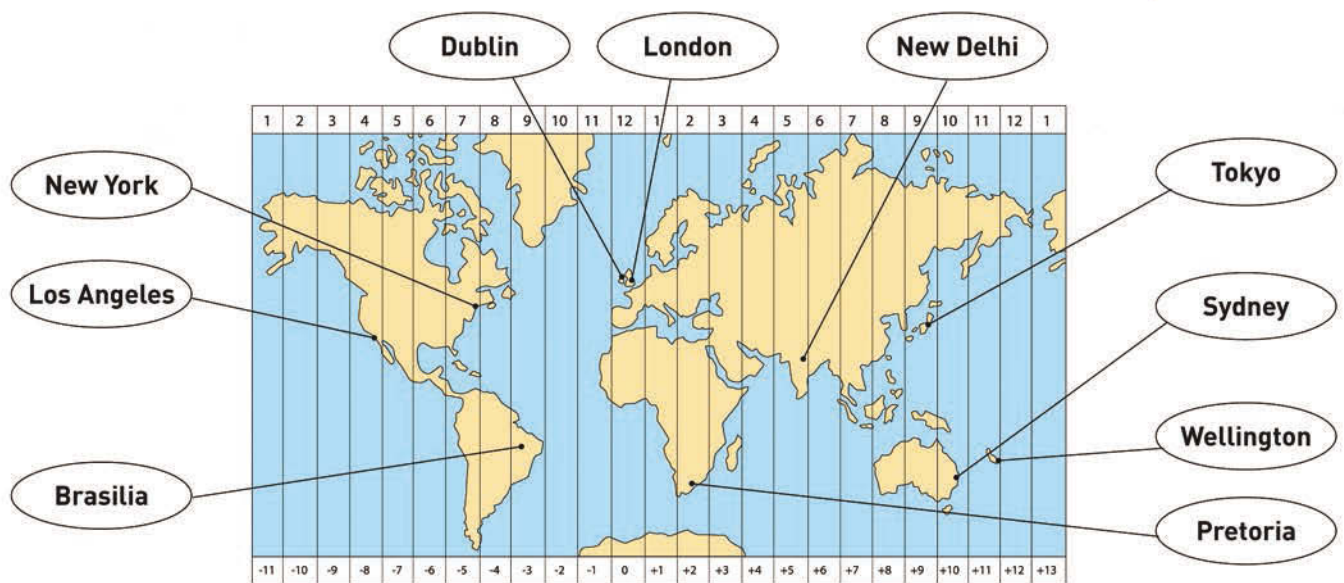
- Wow, my friends ! What a trip from Scotland to Australia ! **says Berrick.**
- Oh yes, it was very long. It's a 24-hour trip from my country to yours ! **says Kirsty.**
- It's amazing ! It's winter in Europe and in all the Northern hemisphere ; but here in the Southern hemisphere, it's summertime ! **says Sean.**
- Yes it's great ! We'll have fun ! **says Kate.**

JE DÉCOUVRE LES FUSEAUX HORAIRES / DISCOVERING THE TIME ZONES

Look at the *International Time Zone Map* and listen.

Then listen and point to the cities.

Kate, Kirsty, Sean, Berrick and Tyler want to call their families to get some news from them. But it's not the same time all over the world !



N.B : Paris et Londres ne font pas partie du même fuseau horaire. Il y a toujours une heure de plus à Paris.

The world is divided into 24 time zones.

The basis is the Greenwich Mean Time (GMT) in London. When it's 1 p.m. in London, it's 8 a.m. in New York.

DES VIR EL AN G U E S / T O N G U E T W I S T E R S

A big black bug bit a big black bear



A cheap sheep is cheaper than a cheap ship



Whether the weather is warm,
Whether the weather is hot,
We have to put up with the weather
Whether we like it or not.



DISCOVERING A WRITER :

AGATHA CHRISTIE

Read and listen.

Her life and career :

Agatha Mary Clarissa Miller was born in Torquay, Devon, England, UK, on September 15th, 1890.

She was a very famous British author ; she's even the world's best-known crime writer. Her books have been translated into more than 100 languages.

She wrote about eighty detective novels, about fifteen plays and 160 short stories. She also wrote books under the name Mary Westmacott. Based on her books, you can find film, television, radio, comics, video games adaptations.



During the First World War, she was a nurse in a hospital. On Christmas Eve 1914 she married Archibald Christie, an aviator in the Army but they divorced in 1928. In 1930, she married Max Mallowan, an archaeologist. She travelled with him.

During the Second World War, she worked in the pharmacy at University College in London. From her different jobs and travels she acquired a medical and geographical knowledge that she used in her books.

In 1968, her husband was knighted for his archaeological work, he became Sir Max Mallowan. In 1971, she was promoted Dame Commander of the Order of the British Empire and became Lady Agatha Mallowan.

