

My family, my favourite food



My crazy family

There's my mother with green hair
But my father doesn't care.
There's my sister who likes jelly
Every breakfast, lunch and dinner.
And my brother, oh yucky!
Who eats nothing but jelly.
What a strange and crazy family!

But my favourite one of all
Is my crazy uncle Paul.
He can sing, make us fly.
He can jump and jump so high.

[...]

Mother, father, brother, sister
Uncle, aunt, cousins together!
Yes, I love my crazy family!
Yes, I love my crazy, crazy, crazy family!





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**À la fin de cette unité
tu sauras :**

- ✓ donner des informations sur ce que tu aimes ou fais
- ✓ parler de ta famille en la décrivant physiquement
- ✓ dire ce que tu sais faire ou pas

Do you like chocolate brownies?

1 Discover

a) Listen to the poem and repeat.

*Chips are nice.
Chips are yummy.
I like chips in my tummy.*



*Burgers are nice.
Burgers are yummy.
I like burgers in my tummy.*

*Baked beans are nice.
Baked beans are yummy.
I like baked beans in my tummy.*

By Nicola Singyard

Go to your **WB** p. 40

Words

- | | |
|--|--|
| 1 fish | 4 apples |
| 2 baked beans | 5 orange juice |
| 3 chips | 6 water |
| I like  | I don't like  |

b) Look at the picture and say what Molly and Jake like or don't like.

You: I think Molly likes...
I think Jake likes...
They don't like...



2 Imagine

Look at the pictures and talk about Alison's father.

You: Alison's father is... **or** I think he lives in...
or Maybe he likes...



3 Listen and understand

Cover the text and listen to the conversation.

Go to your **WB** p.40

Tactics

En répondant aux questions « qui ? », « où ? » et « quand ? », tu peux comprendre dans quelle situation se trouvent les personnages.



Jake: Good afternoon Mrs Selby. I'm Jake, and this is Ben.

Ben: We are Alison's new school friends.

Mrs Selby: Hello, how do you do?

Boys: How do you do?

Mrs Selby: Come into the kitchen! Alison, there's a surprise for you.

Alison: Oh, hi.

Boys: Hi.

Mrs Selby: Do you like chocolate brownies?

Jake: Oh yummy! Yes, I do. I love them!

Alison: My dad loves them too.

Ben: Where is he? I suppose he finishes work late.

Alison: No, my father doesn't live in England. He lives in the States.

Ben: Does he work there?

Alison: Yes, he does: he's a photographer. He's never here.

Ben: I see... Mrs Selby, we want to go to London with your daughter. We want to explore the Tower of London!

Don't Forget!

He loves brownies.



1 Le présent simple

He **lives** ... He **doesn't live** ...
Does he **live** ...?

2 /s/, /z/ et /iz/
likes loves finishes
/s/ /z/ /iz/

Go to your **WB** p. 42 and explain.

Use What you Know

1 Speak like Jake

Look at the photographs: say what you like and what you don't like.

You: I like eggs. I love sausages. I don't like bacon. I hate coffee.



English breakfast



American breakfast

Words

- 1 an egg
- 2 bacon
- 3 tea
- 4 sugar
- 5 milk
- 6 butter
- 7 marmalade
- 8 maple syrup

2 Speak in pairs

- a) Choose a menu in your workbook p. 43
- b) Find your partner's choice: ask and answer questions. Then take notes in your workbook.

Pupil A: Do you like...?

Pupil B: Yes, I do **or** No, I don't.

- c) Tell the class what your partner likes or doesn't like.

You: He likes... / She doesn't like... / She hates...

Go to your **WB** p. 42

3 Speak for a minute

Pretend one of your friends is an alien. Go to the board and introduce him/her to the class. **Be original!**

You: This is ...He is ...years old. He's got... He lives on Jupiter. He works on Mars. He likes / He doesn't like ...

