

# STEP INTO THE IMAGINARY WORLD !

SEQUENCE CYCLE 4

NIVEAU VISE A2+/B1

DECLINAISONS CULTURELLES :

❑ VOYAGES & MIGRATIONS (l'imaginaire, le rêve, le fantastique, le merveilleux)

croisée avec

❑ LANGAGES (les langages artistiques et leurs interactions : poésie, cinéma et littérature, bande-dessinée, science-fiction)

PROBLÉMATIQUE / FIL DIRECTEUR : *comment les écrivains, les poètes et scénaristes construisent leur monde imaginaire, onirique et quel(s) message(s) cherchent-ils à transmettre ?*

# ACTIVITES LANGAGIERES DOMINANTES

## > DESCRIPTEURS CECRL

### • ECRITURE CREATIVE

A2	Peut écrire une suite de phrases et d'expressions <u>simples</u> sur sa famille, ses conditions de vie, sa formation, son travail actuel ou le dernier en date. Peut écrire des biographies imaginaires et des <u>poèmes courts et simples</u> sur les gens.
A2+	Peut écrire sur les aspects quotidiens de son environnement, par exemple les gens, les lieux, le travail ou les études, avec des phrases reliées entre elles. Peut faire une <u>description brève et élémentaire</u> d'un événement, d'activités passées et d'expériences personnelles.
B1	Peut écrire des <u>descriptions détaillées simples et directes</u> sur une gamme étendue de sujets familiers dans le cadre de son domaine d'intérêt. Peut faire le compte rendu d'expériences <u>en décrivant ses sentiments</u> et ses réactions dans un <u>texte simple et articulé</u> . Peut écrire la description d'un événement, un voyage récent, réel ou imaginé. Peut raconter une histoire.

# ACTIVITES LANGAGIERES DOMINANTES

## > DESCRIPTEURS CECRL

- **COMPREHENSION GENERALE DE L'ECRIT**

A2	Peut <u>comprendre des textes courts et simples</u> contenant un vocabulaire extrêmement fréquent, y compris un vocabulaire internationalement partagé.
A2+	Peut <u>comprendre de courts textes simples</u> sur des sujets concrets courants avec une fréquence élevée de langue quotidienne ou relative au travail.
B1	Peut lire des <u>textes factuels directs</u> sur des sujets relatifs à son domaine et à ses intérêts avec un niveau satisfaisant de compréhension

# DOMAINES DU SOCLE (cycle 4)

## DOMAINE 1 – les langages pour penser & communiquer

- ✓ comprendre, s'exprimer en utilisant une langue étrangère

## DOMAINE 2 – les méthodes & outils pour apprendre

- ✓ coopérer et réaliser des projets
- ✓ mobiliser des outils numériques pour apprendre, échanger, communiquer

## DOMAINE 3 – la formation de la personne et du citoyen

- ✓ expliciter les émotions ressenties
- ✓ S'impliquer dans la mise en place d'un événement dans l'établissement

## DOMAINE 5 – les représentations du monde et l'activité humaine

- ✓ Pratiquer diverses formes d'écriture d'invention et d'argumentation

# ANCRAGE DANS LES DISPOSITIFS INSTITUTIONNELS

- ❑ dimension interdisciplinaire (EPI) (arts plastiques)
- ❑ parcours d'éducation artistique et culturelle
- ❑ éducation aux médias & à l'information
- ❑ formation du citoyen
- ❑ AP (compétences transversales)

# ANTICIPATION THEMATIQUE & LEXICALE

Possessed  
Tormented  
Coffin Ghoul  
Dip Creep  
Grave Insanity  
Weak Banish Crimes  
Pale Swell Gruesome  
Limp Peak Bury Madness  
Wax Dig Shiver  
Tale Alone Scrawl Polite  
Creak Tomb  
Tower Lifeless  
Considerate  
Horrid



EMETTRE DES  
HYPOTHESES

METTRE EN  
RESEAU

INFERER

MEMORISER

TRAVAILLER SUR  
LES SONORITES  
AVEC QUIZLET

# OUTIL NUMERIQUE QUIZLET

The screenshot shows the main interface of a Quizlet set. At the top, the title 'ENGLISH LITERATURE - VINCENT' is displayed in bold. Below the title are four circular icons: a document, a share arrow, an information 'i', and a three-dot menu. The interface is divided into two main sections: 'Étudier' (Study) and 'Jouer' (Play). Under 'Étudier', there are six buttons with icons: 'CARTES' (Cards), 'APPRENDRE' (Learn), 'DICTÉE' (Dictation), 'TEST' (Test), 'ASSOCIER' (Associate), and 'GRAVITÉ' (Gravity). Below these buttons is a 'TRIER' (Sort) dropdown menu set to 'Ordre d'origine' (Original order). A list of three items is shown, each with an English word, a French translation, a star icon, and a speaker icon:

English Word	French Translation	Star	Speaker
WEAK	faible	☆	🔊
COFFIN	cercueil	☆	🔊
GHOULISH	morbide	☆	🔊

[https://quizlet.com/ 2hwdud](https://quizlet.com/2hwdud)

This screenshot shows the 'Apprendre' (Learn) mode interface. At the top, the Quizlet logo is on the left, and 'Rechercher' (Search) and 'Créer' (Create) buttons are on the right. Below the header is a 'Retour' (Back) button. The main content area displays the word 'creuser' (to dig) with a 'Je ne sais pas' (I don't know) button to its right. Below the word is a horizontal line for the user to enter their answer, with the prompt 'SAISISSEZ LA RÉPONSE EN ANGLAIS' (Enter the answer in English) below it. A teal 'Réponse' (Answer) button is positioned to the right of the input field. On the left side, there is a progress bar and a statistics section:

Statistique	Nombre
À REVOIR (To Review)	12
INCORRECT	0
CORRECT	0

ETAPE 1 – créer un profil de personnage

TIM BURTON's poems



# 'VINCENT' <http://bit.ly/1wrFSrg>

travail en classe entière + travail individuel

objectifs :

- réinvestissement du lexique – focus sur l'apparence physique et la personnalité
- repérages chronologiques pour associer personnages & actions
- accès à l'implicite : passage du monde réel au monde imaginaire / dimension morale / point de vue // fable
- importance du pouvoir de l'image et de l'atmosphère sonore



# COLLECTION OF POEMS

Johnny Depp  
BY  
Tim Burton

there was a young man  
everyone thought was quite handsome.  
so he tied up his face  
and he held it for ransom.

he made everybody  
back up 20 feet,  
then he ran off  
with his head  
down a darkly  
lit street.

the whole town  
wondered why he'd  
threatened his face,  
they couldn't understand,  
... it was that kind of place.