She died on January 12th, 1976 aged 85 from natural causes at her home.

Her two well-known characters :

Hercule Poirot is a Belgian detective. As an adult, he joined the Police force.

After the war, he became a private detective. He appears in 33 novels and 51 short stories published between 1920 and 1975. Poirot stories were influenced by Sir Arthur Conan Doyle. At the end of her life, Agatha Christie didn't like Hercule Poirot anymore.

Miss Marple lives in a village and she's frequently knitting jumpers or pulling weeds in her garden. She acts as an amateur detective. She tries to solve mysteries. She has a very logical mind and a good comprehension of human nature.

Until the end of her life, Agatha Christie loved Miss Jane Marple, whereas she didn't like Poirot anymore.



UNDERSTANDING A DIALOGUE: CHOCOLATE COOKIES

Look and listen.



Module 8 Semaine 1 Atelier 2 Activité 2

PREPARING THE INGREDIENTS FOR THE RECIPE



Flour



Baking powder



Chocolate powder



Butter



Salt

Ingredients

3 cups of flour (140 g)
1 teaspoonful of baking powder
2 tablespoonfuls (tbsps) of chocolate powder
A pinch of salt
Some butter (120 g)
2 tbsps. of caster sugar

For the filling

1 tbsp. of chocolate powder
3 tbsps. of black coffee
Some butter (60 g)



A table spoon



A tea spoon







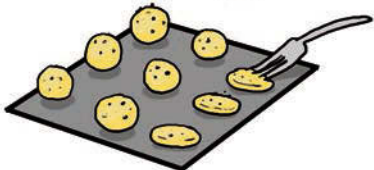


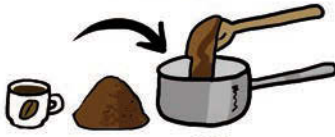


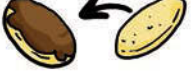
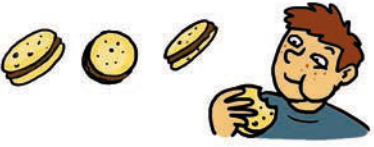
Black coffee



Caster sugar

MAKING THE RECIPE : CHOCOLATE COOKIES

Read, listen and make the recipe.

<p>1 Preheat the oven to 400 degrees F (= 200 degrees C) and grease a baking sheet.</p>		<p>3:00</p>
<p>2 Mix the dry ingredients in a large bowl (flour, baking powder, chocolate, salt).</p>		<p>3 h 05</p>
<p>3 Cream the butter and sugar.</p>		<p>3 h 10</p>
<p>4 Stir it into the flour mixture.</p>		<p>3 h 15</p>
<p>5 Form into balls and place well apart on the greased baking sheet. Flatten with a fork.</p>		<p>3 h 20</p>
<p>6 Bake in the oven for 15 minutes.</p>		<p>3 h 25</p>
<p>7 Allow to cool.</p>		<p>3 h 40</p>
<p>8 Mix the chocolate powder and coffee for the filling, in a small saucepan. Heat gently until they form a thick cream.</p>		<p>4 h 00</p>
<p>9 Allow to cool slightly.</p>		<p>4 h 10</p>
<p>10 Beat in the butter.</p>		<p>4 h 20</p>
<p>11 Sandwich the cookies together with this cream.</p>		<p>4 h 25</p>
<p>12 Eat one or two or three... with a cup of tea!</p> <p style="text-align: center;">Enjoy your Five O'clock Tea!</p>		<p>5 h 00</p>

UNDERSTANDING A POSTCARD

Look, listen and repeat. Then read the postcard aloud (= à voix haute).



DISCOVERING POLITE PHRASES TO START AND FINISH A POSTCARD

Look and read. Listen and repeat.

Standard **opening** and **closing** formulas to friends and family:

Dear Victoria,

Dear Mum & Dad,

Dear Granny & Grandad,

My dear Jane,

My dearest Peter,

With love from...

Love to all.

All good wishes.

Yours sincerely.

Yours ever.



Starting and **ending** a letter.

Thank you for your letter.

It's good to hear from you.

I'm writing to ask how you are.

Just a few lines to say "hello".

I send very best wishes to you all.

I look forward to hearing from you.

I hope you are well.

Say "hello" to Jimmy for me.

DISCOVERING A COMIC STRIP : GARFIELD





Sous la responsabilité du directeur du site de Toulouse
Jean-Christophe Abadie

Chefs de projet
Sandy Deleris
René Défossez
Virginie Paillas

Coordination
Laurent Lépiné

*Le CNED, site de Toulouse,
remercie les nombreuses personnes
qui ont contribué à la réussite de ce projet.
Qu'elles trouvent ici l'expression
de toute sa reconnaissance.*