

Lockdown activities – 5ème

About me



Hello. **My** name is Alan. **I**'m 12 years old and **I** live in Queenstown, New Zealand. **I** live with **my** parents, **my** older brother Joey and **my** younger sister Tammy. **My** father, Tom, is a dentist. **He** works with **my** uncle Sam, **his** brother. My mother, Steffy is a middle school teacher. **She** teaches math.

Every day, **I** wake up at 6:50am and **I** get up at 7:00am. Except for the weekend! **I** take a shower, **I** get dressed and **I** go to the kitchen to have breakfast with **my** siblings. Usually, **I** drink a cup of hot chocolate and **I** eat toasts with butter, or **I** have cereal.

At 8:00am **I** take the bus to go to school. In the bus, **I** meet up with **my** best friends, Lisa and Josh. **We**'re in the same class in 7th grade. **They**'re very cool! **It** takes **us** 20 minutes to get to school. **My** school's name is Maa Middle School. **It**'s a nice school. **It**'s the biggest school in my town. **I** really like it. **My** head teacher's name is Mrs. Cooky, **she's** **my** I.T. teacher. **She's** cooler than M. Chay.

On Monday morning, school starts at 8:30am. **I** have Math and Biology classes, and recess is at 10:30am. **It** lasts 15 minutes. **I** play with **my** friends, and **we** talk about a lot of things. Then, **I** have P.E. for 1.5 hour. At 12pm **it's** lunchtime! **I** love the food here, **it's** delicious! Lunchbreak lasts 1.5 hour. In the afternoon, **I** have French and music classes. School ends at 3:45pm.

I go home at 4:15pm and **I** do **my** homework. **I** like English and music, but **I** don't like sciences. **It's** difficult! At 5:30pm, **it's** time for dance practice. **I** like dancing very much and **it's** good for **me**.

I go home and **I** have dinner with **my** family at 7:00pm. After, **I** brush **my** teeth, **I** put on **my** pajamas, and **I** watch TV. **I** go to bed at 8:10pm. **I** read **my** book and **I** go to sleep at 8:40pm.

I'm more tired on Mondays than on Tuesdays because **I** go dancing.



1. True or False – Donner la bonne réponse quand la phrase est fausse.









- ~ Alan has 3 siblings. **T – F** He has an older brother Joey and a younger sister Tammy.
- ~ He is American. **T – F** He's from New Zealand.
- ~ His mother is a teacher. **T – F** His mother, Steffy is a middle school teacher
- ~ He wakes up at 6:50am. **T – F** I wake up at 6:50am.
- ~ He drinks tea. **T – F** He drinks a cup of hot chocolate.
- ~ He walks to school. **T – F** He takes the bus to go to school.
- ~ His I.T. teacher is his Head Teacher **T – F** My head teacher's name is Mrs. Cooky, she's my I.T. teacher.
- ~ Lisa and Josh are his friends. **T – F** I meet up with my best friends, Lisa and Josh.
- ~ He doesn't like music. **T – F** He likes English and music.
- ~ Food is great at school. **T – F** I love the food here, it's delicious!
- ~ His favorite activity is football. **T – F** I like dancing very much.
- ~ Tuesday is the worst day. **T – F** He's more tired on Mondays than on Tuesdays because he goes dancing.

2. Mettre sa routine en ordre. → Recopier ce tableau dans le cahier et le compléter.

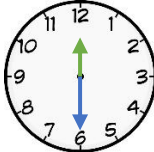







Moment de la journée	Activité	Heure / Horaires
MORNING	to wake up to get up to shower to get dressed	6 :50am 7 :00am

	to go to the kitchen to have breakfast to take the bus to start school to have recess to have lunch	8 :00am 8 :30am 10 :30am 12 :00pm
AFTERNOON	to end school to go home to do homework to have dance practice	3 :45pm 4 :15pm 5 :30pm
EVENING	to have dinner to go to bed to go to sleep	7 :00pm 8 :10pm 8 :40pm

3. Compléter les horloges avec l'heure qui correspond.

Alan gets up 	Alan arrives at school 	School starts 	French class 
School finishes 	Alan is at home 	Dinner time 	Bedtime 

4. What time is it? En toutes lettres!

It's half past twelve 	It's five to two 	It's twenty-five to nine 	It's a quarter past six 
It's twenty past six 	It's five past three 	It's a quarter to eleven 	It's one o'clock 

5. Changer la routine d'Alan comme dans l'exemple, en utilisant le PRESENT CONTINUOUS.

Exemple: Usually, Alan **wakes up** at 6:50am, but today he **is waking up** at 7:15am.