Tactics

- 1. Réutilise les verbes du dialogue: "like", "love", "work" et "live".
- 2. N'oublie pas le "-s" de la troisième personne du singulier.
- 3. Utilise des noms de planètes: "Jupiter", "Mars", "Mercury", "Saturn", "Venus", "the moon", "the sun".
- 4. Utilise ce que tu as appris auparavant si tu en as besoin: "He is... years old". "He's got...".



■ Le présent simple

- Tu utiliseras le présent simple :
 - pour parler des caractéristiques de quelqu'un (ce qu'il aime, où il habite, ce qu'il fait dans la vie...) :

*They **live** in Kingston. I **like** chocolate brownies.
He **works** in a bank.*

- pour parler des intentions et des pensées de quelqu'un.
 - We **want** to invite Alison. I **think** he is American.*

- À la forme affirmative, à la troisième personne du singulier (= she / he / it), il suffit d'ajouter un **s** à la base verbale pour conjuguer le verbe
 - My father **lives** in the States.*

Il faut ajouter **es** après **go** et les verbes finissant par les consonnes **-ch** et **-sh**.

*Alison **goes** to Kingston Secondary School.
Jake **watches** his DVDs on his computer.*

- À la forme interrogative, on emploie l'opérateur **do** (**does** à la troisième personne du singulier).
- À la forme négative on utilise les contractions de **do** ou **does** avec le marqueur de négation **not**: **don't** et **doesn't**.

Forme interrogative	Forme négative
<i>Do you know Mr Selby?</i>	<i>No, I don't. I don't know him.</i>
<i>Does Alison live with her father?</i>	<i>No she doesn't. She doesn't live with her dad.</i>

- ⚠ **Attention !** À la forme interrogative, à la troisième personne du singulier, le verbe ne se conjugue pas, car **does** porte déjà le **s**.
*Does she **go** to school ?*

Vérifie que tu as compris

Exercice 1

Récris ces phrases affirmatives en conjuguant le verbe entre parenthèses au présent simple. Change de forme quand cela est nécessaire.

- We (**love**) carrot cake.
- Mrs Selby (**live**) in Kingston.
- His parents (**work**) in a bank.
- She (**go**) to school at Kingston Secondary.
- Ben and Jake (**want**) to invite Alison.

Exercice 2

Complète ces questions avec **do** ou **does** et réponds-y.

- ... Jake and Ben know Alison's father?
- ... Molly like chocolate brownies?
- What ... Ben want?
- Where ... Alison's father live?
- ... you like chocolate brownies?

Exercice 3

Toutes ces phrases sont à la forme négative du présent simple.

Complète-les avec **don't** ou **doesn't**.

- He ... live in England.
- No, I ... know them.
- They ... want to go shopping this weekend.
- Alison's mother ... think it is a good idea.
- We ... work in a hotel, we work in a restaurant.

ENGLISH Lab

■ Apprends à prononcer le «s» de la troisième personne du singulier.

- Écoute ces phrases :
*Jake likes brownies.
He loves pancakes.
Ben's dad finishes work at 5.*

Le **-s** final se prononce de trois façons différentes.

/s/	/z/	/ɪz/
comme dans <i>likes</i> et <i>works</i>	comme dans <i>loves</i> et <i>lives</i>	comme dans <i>finishes</i>

■ Entraîne-toi.

- Lis ces phrases à voix haute en tenant compte de la bonne prononciation du «s» de la troisième personne du singulier.

- Mrs Selby's husband lives in the States.*
- Alison's dad works in New York.*
- She finishes school at 3.*

