

LESSON 1 GET TO KNOW ME

I) MY SCHOOL WORLD

**Lesson 1** My school world

**Emily:** Hi Dane! What's up?

**Dane:** I want to join the science club. But there are so many messages on the bulletin board, I can't find the poster for the science club.

**Emily:** Really? You want to sign up for the science club?

**Dane:** Why not?

**Emily:** You hate biology and chemistry. You prefer sports. You usually join sports clubs.

**Dane:** Well! I want to meet new people, have new buddies.

**Emily:** Ok! Ok! Do you know Tom Spencer? He's in eighth grade too.

**Dane:** Nope. Who is he?

**Emily:** He's the president of the science club. Do you want to meet him?

**Dane:** Yep! Is he here today?

**Emily:** He often stays at the library at lunch time.

**Dane:** He never eats?

**Emily:** He always eats sandwiches. He doesn't like the cafeteria.

**Dane:** Biology... definitely not my favourite subject! And... Oops I don't have my book! It's in my locker!

**Emily:** Hurry up, Dane! Mister Winston is never late!

**Dane:** Do you know Tom's schedule? What does he have today?

**Emily:** Well, I think he has technology and Social studies in the morning and he has Arts in the afternoon.

**Dane:** Wow! You know his schedule by heart! You like him, don't you?

**Mr. Winston:** Dane! Stop chatting and use your microscope!

**Emily:** He's in my sister's class. You'll see... he's not very talkative.

**Dane:** What about sports?

**Emily:** Oh, Tom's athletic!

**Dane:** But, er, how often does he do sport?

**Emily:** He goes swimming twice a week, on Wednesdays and Fridays. And he loves music too: he plays the trumpet in the school band. And he's really popular! He even wants to run for student governor.

**Dane:** What? He wants to be president? I want to be elected too. And you know what? I'm the best candidate! I'm going to win.

**Mr Winston:** Dane! Detention!

**Emily:** Tom never has detention...

## Lire le texte et répond aux questions

- Dane's life at school

School subjects he likes (✓) or not (X)

☐ archeology   ☐ maths   ☐ biology   ☐ sports   ☐ sciences   ☐ chemistry

What does he want to do?

☐ go to a party   ☐ watch a movie   ☐ join a club   ☐ go to the gym

### PART2 Write about Tom

Grade:   ☐ 6   ☐ 7   ☐ 8   ☐ 9

Status at school:   ☐ teacher   ☐ student   ☐ president of the science club   ☐ parent

What does Tom do during his breaks at school? Match the right propositions to the adverb.

stay at the science club •

play at the library •

stay at the library •

eat at the cafeteria •

eat sandwiches •

• always

• often

What school subjects does he have today? Match the right subject to the period.

Biology •

Arts •

Sports •

Social studies •

Technologies •

• in the morning

• in the afternoon



**What are Tom's hobbies?** Tick the activities and match to a period of time.

<input type="checkbox"/> Riding	•	• once a week
<input type="checkbox"/> Swimming	•	• twice a week
<input type="checkbox"/> Singing	•	• on Mondays
<input type="checkbox"/> Play the saxophone	•	• on Wednesdays
<input type="checkbox"/> Play the guitar	•	• on Fridays
<input type="checkbox"/> Play the trumpet	•	

**Tom's personality:** tick the right propositions

<input type="checkbox"/> bossy	<input type="checkbox"/> hardworking	<input type="checkbox"/> athletic	<input type="checkbox"/> talkative
<input type="checkbox"/> not talkative	<input type="checkbox"/> popular	<input type="checkbox"/> smart	

## TRACE ECRITE

- Maitrise du présent simple et des adverbes de fréquence ( voir video)

Tom is the President of the science club.

He **often** **stays** at the library at lunchtime.

He **never** **eats** at the cafeteria because he **doesn't like** it.

He **always** **eats** sandwiches.

Today he has technology and social studies in the morning. He has arts in the afternoon.

Tom is very athletic, he **goes** swimming **twice a week**, **on** **Wednesdays** and **Fridays**. He **loves** music and he **plays** the trumpet for the school band.

He wants to run for student governor.

He's very popular in his school and he **never** **has** detention but he's not very **talkative**.

## GRAMMAR MEMO

Observe et déduis :

He **often** **stays** at the library at lunchtime.

He **doesn't** like the cafeteria.

You **usually** **join** sports club.

Les phrases ci-dessus sont écrites au temps du .....

On utilise le **présent simple** pour :

parler d'une action ☐ passée ☐ en cours ☐ habituelle ☐ exprimer ses goûts

Lorsqu'on conjugue un verbe au ....., on ajoute un ..... à la troisième personne du singulier.

A la forme interrogative et négative, on a besoin de l'auxiliaire ..... conjugué au .....

Les adverbes de fréquence se placent en général .....

Pour questionner sur la fréquence, j'utilise **HOW OFTEN** + AUXILIAIRE + SUJET + VERBE + COMPLEMENT ?

Ex : **How often** do you play the piano ? I always play the piano.



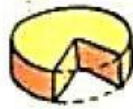
always

Toujours



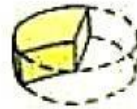
usually

d'habitude



often

souvent



sometimes

parfois



seldom (rarely)

rarement



never

jamais



## ➤ TO BE

Affirmative form	Contracted form-Affirmative	Negative form	Contracted form-Negative	Interrogative form
I <b>am</b>	I'm	I <b>am not</b>	I'm <b>not</b>	<b>Am</b> I...?
You <b>are</b>	You're	You <b>are not</b>	You <b>aren't</b>	<b>Are</b> you...?
She/he/It <b>is</b>	She's/he's/ It's	She/he/it <b>is not</b>	She/he/it <b>isn't</b>	<b>Is</b> she/he/it...?
We <b>are</b>	We're	We <b>are not</b>	We <b>aren't</b>	<b>Are</b> we...?
You <b>are</b>	You're	You <b>are not</b>	You <b>aren't</b>	<b>Are</b> you...?
They <b>are</b>	They're	They <b>are not</b>	They <b>aren't</b>	<b>Are</b> they...?

