

## Dialogues et activités d'écoute

### 1 Is it your...? It's mine/It's not mine

**Alice:** Look! There is a cat under the car!

**Brian:** Oh! Is it Kitty?

**Alice:** No, it's a white cat.

**Brian:** May be it's Tom's cat!

**Alice and Brian:** Hi, Tom! There's a kitten in the street. Is it your cat?

**Tom:** No, it's not my cat. My cat is white and black. It's not mine!

Look, here is Patty! Patty, is it your cat?

**Patty:** Yes, it's mine! This is Snowy! My Snowy!

### 2 Is it your...? : Listen and repeat

- Is it your bag?
- Yes, it's mine.
- Is it your pencil case?
- No, it's not mine.

### 3 her/his ...

P1: The weather is really bad. It's raining again.

P2: Yeah! Let's look at my photo album.

P1: Who is this?

P2: This is my mother.

P1: What's her name?

P2: Her name's Helen.

P1: And...Who is this?

P2: This is my brother. His name's Brian.

P1: And, whose dog is this?

P2: Oh! This is Roxy! It's my dog. Say hello, Roxy!

### 4 her/his ... : Listen and repeat

Her name's Helen.

His name's Tom.

Her name's Patty.

His name's Richard.

## 5 Where do you come from? - I come from...

P1: Hello! What's your name?

P2: My name's Yakito.

P1: Yakito, what a lovely name! Where do you come from?

P2: I come from Japan. What about you?

P1: I'm Tunga. I come from South Africa.

P2: Nice to meet you Tunga!

P1: Nice to meet you too.

## 6 Where do you come from? - I come from... : Listen and repeat

Where do you come from?

I come from Japan.

Where do you come from?

I come from South Africa.

## 7 Where does she come from? He comes from... / Where does she come from? She comes from...

Peter: I went to Miami for Christmas. Let's look at some pictures of my new friends....!

Cathy: Oh, Yes! Good idea!

Peter: This is Carmen, she is really nice.

Cathy: Where does she come from?

Peter: She comes from Santo Domingo. And this is William.

Cathy: Where does he come from?

Peter: He comes from Jamaica.

## 8 Where does he come from? He comes from... / Where does she come from? She comes from... : Listen and repeat

Where does she come from?

She comes from Santo Domingo.

Where does he come from?

He comes from Jamaica.

## 9 What would you like for Christmas?

**The brother** : "-Look Mummy ! This is my letter for Father Christmas !

**The mother**: -Oh! It's really nice! So, what would you like for Christmas?

**The brother**: -I'd like a computer, video games and an i-pod.

**The mother**: -Oh my God! And what about you, Mary?

**The daughter:** -I'd like a doll and a book.

**The mother:** -Ok children! Let's send your letters!"

### **10** What would you like ....? / I'd like....: Listen and repeat

What would you like?

I'd like a pair of jeans.

What would you like for breakfast?

I'd like some milk and toasts.

### **11** What are you wearing? I'm wearing.

(bip, bip, bip téléphone)

**Lucy :** Hello!

**Emily:** -"Hello! It's Emily. Are you ready for Peter's party?

**Lucy:** -Yes, I am! What about you? What are you wearing?

**Emily:** -I'm wearing a black T shirt, a white skirt and my new boots.

**Lucy:** -Waouh! I'm wearing blue jeans and a shirt. Is that ok?

**Emily:** -Yes, sure! See you in a minute!"

### **12** What are you wearing? / I'm wearing... : Listen and repeat

What are you wearing?

I'm wearing shorts.

What are you wearing?

I'm wearing a blue dress.

### **13** What is he wearing? He is wearing / What is she wearing? She is wearing.

**Lucy :** -"Hi Emily ! What a fantastic costume party ! Look at Brian! What is he wearing? Is it a carnival costume?

**Emily:** -No, I think he is wearing a Halloween costume. He is so funny!

**Brian:** -Hi girls! Have you seen Jessica? She is so beautiful!

**Emily:** -Why? What is she wearing?

**Brian:** -She is wearing a lovely princess dress. I'd like to be her Prince Charming!"

### **14** What is he/she wearing?: Listen and repeat

What is she wearing?