- ▶ Faire 6 phrases minimum – dans le cahier.
- ▶ Usually, Alan gets up at 7:00am, but today he is getting up at 8:00am.
- ▶ Usually, Alan drinks hot chocolate, but today he is drinking tea.
- ▶ Usually, Alan takes the bus, but today he is walking to school.
- ▶ Usually, Alan has lunch at 12pm, but today he is having lunch at 12:30pm.

Plusieurs réponses
étaient possibles.

- Usually, Alan dances on Monday, but today he is dancing on Friday.
- Usually, Alan goes to bed at 8:40pm, but today he is going to bed at 9:00pm.

THE PRESENT CONTINUOUS

On utilise le présent continu pour exprimer des actions en cours, qui sont en train de se produire au moment où l'on parle.

Ce temps est formé de

TO BE + V-ing



Tom usually *drinks* orange juice, but today he *is drinking* Milo.

Le présent simple ici décrit une action quotidienne, une habitude.

Le présent continu du verbe « to be »

Le présent continu décrit ce qui est en train de se passer maintenant.



Base Verbale

Comment former le Present Continuous

sujet	to be	V-ing	complément(s)
He	is	drinking	Milo

Quelques exemples

We *are walking* in the park.

They're *singing* a song.

He *is playing* with a ball.

You're *watching* TV.

She *is doing* her homework.

It's *raining* today.

« to be » peut être contracté.

RAPPEL LEÇON

Le présent continu au négatif

On ajoute NOT après la forme de « be »

sujet	be + NOT	V-ing	complément(s)
She	is not isn't	watching	Netflix

Le **présent simple** s'utilise pour des situations quotidiennes, des habitudes, des actions répétées ou qui sont toujours vraies.

Toujours vrai

The sun *rises* in the East.



Le **présent continu** s'utilise pour des situations temporaires autour du moment présent, des actions en cours au moment où l'on parle.

Situation temporaire
It *is raining* in San Francisco now.



6. Réécrire les phrases en utilisant le **possessif** ou le **génitif** qui convient.

- ~ The school of Alan is cool. > **His** school is cool.
- ~ The friends of Alan are nice. > **Alan's** friends are nice.
- ~ Josh and Lisa are Alan's best friends. > Josh and Lisa are **his** best friends.
- ~ Mrs. Cooky's lessons are fun. > **Her** lessons are fun.

7. Surligner dans le texte:

- En **bleu** les pronoms personnels sujet.
- En **jaune** les possessifs.
- En **vert** les pronoms objets.

RAPPEL LEÇON

Subject pronouns:	Object pronouns:	Possessive adjectives:	Possessive pronouns:
I	me	my	mine
you	you	your	yours
he	him	his	his
she	her	her	hers
it	it	its	its
we	us	our	ours
you	you	your	yours
they	them	their	theirs



↳ Pour relier 2 noms, on utilise soit **le génitif ('s)**, soit **of**.

↳ Ceci sert à **exprimer la possession** ou **un lien de parenté**. On mentionne d'abord le possesseur puis la chose possédée.

Comment former le génitif ?

↳ L'ordre des mots est inversé par rapport au français.

John's computer
↓
L'ordinateur de John

Emily's parents
↓
les parents d'Emily

⇒ Si le nom du possesseur est au **singulier**, on ajoute **'s**.

⇒ Si le nom du possesseur est au **pluriel**, on ajoute **'** (*uniquement l'apostrophe, on ne double pas le S*)

Singulier + 's	Pluriel + '
My mother's car La voiture de ma mère	My parents' car La voiture de mes parents
Lisa's notebook Le cahier de Lisa	My friends' books Les livres de mes amis

↳ On utilise le génitif pour les liens de parenté

Clara's uncle > l'oncle de Clara

My friend's mother > la mère de mon ami

Sally's brother > le frère de Sally

Her cousin's friend > l'ami de sa cousin

Construire NOM + OF + NOM

La construction est la même qu'en français : NOM + DE + NOM

- a cup of coffee > une tasse de café
- a group of people > un groupe de personnes

⇒ le génitif répond à la question **WHOSE ?**

Whose pens are these? → These are Julie's pens. / These are the pens of Julie.



