

Formation néo titulaires  
Janvier 2017  
Journée « Langues »

Valérie Ferré  
Enseignante d'Anglais  
Lycée Aiguerande



# Interagir et produire avec le numérique

## Objectifs

- ❑ Découvrir des outils numériques pour favoriser l'interaction en classe de langue.
- ❑ Comprendre l'apport du numérique dans la mise en œuvre de tâches vivantes et dynamiques.



**1. Ecriture d'un conte de fées avec Padlet.**

**2. Débat sur debate.org**

Discussion / Débat sur Today's meet.

**3. Analyse de résultats** d'un sondage Google form pour produire une trace écrite commune.

+ Comprendre et mémoriser avec Quizlet.

# Fairy Tales 2nde (A2-B1)

Tâche finale :

Write your own illustrated fairy tale thanks to Padlet.

Les élèves sont libres d'inventer un conte, ou de modifier / mélanger des éléments de plusieurs contes.

# FINAL PROJECT

## WRITE YOUR OWN FAIRY TALE

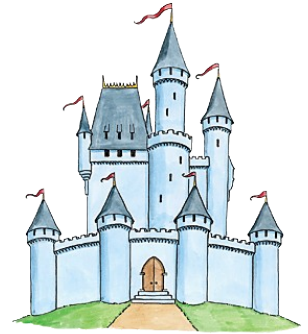


You can invent your own story, write a parody of an existing tale or mix the elements of several fairy tales.

There are lots of ways you can change a fairy tale :

- Change the main character
- Change the place (another country ...)
- Change the time (modern fairy tale ...)
- Tell the story from another character's point of view.
- Change the problem of the hero
- Mix several fairy tales ( Ex : Beauty meets Snow White and they fight for the prince.)
- Change the ending.

- Create a hero (name + description)
- Create a villain (name + description)
- Are there other characters (the hero's family ...) ?
- Are there animals?
- What's the problem ?
- Who helped the hero / heroin?
- How was the problem solved?
- Imagine your happy ending
- Is there a moral / a lesson to be learnt?



2 à 3 séances en salle informatique .  
(la 1ère peut se faire en salle de cours classique)

➤ Ecriture

➤ Recherche d'illustrations

➤ Prise en main de Padlet

➤ Mise en page

# Exemples de production :

[https://padlet.com/valerieferré/LolaT\\_2nde12](https://padlet.com/valerieferré/LolaT_2nde12)

valerie Ferré • 10m

## Happiness is in the meadow

A true love story

Once upon a time, there were a princess called Kelly and her father Toby who lived in a huge mansion at London.



One day, Kelly met Prince Charly, but during their conversation she realized that he didn't want her to continue horse-riding.



While she was coming back, she told everything to her father who didn't believe her. Toby obliged her to marry him.



Kelly was beautiful, nice, and generous. Her eyes were as blue as the sky on a sunny day. She was the most beautiful in the world. Her hair were brighter than the stars. She loved her parents more than everything else in the world. Kelly's mother was dead and Toby wanted her to get married with Prince Charly who lived near them.



However, Toby was carefree and he didn't suspect anything. Charly was bad, he wanted to kill Toby to get his wealth back.

She went back home on her horse Jolly who had a magic power, it could talk, so it told her that it heard a conversation between the Prince and his friend, he wanted to kill the horse and Toby at the same time. Charly did some research on Toby and his family, he knew that they had a huge castle, and an enormous wealth, his only objective was to get their wealth back, the princess didn't interest him, he found her ugly.



Kelly began to cry louder and louder. She go in the forest with Jolly to think to others things. saw her and made her feel better. When she saw him, she kissed was a real thunderbolt. The miracle of love had work.



On the wedding day, Charly, the hated prince and Kelly, the very sad princess, were about to accept each other's vow, but suddenly the beautiful and nice farmer came with Jolly and screamed "NO! She doesn't want this and so do I! Look at these tears on her face! I love you Kelly". He refused their union. A smile was coming out on Kelly's face, she was filling with wonder and she denounced Charly in front of all



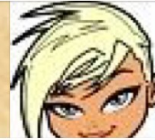
Finally, Toby understood and asked forgiveness to her



Once upon a time a royal family lived in a castle. The family was appreciated by all her kingdom. The king and the queen had two daughters.



The taller, Daisy was tall and slim. The young girl had with skin, short blond hairs, red lips and blue eyes. Daisy was a tomboy. She was generous, loyal, smart and she was beautiful. She was braver than any man in the kingdom.



Her sister was cute. She was the most quite. She was blonde and she had blue eyes like the ocean.



Sisters were very close and they played together. Two sisters were inseparable. Sisters had offered a magical jewel, promising to always love and never give up.



One day, girls played hide and seek in the wood. The sister of Daisy, Ashley, met a wizard. The wizard had green skin, white hairs and slim. He was nasty, selfish, silly and cupid.



Wizard caught Ashley by the hand. Daisy arrived and ordered to free her sister. He took Ashley on his dragon and they went in the wizard's mansion. Daisy rode in her horse and she went after. She had to travel dark woods, dangerous cliffs, dark and terrifying places. She had to fight against goblins, giants monsters has three head.




Although she was scared, she continued for her sister.

To give courage, she watched the necklace that her sister gave her. She rethought to her sister told her, "We will remain united". Daisy retook courage and she restarted to adventure. She crossed the hundred kingdoms. She arrived in the mansion.

# Grille d'évaluation

Réalisation de la tâche	Cohérence - Enchaînements	Correction grammaticale - syntaxe	Richesse lexicale
Ensemble convaincant. Touche personnelle. Réalisation finale riche et créative. <b>6 pts</b>	Cohérence perceptible, des efforts de construction. Présence d'enchaînements chronologiques et/ou logiques. <b>4 pts</b>	Bonne maîtrise des structures simples, quelques erreurs sur les formes complexes. Présence des éléments vus en cours de façon régulière, malgré des erreurs occasionnelles. <b>5 pts</b>	Gamme suffisante de mots et expressions pour pouvoir développer, même si utilisation parfois de périphrases et de répétitions. