

# PROGRAMMATION

# ANGLAIS

# CYCLE 3

## PARLER DE SOI

| Se présenter                    |                                         | CE2 | CM1 | CM2 |
|---------------------------------|-----------------------------------------|-----|-----|-----|
| Donner son nom                  | <i>My name's Harry</i>                  | X   |     |     |
|                                 | <i>I'm Marie/Mary</i>                   |     | X   |     |
| Donner son âge                  | <i>I'm 9</i><br><i>I'm 8 and a half</i> | X   |     |     |
|                                 | <i>I'm 9 years old</i>                  |     | X   |     |
| Dire où on habite               | <i>I live in ...</i>                    |     | X   |     |
| Dire d'où l'on vient            | <i>I come from France/England</i>       |     |     | X   |
| Dire ce que l'on possède        | <i>I've got ( a cat/cats)</i>           | X   |     |     |
| Dire ce que l'on ne possède pas | <i>I haven't got</i>                    |     | X   |     |
| Indiquer sa nationalité :       | <i>I'm French/English</i>               | X   |     |     |
| Donner son numéro de téléphone  | <i>My phone number is...</i>            | X   |     |     |

## Parler de sa famille

|  |                                                                                                                                                                                     |   |   |   |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|
|  | <i>Mum/Mummy/Dad/Daddy</i><br><i>My mother is ...</i><br><i>My father is ...</i><br><i>I've got a sister/ two brothers ...</i><br>[phase de production : stepfather, stepsister...] | X |   |   |
|  | <i>My parents are ....</i>                                                                                                                                                          |   | X |   |
|  | <i>Grandma / Grandpa</i>                                                                                                                                                            |   |   | X |

## Exprimer

|                           |                                                                   |   |   |   |
|---------------------------|-------------------------------------------------------------------|---|---|---|
| État général              | <i>I'm fine / not very well</i><br><i>I'm so-so / not too bad</i> | X |   |   |
| Sentiment :               |                                                                   | X |   |   |
| la joie, l'émerveillement | <i>I'm happy ! Great ! Super !</i>                                |   |   |   |
|                           | <i>Wonderful !</i>                                                |   | X |   |
| la tristesse              | <i>I'm sad.</i>                                                   | X |   |   |
| la déception              | <i>What a pity !</i>                                              |   |   | X |
| Sensations physiques :    |                                                                   | X |   |   |
| la faim / la soif         | <i>I'm hungry</i> <i>I'm thirsty</i>                              |   |   |   |
| la fatigue                | <i>I'm tired</i>                                                  | X |   |   |
|                           | <i>I'm so tired</i>                                               |   | X |   |
| la maladie                | <i>I'm sick</i>                                                   | X |   |   |

| Parler de ses goûts       |                            |   |  |  |
|---------------------------|----------------------------|---|--|--|
| Dire ce que l'on aime     | <i>I like chocolate</i>    | X |  |  |
| Dire ce que l'on aime pas | <i>I don't like cheese</i> | X |  |  |

| Dire                                                         |                                                                                                         |   |   |   |
|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|---|---|---|
| Que l'on sait                                                | <i>I know</i>                                                                                           |   |   | X |
| Que l'on ne sait pas                                         | <i>I don't know</i>                                                                                     | X |   |   |
| Ce que l'on sait faire                                       | <i>I can jump</i>                                                                                       |   | X |   |
| Ce que l'on ne sait pas faire                                | <i>I can't swim</i>                                                                                     |   | X |   |
| Que l'on ne comprend pas                                     | <i>I don't understand</i>                                                                               |   | X |   |
| Que l'on a oublié                                            | <i>I have forgotten</i>                                                                                 |   |   | X |
| Où l'on est                                                  | <i>I'm in ...</i>                                                                                       | X |   |   |
| Ce que l'on fait (actions courantes) ou donner de précisions | <i>I have breakfast/lunch/dinner at ...</i><br><i>For breakfast I have ...</i><br><i>I'd like a ...</i> |   |   | X |
| Ce que l'on aimerait avoir                                   | <i>A pencil, please!</i>                                                                                | X |   |   |
| Ce que l'on a fait                                           | <i>I brushed ...</i> <i>I read a book/wrote a letter ...</i><br><i>I saw ...</i>                        |   |   | X |
| Où l'on est allé                                             | <i>I went to ...</i>                                                                                    |   |   | X |
| Ce que l'on va faire                                         | <i>Tomorrow I'm playing football ...</i>                                                                |   |   | X |

