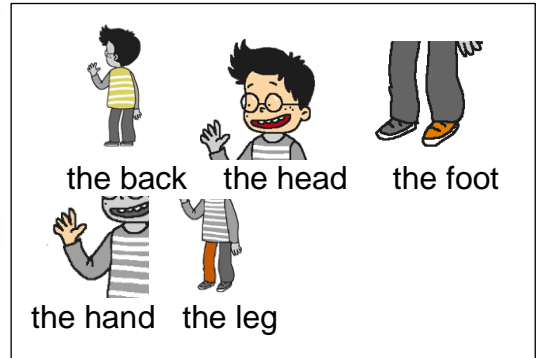


## Période 2 : My school

### Séquence 1 : Are you ok ?

"I can name feelings. I can describe how I feel, how somebody feels. I can name body parts."

#### Vocabulary



#### Structures linguistiques

How are you today? Today, I'm... How is he, today? How is she, today? Today, he is/she is... My/His/Her back hurts

#### Texte du dialogue

Tom: "Hello Lucy! How are you today?"

Lucy: "I'm very well! I'm happy to go to school with you! How are you Tom?"

Tom: "I'm tired but I'm ok!"

Tom: "How is he today? He doesn't look good!"

Lucy: "No! He's not! His head hurts!"

Lucy's mother: "Hi! How are you?"

Tom: "I'm ok."

Lucy: "I'm very well! What about you mummy?"

Lucy's mother: "I'm fine!"

#### Tongue twister

Are you sleeping, are you sleeping?

Brother John, Brother John?

Morning bells are ringing,

morning bells are ringing














Ding dang dong, ding dang dong.

## Période 2 : My school

### Séquence 2 : My schedule

"I can name school subjects. I can describe my schedule.  
I can describe somebody's schedule."

#### Vocabulary

<b>School timetable</b>						Name: _____
	Monday	Tuesday	Wednesday	Thursday	Friday	
9.00 - 10.30	English 	maths 	history 		science 	Morning
<b>Break</b>						
11.00 - 12.30		ICT 		maths 	English 	
<b>Lunch time</b>						
1.30 - 3.00	geography 		PE 	drama 	art 	Afternoon
After school	PE 	X	music 	X		

#### Structures linguistiques

Do you have math on [day] morning? Yes, I do/No, I don't.

Does he-she have english on [day] afternoon? Yes, he-she does/No, he-she doesn't.

#### Texte du dialogue

Lucy: "This is my schedule."

Tom: "What do you have on Monday?"

Lucy: "On Monday morning, I have french and math. On Monday afternoon, I have english and PE."

Tom: "Do you have french on Tuesday?"

Lucy: "Ummm, no I don't."

Tom: "Do you have ICT on Wednesday?"

Lucy: "Yes, I do."

Tom: "Oh! She's going to school now. What does she have today? Does she have arts on Monday?"

Lucy: "Yes, she does!"

#### Tongue twister

Are you sleeping, are you sleeping?

Brother John, Brother John?

Morning bells are ringing,  
morning bells are ringing

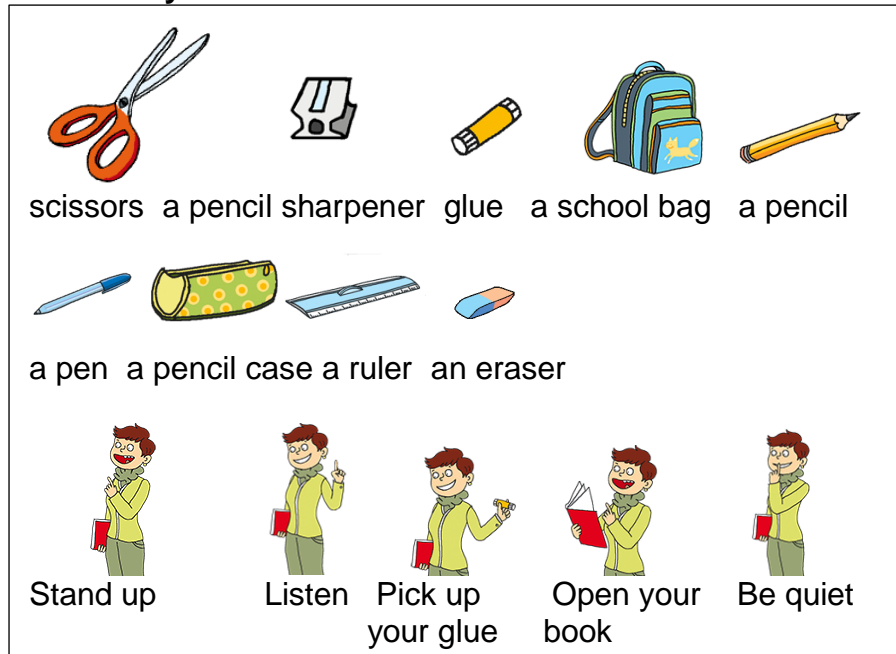
Ding dang dong, ding dang dong.

