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Classe: 4^{ème}

COMPETENCES LINGUISTIQUES

- Grammaticales: présent simple – présent BE + ing
- Lexicales : sentiments (et degrés d'intensité) – l'école – la personnalité – le cinéma

OBJECTIFS METHODOLOGIQUES:

- Comprendre un document vidéo
- Rejouer une scène étudiée en classe
- Etre capable de prendre la parole devant un auditoire
- Organiser un événement auquel toute la classe participe

TACHE FINALE

Organiser un jour de "Spirit Week" pour la classe

SUPPORTS UTILISES (dont certains sont extraits du mManuel e for English 4^e) :

- ✓ Document visuel et audio "first day of school quiz"
- ✓ Extrait vidéo du film "Ferris Bueller's Day Off"
- ✓ Document video: "an interview with American pupils Zack and Jenny"
- ✓ Document écrit: forum sur Spirit week + document vidéo "Peek into an American high school"
- ✓ Document vidéo sur youtube "OMS Locker Decoration Day 2014" pour comparer les USA et la France <https://www.youtube.com/watch?v=nyttgTGS8zc>

MISE EN ŒUVRE

Séance n°1: "HAPPY TO BE BACK?"

- Welcome back to school!

How do you feel on this first day?

Production libre avec introduction de nouveau vocabulaire si besoin (mixed feelings, nervous, happy, excited, tired)

Make more complex sentences by saying why you feel like this

I'm tired because I woke up early this morning

Add an intensity to accentuate your feeling

I'm really excited to meet my new classmate

- Look at the cartoon (projection au tableau de la page 12) and tell me what is surprising

There are 6 characters and only one seems happy

Match the faces, then listen to the document and say who is speaking and how she/he feels.

Listen to a new character who is not in the cartoon. Who is he? What is his job? How do you know?

It's the cook. He speaks about food.

Activités langagières: CO – EOC

Séance n°2:

- Travail sur l'extrait vidéo "Ferris Bueller's Day Off"

Look at these 2 pictures and guess what the film is going to about

Watch the video without sounds. What did you understand? How many characters are there? Who are they? How are they related? What's the problem?

Production libre

Watch again to check the hypotheses

Pair-work: in blocks, discuss the best excuses for skipping school and make a list (4-5 ideas). Get ready to tell them to the class.

Watch the video again and concentrate on the different shots (*distribution d'une fiche "camera shots, angles and movements"*)

Séances n°3 et 4: Tâche intermédiaire 1

Act out the scene from "Ferris Bueller's Day Off". You can decide to keep it as it is or change a character (add one for example)

Séance n°5: "PERSONAL SPACE AT SCHOOL"

Do you have a personal space at school? Somewhere you can put your personal things?

Here at school, we have lockers. But we have to share them with a friend.

In the USA, each student has his own locker. Let's watch a video "an interview with American pupils Zack and Jenny"

How many people have you seen? Where are they? What are they talking about?

We can see 2 teenagers, 1 girl and 1 boy. They are at school, in front of their lockers. They talk about what they have in them.

What do their lockers look like? What do they keep in their lockers? And here, at school, how do the lockers look? What do you keep in it?

Their lockers look rather messy. They keep a lot of things in it, not only school stuff. Here, lockers all look the same. We can put what we want but as we have to share them, there's not a lot of space to put other things than school stuff.

In the USA, they have the right to customize their lockers. They even have a day for that: "Locker Day", which is just the day before the first day of school. Let's have a look at what American students do/can do : YouTube video "OMS Locker Decoration Day 2014"

<https://www.youtube.com/watch?v=nyttgTGS8zc>

Séance n°6: tâche intermédiaire 2

Design your locker.

Imagine you have the right to customize your locker. Think about what you would put in it, how you would decorate it. Make a plan and at home, take a shoebox or a cardboard box and place items of



Séance n°7: "SPIRIT WEEK"

What does it mean to you? Imagine what it can be about

Production libre

Distribution du document du manuel: extrait d'un forum sur la définition de la Spirit Week. Read the document and tell me what Spirit Week is

It is a week-long celebration in US high-schools where students try to get united and involved in the school life. Each day has a different theme such as:

Twin Day: wear the exact same clothes as someone

Color Day: dress totally in one or two colors

Séance n°8-9: FINAL PROJECT

Organize your spirit week!

Let's divide the class into three groups (corresponding to the three hours of English in one week). Each group has to organize a one-hour-celebration: choose a theme, imagine games you will animate.

Make a poster that you will present to the class to explain what will happen on your "spirit day"!

Exemples de productions d'élèves :

SPORT DAY

Activity

Over the course of the day, we will be playing various games and sports. We will be competing in the games and sports.



5.3. Thursday

Black and COLOR

Games

- The game of Chain
- The class challenge
- The game of theme

SURPRISE



DAY KIDS

Candy Game, drawing, etc.

Speed drawing

Mime, etc.

Our theme is:

Our origins

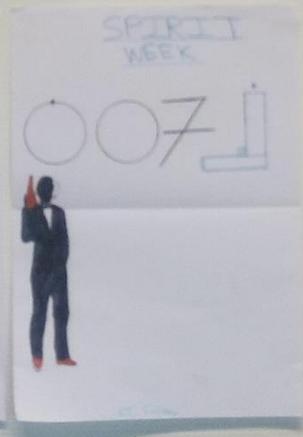
- the speciality of our origins
- to dress with the colors of the flag our origins

Our origins

- is a special day
- is a break with a busy program
- is a special day

• dance

- sports
- games
- activities
- games



4.2. Friday

Black and White Day

Activity

Musical chair: a musical chair song, a game with a music and when a music stop it is a game.