

ENSEIGNEMENT DE L'ANGLAIS
CYCLE 3

SUGGESTION DE PROGRESSION

- L'ordre d'étude des structures grammaticales du programme transitoire(BO n°4 hors série du 29/08/2002)qui est proposé dans cette progression correspond à la nécessité de fournir en priorité les outils langagiers qui permettront de satisfaire aux premiers besoins en **communication**.
- Il est bien entendu que l'enseignant reste maître de ses choix et peut, à tout moment, modifier l'ordre proposé. D'ailleurs, certaines des structures qui ont paru moins répondre au critère de "priorité" et qui ont été placées en fin de progression, pourront être présentées aussitôt que le besoin se fera sentir.

RITUELS / CLASSROOM ENGLISH

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Utilisé à chaque séance et à chaque occasion, cela permet de couvrir les fonctions langagières suivantes du programme :

Parler de soi :

- **exprimer** : *son état général – ses sentiments – ses sensations physiques –*

- **dire que** : *l'on sait / ne sait pas - l'on ne comprend pas –on sait faire / ne sait pas faire – l'on a oublié*

Parler aux autres :

Relations sociales : *se saluer –répondre positivement / négativement – remercier – présenter ses excuses – exprimer son accord / désaccord – son jugement (vrai /faux) –*

Demander des informations à quelqu'un : *sur son état général - ses goûts – la possession -*

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Greetings : Hello / Good morning / afternoon / ... Goodbye ! / See you / See you soon / tomorrow / later / next morning / next Thursday /

...

How are you ? I'm (very) well / fine / O.K / (all) right / so ... so / tired / I'm not too / (so) bad : I feel terrible / ...

What day is it today ? Today's Monday / Tuesday / ... (*majuscules aux noms de jours & mois*) + ordinaux

What day was yesterday ? : Yesterday was Sunday / Monday / ...

What day will be tomorrow ? : Tomorrow will be Tuesday / Wednesday / ...

What's the weather like ? : It's : rainy / raining / sunny / windy : foggy / hot / cold / stormy / snowy / cool / chilly / freezing / ... It's Spring /

Summer / Autumn / Winter

Classroom English : Stand up / Sit down / Take your ... / Open your ... / Listen / Repeat / Keep quiet / Come to ... / It's your turn / Go to

... / Can you + verbe ... / I don't know / Sorry / Excuse me . / Good for you ! / Well done ! / It's right / You're wrong / I agree / I don't agree /

It's mine / Can I have your ... please ? / Here you are. / Thank you / ...

FONCTIONS LANGAGIERES	ANNEE 1		ANNEE 2		ANNEE 3	
	STRUCTURES LINGUISTIQUES	LEXIQUE	STRUCTURES LINGUISTIQUES	LEXIQUE	STRUCTURES LINGUISTIQUES	LEXIQUE
Se présenter : donner son nom	Who are you? I'm... Yes, I am / No, I'm not		What's your name? My name's... What's his / her name? His name's...Her name's...		REACTIVATION	
Se présenter : donner son âge	How old are you? I'm...	Numbers 11	How old is he / she? He's .../ She's...	Numbers > 11	REACTIVATION	
Donner / Demander un numéro de téléphone	What's your phone number ? My phone number is...	Numbers from 0 to 9	REACTIVATION			
Présenter un animal ou une chose	What is it ? It's ... What's this ? This is ... Is it ...? Yes, it is. / No, it isn't What colour is ...?	Colours: : white, black, yellow, orange, pink, red, blue, green, grey, brown, purple. School things: school bag, pencilcase, book, pencil, pen, rubber, glue, scissors, paper, computer...	Is it ...? Yes, it is. / No, It isn't. It's... It isn't ...	Adjectifs descriptifs : heavy/ big / tall /fat/long/ small/little/thin/short/nice/ beautiful	It's got ... (It's got 2 wings, 2 legs ...)	Parties du corps. Farm animals: chicken, cow, duck, sheep, horse, pig... Wild animals: bear, elephant ...
Présenter une personne	Who's this. Who is it ? This is ... He's .../ She's ...	Adjectifs descriptifs : big / tall /tall/fat/long/small/little/thin/short/ nice/beautiful/young/old a boy, a girl, a man, a woman, a baby, a friend Miss/Sir/Mr/Mrs/	Here is ... What has he / she got? He's got ... / She's got ...	Vêtements : tshirt, pullover, jeans, dress, socks, shoes, slippers, anorak, glasses. Parties du corps : head, hair, face, eyes, ears, mouth, nose, tooth/teeth, arms, hands, fingers, knees, foot/feet, toes, legs.	What's his / her job? He's / She's a ... My mother is a ... My father is a ...	Métiers : teacher, doctor, nurse, farmer, fireman, policemen, pilot, vet...
Indiquer sa nationalité	I'm / He's / She's	French / English / British / Scottish / Welsh / Irish	I'm / He's / She's	European nationalities	I'm / He's / She's	English speaking countries nationalities
Dire / Demander : - Où l'on habite - D'où l'on vient	Where are you from ? I'm from ...		Where is he / she from ? He's / She's from ...	European countries	Where is he / she from? He's / She's from ... I live in ... He / She lives in ...	English speaking countries house / flat / town / village
Formuler des souhais Dire ce que l'on aimerait avoir / être	Merry Christmas! Happy New Year !		What do you want? I want ...	Toys and games: ball, racket, teddy bear, doll, computer/video games, robot, train, roller skates, skate board, bike...	What would you like to be? I'd like to be ... What would you like? I'd like ...	Halloween Christmas
Demander et dire : - ce que l'on possède ou pas - à qui appartient une chose	Have you got (any) ...? Yes, I have / No, I haven't What have you got? I've got / I've got no ... (I haven't got)	Pets: bird, cat, dog, fish, guinea pig, hamster, mouse/mice, rabbit. School things: school bag, pencilcase, book, pencil, pen, rubber, glue, scissors, paper, computer,	What has he / she got ? He's got / She's got He / She's got no ... Has he / she got ...? Yes, he / she has No, he / she hasn't	Family: parents, mother (mummy, mum), father (daddy, dad), brother, sister, grandma, grandpa.	Whose ... is this ? Génitif : John's sister	Pets / school things / clothes / family ...