She is wearing a long dress.

What is he wearing?

He is wearing a yellow tee-shirt

## 15 in, on, under, behind (Les référents spatiaux)

**Mrs Johnson:** Let's do some mathematics now! Take your pencil, your ruler and your rubber!

**Pupils (together):** Here we are Mrs Johnson!

**Mrs Johnson:** Brian, where is your pencil?

**Brian:** Er, er!... I don't know teacher!

**Sue:** Look, Brian, it's **under** your chair!

**Mrs Johnson:** And now, where is your ruler?

**Brian:** Er..... may be.... **In** my schoolbag!

**Mrs Johnson:** So put it **on** your table!

**Brian:** Er..., yes, teacher.

**Mrs Johnson:** And where's your rubber? May be **in** your pencil case!

**Brian:** Er... maybe!

**Mrs Johnson:** Peter, what are you doing **behind** the blackboard? Go back to your seat immediately!

## 16 Les référents spatiaux : Listen and repeat

- in, in, in
- The pen is in the pencilcase

- on, on, on
- The book is on the table;

- under, under, under
- The ball is under the chair.

- behind, behind, behind
- The dog is behind the car.

## Activités phonologiques

### A - Phonèmes

#### Sons vocaliques : phonèmes longs/courts et diptongaison

17 /i:/ ≠ /ɪ/ (1)

Ecoute la liste de mots et lève la main si tu entends un /i:/ long comme dans « green »

Please, big, cream, cheese, is, tea, live, Mary, bee, happy, baby, beans, milk, beach, hurry, fourteen.

18 /i:/ ≠ /ɪ/ (2)

Tu vas entendre des séries de 3 mots. Note le numéro de l'intrus sur ton ardoise.

- seventeen / me / pig
- Halloween / bee / happy
- live / Emily / beach

- witch / queen / teacher
- children / feet / six

**19** Le son / əʊ / comme dans « old » : Listen and repeat

Toast – boat – coat – no – cold

**20** Lève la main quand tu entends /əʊ/ comme dans « no » :

old – spider – ghost – school – goat – cold

**21** Le son / aʊ / comme dans « mouth »: Listen and repeat

south – mouth – shout – pound - out - proud- sound

**22** Tu vas entendre des séries de 3 mots. Note le numéro de l'intrus sur ton ardoise

- 1) poor 2) power 3) out  
 1) shout 2) toast 3) south  
 1) crown 2) mouth 3) toy

**23** Le son /ɪə/ comme dans « near » : Listen and repeat

hear – beer – cheers – here – dear

**24** Le son /eɪ/ comme dans “cake” Listen and repeat

Game- Kate- name- snake- play- plate

**25** Ecoute et lève la main quand tu entends le son /eɪ/

Bike – snake – here – date – pet – skate – eight

**26** Le son /aɪ/ comme dans « Mike » : Listen and repeat

Pie-five- like- mine- nine

**27** Tu vas entendre des séries de 3 mots. Repère le son qui est différent des autres. Ecris son numéro sur ton ardoise.

- |         |        |        |
|---------|--------|--------|
| 1-Mike  | 2-fine | 3-fish |
| 1-Peter | 2-pie  | 3-nine |
| 1-rhyme | 2-mine | 3-rain |

**28** Tu vas entendre une liste de mots. Chaque mot a un numéro. Ecris sur ton ardoise le numéro des mots dans lesquels tu entends le son /aɪ/ comme dans « five ».

1-rice 2-bag 3-date 4- like 5-bus 6-dog 7-time 8-March 9-ice 10-plane

**29** Le son /ɔɪ/ comme dans “boy” : Listen and repeat:

Boy- toy- joy- voice –noise

**30** Tu vas entendre 3 phrases. Pour chacune des phrases dis combien de fois tu entends le son /ɔi/ comme dans « boy » ?