Studio City, California 1991

12

- ❑ ANTICIPATION à partir DES IMAGES SANS LE TEXTE : écrire le profil du personnage (physique ou moral) (mots-clés ou phrases complètes)
- ❑ PROJECTION DES POEMES (petit format pour point méthodologique // spécificité du document + grille de lecture)
- ❑ TRAVAIL DE GROUPE (classe divisée en 3) : distribution des poèmes pour repérages directement sur le texte
- ❑ CIRCULATION dans les groupes pour aider aux repérages et observer comment se réalisent les opérations mentales requises
- ❑ FOCUS sur TON / EMOTIONS EXPRIMEES / TECHNIQUES DE POESIE lors de la mise en commun

## The Girl with Many Eyes

One day in the park  
I had quite a surprise.

I met a girl  
who had many eyes.

She was really quite pretty  
(and also quite shocking!)  
and I noticed she had a mouth,  
so we ended up talking.

We talked about flowers,  
and her poetry classes,  
and the problems she'd have  
if she ever wore glasses.

It's great to know a girl  
who has so many eyes,  
but you really get wet  
when she breaks down and cries.



## Voodoo Girl

Her skin is white cloth,  
and she's all sewn apart  
and she has many colored pins  
sticking out of her heart.

She has a beautiful set  
of hypno-disk eyes,  
the ones that she uses  
to hypnotize guys.

She has many different zombies  
who are deeply in her trance.  
She even has a zombie  
who was originally from France.

But she knows she has a curse on her,  
a curse she cannot win.  
For if someone gets  
too close to her,

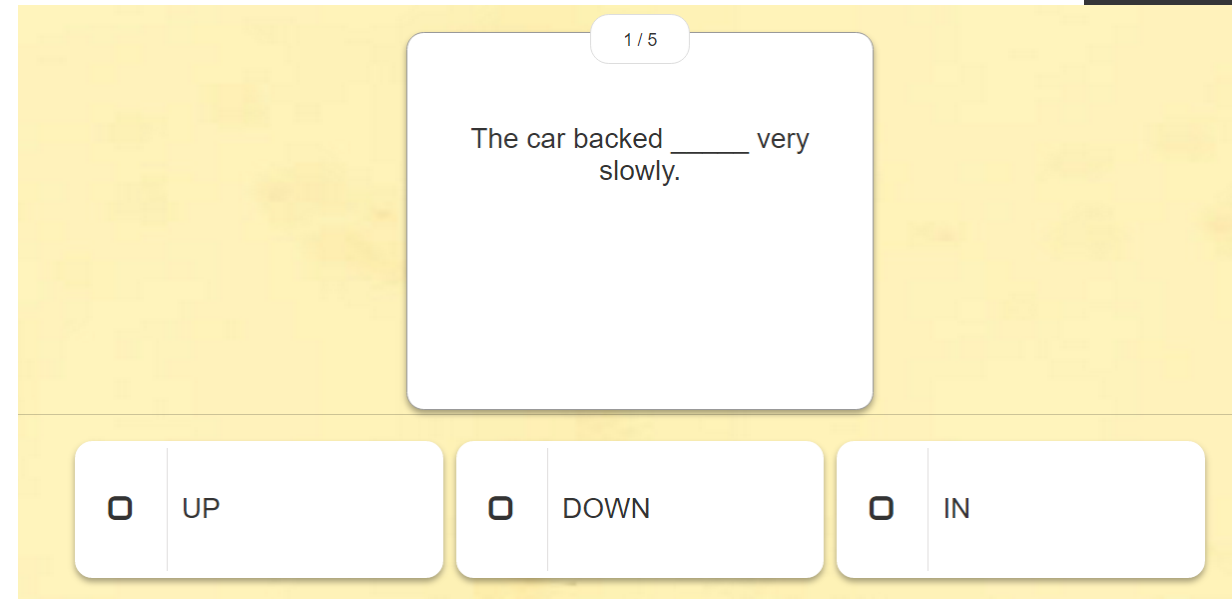
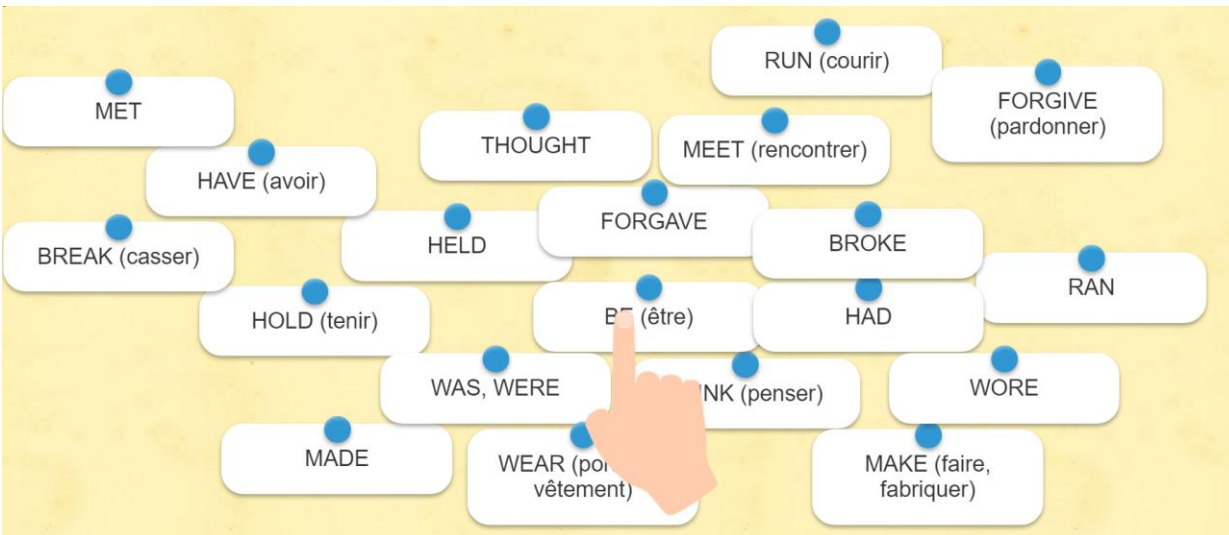
the pins stick farther in.