	ANNEE 1		ANNEE 2		ANNEE 3	
Expression des goûts	Do you like...? Yes, I do / No, I don't What do you like? I like ...	Food: apple, banana, lemon, orange, peach, plum, grapes, beans, carrot, potato, tomato, meat, chicken, bacon, eggs, hamburger, sandwich, fish, chips, crisps, salad, milk, water, juice, coke, biscuits, bread, butter, cake, chocolate, jam, sugar, sweets, toast. colours: white, black, yellow, orange, pink, red, blue, green, grey, brown, purple	What's your / his / her favourite..? My / his / her favourite...is	Sports: football, soccer, basket-ball, rugby, tennis, baseball... hobbies / school subjects/ Verbes ...	I love ... I hate ... What do you prefer? Tea or coffee. I prefer ...	Food / colours ...
Interroger sur une quantité, sur un prix	How many ... ?	Numbers to 20	How many ... are there ? There is ... / There are ...	Numbers to 100	How much is ... ?	Numbers to 20.
Exprimer un ordre, une interdiction	Utilisation de l'impératif	Dance, sing ,play, wear, put on, take off, wash, stop, sit down, stand up, look, listen, repeat, write, come, say, count ... Shut the door...	Don't... !	Dance, sing ,play, wear, put on, take off, wash, stop, sit down, stand up, look, listen, repeat, write, come, say, count	REACTIVATION	
Expression des capacités	Can you...? Yes, I can / No, I can't I can / I can't	Verbes d'action	He / She / can He / She / I can't	Verbes d'action	Animaux +verbes d'action Can it ...? (It can fly and it can swim.What is it?)	Animaux / verbes
Expression de la localisation	Where is...? It's / He's / She's in / on / under ...	House: garden, kitchen, living-room, bathroom, bedroom, toilets, door, window, wall, stairs, table, shelf/shelves, chair, armchair, TV set, bed, lamp, telephone,	Is it / He / She ... behind / between / next to / opposite / near ... ? Yes...No...	A map: school, shops, supermarket ,traffic lights, street	Go straight on / Turn right / Turn left On the left / On the right	A map
Décrire des activités régulières Utiliser des repères temporels			What do you do on ... ? I play ... / I go ...	Jours de la semaine. school / home / sports	What time do you ...? When do you ...? Utilisation du présent simple: I have...I get up ... I wash ... I go ...I play ... I sleep	night, morning, afternoon, evening breakfast / lunch/ dinner / bath school / home / sports + Heures/jours
Dire ce que l'on va faire			Tomorrow, I'm playing football.			
Décrire ce que l'on fait			Look ! He's dancing !			
Dire : - ce que l'on a fait - où l'on est allé - où l'on était			I was ... / I went to (the cinema)... / I played ... / I did (my homework) / I watched ... /			