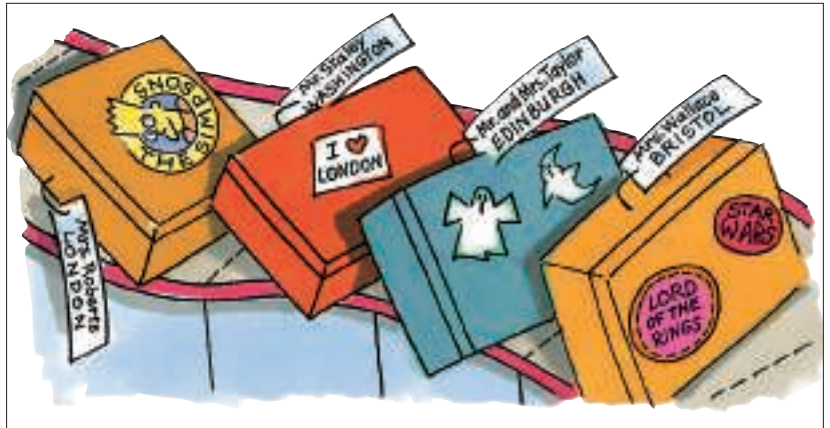
➡ Go to your **WB** p. 43

The man with purple hair

1 Remember lesson 1

Look at the suitcases: say where these people live and what they like.

You: Mrs Wallace lives...
She likes...



2 Discover

How well do you know the characters in your book?

Listen and find who it is.

She's tall. She's got long brown hair.
She's got blue eyes. Who is it?...

You: I think it's...

Go to your **WB** p. 45

Words



a tall man



a small boy



a beard



eyes



brown hair



dark hair



red hair



blond hair

3 Imagine

Imagine what there is in Alison's family album.

You: I think there's a photo of ...
or I think he / she's got ...





4 Read and understand



Look at the pictures in Alison's family album and read her notes.

Go to your **WB** p. 45

This is me when I was a little girl with my curly hair.



1

2



This is Auntie Mary, dad's sister. She is a nurse. She's got big blue eyes just like me. She's got a guitar in this photo but she doesn't like music.



3

The man with purple hair is my dad. He's got a beard in this photo. He looks like a disco star. The woman next to him is my mum. She's got long hair in this photo.

4



My new friends: from left to right Deepa, Jake and Ben. The boy with glasses is Jake. He's really cute.

Don't Forget!

The man with purple hair is my dad.



1 Les déterminants
The boy with glasses...
He's got a beard...
She doesn't like \emptyset music.

2 Le son [ɜ:]
curly purple girl

Go to your **WB** p. 47

Use What you Know

1 Write like Alison

Look at the portraits and describe them.

You: This is She has got ... hair and ... eyes.
She is ...

Go to your **WB** p. 48

Jake's mum



Alison's mum



2 Speak in pairs

Pupil A chooses one of the suspects.

Pupil B asks questions to pupil A and finds out who robbed the bank.

Pupil A: Has he got short hair?
or Has he got a beard?

Pupil B: Yes, he has.
or No, he hasn't.

Go to your **WB** p. 48



suspect 1



suspect 2



suspect 3

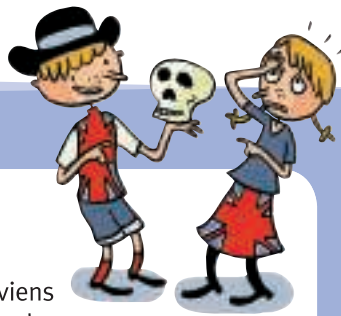
3 Write a few lines

Write about someone in the class. Exchange your notes, read and find out who it is.

You: He / She is ... years old.
He / She has got ... hair.
He / She has got ... eyes.

Tactics

1. Utilise le vocabulaire de la leçon pour décrire ton camarade ("dark / blond hair", "short / long curly hair", "big / small brown eyes").
2. Fais attention à l'utilisation des déterminants : "a(n)", "the" ou "Ø".
3. Sers-toi de ce que tu as vu dans les leçons précédentes pour étoffer ta description : "he lives" ... "he likes" ...
4. Utilise les formes verbales appropriées : le verbe "be" pour l'âge, "have got" pour la description, le présent simple pour les généralités.



■ A, AN, THE et l'article Ø

• Tu utiliseras l'article indéfini **a** pour désigner un objet ou une personne dont tu viens de remarquer la présence ou dont tu indiques la présence à ton interlocuteur.

*There's **a** skull in his hand!*

*Dad! There's **a** spider in the bathroom!*

• Tu l'utiliseras aussi pour désigner un élément d'un ensemble, et donc pour dire la profession de quelqu'un.