# APPROPRIATION LINGUISTIQUE (outil numérique Learning Apps)

<http://LearningApps.org/watch?v=p2eo6q0dk16>

<http://LearningApps.org/watch?v=pm99ro6un16>



# TACHE INTERMEDIAIRE 1 différenciée

LEVEL 1 : choose from the collection of pics the teacher suggests

LEVEL 2 : draw your own character (Tim Burton style)

Write a stanza that will introduce the character and the main elements of his life

Write a poem that will introduce the character and the main elements of his life

- include all the typical elements of Tim Burton's style

// critères de réussite à commencer à élaborer pour la tâche finale

- characterization
- reality / imaginary world
- grammar / vocab / link words
- "moral lesson" (message)

- display your final version on the common wall <https://padlet.com/bouverat/l4t7iphsrrrl>

[travail en collaboration avec l'autre groupe de LELE]

[création d'un Doodle pour la co-évaluation entre groupes et votes]



# TACHE INTERMEDIAIRE 1 différenciée

<https://padlet.com/bouverat/l4t7iphsrrrl>

s. +17 • 1m

## POEMS - Tim Burton's style !

Made with a little mischief

### A mummified poem

It was a lovely sunny day  
Adjib was walking  
And he discovered one mysterious temple  
So he entered in this museum  
But it was one enigma, a really difficult enigma  
And a boy had a right answer  
The big golden door with hieroglyphs opened  
Inside everything was so luxurious and so oversized  
When Adjib entered, he saw a feminine silhouette  
It was a mummified goddess  
She was really beautiful and so attractive  
So Adjib decided to seduce her  
And she falls in love with him  
But Adjib's feelings have not been honest



Léa H., Océane L.

**In the dark night, there is a black cat**

Every night, there is a zombie cat  
He eats a rat  
Every night, there is a zombie cat flying  
It is never still eating  
However, he drinks blood  
This is his only food  
It is sad and depressed  
It is a cat in distress



Camille Arnoud Lisa Le Coguic

### Every night

Every night, when the moon is full  
Every night, near the garden  
Every night, we see skull

Every night, he goes out,  
Every night, he comes out of hiding  
Every night, to scare them, he runs about  
Every night, a new kidnapping



Perle, Fanny (BOUVERAT)

### The Doll Sticked Up

She was a young girl named  
Cristal but she became a doll  
With cat's ears but the story doesn't end here.

When she was seven years old,  
She was so sad that her eyes fell on her face

Her parents wanted her to stop crying,  
They cut off buttons on her eyes,  
And she screamed a lot so,  
They shut her mouth with a zipper.

A few days later, her parents were killed,  
Quartered by Jessie, her alter-ego.

At thirteen, she couldn't resist to Jessie

Fauvergue Valentin

A strange thing happened yesterday.  
I met a guy with scissorhands!  
Surprised by this, I came to him  
He ran away along distance.

Just like he was afraid of me.  
I found it pretty reversing!  
Finally, tired, he had to stop  
So I could join him by walking

We started talking together  
Until, next day, we saw the sun  
And I noticed that after all  
He was a wonderful person

I finally dared to ask him  
When he was just about to leave  
"Why, when I saw you yesterday  
Did you run from me like a thief?"

"I am way too loving", he said.

Léa H., Océane L.

**In the dark night, there is a black cat**

Every night, there is a zombie cat

He eats a rat

Every night, there is a zombie cat flying

It is never still eating

However, he drinks blood

This is his only food

It is sad and depressed

It is a cat in distress



27 participants

	THE DOLL STITCHED UP	A STRANGE THING HAPPENED YESTERDAY	IN THE DARK NIGHT THERE IS A BLACK CAT	THERE WAS A GUY WITH MANY BONES	RED AND WHITE	THE REVENGE	FACE(S)	HE WAS A PERFECT ROBOT	SHE DIES	HER NAME IS SHAY	CANDICE AND CAMERON HAD A SECRET	FLOATING THROUGH THE AIR	THERE WAS A LITTLE BOY	A LITTLE GIRL FROM THE NEVERLANDS	ONCE UPON A TIME THERE WAS A LITTLE BOY	SCISSORS MAN
Chloe	✓															
Anna	✓															
Léa					✓											
Valentin											✓					
Vellut																✓
Roberts Matilda					✓											
Bosmán	✓															
Séryne					✓											
Mario Marchal									✓							
Pierre LE BASTARD				✓												
Kenza		✓														
Lisa						✓										
Estelle						✓										
Océane	✓															
Besson mahé							✓									

# Doodle

Besson mahé								✓								
Eléana satta	✓															
Perle								✓								
Fanny		✓														
Mylène Garcia														✓		
Mélanie																✓
Phébé Desrumaux							✓									
Emma							✓									
Perle												✓				
Emilie Ledemé		✓														
Meslem		✓														
Marlène	✓															
Camille								✓								
Vous nom	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	THE DOLL STITCHED UP	A STRANGE THING HAPPENED YESTERDAY	IN THE DARK NIGHT THERE IS A BLACK CAT	THERE WAS A GUY WITH MANY BONES	RED AND WHITE	THE REVENGE	FACE(S)	HE WAS A PERFECT ROBOT	SHE DIES	HER NAME IS SHAY	CANDICE AND CAMERON HAD A SECRET	FLOATING THROUGH THE AIR	THERE WAS A LITTLE BOY	A LITTLE GIRL FROM THE NEVERLANDS	ONCE UPON A TIME THERE WAS A LITTLE BOY	SCISSORS MAN
	6	4	0	1	6	2	0	2	1	0	1	1	0	1	0	2

ETAPE 2 – créer le décor

*HARRY POTTER and the Philosopher's Stone*  
[JK ROWLING]

# TRAVAIL EN ATELIERS - OBJECTIFS

- stratégies de compréhension écrite (anticipation / repérage des champs lexicaux / traitement de l'information / lien forme-sens)
- enrichissement lexical (importance du visuel)
- focus sur le décor en lien avec l'atmosphère, les expériences des personnages et leurs émotions
  
- en classe inversée : anticipation de l'objectif phonologique avec l'outil numérique [VOKI](#)



# Harry Potter

Start your virtual tour of the Harry Potter world

- Visit the different spots and locate each of them on the map by underlining the name of the place
- For each place, you'll be asked to discover a literary extract and do the activities – follow the instructions!
- Don't forget to tick the boxes in the checklist below all along the way 😊

<http://tinyurl.com/nlle2zu>

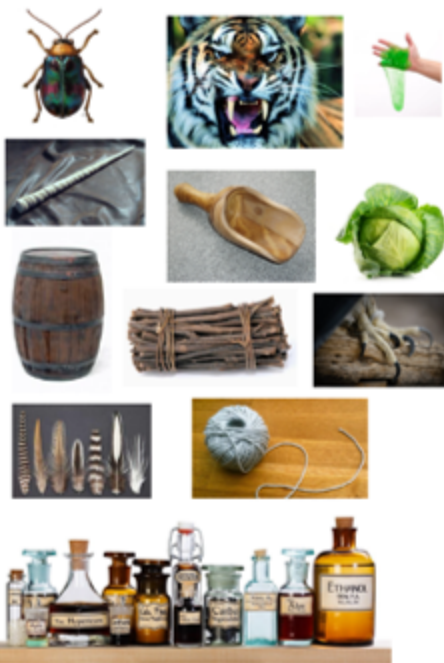
Timeout 4



WORKSHOPS – tick the boxes according to the work you've completed

	<i>task completed</i> ✓	<i>LEVEL COMPLETED</i>	
WORKSHOP 1 <b>DIAGON ALLEY</b>	<input type="checkbox"/>	A2 <input type="checkbox"/> AT THE APOTHECARY'S	B1 <input type="checkbox"/> magic vs reality
WORKSHOP 2 <b>HOGWARTS</b>	<input type="checkbox"/>	A2 <input type="checkbox"/> facts	B1 <input type="checkbox"/> pics <input type="checkbox"/> atmosphere
WORKSHOP 3 <b>GRINGOTTS</b>	<input type="checkbox"/>	A2 <input type="checkbox"/> characters & places	B1 <input type="checkbox"/> <u>mindmap</u>

## EXTRACT ONE



### At the Apothecary's

Write the correct English word next to the pictures, and match the English word with the correct French word.

A beetle	Des bœufs
Fangs	Des griffes / des serres
A scoop	De la ficelle
A unicorn horn	Une pelle (pour farine, riz etc)
A barrel	De la substance gluante
A bundle	Un chou
Claws	Un paquet / un fagot
Slime	Un scarabée
Feathers	Des plumes
String	Des crocs
A cabbage	Un tonneau
Jars	Une corne de licorne

Hagrid wouldn't let Harry buy a solid gold cauldron, either ("It says pewter on yer list") but they got a nice set of scales for weighing potion ingredients and a collapsible brass telescope. Then they visited the apothecary's, which was fascinating enough to make up for its horrible smell, a mixture of bad eggs and rotted cabbages. Barrels of slimy stuff stood on the floor, jars of herbs, dried roots and bright powders lined the walls, bundles of feathers, strings of fangs and snarled claws hung from the ceiling. While Hagrid asked the man behind the counter for a supply of some basic potion ingredients for Harry, Harry himself examined silver unicorn horns at twenty-one Galleons each and minuscule, glittery black beetle eyes (five Knuts a scoop).

[...] The last shop was narrow and shabby. Peeling gold letters over the door read Ollivanders: Makers of Fine Wands since 382BC. A single wand lay on a faded purple cushion in the dusty window.

A tinkling bell rang somewhere in the depths of the shop as they stepped inside. It was a tiny place, empty except for a single spindly chair which Hagrid sat on to wait. Harry felt strangely as though he had entered a very strict library, he swallowed a lot of new questions which had just occurred to him and looked instead at the thousands of narrow boxes piled neatly right up to the ceiling. For some reason, he back of his neck prickled. The very dust and silence in here seemed to tingle with some secret magic.

*Harry Potter and the Philosopher's Stone J. K. Rowling (1997)*

### I/ PICTURES: AT THE APOTHECARY'S [A2]

- follow the instructions on the worksheet
- find the words in the text and use one colour to underline them
- classify the words into the different columns

<i>containers</i>	<i>materials</i>	<i>animals</i>

- choose another colour to underline transparent words
- Pick out the names of the different shops they visit.
- Pick out the different objects for sale in each shop.

### II/ MAGIC vs REALITY: choose 2 colours [B1]

- colour 1 : highlight the elements linked to magic
- colour 2 : highlight the elements linked to reality
- ⇒ use the transparent words to imagine the feelings experienced by Harry Potter ; express hypotheses

## EXTRACT TWO

“Gringotts,” said Hagrid.

They had reached a snowy-white building which towered over the other little shops. Standing beside its burnished doors, wearing a uniform of scarlet and gold, was -

“Yeah, that’s a goblin,” said Hagrid quietly as they walked up the white stone steps towards him. The goblin was about a head shorter than Harry. He had a swarthy, clever face, a pointed beard and, Harry noticed, very long fingers and feet. He bowed as they walked inside. Now they were facing a second pair of doors, silver this time, with words engraved upon them. [...]

A pair of goblins bowed them through the silver doors and they were in a vast marble hall. About a hundred more goblins were sitting on high stools behind a long counter, scribbling in large ledgers, weighing coins on brass scales, examining precious stones through eyeglasses. There were too many doors to count leading off the hall, and yet more goblins were showing people in and out of these. Hagrid and Harry made for a counter.

“Morning,” said Hagrid to a free goblin. “We’ve come ter take some money outta Mr Harry Potter’s safe.”

[...] “An’ I’ve also got a letter here from Professor Dumbledore,” said Hagrid importantly, throwing out his chest. “It’s about the You-Know-What in vault seven hundred and thirteen.”

The goblin read the letter carefully.

“Very well,” he said, handing it back to Hagrid, “I will have someone take you down to both vaults. Griphook!”

Griphook was yet another goblin? Once Hagrid had crammed all the dog-biscuits back inside his pockets, he and Harry followed Griphook towards one of the doors leading off the hall.

“What’s the You-Know-What in vault seven hundred and thirteen?” Harry asked.

“Can’t tell yeh that,” said Hagrid mysteriously. “Very secret. Hogwarts business. Dumbledore’s trusted me. More’n my job’s worth ter tell yeh that.”

Griphook held the door open for them. Harry, who had expected more marble, was surprised. They were in a narrow stone passageway lit with flaming torches. It sloped steeply downwards and there were little railway tracks on the floor. Griphook whistled and a small cart came hurtling up the tracks towards them. They climbed in - Hagrid with some difficulty - and were off.

At first they just hurtled through a maze of twisting passages. Harry tried to remember, left, right, right, left, middle fork, right, left, but it was impossible. The rattling cart seemed to know its own way, because Griphook wasn’t steering.

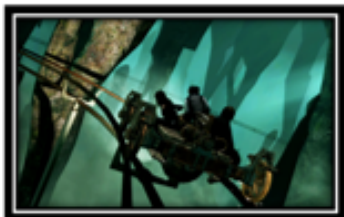
Harry’s eyes stung as the cold air rushed past them, but he kept them wide open. Once, he thought he saw a burst of fire at the end of a passage and twisted around to see if it was a dragon, but too late - they plunged even deeper, passing an underground lake where huge stalactites and stalagmites grew from ceiling to floor.

[...] The cart stopped at last beside a small door in the passage wall. Hagrid got out and had to lean against the wall to stop his knees trembling.

Griphook unlocked the door. A lot of green smoke came billowing out, and as it cleared, Harry gasped. Inside were mounds of gold coins. Columns of silver. Heaps of little bronze Knuts.

