

So Spooky, so Scottish !

Fiona's Story

1. Read the story : it's a mess ! Put the groups in the right order (use the letters). (*Remplacez chaque groupe de phrases dans le bon ordre pour raconter l'histoire : les mots soulignés aident à retrouver la chronologie.*)

A. <u>During the night</u> , I woke up as I thought I heard the door opening.
B. <u>One night</u> , <u>we</u> were all staying in <u>an old manor</u> .
C. <u>So</u> I thought to myself : « Fiona, take a deep breath...there are no such things as ghosts ! » and I tried to <u>go back to sleep</u> .
D. <u>Later</u> , the door opened <u>again</u> and I saw the woman <u>again</u> . But this time she was sitting on my bed. I completely freaked out and screamed at the top of my voice.
E. <u>There</u> , standing in the doorway, <u>was a woman</u> – well – the ghost of a woman...
F. Julie <u>woke up</u> , jumped out of bed and <u>turned on the light</u> and there was... no one, no woman, nothing !
G. <u>They</u> were all making fun of me when an old crooked man came up to us and said : « Hush, children ! Your friend has seen the Grey Lady, don't make fun...it's bad luck ! »
H. I was sharing <u>a bedroom</u> with my friend <u>Julie</u> .
I. <u>The next morning</u> , at breakfast, Julie was telling the whole group what had happened .
J. <u>When I was fourteen</u> , I went to Dundee on a school trip.
K. I grabbed my mobile and used the flashlight <u>but... there was nothing</u> there !

2. Once you get the order right, write down the story in your copy-book. (*Une fois l'ordre retrouvé, écris l'histoire dans ton cahier, EN GARDANT LES LETTRES A à K.*)

3. With a pencil, underline the verbs. (*Soulignez les verbes au crayon*). How many tenses are used ? What are the names of these tenses ? (*Comment s'appellent les temps utilisés ?*)

4. Comment se compose le temps **composé** que tu as repéré ? Quand utilise-t-on ce temps-là (quel type d'actions) ?

5. Relève les verbes conjugués au temps **simple** que tu as repéré, en les classant dans un tableau à deux colonnes. Dans la première colonne, place les verbes réguliers, et dans la seconde, les verbes irréguliers.

6. Par quelles lettres se terminent tous les verbes réguliers ? Prononces-tu toujours ces lettres de la même façon ? Comment décrirais-tu le(s) son(s) qu'elles font ?