*Can I have **a** biscuit? My uncle is **a** pilot.*

! **Attention!** Devant un mot commençant par un son voyelle, **a** devient **an**.

a + mot commençant par une consonne	an + mot commençant par un son voyelle
a photoalbum	an album
a nurse	an engineer
a star	an actress

• Le pluriel de **a(n)** est l'article **Ø**.

*There are **Ø** spiders in the bathroom!*

*He is wearing **Ø** purple trousers.*

• Tu utiliseras l'article défini **the** pour désigner un objet ou une personne déjà repérés ou clairement identifiés.

*Can you see **the** skull in his hand?*

*Who is your dad? The man with **the** purple trousers?*

■ Les adjectifs épithètes et attributs

• Tu utiliseras les adjectifs épithètes ou attributs pour décrire une personne ou un objet.

• Les adjectifs **épithètes** sont toujours placés **avant le nom** qu'ils qualifient. Ils sont toujours invariables. Lorsqu'il y a plusieurs adjectifs, c'est celui qui qualifie le plus le nom qui se trouve le plus près de lui.

*Molly's **a nice little** girl.*

• Tu utiliseras les adjectifs **attributs** **après le verbe be**, pour mettre l'adjectif en valeur.

*His eyes are **blue**.*

Vérifie que tu as compris

Exercice 1

Complète ces phrases avec **a**, **an** ou **Ø**.

- Daddy! There's ... enormous spider in the bathroom!
- Look! There's ... nice book about my favourite singer.
- I was ... adorable baby.
- He likes ... apples.
- It's ... horrible photo!

Exercice 2

Complète ces phrases avec **a** ou **the**.

- From here, I can see ... Tower of London.
- Elizabeth II is ... Queen of England.
- Once upon a time, there was ... princess.
- He's ... very good singer.
- My grandfather is ... man next to ... statue.

Exercice 3

Reformule ces phrases comme dans l'exemple.

► *His jacket is green.*

He's got a green jacket.

- Her hair is long.
- Molly's brother is funny.
- Jake's father is very strict.
- My aunt's eyes are big and brown.
- Molly's photo album is very nice.

ENGLISH Lab

■ Apprends à reconnaître le son [ɜ:]

• Écoute ces phrases :

My Dad's got purple hair. – Alison's aunt is a nurse.

Some little girls have got curly hair.

• Les voyelles « u », « e », et « i » peuvent se prononcer [ɜ:] lorsqu'elles sont suivies de la lettre "r".

-ur	-ir	-er
<i>nurse – curly – purple</i>	<i>girl – sir</i>	<i>her – expert</i>

■ Entraîne-toi.

• Lis ces phrases à voix haute en tenant compte de la bonne prononciation de «ur», «ir», et «er».

- Bernie's got curly purple hair.*
- That girl's bird is purple.*
- Her nurse is an expert.*

➡ Go to your **WB** p. 48

Ghosts can fly!



1 Remember lesson 2

Choose a name in the list. Describe the person. The class must guess who it is.

David Beckham

Harry Potter

Queen Elizabeth II

Britney Spears

You: He / She is ...

He / She has got ... hair. I think he / she has got ... eyes.

He / She is a(n) ...



2 Discover

a) Listen, repeat, and act out the chant.

*I can touch my toes
Can you do it?
Yes, I can*



*I can wink an eye
Can you do it?
Yes, I can. (...)*



b) Look at the pictures of Ben. Say what he can or can't do.

You: I think he can... / can't...

Go to your **WB** p. 50



1



2



3



4

Words

- 1 swim
- 2 play football
- 3 sing
- 4 cook



3 Imagine

Imagine what Molly, Ben and Alison can see.

You: I think they can see...



4 Listen and understand

Cover the text and listen to the conversation.

Go to your **WB** p. 50

Tactics

Utilise tes connaissances grammaticales pour retrouver les mots non accentués, difficilement perceptibles.



Ben: Watch out, Jake. These birds are dangerous.

Jake: No, they aren't. They can't fly. Come on. Let's go and see the Crown Jewels.

Molly: Look up there! I can see two ghosts in the window!

Jake: She can see ghosts now! Come on, Molly! Ghosts don't exist!