“All yours,” smiled Hagrid.

*Harry Potter and the Philosopher’s Stone – J.K. Rowling (1997)*



[A2]

- a) read the text and underline all the transparent words and the words you understand or recognize
- b) colour 1: highlight the names of the characters
- c) colour 2 : highlight the names of places
- d) label the pictures with words from the text

[B1]

- e) expand the visual mindmap by adding details around the pictures
- f) draw arrows (➡) to connect the different pictures
- g) pick out feelings & emotions



## EXTRACT THREE



The train slowed right down and finally stopped. People pushed their way towards the door and out on to a tiny, dark platform. Harry shivered in the cold night air. Then a lamp came bobbing over the heads of the students and Harry heard a familiar voice: "Firs' years! Firs' years over here! All right there, Harry?" Hagrid's big hairy face beamed over the sea of heads. "C' mon, follow me - any more firs' years? Mind yer step now! Firs' years, follow me!"

**Slipping** and **stumbling**, they followed Hagrid down what seemed to be **a steep, narrow path**. It was so dark either side of them that Harry thought there must be **thick trees** there. Nobody spoke much. Neville, the boy who kept losing his toad, sniffed once or twice. [...]

The narrow path had opened suddenly on to the edge of **a great black lake**. Perched atop a high mountain on the other side, its windows sparkling in the starry sky, was **a vast castle with many turrets and towers**. [...]

And **the fleet of little boats** moved off all at once, gliding across the lake, which was as smooth as glass. Everyone was silent, staring up at the great castle overhead. It towered over them as they sailed nearer and nearer to **the cliff** on which it stood.

"Heads down!" yelled Hagrid as the first boats reached the cliff; they all bent their heads and the little boats carried them through **a curtain of ivy** which hid a wide opening in the cliff face. They were carried along **a dark tunnel**, which seemed to be taking them right underneath the castle, **until** they reached a kind of underground **harbour**, where they clambered out onto **rocks and pebbles**. [...]

They walked up **a flight of stone steps** and crowded around **the huge, oak front door**. [...]

Hagrid raised a gigantic fist and knocked three times on the castle door.



[A2]

- 1) underline the transparent words and all the words you can recognize
- 2) PLACES: use one colour to underline the different places mentioned (use the pictures on the right & on the left to get some help)
- 3) TIME : pick out a time marker
- 4) focus on COLOUR : is there one dominant colour ?
- 5) focus on the WEATHER : pick out one element
- 6) CHARACTERS: highlight the names of the different characters as well as what is said about them

⇒ *mini-RECAP* : fill in the gaps

*[Harry Potter] and his friend follow [Hagrid]. They are going to discover [Hogwarts] for the first time. The scene takes place at [night] and it's [cold] and [dark].*

[B1]

7) ATMOSPHERE:

- a) highlight all the **ACTION VERBS** linked with the characters
- b) go back to the **PICTURES** and match them with the underlined elements in the text

⇒ *mini-RECAP* : Focus on the verbs and answer the following questions :

- Reaching Hogwarts seems easy :  True  False
  - Reaching Hogwarts takes a lot of effort :  True  False
  - Find elements that show the pupils are entering a new, unfamiliar world.
-

# PHASE D'APPROPRIATION

- ❑ visionnage des extraits du film à associer aux extraits du roman (dimensions visuelle & sonore)
- ❑ phase de mise en commun à l'aide d'un montage d'images issues du film 'Harry Potter & the Philosopher's Stone'
- ❑ entraînement à la production de la tâche intermédiaire
- ❑ réinvestissement du lexique, mémorisation active
- ❑ production de phrases au preterit
- ❑ expression des émotions & sentiments
- ❑ parallèle avec 'Vincent' : entrer dans le monde imaginaire (réalité -> fiction)



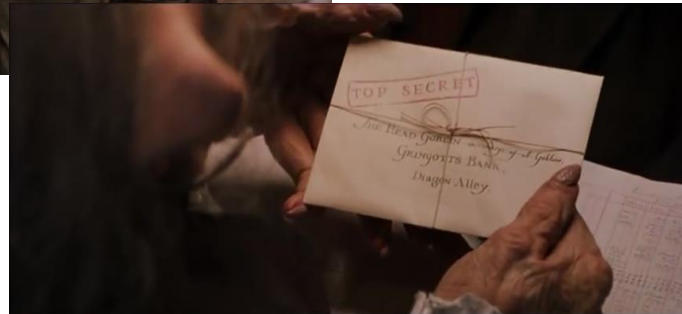


# PHASE D'APPROPRIATION

OUTIL  
NUMERIQUE  
THINGLINK



<https://www.thinglink.com/scene/856970166985031681>





# TACHE INTERMEDIAIRE 2

- create the context / background in which your character will evolve
- select pictures from these 2 websites or others (copyright free)  
<https://www.pexels.com/> - <http://visualhunt.com/>
- organize them so as to create the story of your character
- describe & comment them
- MEDIA :

<https://www.thinglink.com/>

# GRILLE D'ÉVALUATION COMMUNE AUX 2

## TACHES INTERMÉDIAIRES (notion de progression)

	A1	A2	A2+	B1
PRODUCTION ECRITE	Peut écrire des expressions et phrases simples isolées.	Peut écrire une série d'expressions et de phrases simples reliées par des connecteurs simples tels que «et», « mais » et « parce que ».		Peut écrire des textes articulés simplement sur lieux & décors en écrivant une liste d'éléments.
VOCABULAIRE	Possède un répertoire élémentaire de mots isolés et d'expressions relatifs aux lieux	Possède un vocabulaire suffisant pour répondre à la tâche. Répertoire restreint.	Possède un vocabulaire suffisant pour répondre à la tâche	Possède un vocabulaire suffisant pour s'exprimer à l'aide de périphrases
GRAMMAIRE	A un contrôle limité de structures syntaxiques et de formes grammaticales simples appartenant à un répertoire mémorisé.	Peut utiliser des structures simples correctement mais commet encore systématiquement des erreurs élémentaires. Cependant le sens général reste clair.	Peut se servir avec une correction suffisante d'un répertoire de tournures et expressions fréquemment utilisées et associées à des situations plutôt prévisibles	Communique avec une correction suffisante ; a un bon contrôle grammatical malgré de nettes influences de la langue maternelle. Des erreurs peuvent se produire mais le sens général reste clair.
ORTHOGRAPHE	Peut copier de courtes expressions et des mots familiers.	Peut écrire avec une relative exactitude phonétique (mais pas forcément orthographique) des mots courts qui appartiennent à son vocabulaire oral.	Peut écrire de courtes expressions sur des sujets courants.	L'orthographe, la ponctuation et la mise en page sont assez justes pour être suivies facilement le plus souvent.

