

Programmes de Langues étrangères pour l'école primaire

Les programmes parus au BO n° 8 du 30 Août 2007 continuent à être en application.

**Répartition indicative des formulations proposées comme  
« exemples ou amorces d'énoncés possibles » pour le cycle 3.**

NB:

-On retrouvera en gras les formulations proposées pour le Cycle 2 (CE1) qui seront systématiquement reprises et enrichies tout au long des 3 années du cycle 3.

-Quelques structures ont été accompagnées de la mention « CO », pour Compréhension Orale lorsqu'elles correspondent essentiellement à la parole du maître.

-Les principaux critères de répartition ont été les suivants :

>longueur /complexité des énoncés

>difficultés syntaxiques

> pertinence des énoncés par rapport aux domaines d'intérêt des élèves ; adaptation à leur âge.

>nécessité d'un élargissement progressif ( je parle de moi et de mon environnement proche, ensuite je parle des autres et d'un environnement qui s'élargit peu à peu )

>organisation d'une réelle montée en charge des apprentissages tout au long du cycle 3

> nécessité d'une construction spiralaire des apprentissages

**Programmation proposée par le groupe départemental langues vivantes en Anglais pour les cycles 2 et 3**

(BO n°8 du 30 Août 2007)

**Comprendre, réagir et parler en interaction orale**

SE PRESENTER

CE1	CE2	CM1	CM2
<b>Good morning/Good afternoon (children/Miss/Sir) Hello!</b>	Good evening/Good night		
<b>What's your name ? Who are you ? Cinderella/I'm Cinderella</b>	My name's ...		
<b>How old are you ? Seven/I'm seven</b>		I'm nine years old.	I'm nine and a half.
		When is your birthday ? In December/It's in December ...	... on December 10th
<b>Where do you live ? (CO) In .../I live in...</b>			
		What's your mobile/phone number ? 01234567...	
		Where do you come from ? Where are you from ? From.../I'm from...	

PRESENTER QUELQU'UN

CE1	CE2	CM1	CM2
<b>This is Goldilocks. Hello,Goldilocks! And who's this ? Big Bear/This is Big Bear</b>			
	Look at this photo, Peter! (CO) Who's this ? This is my mum/mother ... This is my brother,Neil ...	... Oh, she's young. How old is he ? ... He's eleven ...	... And Emma and Louise are my twin sisters. Oh, they're pretty!

DEMANDER A QUELQU'UN DE SES NOUVELLES ET Y REAGIR EN UTILISANT LES FORMULES DE POLITESSE LES PLUS ELEMENTAIRES

<b>CE1</b>	<b>CE2</b>	<b>CM1</b>	<b>CM2</b>
<b>How are you today, Tasmin ? Fine, Liz, and you ? Very well, Tasmin, thank you!</b>		Hi, Kate! Are you all right ? Oh hi, Karen! Yes, I am, thanks, but I'm a bit tired.	
<b>Goodbye/Bye-bye children/Miss/Sir!</b>		Cheerio, Colin!	Have a nice weekend! Thanks, Bob! You too! See you on Monday!
<b>Happy birthday! Merry Christmas! Happy New Year! Happy Easter! Thank you!</b>		Happy Valentine! Thanks a lot !	
<b>Atishoo! Bless you!</b>			

PRESENTER DES EXCUSES

<b>CE1</b>	<b>CE2</b>	<b>CM1</b>	<b>CM2</b>
<b>You're late, Ron! Sorry Sir/Miss !</b>	I'm sorry Miss/Sir I'm late!	Hurry (up)! Go and sit down	

REPONDRE A DES QUESTIONS ET EN POSER SUR DES SUJETS FAMILIERS

CE1	CE2	CM1	CM2
<p><b>What's your favourite colour/ number ?</b> Yellow!/Four!</p>			
<p><b>What pets have you got ? (I've got) a cat/a dog.</b></p>	<p>Have you got any pets ? Yes, I've got two cats and a guinea pig. And you ? I've got a dog.</p>		
<p><b>Where's the bear ? (It's) in the garden/kitchen/bedroom</b></p>	<p>And where's the pumpkin ? (It's) under the table. And where's the spider ? (It's) on your bed!</p>	<p>Look at the haunted house! (CO) Where's the ghost ? (It's) behind the wardrobe.</p>	<p>Hello, Tom, where are you going ? To the park. And you ? To the swimming pool.</p>
<p><b>Look at this beautiful chocolate cake, children! (CO)</b> Yummy!/Yum-yum! And what about a glass of carrot juice ? (CO) Yuk!</p>			
<p><b>What's the day today ? (CO)</b> Monday.</p>			
	<p>Do you like handball ? Yes, I do but I prefer football. Ugh! I don't like football. ...</p>	<p>... What's your favourite sport ? I like swimming.</p>	
			<p>Can I have a chocolate ice-cream please ? Certainly! How much is it ? 90 p</p>
	<p>Chris, what's the weather like today in London ?</p>		

	It's sunny! And what the weather like in Paris ? It's windy / cloudy		
	<i>Eventuellement l'heure juste !</i>	What time is it ? / What's the time, children ? (It's) half past ten, Miss/Sir Already! So it's break time.	

REPONDRE A DES QUESTIONS ET EN POSER SUR DES BESOINS IMMEDIATS

CE1	CE2	CM1	CM2
<b>Coke or apple juice ?</b> <b>Coke, please. Here you are.</b> <b>You're welcome!</b> <b>Thank you.</b>			
<b>How many cards have you got , Rowan ? (CO)</b> <b>Ten, Miss/Sir. Well done!</b> <b>You're the winner! (CO)</b>			
	Can I clean the board ? Yes, but be quick!  Can you repeat, please ? All right ... (CO)	Can I have a blue pen / a pair of scissors / some glue ..., please Miss/Sir ? Help yourself! (CO)	
		Can I have the red bird , please ? Here you are! Thanks. Can I have the blue cat, please ? Sorry, I haven't got it !	

EPELER DES MOTS FAMILIERS

CE1	CE2	CM1	CM2
	What's your e-mail address ? <a href="mailto:rudolph@santasnet.co.uk">rudolph@santasnet.co.uk</a> Can you spell it, please? R-U-D-O-L-P-H.		

Comprendre à l'oral

COMPRENDRE LES CONSIGNES DE CLASSE

CE1	CE2	CM1	CM2
<b>Sit down!</b> <b>Stand up!</b> <b>Be quiet!</b> <b>Come here!</b> <b>Don't run !</b> <b>Repeat!</b> <b>Shut/Open the door/your eyes!</b> <b>Take a red pencil.</b> <b>Let's play a game/sing a song!</b> <b>Come on, join in!</b> <b>Time to go!</b> <b>Slowly, please!</b>	Are you ready to play/work/listen ? Fold/colour/stick/draw... Give me a / the/ your ... Take your pencil case. Point to ... Louder, please/Can you speak louder, please?		

COMPRENDRE DES MOTS FAMILIERS ET DES EXPRESSIONS TRES COURANTES RELATIFS A SOI-MEME, SA FAMILLE, SON ENVIRONNEMENT CONCRET ET IMMEDIAT, SI LES GENS PARLENT LENTEMENT ET DISTINCTEMENT

CE1	CE2	CM1	CM2
<p><b>Excellent!</b>  <b>Great!</b>  <b>Good boy/girl!</b></p>	<p>Stop it, will you!            Try again!</p>	<p>Carry on!</p>	<p>You're doing very well!</p>
<p><b>I'm Bob. I'm seven. I live in York.</b></p>		<p>I'm from Cardiff .I live in a flat with my parents.            I've got a brother, Luke; he's seven. I can play cricket.            Circle my photo.</p>	
		<p>I'm Lisa. For breakfast, I have milk and cereal.            I'm Sean, I have toast and marmelade.            We're Sarah and Mark. At the weekend, we have bacon and eggs.</p>	
			<p>He's got blue eyes and short dark hair.            He's got a moustache but he hasn't got glasses.            He's wearing a tie and a hat.            What's his name ?</p>

SUIVRE DES INSTRUCTIONS COURTES ET SIMPLES

CE1	CE2	CM1	CM2
<p><b>Hands up/ down !</b>  <b>Nod your head!</b>  <b>Clap your hands!</b>  <b>Shake your arms!</b></p>		<p>Bend your knees!            Put your finger ... in the air/on your head/on your nose...</p>	

	<p>Throw the dice. Miss a turn. Turn the card over. Pick up a card.</p>		
			<p>Start from the post-office. Go straight on along High Street. Turn left and walk past the school. Then, turn right. Alice/Ron lives at number 14. Colour her/his house.</p>

SUIVRE LE FIL D'UNE HISTOIRE AVEC DES AIDES APPROPRIEES

CE1	CE2	CM1	CM2
<p><b>One, Two, Buckle my shoe, Three, four, Knock at the door, Five, six, Pick up sticks, Seven, eight, Lay them straight, Nine, ten, A big fat hen.</b></p>	<p>Incy 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 Incy Wincy Spider climbed up the spout again.</p>		
		<p><b>Once upon a time, there was a little girl named Little Red Riding Hood. One day, she put on her red coat, took a basket full of biscuits and walked across the forest to her grandmother's ...</b></p> <p><b>Here's Robin Hood. He lived a long time ago, in Sherwood Forest. And this is Maid Marian. She was Robin's girlfriend ...</b></p>	



## Parler en continu

### REPRODUIRE UN MODELE ORAL

CE1	CE2	CM1	CM2
			Today is Tuesday, October 11th, 20--.
<b>Red jelly, green jelly, Fish and chips.</b>	Beans on toast. Sausage and tomato. Cheese and biscuits.		
<b>Rain, rain, go away Come again another day.</b>		Hickory dickory dock. The mouse ran up the clock. The clock struck one. The mouse ran down, Hickory dickory dock.	She sells seashells on the seashore

### UTILISER DES EXPRESSIONS ET DES PHRASES PROCHES DES MODELES RENCONTRES LORS DES APPRENTISSAGES POUR SE DECRIRE /DECRIRE DES ACTIVITES OU SUJETS FAMILIERS EN UTILISANT DES CONNECTEURS ELEMENTAIRES

CE1	CE2	CM1	CM2
<b>I'm Corentin. I'm seven. I live in Vieuxbourg.</b>	My name's Louise. I'm nine. I'm French. I live in Villeneuve. I've got a cat. I like handball.		
			On Wednesdays, I play basketball and on Saturdays I go swimming.