Ex: I **am** tall.

Ex: You're **medium-height**.

Ex: She **is not** pretty.

Ex: We **aren't** bald.

Ex: **Are** they olive-skinned?

## ➤ TO HAVE

Affirmative form	Contracted form-Affirmative	Negative form	Contracted form-Negative	Interrogative form
I <b>have (got)</b>	I've (got)	I <b>have not (got)</b>	I <b>haven't (got)</b>	<b>Have</b> I got...?
You <b>have (got)</b>	You've (got)	You <b>have not (got)</b>	You <b>haven't (got)</b>	<b>Have</b> you got...?
She/he/It <b>has (got)</b>	She's/he's/ It's (got)	She/he/it <b>has not (got)</b>	She/he/it <b>hasn't (got)</b>	<b>Has</b> she/he/it got...?
We <b>have (got)</b>	We've (got)	We <b>have not (got)</b>	We <b>haven't (got)</b>	<b>Have</b> we got...?
You <b>have (got)</b>	You've (got)	You <b>have not (got)</b>	You <b>haven't (got)</b>	<b>Have</b> you got...?
They <b>have (got)</b>	They've (got)	They <b>have not (got)</b>	They <b>haven't (got)</b>	<b>Have</b> they got...?

Ex: I **have (got)** curly hair.

Ex: You've **hazel eyes**.

Ex: She **has not (got)** a hooked nose

Ex: We **haven't (got)** spiky

hair.

Ex: **Have** they got dreadlocks?

## ➤ TO DO

Affirmative form	Contracted form-Affirmative	Negative form	Contracted form-Negative	Interrogative form
I <b>do</b>	x	I <b>do not</b>	I <b>don't</b>	<b>Do</b> I...?
You <b>do</b>	x	You <b>do not</b>	You <b>don't</b>	<b>Do</b> you...?
She/he/It <b>does</b>	x	She/he/it <b>does not</b>	She/he/it <b>doesn't</b>	<b>Does</b> she/he/it...?
We <b>do</b>	x	We <b>do not</b>	We <b>don't</b>	<b>Do</b> we...?
You <b>do</b>	x	You <b>do not</b>	You <b>don't</b>	<b>Do</b> you...?
They <b>do</b>	x	They <b>do not</b>	They <b>don't</b>	<b>Do</b> they...?

Ex: **Do** you have freckles? Yes, I **do**. / Yes, I **have** freckles.

Ex: **Does** she have wrinkles? No, she **doesn't**. / No, he **doesn't** have wrinkles.

Ex: He **doesn't** have thin lips. Ex: We **don't** have any brothers or sisters.





## EXERCICES

**Mets les verbes entre parenthèses au présent simple, à la forme qui convient.**

4<sup>ème</sup>

Tony ( be ) ..... a teenage boy . He ( be ) .....hardworking and serious at school. He (work) ..... a lot because he (want) ..... to become an engineer like his father. He ( not- like ) ..... doing his homework, but he (know) ..... it is important to succeed. He often (turn) ..... off his smartphone and his console to not be tempted. His parents (encourage) ..... him but sometimes, they even (have) ..... to tell him to take a break. (he – have) ..... fun sometimes? Yes,( réponse courte) ..... . He often (run) ..... with his older brother and they ( play ) .....football once a week. He also (take) ..... guitar lessons.



**Conjugué le verbe entre parenthèses au présent simple.**

4<sup>ème</sup>

1. She (*teach*) them how to make a survey.
2. Steve (*do*) his best to become the best student.
3. Mary always (*have*) social studies on Friday mornings.
4. She (*survey*) her classmates about their school life.
5. Reese often (*study*) at the library to prepare her history tests.

**Réécris les phrases avec l'adverbe de fréquence donné.**

- 1) My father doesn't go to the library. (often)
- 2) Do your friends watch TV? (usually)
- 3) Tina is busy in the mornings. (sometimes)
- 4) Our teacher lets us use a calculator. (never)
- 5) Stella goes out at the weekend. (hardly ever)
- 6) Does your brother lend you his clothes? (ever)
- 7) My parents don't read magazines. (usually)
- 8) My friends are very friendly. (generally)







Réécris la phrase en la remettant dans l'ordre.

1. school / basketball/she / after/plays /often
2. p.m. /always /lunch/at / we/have/2:00
3. always/in /wakes up/early/ morning/Peter / the
4. parents / is /Lara/with / sometimes/angry / her
5. go / school /usually /I /to / don't
6. often /doesn't / television/watch /Harry
7. Saturday / shopping /father /goes /my / on /never
8. always / to us/ teachers / nice / our / are

3) Complète les phrases avec l'adverbe de fréquence.

4ème

- a) Peter supports his schoolmates 
- b) John and Steven don't play soccer. 
- c) Candidates are late. 
- d) You feel anxious during the campaign. 

2) A partir des éléments donnés, construis des questions.

4ème

- a) Lucy / take part in a club
- b) Teachers / vote for class representative
- c) How often / Tom / play with his team
- d) Where / her children / attend French lessons
- e) Why / you / want to join a club