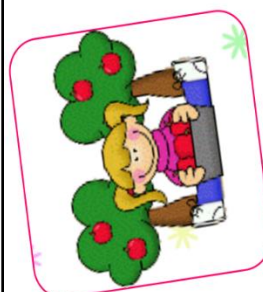
Whose camera is this?
It's the ____ camera.
a) boys' b) boy's



Whose books are these?
They're ____ books.
a) my friend's b) my friends'

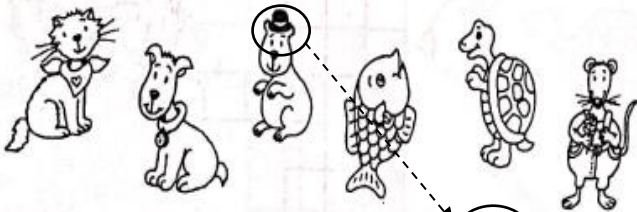


Is she the ____ mother?
a) baby's b) babies'



Whose apples are these?
They're ____ apples.
a) Lindas' b) Linda's

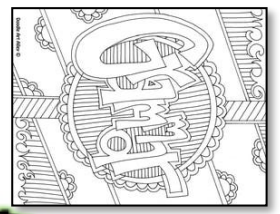
8. Whose pet is it ?



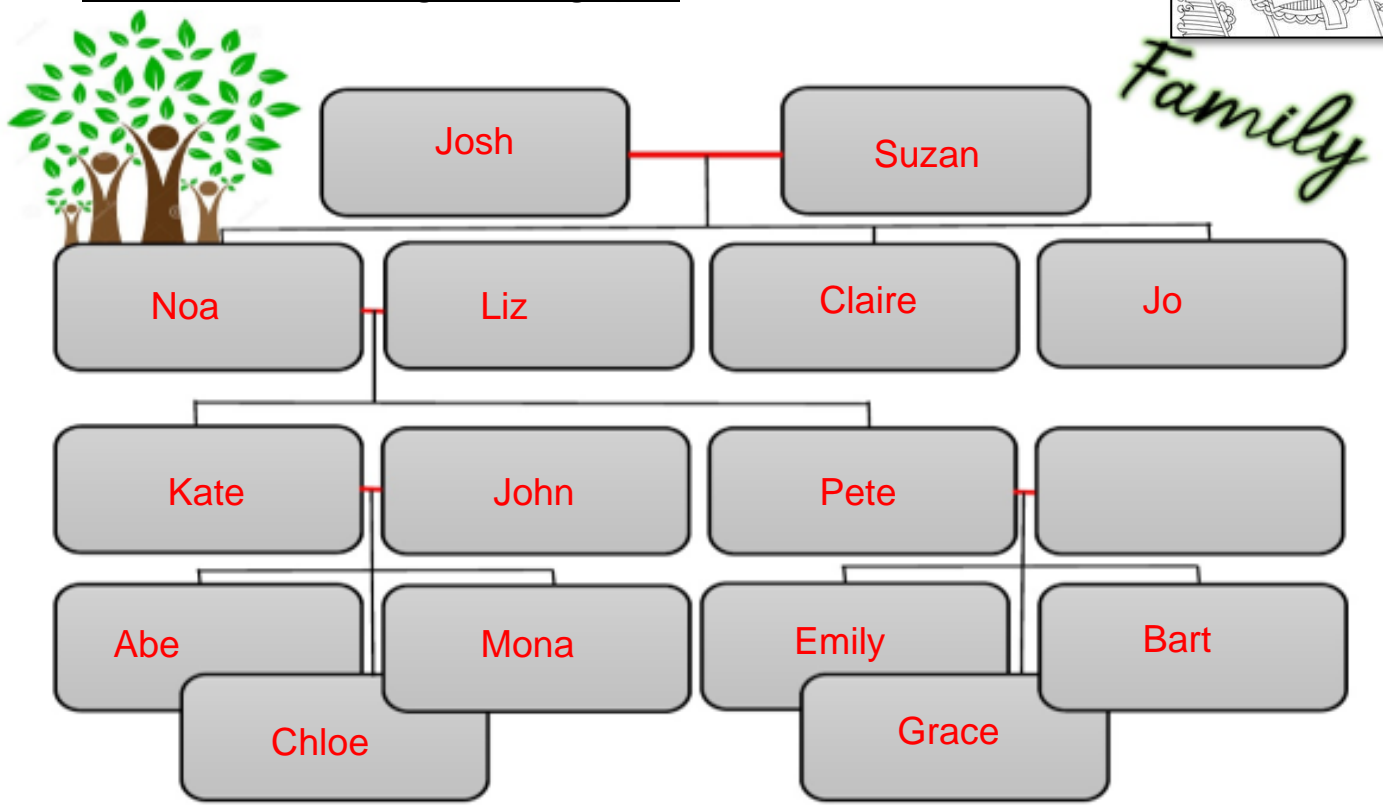
Mickey Mrs. River Tom Mrs. Bone Mr. Clown Max