ETAPE 3 – jouer avec les mots, créer

*THROUGH THE LOOKING GLASS*  
[LEWIS CARROLL]

# PLAYING WITH LANGUAGE !

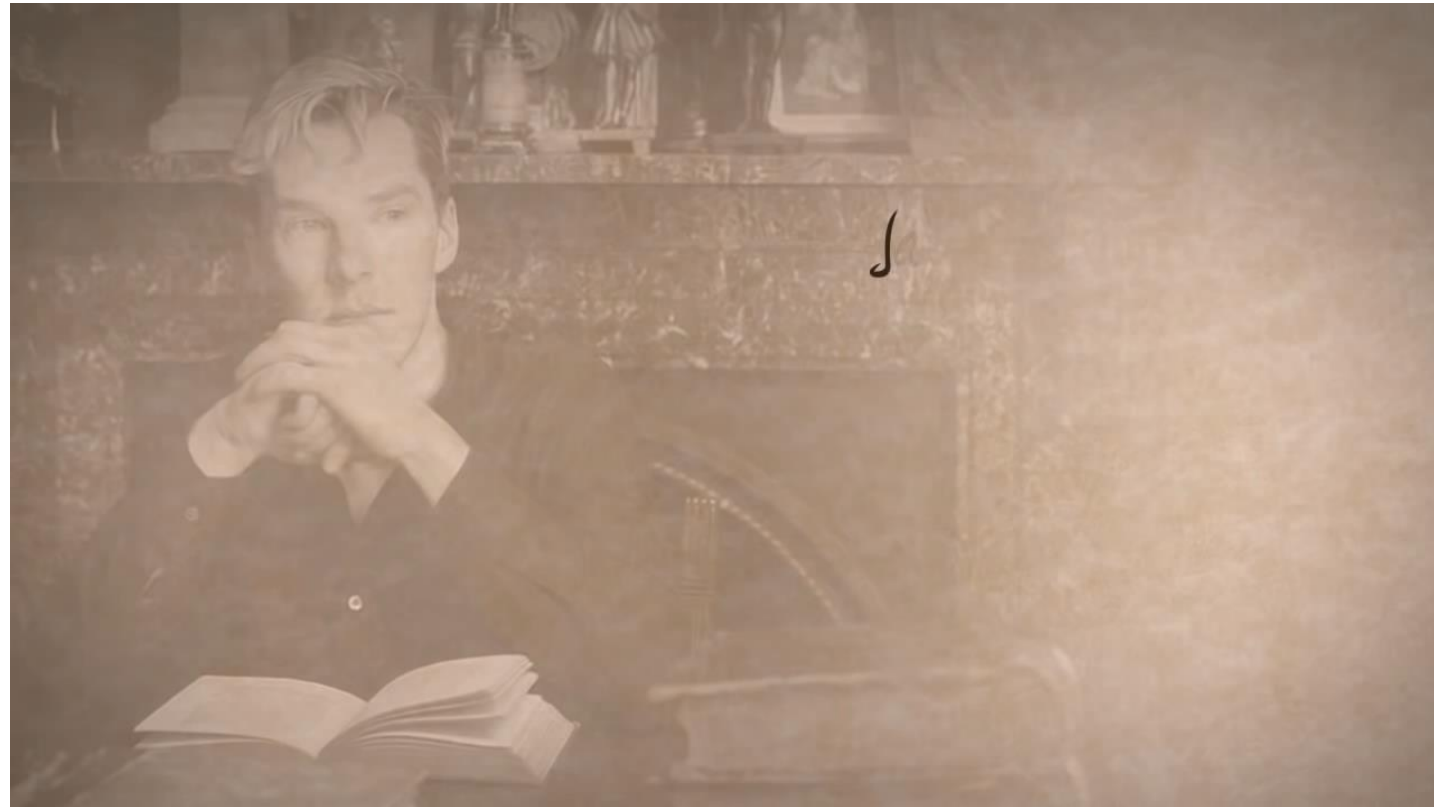
- ANTICIPATION – WELSH WAR POEM

- Focus sur les sonorités
- Deviner le ton du poème
- Focus sur le rythme
- Etablir des liens avec le sens



# PLAYING WITH LANGUAGE !

- 'JABBERWOCKY' – Lewis Carroll <http://bit.ly/2kaGVNb>



# PLAYING WITH LANGUAGE !

- 'JABBERWOCKY' – Lewis Carroll – TACHES ET MODALITES DE TRAVAIL :

1) DECOUVERTE DU POEME (sans le script) et premières réactions

2) TRAVAIL DE GROUPE (baladodiffusion + script) avec relevé a) des verbes

b) des noms c) des adjectifs

⇒ proposition d'organisation de ces relevés par les élèves [real words – words that resemble real words – completely made up words]

3) TRAVAIL INDIVIDUEL : écoute supplémentaire pour marquer le rythme

4) TRAVAIL EN CLASSE ENTIERE :

- inférence du 'sens' des mots inventés et réflexion sur le processus de création  
'chortle' (a blend of 'chuckle' and 'snort') – 'slithy' (*lithe and slimy*)

- *comparaison avec le poème en gallois (tonalité et sens)*

# PLAYING WITH LANGUAGE !

- 'JABBERWOCKY' – Lewis Carroll – TACHES ET MODALITES DE TRAVAIL :

## 5) TRAVAIL D'APPROPRIATION EN GROUPE

- group 1 : Make a list of 10 INTERESTING nouns.
  - group 2 : Make a list of 10 INTERESTING adjectives.
  - group 3 : Make a list of 10 INTERESTING verbs.
  - Share the lists, use them to create your own new words.
- E.g.: Miserable + banana = miserana. Swim + jumper = swumper / swumping.