|                                |                           | PARLER AUX AUTRES                                                               |     |     |     |
|--------------------------------|---------------------------|---------------------------------------------------------------------------------|-----|-----|-----|
| Relations sociales             |                           |                                                                                 | CE2 | CM1 | CM2 |
| Se saluer                      |                           | <i>Hello! Good morning! Good bye!<br/>Good afternoon!</i>                       | X   |     |     |
|                                |                           | <i>Hi! Good night!<br/>See you! See you on Monday!<br/>Bye-bye!</i>             |     | X   |     |
|                                |                           | <i>Have a nice day!</i>                                                         |     |     | X   |
| Répondre                       |                           | <i>Yes / no<br/>yes / yes, please.</i>                                          | X   |     |     |
|                                |                           | <i>No, thanks.</i>                                                              |     | X   |     |
|                                |                           | <i>It's mine / It's not mine (It's Peter's)</i>                                 |     |     | X   |
| Remercier                      |                           | <i>Thank you                  Thanks</i>                                        | X   |     |     |
| Présenter ses excuses          |                           | <i>Sorry                          I'm sorry!</i>                                | X   |     |     |
| Souhaiter (anniversaire, fête) |                           | <i>Merry Christmas, Happy New Year,<br/>Happy birthday to you, Happy Easter</i> | X   |     |     |
| Encourager, féliciter          |                           | <i>Good!      Well done!</i>                                                    | X   |     |     |
|                                |                           | <i>Great !      Excellent !                  Super !</i>                        |     | X   |     |
| Exprimer                       | Son accord, son désaccord | <i>I agree                          I don't agree</i>                           |     |     | X   |
|                                | Son incertitude           | <i>May be</i>                                                                   |     |     | X   |
|                                | Son jugement              | <i>Right                          Wrong</i>                                     | X   |     |     |
|                                |                           | <i>It's right                          It's wrong</i>                           |     | X   |     |

| Demander des informations à quelqu'un |  |                                                         |   |   |
|---------------------------------------|--|---------------------------------------------------------|---|---|
| Nom                                   |  | <i>What's your name?</i>                                | X |   |
|                                       |  | <i>Who are you?</i>                                     |   | X |
| Age                                   |  | <i>How old are you ?</i>                                | X |   |
| Adresse                               |  | <i>Where do you live ?<br/>Where do you come from ?</i> |   | X |
| Téléphone                             |  | <i>What's your phone number ?</i>                       |   | X |
| Possession                            |  | <i>Have you got ... ?</i>                               | X |   |
| Famille                               |  | <i>Have you got a ... ?</i>                             | X |   |
| Etat général                          |  | <i>How are you ?</i>                                    | X |   |
|                                       |  | <i>Are you all right ?</i>                              |   | X |
| Goût                                  |  | <i>Do you like + nom ?</i>                              | X |   |

**Formuler une demande polie**

|                                      |                                                                                                                       |   |  |   |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------|---|--|---|
| Pour obtenir :                       |                                                                                                                       |   |  |   |
| La permission de                     | <i>Can I go to the board, please ?</i><br><i>Can I go to the toilets, please ?</i>                                    | X |  |   |
| Quelque chose                        | <i>May I have some milk, please ?</i><br><i>May I have a biscuit, please ?</i><br><i>Can I have a/an ... please ?</i> |   |  | X |
|                                      | <i>May I ... please ?</i>                                                                                             |   |  | X |
| De l'aide en général                 | <i>Can you help me, please ?</i>                                                                                      |   |  | X |
| La répétition d'un mot, d'une phrase | <i>Can you repeat, please ?</i>                                                                                       | X |  |   |
| Donner un ordre                      | <i>Sit down ! Stand up !</i><br><i>Come here ! Shut the door ! Don't (touch)</i>                                      | X |  |   |