1-It's time for lunch! **Enjoy** your meal!

2-**Joyce** asked for three **toys** for Christmas.

3-Come on **boys**, will you stop the **noise**!

**31** Combien de fois entends-tu le son /ɪə/ comme dans « near » ?

1- Come here my dear Paul!

2- Can you hear the birds singing

3- Give me a beer please!

**32** Listen and repeat

Pear – bear – chair - pair – stairs

**33** Tu vas entendre une série de mots. Lève la main lorsque tu entends le son /ɛə/ comme dans « pear »

- 1) Upstairs
- 2) Here
- 3) Chair
- 4) Peter
- 5) Hair
- 6) Pair
- 7) Power
- 8) Downstairs
- 9) Dear
- 10) Bear

## **B - Sons consonantiques (virelangues)**

**34** /p/ Polly put the pen in her pocket.

**35** /b/ Betty and Bob bought blue balloons

**36** /t/ Ted took a train to Tottenham

**37** /d/ Doris dislikes dominoes and darts.

**38** /k/ Kathy likes coconut cake.

**39** /g/Give the glue to the girl

**40** /ŋ/ The king sang a song in Hongkong

**41** /θ/Garreth thinks that Bob is a thief

**42** /ð/ This is my mother, Heather.

**43** /tʃ/ Cherry chose cheese and chocolate.

**44** /dʒ/ Jenny enjoys Jamaican jam.

**45** /r/ Rats run around the rabbit.

**46** /h/ Henry hates hot hamburgers.

**47** /aɪ / My kite is high in the sky.

**48** /ɔi/ The boy plays with his toy with joy

- 49** /əʊ/ The boat left the coast with old goats.  
**50** /aʊ/ A shout went out of his mouth.  
**51** /ɪə/ Come here my dear, let's have a beer!  
**52** /ɛə/ Upstairs, on a chair, the bear ate a pear.  
**53** /eɪ/ Kate made a cake with Jake.

## C - Rythme

### L'accent de mot

- 54** (L'élève partage son ardoise en 3 parties numérotées de 1 à 3). Consigne : Tu vas entendre une liste de mots. Pour chaque mot, entoure le numéro de la syllabe accentuée.

Garden - Africa - chocolate - Jamaica - cassette - chicken - kangaroo - Samantha - computer - difficult

- 55** En utilisant un gros rond pour la syllabe accentuée et un petit rond pour les syllabes non accentuées, dessine le schéma accentuel des mots suivants.

potato - rabbit - hamburger - giraffe - banana - tennis - funny - crocodile  
 oOo Oo Ooo oO oOo Oo Oo Ooo

## C - Intonation

Courbes intonatives: intonation montante ( ↗ ) ou descendante ( ↘ )

- 56** Ecoute les phrases suivantes puis indique sur l'ardoise si l'intonation est montante ( ↗ ) ou descendante ( ↘ )

1- I like chocolate.

2- Are you ready ?

3- Do you like orange juice?

4- I'm tired today.

5- The ball is on the chair.

- 57** Tu vas entendre des séries de 2 phrases. Note le numéro de la phrase dont l'intonation est montante sur ton ardoise.

a)

- I'm ten years old.

- Have you got a sister?

b)

- Can I have a pen?

- Look! It's raining.

c)

- Would you like some tea?

- My pen is on the table.

d)

- It's my car.

- What colour is it?

**58** Tu vas entendre des séries de 2 phrases. Indique sur ton ardoise par le signe = ou ≠ si elles ont ou pas la même courbe intonative.

Jack likes playing tennis.  
Are you going to school?

Are you ready?  
Can I have a piece of cake?

I've got a blue pencil.  
I like watching television.

Is it your pencil case?  
I live in a city.