## Lire

COMPRENDRE DES TEXTES COURTS ET SIMPLES EN S'APPUYANT SUR DES ELEMENTS CONNUS (INDICATIONS, INFORMATIONS):

lettres, cartes, messages électroniques/prospectus/pages Web/questionnaires/comptines/chansons

/recettes

CE1	CE2	CM1	CM2
		Listen and tick/Tick or cross/Circle/Number/Put the pictures in the right order/Read and match/Draw	
	Dear Tahar/Best wishes/Love from...		Dear Corentin, I'm in London with my school. We visited the Tower, had a picnic in St James's Park and fed the pigeons in Trafalgar Square. Love from xxx Jamie.
		The Tower of London. 1 March – 31 October : Tuesday – Saturday : 09:00 – 17.00 Sunday : 10.00 – 17.00 1 November - 28 February : ...	
	Name : First name : Age : Date of birth Address :		
	Jelly on a plate Wibble, wobble, Jelly on a plate.		Mix flour, a pinch of salt and 75g of sugar. Beat 3 eggs.Add them to the flour. Add milk. Fry the pancake, toss the pancake...

SE FAIRE UNE IDEE DU CONTENU D'UN TEXTE INFORMATIF SIMPLE, ACCOMPAGNE EVENTUELLEMENT D'UN DOCUMENT VISUEL :  
 menus/listes de courses/enquête, tableau à double entrée.../cartes et plans

CE1	CE2	CM1	CM2
		Bonfire Night! Fireworks at nine o'clock. Toffee-apples, sausages...	Come to my party on Saturday, November 20th. Bring music.
		Steak and kidney pie/Fish and chips/ Cornish pasty/Cheese burger/Chicken curry/Vegetarian lasagne/Hamburger and fries/Pancake and syrup/Strawberries	
	Orange juice 2 apples 6 eggs Marmite Tea Coke		
		What's your favourite animal/colour/sport ...?	
	England/Wales/Scotland/Ireland/The Thames/London		Cinema/Restaurant/Hotel/park/Swimming pool/Town Hall

## Ecrire

COPIER DES MOTS ISOLES ET DES TEXTES COURTS:

salutations, souhaits/listes de courses/comptines, poèmes

CE1	CE2	CM1	CM2
<b>Hello.</b> <b>Merry Christmas.</b> <b>Love from...</b>			
	two apples, six eggs, two bottles of milk...		
		Remember, remember, the fifth of November.	Roses are red, Violets are blue, Sugar is sweet And so are you.

EN REFERENCE A DES MODELES, ECRIRE :

un message électronique/une courte carte postale/des formules magiques

CE1	CE2	CM1	CM2
	Merry Christmas/Happy New Year/Happy Birthday/Happy Valentine/Happy St Patrick's Day ...	Dear Mum and Dad, I'm in Dover. The castle is very big. It's sunny Love xxx Manon	
	Abacadabra one yellow rat Two green dogs three blue cats Four red mice...		

RENSEIGNER UN QUESTIONNAIRE

CE1	CE2	CM1	CM2
		How many brothers and sisters have you got ? ...	... What are their names ? How old are they ?
		What pets have you got ? ...	... How many (pets) have you got ?
			What sports do you practise ? On what days do you practise them ? What other hobbies have you got ?

PRODUIRE DE MANIERE AUTONOME QUELQUES PHRASES SUR SOI-MEME, SUR DES PERSONNAGES REELS OU IMAGINAIRES :

jeu du portrait/bulles de BD

CE1	CE2	CM1	CM2
		Hi!Hello! I'm a girl/boy. I've got blue eyes, short blond hair. I've got glasses. I like tennis. Who am I ?	
			Ouch!/Wow!/Oops!/Quack, quack!... Hello!/Good luck!/See you!...

ECRIRE SOUS LA DICTEE DES EXPRESSIONS CONNUES

CE1	CE2	CM1	CM2
			(jeu de rôles : at the restaurant) Waiter, please! Yes, Sir. Fish and chips, please. <b>Fish and chips.</b> And for you madam ? Chicken and peas. <b>Chicken and peas.</b> All right. Thank you.
		(jeu : course aux trésors/ <i>treasure hunt</i> ) bring me <b>a blue ruler, a green pen, a yellow pencil case...</b>	