# TACHE INTERMEDIAIRE 3 différenciée

1. learn one, two part(s) or the whole poem by heart

⇒ EVALUATION FORMATIVE + EVALUATION DIAGNOSTIQUE en vue de la prochaine séquence

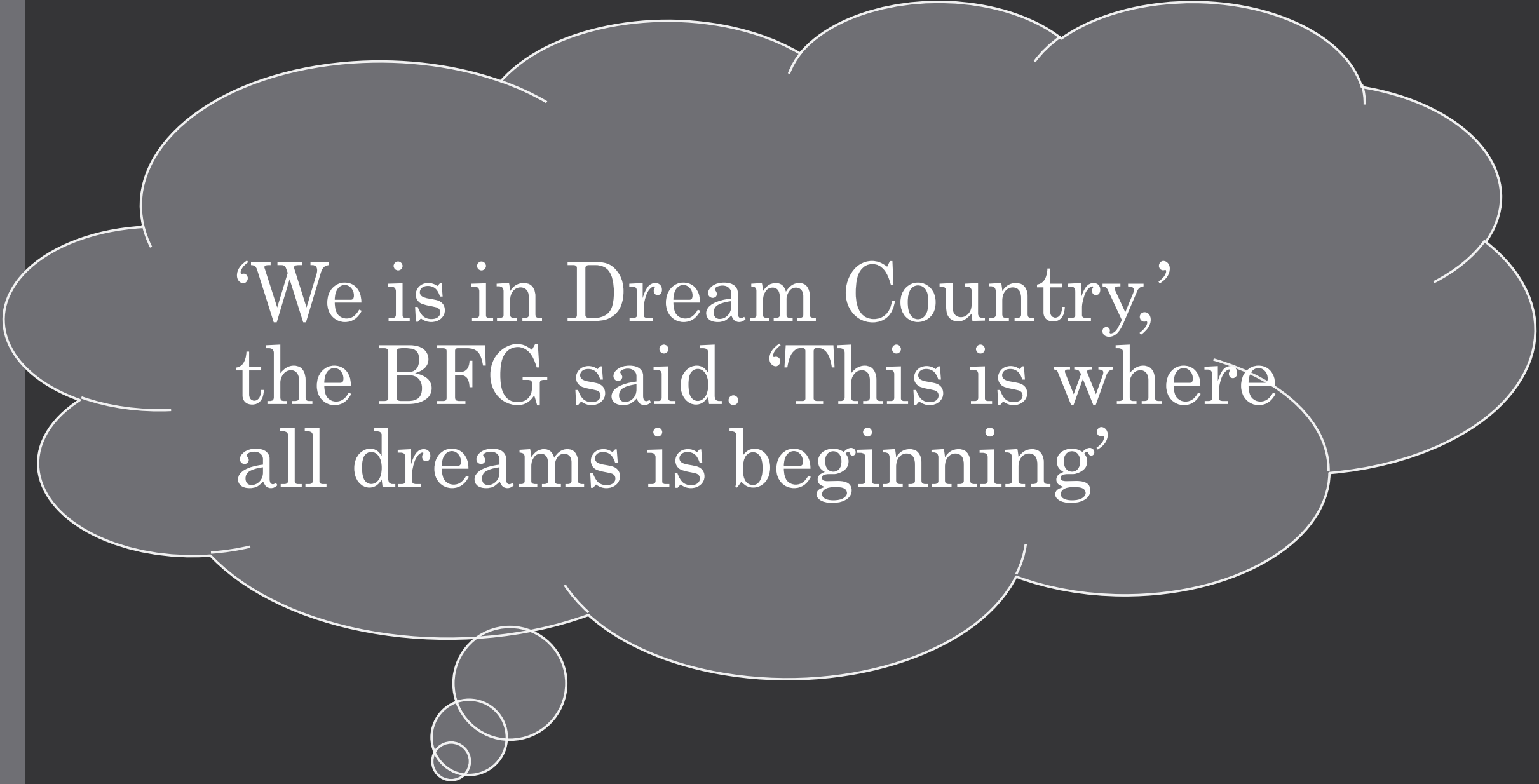
- réalisation des voyelles et diphtongues
- réalisation/articulation des consonnes
- respect du rythme & des pauses
- qualité de l'accent

2. select your list of new words in order to match them with your creation of character & decor or the final project



ETAPE 4 – découvrir le monde de Roald Dahl

*THE BIG FRIENDLY GIANT*  
[Roald Dahl]

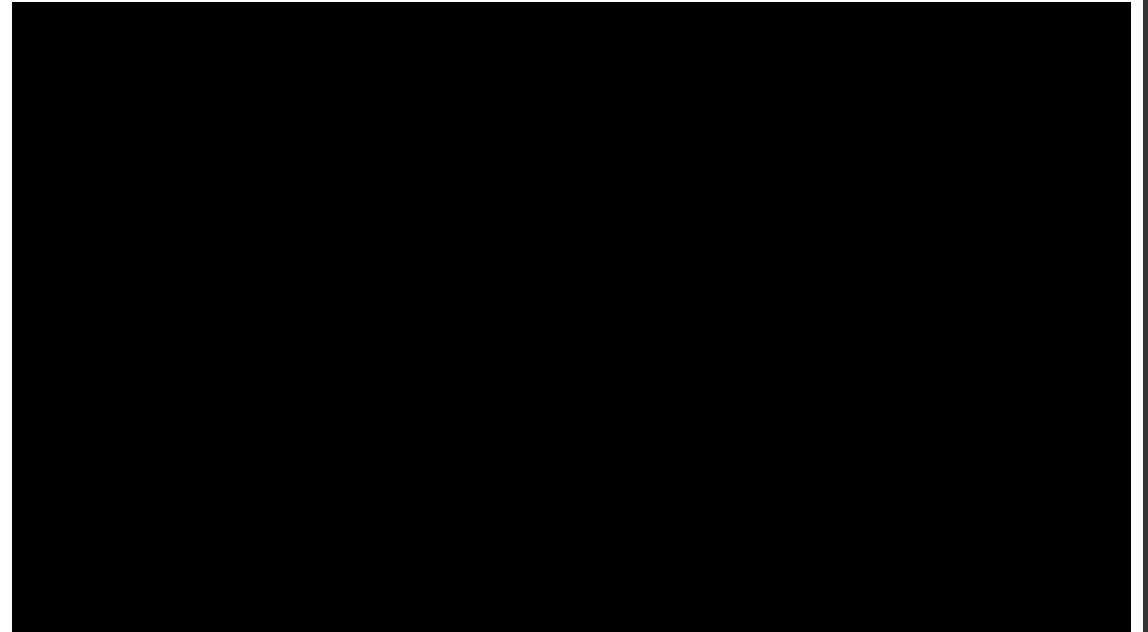


‘We is in Dream Country,’  
the BFG said. ‘This is where  
all dreams is beginning’

# Define the dream ...



<http://bit.ly/2rSyyuD> (7'37)



<http://bit.ly/2rSyyuD> (9'21)

# Words ... script extract 1

- SOPHIE: “But why did you bring me here? Why did you take me ?”
- THE BFG: I had to take you coz the first thing you'd be doing, you'd be 1\_ **SCUDDLING** around & 2\_ **YODDLING** the news you were actually seeing a giant and then, there'd be a great 3\_ **RUMPUS-DUMPUS** , wouldn't there ? and all the human beings would be 4\_ **RUMMAGING** and 5\_ **WHIFFLING** for the Giant what you saw and getting wildly excited and then they'd be locking me up in a cage and to be looked at with all the 6\_ **SQUIGGLING** , you know 7\_ **HIPPO-DUMPLINGS** and 8\_ **CROCODOWN** **DILLIES** , 9\_ **JIGGYRAFFS** and then there would be a 10\_ **GIGANTUOUS** look-see giant hunt for all of the boys”
- SOPHIE: “I won't tell. No one would listen to me anyway ! I am an untrustworthy child.”

