

## 2.1.Expression orale en continu

*L'élève sera capable de produire en termes simples des énoncés sur les gens et les choses*

Exemples d'énoncés	Formulations	Compétences culturelle et lexicale	Compétence grammaticale	Compétence phonologique
<p><b>Présentations</b> - de soi-même</p>	<p>My name's .... I'm 11. I come from a small...in Burgundy. I was born in Paris. I'm a windsurfing enthusiast! / I'm very keen on this sport./ I like windsurfing very much / I'm very good at it / I started two years ago.... ...I live in a flat in Saint Léonard, near Limoges with my parents and my two sisters...</p>	<p>Sports, loisirs, école</p>	<p><i>Pronoms personnels sujets et compléments</i> <i>Pronoms et adjectifs possessifs</i> <i>Présent, prétérit</i> <i>AGO</i> <i>Adverbes de fréquence</i> <i>Prépositions</i> <i>Place et degré des adjectifs</i></p>	<p><b>Schémas intonatifs adaptés</b></p> <p><b>Rythme</b></p> <p><b>Respect des formes faibles</b></p> <p><b>Liaisons pertinentes (fluidité)</b></p>
<p>- des autres</p>	<p>This is David Copperfield. Er..., he's my favourite hero. He lives in England with his mother and his stepfather. He doesn't go to school. One day, his mother dies and he has to go and live with his Aunt in Kent. She's old and nasty / ill-tempered... ! But in fact she was very good to David.</p> <p>Kiri lives in New</p>	<p>Personnages célèbres de fiction</p> <p>Famille</p> <p>Pays</p>	<p>Modaux et périphrases modales : CAN / CAN'T / MUST / MUSTN'T / HAVE TO / BE ALLOWED TO / BE ABLE TO</p>	<p><b>Regroupement pertinent d'éléments (bonne segmentation)</b></p> <p><b>Accent des polysyllabes</b></p>

<p><b>Descriptions</b> - environnement quotidien</p> <p>- lieux</p> <p>- personnes</p>	<p>Zealand. New Zealand is in the middle of the Pacific Ocean. There are many mountains and many lakes. Kiri's father is a wood-carver...</p> <p>Matthew finishes school at... He has his lunch at the canteen / at the cafeteria. Sometimes, he just brings a lunch box / packed lunch. In the afternoon, he plays soccer with his friends. I think he's very lucky. He goes back home at about ... At the weekend, he always ... and he gets pocket money!</p> <p>In the street where I live there are not many shops: there is a small ... and next to the ... there is a ... Opposite ... there is a chemist and a ... From my bedroom window, I can see ...</p> <p>Queen Elizabeth I had red hair, white skin and pale eyes. Her father was Henry VIII. He was very intelligent. She was like him. For instance, she spoke nine languages: French,</p>	<p>anglophones</p> <p>Métiers</p> <p>Vie quotidienne dans divers pays anglophones L'école et son environnement Organisation de la vie scolaire</p> <p>Commerces</p> <p>Personnages historiques.</p>	<p>Génitif Noms composés</p> <p>There is / There are / There was / There were</p> <p>Quantificateurs <i>Prépositions</i></p>	<p><b>Reproduction correcte des phonèmes spécifiques à l'anglais (Ex : /θ/, /ð/, /æ/...)</b> et bonne réalisation des plosives à l'initiale ( /p/ /b/ /t/ /d/ /k/ /g/... ) et réalisation plus faible en finale (<i>map, mat, mac</i>)</p> <p><b>Bonne réalisation de la longueur des sons vocaliques (surtout dans le cas de l'existence de paires minimales) :</b></p>
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	<p>Italian, Flemish... She was sometimes frightening, I mean, everybody trembled when she was angry...</p>			<p><b>Ex : /i/i:/u/u:/</b></p>
<p><b>Récits</b> - présenter un projet</p>	<p>This week-end I am going to visit my grand-parents in Paris! Um, they'll probably take me to the museum ... How boring! I'd like to be a vet because I like animals. But I'll have to... / I must..</p>		<p><i>Expression de l'avenir</i> would like to + V</p>	<p><b>Bonne prise en compte des diphtongues</b></p> <p><b>Bonne réalisation du &lt;h&gt; et du &lt;r&gt;</b></p>
<p>- raconter un événement, une expérience</p>	<p><i>Last week, I met Phil. I was shopping with my father. He invited me to his birthday. That was nice. So, on Saturday, I went to his house. We danced and we played.... It was fun but...there were too many boys!</i></p>		<p>Le prétérit en V+ing Mots de liaison simples pour établir une chronologie, exprimer la cause et la conséquence</p>	<p><b>Bonne réalisation des morphèmes du pluriel (noms), du présent et du passé (verbes)</b></p>
<p><b>Explications</b> - comparaisons, raisons d'un choix .....</p>	<p>I'd prefer the red roller blades / I'd rather buy the.... I think they are faster / safer... Also, they look better / they are not so expensive... Actually, they are the cheapest... .....</p>		<p><i>Degré de l'adjectif</i> would prefer + N would rather + V</p>	<p><b>Lien phonie-graphie</b></p>
<p><b>Récitation, lecture expressive</b></p>		<p>Poèmes. Textes courts issus de la littérature de jeunesse ou</p>		<p><b>Recours pertinent à des « gap-fillers »</b></p>

		élaborés en classe (résumés, monologues...)		
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