Ex: hamster → It is Mr. Clown's hamster.

1. fish → It's Mrs. River's fish.
2. mouse → It's Mickey's mouse.
3. cat → It's Tom's cat.
4. turtle → It's Max's turtle.
5. dog → It's Mrs. Bone's dog.



9. Compléter l'arbre généalogique.



Family

- ✎ Abe, Chloe and Mona are **siblings**.
- ✎ Emily is Chloe's **cousin**
- ✎ Kate is Mona's **mother**.
- ✎ Grace is Emily's **sister**
- ✎ John is Kate's **husband**
- ✎ Pete is Kate's **brother**
- ✎ Claire is Pete's **aunt**
- ✎ Amber is Bart, Grace and Emily's **mother**
- ✎ Josh is Pete's **grandfather**
- ✎ Pete is Jo's **nephew**
- ✎ Noa is Kate's **father**
- ✎ Mona is Liz's **granddaughter**
- ✎ Susan is Kate's **grandmother**
- ✎ Bart is Susan's **great grandson**

FAMILY FUN

Match the words to the pictures for Sarah. Write the number in the box.

1. brother 2. father 3. mother
4. aunt 5. uncle 6. cousin 7. grandmother
8. grandfather

Circle the family words and write them.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

FIND THE WORDS

Look at the family tree and write the answers.

1. Anna is Sarah's _____
2. Susie is Sarah's _____
3. John is Sarah's _____
4. Mark is Sarah's _____
5. Liz is Sarah's _____
6. Sally is Sarah's _____
7. John is Sarah's _____
8. John is Sarah's _____
9. Jim is Sarah's _____
10. Sarah is Mark's _____

AUNT BROTHER COUSIN FAMILY FATHER
GRANDFATHER GRANDMOTHER MOTHER SISTER UNCLE

MON is short for _____

Help the mother find the baby's rattle.

DAD is short for _____

Help the father find his son.

QUESTIONS

- ▶ When ? > at Christmas
- ▶ How old ? > she's four
- ▶ Who ? > Charlie Chaplin
- ▶ Where ? > In Paris
- ▶ How much ? > 49€
- ▶ What time ? > it's three o'clock
- ▶ Whose? It's Zidane's
- ▶ What color? > red
- ▶ What? > a cat
- ▶ How tall? > 1.80m
- ▶ How many? > seven mice



Questions

Relie le mot interrogatif à la réponse correspondante en passant par son illustration.

Ex: When ...?		At Christmas.
How old ...?		Charlie Chaplin.
Who ...?		It's three o'clock.
Where ...?		She's four.
How much ...?		In Paris.
What time ...?		It's Zidane's.
Whose ...?		Forty-nine Euros.
What colour ...?		A cat.
What ...?		Seven mice.
How tall ...?		Red.
How many ...?		One metre eighty.

Where are they?

Remplis le texte à trous en utilisant les prépositions de lieu suivantes :

in - next to - on - under - behind - in front of - between.



The cat is in the hat. The elephant is behind the turtles.
 The girl is between the tree. The chicken is in front of the door.
 The dog is under the table. The cow is on the ball.
 The mouse is next to the cheese.