

Cycle 3 : Anglais

Ecouter et comprendre

A1 : L'élève est capable de comprendre des mots familiers et des expressions très courantes sur lui-même, sa famille et son environnement immédiat (notamment scolaire).

A2 : L'élève est capable de comprendre une intervention brève si elle est simple et claire.

Capacités	Formulations
<p>Comprendre l'ensemble des consignes utilisées en classe. Vie de la classe. Activités. Materiel.</p>	<p>Let's play/ work/ listen! Are you ready to play/ work/ listen! Fold/ Colour/ Stick/ Draw! You must draw/ colour/ fold/ paste! Give me/ pass me the blue pen/ your scissors! Can you pass me the glue! Show me the right flashcard/ can you point to the right map? Louder please/ Can you speak louder please?</p>
<p>Suivre les instructions données Les jeux de société. L'étude de plan. Etude des villes</p>	<p>Let's play Snakes and ladders! Do you want to play Chess with me? Throw the dice! Can you throw the dice? Miss a turn! You must pass your turn! Turn the card over! Count two up/ three down/ left/ right! You must move your piece/ pawn four squares up/ down/ left/ right. Start from the post office. Go straight on along High Street. Then you must turn left and walk past the school. Finally turn right along the department store. Alice lives at number 14. Colour her house! Now hop on the bus and make a tour of New York! Listen and tick the right monument: First you can see the Statue of Liberty! Then Ellis island where emigrants arrived... Look at the skyline, you can spot the Empire State Building...</p>
<p>Comprendre des mots familiers et des expressions courantes. Vie de classe: encouragements et félicitations. Réprimande. Repères géographiques : Grandes villes du Royaume Uni et du monde anglophone.</p>	<p>Good job! Well done! You are doing well! Carry on! Try again! Stop it, will you! Stop talking, please! I'm from Cardiff. It's in Wales. The sea and the mountains are not very far. I live/ he lives/ in a flat with my/ his parents. My/ His grandparents speak Welsh. I/ He/ can understand Welch, but I only speak English. I've/ She's got a brother, Luke. He's seven. He plays/ likes to play cricket. He also likes to</p>

<p>La personne et la vie quotidienne. Les modes de vie. Famille, loisirs, activités, etc. Description physique. Les vêtements.</p>	<p>read. I've got an older sister. She's 14, she goes to college. And her/their favourite hobby is jogging. They both like skating. Hello! I'm Lisa. For breakfast, I have milk and cereals. Hi! I'm Sean from San Francisco, I prefer boiled eggs/ I like scrambled eggs better. We're Sarah and Mark from Scotland. At the weekend, we have either porridge or bacon and eggs. Look! It's me on the video! I'm skiing. And now you can see my two older brothers! They're skiing too. They're very good at ski. Now it's Terry! She's skating. Guess who? He's got black curly hair and a hat. He's got a moustache, too. But he hasn't got glasses. He wears a black suit and he walks with a cane. He's very funny. Sometimes he's sad because he's poor. It's Charlie Chaplin.</p>
<p>Suivre le fil d'une histoire simple (conte, légende...). Comptines. Chansons. Héros de contes et légendes.</p>	<p>Icy Wincy Spider climbed up the water spout. Down came the rain and washed poor Wincy out. Out came the sun and dried up all the rain. And Wincy Spider climbed up the spout again. Once upon a time there was a girl called Little Red Riding Hood. She went to see her grandmother who lived in the forest... A long time ago, people were poor in England. In Sherwood Forest, Robin Hood with his friends robbed the rich to help the poor. But he loved Maid Maria, the Princess...</p>
<p>Identifier le sujet d'un message oral de courte durée. Repères culturels.</p>	<p>Hi everybody! This is radio 4 live from California with your favourite DJ Jack the Light! Today our special subject on the Oscar Ceremony... and don't forget you can vote for your best actor and actress and win a free entrance for their films!</p>
<p>Comprendre et extraire l'information essentielle d'un message oral de courte durée. Repères culturels.</p>	<p>Hello! This is Clive your tour guide speaking! Today a visit to Disneyland/ we'll visit Disneyland/. Let's start/ we'll start/ with the Sleeping Beauty castle, then let's go to Alice in Wonderland Maze and...don't get lost!</p>

Lire et comprendre

A1 : L'élève est capable de comprendre des mots isolés et des phrases très simples.

A2 : L'élève est capable de comprendre des textes courts et simples.