## Période 2 : My school

### Séquence 3 : In my school

"I can name school materials. I can describe what I have in my schoolbag / pencil case. I can understand classroom instructions."

#### Vocabulary



#### Structures linguistiques

What is it? It's a/an..., Do you have a/an...? Yes, I do/No, I don't.

#### Les consignes de la classe

Give me your [noun], Show me your [noun], Take out your [noun], Please, open your book page 32, Stand up!, Sit down!, Be quiet!, Listen carefully!

#### Texte du dialogue

Teacher: "Hello children! Listen carefully. Take out your books please. Open your book page 32."

Teacher: "Take out your glue."

Tom: "I don't have any glue. Do you have any glue for me please?"

Lucy: "Yes, I do. Here you are!"

Teacher: "Be quiet!"

Teacher: "Paul, sit down and give me your plane please."

Teacher: "Page 32. Everybody reads the first paragraph in silence."

#### Tongue twister

Not these things here but those things there.

## Période 2 : My school

### Séquence 4 : I know my alphabet !

"I can say the alphabet. I can ask and give personal information : my address, my email address, my phone number. I can spell my name. I can count in English up to 100."

#### Vocabulary

a phone number, an address, a street, an email address, at, dot, les nombres de 20 à 30, puis, 40, 50, 60 ...100

Rappel :

1 : one	11 : eleven		
2 : two	12 : twelve	20 : twenty	100 : hundred
3 : three	13 : thirteen	30 : thirty	
4 : four	14 : fourteen	40 : forty	
5 : five	15 : fifteen	50 : fifty	
6 : six	16 : sixteen	60 : sixty	
7 : seven	17 : seventeen	70 : seventy	
8 : eight	18 : eighteen	80 : eighty	
9 : nine	19 : nineteen	90 : ninety	
10 : ten			

#### Structures linguistiques

What's your name? My name is... Can you spell it, please? What's your e-mail address? My e-mail address is... Can you spell it, please? "at" pour @ et "dot" pour "." What's your address? My address is... What's your phone number? My phone number is...

#### Texte du dialogue

Teacher: "Hi. So you are Lucy's English friend. Welcome to America!"

Tom: "Thank you!"

Teacher: "What's your name?"

Tom: "My name is Tom Miller."

Teacher: "Can you spell it, please?"

Tom: "Tom: T O M. Miller: M I L L E R."

Teacher: "Perfect! What's your address?"

Tom: "I live in Lucy's house. My address is 33 Sunny Street in NYC."

Teacher: "What's your phone number?"

Tom: "My phone number is 1 747 618... Ummm... I'm sorry. I don't remember."

Teacher: "It's all right. What's your e-mail address?"

Tom: "My e-mail address is tom@myemail.com."

Teacher: "Thank you Tom!"

#### Tongue twister

Not these things here but those things there.

## Période 2 : My school

### Séquence 5 : Civilisation School in the USA

**Connaître du vocabulaire et des éléments culturels sur l'école aux USA.**

#### Vocabulary



a yellow school bus



the pledge of allegiance



a pupil



a teacher



a locker



a packed lunch

#### Texte du diaporama

In the United States, we ride a yellow school bus to go to school. School starts at 9. During assembly, every morning, we pledge allegiance to the flag of the USA. In my classroom, pupils work and learn together with the help of our teacher. We use computers to improve our skills in ICT. We go to the playground during recess. At 12, we have lunch. This is is my packed lunch.

#### Tongue twister

Not these things here but those things there.