## Words ... script extract 2

- THE QUEEN: “I dreamt that girls and boys were being snatched out of their beds in boarding schools and were eaten by the most ghastly giants ! There was so many of them, there was the 1\_ **FLESHLUMPEATER** and the 2\_ **GIZZARDGULPER** and the 3\_ **MEATDRIPPER** and the ... Butcher Boy”

Define the imaginary world and its atmosphere ...  
pay attention to sounds & pictures <http://bit.ly/25J2y7A>

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# EVALUATION DE LA COMPREHENSION ECRITE

A1	Comprendre des textes très courts et simples si les mots sont familiers et les expressions très élémentaires
A2	Comprendre des textes courts et simples. Prélever une information dans un écrit factuel simple. Suivre la trame d'une histoire.
B1	Comprendre des textes essentiellement rédigés dans une langue courante Comprendre un enchaînement de faits.

EXTRAIT de *The Big Friendly Giant* (Roald Dahl)

TACHE FINALE



# FINAL PROJECT : organize a dream jar trail including a poem & a graphic illustration to celebrate Roald Dahl's 100<sup>th</sup> birthday



## DREAM JAR

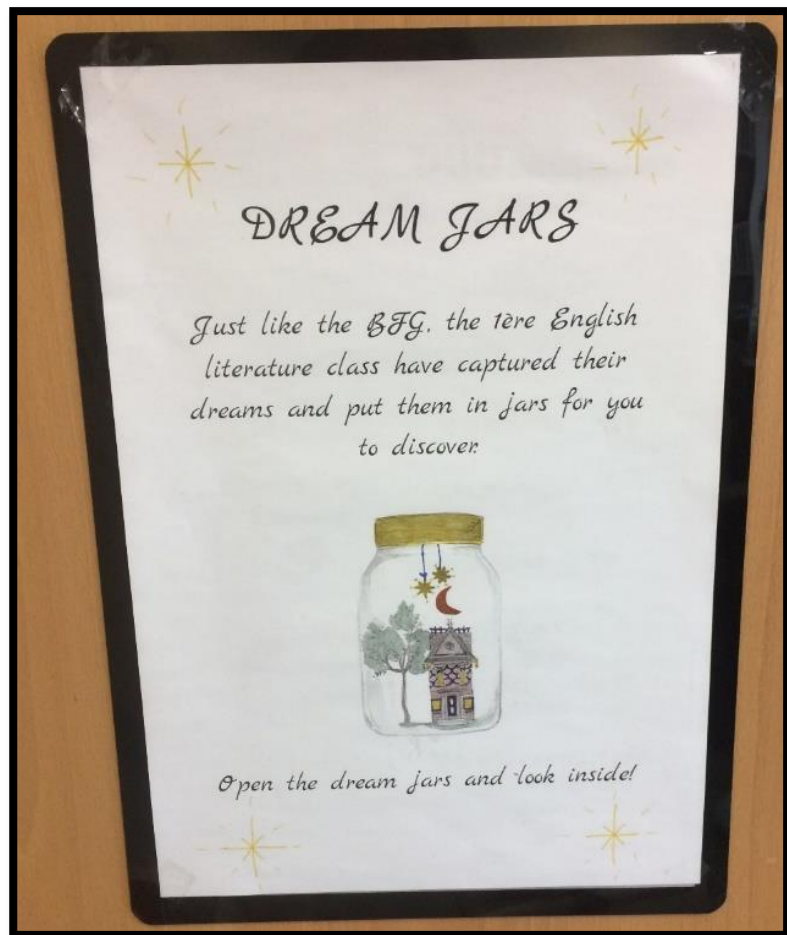
Have you ever dreamt about CLIMBING Mount Everest, INVENTING a car that runs on toothpaste or meeting the QUEEN? The BFG collects dreams – what would yours be about? Draw or write your most imaginative dream in the jar to keep it safe.



'WE IS IN DREAM COUNTRY,' the BFG said.  
'This is WHERE ALL DREAMS is beginning.' **THE BFG**

# EVALUATION SOMMATIVE (tâche finale)

		A1	A2	A2+	B1
compétences pragmatiques	écriture créative	peut faire une description brève et les différents éléments ne sont pas tous présents	Peut faire une description brève et élémentaire et les éléments sont tous présents	Peut écrire des descriptions détaillées simples	Peut écrire des descriptions plus élaborées d'événements imaginaires en indiquant la relation entre les idées dans un texte articulé et en respectant les règles du genre en question.
	cohérence & cohésion	peut relier des groupes de mots avec des connecteurs élémentaires tels que « et » ou « alors »	Peut relier des groupes de mots avec des connecteurs simples tels que «et », «mais» et «parce que».	Peut utiliser les mots de liaison les plus fréquents pour relier les éléments de la lettre ou décrire sous forme d'une simple liste de points	Peut relier une série d'éléments courts, simples et distincts en un discours qui s'enchaîne.
CC*	découvrir les aspects culturels	l'aspect culturel est limité voire stéréotypé	peut mobiliser quelques connaissances culturelles (personnages)	peut mobiliser des connaissances culturelles plus variées (personnages + lieu)	peut rendre compte de la spécificité culturelle et faire passer le type de message étudié
Compétences linguistiques	maîtrise et étendue du vocabulaire	lexique limité, parfois imprécis	lexique restreint	bonne utilisation du lexique étudié	réutilisation variée et précise du lexique
	correction / richesse grammaticale	peut écrire quelques phrases minimales	utilise des structures simples comportant des erreurs élémentaires	des erreurs peuvent se produire mais le sens général reste clair	assez bon contrôle grammatical, ne fait pas d'erreurs conduisant à des malentendus peut réutiliser les structures plus complexes (vues en cours)
	maîtrise de l'orthographe	orthographe influencée du français, ponctuation qui reste imprécise	orthographe parfois influencée par la phonétique erreurs de ponctuation occasionnelle	orthographe relativement correcte respect de la ponctuation	bonne maîtrise de la ponctuation et de l'orthographe – erreurs rares



La créativité des élèves, qui traverse elle aussi tous les cycles, se déploie au cycle 4 à travers une grande diversité de supports (notamment technologiques et numériques) et de dispositifs ou activités tels que le travail de groupes, la démarche de projet, la résolution de problèmes, la conception d'œuvres personnelles...