Capacités	Formulations
<p>Comprendre des textes courts et simples (consignes, correspondance, poésie, recette, texte informatif, texte de fiction...) accompagnés d'un document visuel, en s'appuyant sur des éléments connus. Consignes. La personne et la vie quotidienne. Lettres, cartes postales, messages électroniques. Prospectus, pages web de monuments célèbres. Questionnaires sur l'identité, les enquêtes. La nourriture, les recettes, les menus, listes de courses. La maison. Repères géographiques, historiques et culturels.</p>	<p>Listen and tick/ Tick or cross/ Circle/ Number/ Put the pictures in the right order/ Read and match/ Draw a square!</p> <p>Mail: Hi! I'm in London with my school. We are visiting the Tower, we had a picnic in St James Park. Love! ... Letter: Dear Tom...Best wishes! Hope to see you soon!</p> <p>Here is The Tower of London! Inside you can see the Crown jewels. It is along the Thames near Tower bridge... and now Buckingham palace! I was there last weekend and the Queen wasn't there!</p> <p>Fill in the form/ the survey: name, age, birthplace, nationality, place of living, number of brothers and sisters.</p> <p>And now for Easter, the pancakes recipe! Mix flour, a pinch of salt and 75g of sugar. Beat 3 eggs. Add them to the four. Add milk. Fry the pancake, toss the pancake...</p> <p>Looking for a flat/ apartment! Here are the small ads from your favourite newspapers! Read and find the flat of your dreams! : a nice three bedroom flat overlooking the Thames in a terraced house with a large living-room, fully equipped kitchen, two bathroom. Sunny backgarden. A must see/You'll love it.</p> <p>Hello! I am Ben, your reporter, from Sydney! It is a beautiful city by the sea, the Indian Ocean in fact! Now I'm sailing on a yacht. We're arriving in Sydney port!</p> <p>The Olympic games took place in ... there is a gorgeous opera house overlooking the water! Australia is a very large territory with a huge desert... their favourite animals are the kangaroos. Do you like them, too? I like them a lot/ very much/ love them...</p>

Parler en continu

A1 : L'élève est capable d'utiliser des expressions et des phrases simples pour parler de lui et de son environnement immédiat.

A2 : L'élève est capable de produire en termes simples des énoncés sur les gens et les choses.

Capacités	Formulations
<p>Reproduire un modèle oral (répéter, réciter...). Les activités rituelles. La date, les saisons. Les comptines et les chansons. La nourriture. L'heure. Les virelangues.</p>	<p>Today is Tuesday/ October 11th 2015. It's autumn.</p> <p>Beans on toast. Sausage and tomato. Cheese and biscuits.</p> <p>Hickory dickory dock, The mouse ran up the clock, The clock struck one, The mouse ran down, Hickory dickory dock.</p> <p>She sells seashells on the seashore.</p>
<p>Lire à haute voix et de manière expressive un texte bref. Lecture d'un conte à une autre classe. La préparation d'un envoi à des correspondants. Faire un bulletin météo à partir de différentes villes du monde anglo-saxon.</p>	<p>Once upon a time there was a dark, dark house. And in the dark, dark house, there was a dark, dark room...</p> <p>How are you? This is a photo of my school. And this is my teacher, Mr/Mrs Smith... I live near my school. I walk to school every day. We'll meet you in March. I'm very happy about it.</p> <p>In London, it's cold and windy today. It's snowy too. In Sidney it's very hot and dry...</p>
<p>Se présenter oralement et présenter les autres. L'identité. Les goûts.</p>	<p>My name's Louise. I'm nine. I've got one sister. I live in Villeneuve. I'm French. At school I love maths and geography. I like /to play/video games.</p> <p>This is my friend Karim. He's got two brothers and three sisters. He likes animals/very much/a lot. He's got two pets: a dog and a goldfish.</p> <p>Ann and Liz, my best friends have got two beautiful cats. They are/ both/ black and they've</p>