Molly: Yes they do! They can run and they can fly!

Alison: A door! Hey, let's go in!

Jake: Hold on! We can't open that door!

Ben: Oh look! What's this?

Molly: It's a ring. It's a queen's ring!

Ben: No, it's plastic...

Alison: It's beautiful! Can I have it?

Jake: Sure. A souvenir from the Tower of London.

Don't Forget!

I can see two ghosts in the window.



1 CAN et CAN'T (2)

Ghosts **can**...

We **can't**...

Can I ...?

2 [ka:n] et [ka:nt]

can can't

[ka:n] [ka:nt]

Go to your **WB** p. 52 and explain.

Use What you Know

1 Speak like Molly

Look at the pictures and say what sport you can or you can't do.

You: I can ... / I can't ...



1



3



5

windsurf



6

ride a horse



2



4

do judo

2 Speak in pairs

How artistic are you?

Ask your partner questions and find out if he/she is an artist or not.

Pupil A: Can you ...?

Pupil B: Yes, I can. / No, I can't.

Pupil A: I think ... is very artistic / not very artistic because he can ... / he can't...

Go to your **WB** p. 52

3 Speak for a minute

Draw a robot. Show it to the class and say what it can do.

You: Look at my robot. It's incredible! It can... And it can... It can't... but it can...

Tactics

1. Utilise les verbes d'action vus dans la leçon. Demande au professeur les mots que tu ne connais pas.
2. Utilise "can" et "can't" pour exprimer la capacité ou l'incapacité à faire quelque chose.
3. Utilise les adjectifs "great", "excellent", "incredible", "crazy", etc. pour rendre ta description plus convaincante.



■ CAN / CAN'T (2)

- **Can** exprime la possibilité, **can't** l'impossibilité. Tu utiliseras **can** ou **can't** :
 - pour dire ce qu'une personne est **capable de faire ou pas**.
*They **can't** fly!*
*I **can** see two ghosts!*
 - pour faire un commentaire sur la **probabilité ou l'improbabilité de quelque chose** (tu utiliseras alors **can + be** ou **can't + be** suivi d'un adjectif).
*My grandfather **can** be very silly sometimes!*
*It **can't** be true!*
 - pour formuler **une demande** ou demander **une permission**.
Can you give me the torch?
Can I have it?
- **Can** est un **auxiliaire de modalité**. Aux formes affirmative (**can**) et négative (**can't**), il se place entre le sujet et le verbe. À la forme interrogative, il se place avant le sujet suivi du verbe.
- ⚠ **Attention ! Can** et **can't** ne se conjuguent jamais et sont suivis de la base verbale sans "s" même à la troisième personne du singulier.
He can sing.

Vérifie que tu as compris

Exercice 1

Complète ces phrases avec **can** ou **can't**.

- This ring ... be the Queen's ring! It's plastic!
- I ... run very fast: 60 metres in 10 seconds!
- ... I have some bread, please?
- You know, my little brother ... be a pest sometimes!
- I ... speak German but I ... speak English very well.

Exercice 2

Pose les questions qui ont provoqué ces réponses.

- No, I can't see the lake.
- Yes, I can dance very well.
- Yes, of course you can have a glass of water.
- No, I'm sorry, you can't have this knife. It's too dangerous.
- No, I can't hear you. Speak up, please!

Exercice 3

Traduis en anglais, en utilisant **can** ou **can't**.

- Est-ce que tu sais chanter ?
- Je ne te vois pas ! Où es-tu ?
- Monsieur, est-ce que je peux ouvrir la fenêtre ?
- On peut regarder *Le seigneur des anneaux* sur mon ordinateur !
- Mon frère peut être vraiment bête parfois !

ENGLISH Lab

■ Apprends à prononcer **can** et **can't**

- Écoute ces phrases.

*Ghosts can fly. Can they run?
Yes, they can but they can't speak.*

- **Can** se prononce de trois façons différentes.

