

LEXIQUE

Clothes (a big bag)
Classroom objects (pencil case)
Family and pets
Parts of the body and face / adjectives of physical description
House furniture

APPORT CULTUREL

Importance of pets considered as members of the family (6 millions of pets in England)
School uniforms
Specific and traditional costumes (Horse guards, bobbies, kilts in Scotland...)
Royal family
Video "We're kids in Britain"

STRUCTURES LANGAGIERES

What have you got ? I have ('ve) got... / I haven't got (any)... / What do you have (US)
Have you got...? Yes, I have / No, I haven't.
Who has got...? He / She has got / They have got...
Has he / she got...? Yes, he / she has. / No, he / she hasn't.
How many children have got...?
Is it your / his / her coat? Yes, it is. / No, it isn't.
Whose pen is it? Is it Ann's? Yes, it's her pen.

SYNTAXE ET MORPHOSYNTAXE

- Identifier un énoncé : interrogatif, déclaratif, négatif
- Formes pleines et contractées : have / 've
- Repérer la forme différente de l'auxiliaire à la 3^e pers du sing
- Pronoms personnels sujets : I, You, He, She, They
- Déterminants possessifs : my, your, his, her
- Pronoms interrogatifs: What, Who, How many
- Articles indéfinis: singulier a/an, pluriel 0
- Repérage des marqueurs du génitif : 's / whose

HAVE GOT / HAVE EXPRESSION DE LA POSSESSION

ACTIVITES LANGAGIERES

Oral

- Ecoute et compréhension orale
- Prise de parole en continu : comptines, chants, lecture à haute voix
- Interaction orale : « pair work », questions / réponses, enquêtes (surveys)...

Ecrit

- Lecture et compréhension écrite : description physique de personnages, correspondances phonie / graphie, « read and match » (clothes and colours, classroom objects and colours, physical description and colours)
- Expression écrite : Mots transparents, mots croisés, légendes, remettre dans l'ordre... Copie, textes lacunaires Répondre à / trouver une question Creative writing (my family tree, my identity card...)

SUPPORTS – ACTIVITES

- **Flashcards, posters et objets concrets** : trousse de classe, sac de vêtements et accessoires, photos de famille, arbre généalogique
- **Chants et comptines**
"Head and shoulders"
"What have you got on your head?" / How many sisters have you got..?
"The Hockey pokey"
"This is the way..."
"He's got the whole world in his hands"(gospel)
"Funny animals" (comptine)
"ABC Rap"
➤ **Jeux** :
"Clothes Bingo" / "Right or wrong?"
"About my neighbour" ou "The word chain"
"I spy with my little eye / Kim's game / Memory..
Guess: "Who is it? (physical description, portraits), "What is there in my bag?"
7 familles: "Happy families"
Hangman (have you got a..?)
➤ **Enquête et "pairwork"**
Family and pets
Classroom objects : role playing "It's time to go to school"(parents and children)
Furniture in my room
"My monster has got.." (physical and face description)
➤ **Histoires** (story telling)
« Buster gets dressed » (clothes)
« The green monster » (face and colours)
"Spot goes to school"
"Where is my baby?"(physical description)
"Little Red Riding Hood"

EVALUATION

Rebrassage à chaque séance (continue)
5 activités langagières (sommativ en fin de séquence et en fin de trimestre)