	got green eyes.
<p>Décrire son environnement quotidien, des personnes et/ou des activités culturellement connotées.</p> <p>Les jours de la semaine. Quelques figures contemporaines. Les sports. Le monde du spectacle.</p>	<p>On Wednesdays I play basketball and on Saturdays I go swimming/ with my friends. And on Sundays/ they go jogging with me/ we go jogging together.</p> <p>His name is Tony Parker. He lives in the USA but he is French. He plays basket-ball with the NBA and he is my favourite champion!</p> <p>I think Brad Pitt and Angelina Jolie are very good actors. I like their films a lot because they're action films.</p>
<p>Raconter une histoire courte à l'aide de supports visuels.</p> <p>Transposer et raconter une histoire à un autre groupe, une autre classe. Littérature de jeunesse</p>	<p>This is Hilda the giraffe. On Mondays, she goes to the market. She buys fruit and vegetables. On Tuesdays, she visits her friends: the zebra and the monkey. And they have tea...</p>
<p>Faire une brève annonce (date, anniversaire, invitation...) en situant l'événement dans le temps et l'espace.</p> <p>Fêtes d'anniversaire. Fêtes calendaires : Halloween... Tournois de football, basket-ball.</p>	<p>Come to my birthday/ Halloween party! It's on Friday, March 12th! Save the date!</p> <p>Next weekend we organize a sports event/ to raise fund for Come with your friends and join the contest!</p>

Ecrire

A1 : L'élève est capable de copier un modèle écrit, d'écrire un court message et de renseigner un questionnaire simple.

A2 : L'élève est capable de produire des énoncés simples et brefs.

Capacités	Formulations
Copier des mots isolés et des textes courts. Cartes de vœux. Les nombres. La nourriture. Courts poèmes.	Merry Christmas! Happy new year! Have a good Easter! We wish you a merry Xmas! All the best for the new year! Congratulations! Write the numbers! : 1... 100... 1000... 10 000... Copy the scone recipe in your recipe book! Mix the milk, 3 eggs, a cup of sugar... Roses are red, Violets are blue, Sugar is sweet, And so are you!
Ecrire sous la dictée des expressions connues. Jeux de rôles. Ecriture de saynètes. Chasse au trésor.	-Waiter, please! -Yes, Sir. -Fish and chips, please. -Fish and chips. And for you Madam? -Chicken and peas. -Chicken and peas. All right. -Thank you. -Bring me a blue ruler, a green pen, a yellow pencil case,...
Renseigner un questionnaire. La famille. Les animaux familiers. Les sports. Les loisirs. Les goûts.	-How many brothers and sisters have you got?/3/ -What are their names?/Julie, Louis and Noémie/ -How old are they? -What pets have you got? -How many have you got? -What's your favourite sport?

	<p>-What sports do you practice? -On what days do you practice them? -What other hobbies have you got?</p>
<p>Produire de manière autonome quelques phrases sur soi-même, les autres, des personnages réels ou imaginaires. Description physique. Jeu du portrait. Onomatopées.</p>	<p>Hi! Hello! I'm a girl/ boy. I live in Marseille. I've got brown eyes, short dark hair. And I've got glasses. I love tennis. I often play tennis with my friends at the weekend. My favourite champions are Andy Murray and Gael Monfils. They both play very well.</p> <p>Who am I? -Ouch! / Wow! / Oops! / Quack, quack! -Hello! / Good luck / See you!</p>
<p>Décrire des objets, des lieux. Monuments.</p>	<p>Look! There's a big tower. It's Big Ben. It's a very big clock. I can see Buckingham palace. In New York there are many skyscrapers.</p>
<p>Raconter succinctement des expériences vécues ou imaginées. Les personnages célèbres.</p>	<p>Last weekend I went to the cinema. I saw the new "Star Wars" with Harrison Ford. I think he's a very good actor. I love this saga. The music is great too.</p>
<p>Rédiger un courrier court et simple, en référence à des modèles (message électronique, carte postale, lettre). Les fêtes. Repères géographiques, historiques et culturels.</p>	<p>Birthday card: Come to my birthday party on Saturday, November 20th. My house is on 22, street. You must get off the tube at Marble Arch and can walk along Hyde park! We'll have great fun and play lots of games! With big creamy yummy cakes! Crackers at five o'clock!</p> <p>Dear Mum and Dad, I'm in Dover near the sea. There is a very big castle. We are lucky: the weather is sunny. Love! xxx Manon</p>

Réagir et dialoguer

A1 : L'élève est capable de communiquer, de façon simple, à condition que l'interlocuteur soit disposé à répéter ou à reformuler ses phrases plus lentement et à l'aider à formuler ce qu'il essaie de dire.

A2 : l'élève est capable d'interagir de façon simple et de reformuler son propos pour s'adapter à l'interlocuteur.