## PARLER DES AUTRES ET DE SON ENVIRONNEMENT

| Présenter une personne, un animal ou une chose |                                                                                                                                              | CE2 | CM1 | CM2 |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|
|                                                | <i>This is Tom</i><br><i>This a cat</i><br><i>This a tree</i>                                                                                | X   |     |     |
| Décrire :<br>Taille                            | <i>She's tall/He's small/It's big</i>                                                                                                        |     | X   |     |
|                                                | <i>They're fat</i>                                                                                                                           |     |     | X   |
| Couleur                                        | <i>What colour is it ? It's blue.</i>                                                                                                        | X   |     |     |
|                                                | <i>She's got brown eyes</i>                                                                                                                  |     | X   |     |
|                                                | <i>He's got a red bike</i>                                                                                                                   |     |     | X   |
| Vêtements                                      | <i>His sweater is blue</i><br><i>Her jeans are black</i><br><i>He's/She's/They're wearing ...</i><br><i>Their uniform is green and white</i> |     |     | X   |

### Demander et dire à qui appartient une chose

|  |                                                                              |  |  |   |
|--|------------------------------------------------------------------------------|--|--|---|
|  | <i>Whose coat is this ?</i><br><i>It's Tom's.</i><br><i>It's (not) mine.</i> |  |  | X |
|--|------------------------------------------------------------------------------|--|--|---|

### Les nombres

|                                 |                                  |   |   |   |
|---------------------------------|----------------------------------|---|---|---|
| Connaître les nombres de 0 à 30 | <i>What number is (it) ... ?</i> | X |   |   |
| De 30 à 100                     | <i>One book, two books</i>       |   | X |   |
| De 100 à ?                      |                                  |   |   | X |
| Dénombrer                       | <i>How many ... ?</i>            | X |   |   |
| Interroger sur le prix          | <i>How much is it ? It's ..</i>  | X |   |   |
| Interroger sur la quantité      | <i>How many ... are there ?</i>  |   |   | X |
| Préciser la quantité            | <i>There is... There are ...</i> |   |   | X |

### Le temps qu'il fait

|                              |                                                                       |   |  |  |
|------------------------------|-----------------------------------------------------------------------|---|--|--|
| Demander le temps qu'il fait | <i>How is the weather ?</i><br><i>What's the weather like today ?</i> | X |  |  |
| Dire le temps qu'il fait     | <i>It's sunny / raining / windy / cloudy / snowing</i>                | X |  |  |

| Date et heure |                                                                                                         |   |   |   |
|---------------|---------------------------------------------------------------------------------------------------------|---|---|---|
|               | <i>What day is it ?      What's the day today ?<br/>It's Tuesday / Tuesday, October 25<sup>th</sup></i> | X |   |   |
|               | <i>What time is it ?      It's ten / quarter past ten / half past ten<br/>It's quarter to eleven.</i>   |   | X |   |
|               | <i>Yesterday was ...      Tomorrow will be ...</i>                                                      |   |   | X |

| Localiser |                                                                                                                                                 |   |   |   |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|
|           | <i>In, out, on, down, up, under, right, left</i>                                                                                                | X |   |   |
|           | <i>Where is it ? is he ? is she ?<br/>It's in / on / under ...<br/>It's here<br/>She is / He is here<br/>On the right / On the left</i>         |   | X |   |
|           | <i>Where are they ?<br/><br/>It's over there      She is / He is over there<br/>They are here      They are over there<br/>It's next to ...</i> |   |   | X |

| Quelques articulations de logique et de coordination |                                                       |   |  |  |
|------------------------------------------------------|-------------------------------------------------------|---|--|--|
|                                                      | <i>Tom <b>and</b> Peter      Tea <b>or</b> coffee</i> | X |  |  |