[kn]	[kæn]	[ka:nt]
<ul style="list-style-type: none"> • Dans les phrases affirmatives: <i>They can fly.</i> 	<ul style="list-style-type: none"> • Dans les questions : <i>Can I have it?</i> • Dans les réponses courtes affirmatives: <i>Yes, I can.</i> 	<ul style="list-style-type: none"> • Dans les phrases négatives : <i>We can't go in there.</i>

■ Entraîne-toi.

- Lis ces phrases à voix haute en tenant compte de la bonne prononciation de **can**.

- I can sing but I can't dance.*
- Can Ben swim? Yes, he can but he can't cook.*
- Can cats catch birds?*
- She can't play the guitar but she can play the piano.*

➡ Go to your **WB** p. 53

My project

Draw a family tree

Read and say

- 1 Look at Dee's family tree on p. 65.
Has she got a large family?
- 2 Read about Dee.
Where is she from?

Read and write

- 3 Read about the members of Dee's family.
 - a. Write a sentence to compare Dee's mum and dad. Use **but** to express differences.
 - b. Write a sentence about Dee and her cousins. Use **but** to express differences.

Read and do

- 4 Look at the photograph of Prince William and read about him to draw the royal family tree.

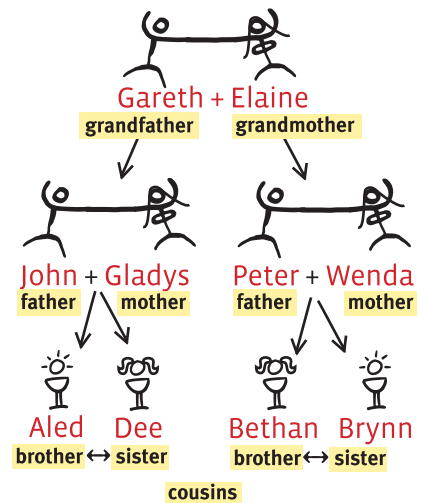


Hello. I'm Prince William of Wales.
I'm a member of the British Royal Family.
I'm heir to the throne after my father.
I have one brother and five cousins.
I'm interested in lots of things but my favourite subjects are Arts History and geography. I'm a good swimmer. I also play football and tennis. I'm left-handed!

- a. Find more information about Prince William's family. Take notes.
- b. Draw his family tree.
- c. Choose three members of the royal family and write about them (brothers and sisters, favourite sports, hobbies, etc.).
- d. Present your work to the class.

Use these weblinks to help you with your project

<http://www.princeofwales.gov.uk/princes/william/>
<http://www.royal.gov.uk/output/page331.asp>



Our cousins Bethan and Brynn

They are really nice. They don't live in Swansea, they live in north Wales.

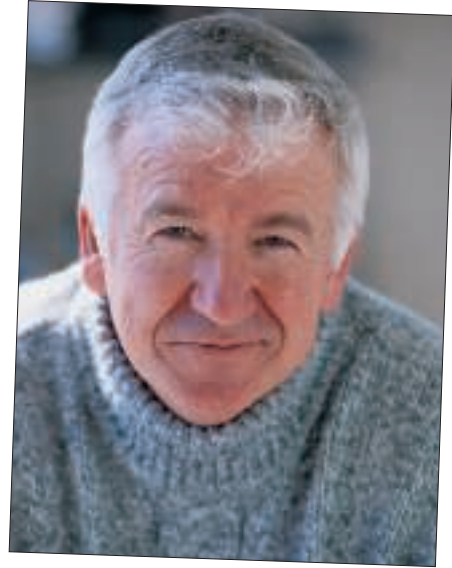
My family tree



Hi everyone! I'm **Dee Evans**. I'm from Swansea in south Wales. This is my family tree.

My grandpa

Gareth is 65 years old. He is a great musician. He can sing very well and he can play the accordion. I like his voice.



My brother

He is called Aled. He is only seven. He has got freckles like me.



My mum, Gladys

She likes music too. She can sing and play the piano. She isn't a great rugby fan! Mum has got green eyes and light brown hair.

My dad, John

His name is John. He isn't musical at all. He can't sing! He's crazy about rugby though: he's a great Neath Swansea supporter.