Capacités	Formulations
Etablir un contact social (saluer, se présenter, présenter quelqu'un). La personne et la vie quotidienne. Les différentes manières de se saluer. L'age. L'anniversaire, les mois. La famille. Les personnages célèbres. Repères géographiques et culturels des villes, pays et régions dont on étudie la langue.	-Hello everybody! /Hi guys! Good afternoon! I'm Sam. -What's your name? What's his/her name? What're their names? -My name's Julian. /Her/his name's Gill. -How are you, Julian? -Fine/I'm OK/ very well, thank you. -Where are you from? -I'm from Wimbledon, near London. -Are you/Is he/she/ are from Los Angeles in California? -Yes, I am/he is/they are. Nice to meet you! -Nice to meet you, too! -How old are you/he is/are they? -I'm /he's/they're ten years old/ I'm ten and a half. -I'm/she's/they're ten too! -When is your/his/her birthday? When are your birthdays? -My /Her/ His birthday is in March 25 th / Their birthdays are on March. You are older/younger than me! -Look at this photo, Peter! -Who's this?

	<p>-This is my Mum/mother/Dad/ father/brother/ sister. These are my Mum and Dad. -She's young/ He/ She looks very young/ younger! / They're old/They look old/older. -Do you like basketball? -Yes, I do. My favourite player is Joachim Noah Oh yes, I know Joachim Noah/ him. He is French but he lives in the US. -Yes but he is American too! He plays in the Chicago Bulls Team. -Do you want to/ would you like/ to play basketball with me and my friends on Saturday afternoon Sam? -Good idea! Let's meet here on Saturday at 2 o'clock. -OK. See you on Saturday. -Bye-Bye! How is your place (of living) like? I live / in a big city/ in a small village/ in a house/ in a flat/ apartment/ by the sea/ at the mountains/ in the countryside... How do you go to school? My father drives me to school/ I go to school by bus/ tube/ I walk to school. Is there a dress code? Yes, we must wear uniforms./ No, we dress normally.</p>
<p>Demander à quelqu'un des nouvelles et réagir en utilisant des formules de politesse. codes socio-culturels. Rituels de la classe.</p>	<p>-How are you? How do you feel? -I'm fine, OK/very well/ I feel fine./I'm so so/ I'm not very well/ I feel tired/ I feel very/ a bit tired. -Are you all right? / Do you feel all right? -Yes, I am/ Yes, I do, thank you/ very much/ thanks/ a lot. -No, I'm not very well.</p>
<p>Dialoguer pour échanger/ obtenir des renseignements (itinéraire, horaire, prix...). Les modes de vie. Les nombres. L'heure.</p>	<p>-Can I have/ I'd like a chocolate ice-cream please? -Certainly! Yes, of course! / Sure! -How much is it? -90p/ 1 pound/ 2 dollars... -What time is it/ What's the time?</p>

<p>Les itinéraires à travers les capitales.</p>	<p>-It's half past ten/ It's 10.30. -Already/ At last! So, it's break time. -How long is breaktime? / It's ten minutes long. What's the way to Central Park? How can I go to Harrod's? Turn right/ You must turn left...</p>
<p>Dialoguer sur des sujets familiers (école, loisirs, maison...). Les animaux. Les chiffres et les couleurs. Les fêtes, les jeux. Les lieux, les loisirs. La météo, les villes.</p>	<p>Have you got any pets? Yes, I have. How many pets have you got? I've got two cats and a guinea pig. Let's play "Hide and seek!" Tom, are you behind the door/ under the table/ in the closet? No, wrong! / You're wrong! Try again! Yes, right! / Yes, you're right! It's your turn! -Hello Tom, where are you going? -I'm going to the park/ to the swimming-pool. -Do you like handball? -Yes, I do but I prefer football. / I like football better. -Ugh! I don't like football at all. / I hate football. -What's your favourite sport? What sport do you prefer? -I like/ love swimming. / I like hockey/ a lot/ very much. -How's the weather in New-York? / What's the weather like today in London, in Montreal? -It's sunny!/ It's windy/ a bit cloudy/ snowy/ foggy/ very cold/ freezing</p>
<p>Réagir à des propositions, dans des situations de la vie courante (remercier, féliciter, présenter des excuses, accepter, refuser...). Vie de la classe. Jeux de société. Débats.</p>	<p>Sorry/ I'm sorry for being late. / I apologize! Fine/Great/Excellent/ Well done/ Congratulations Thank you/ very much/ so much/ Thanks a lot! OK! All right! / Fine! / That's right/ You're right! I'm OK! / I agree/ with you! No, you're wrong! / I don't agree/ with you!</p>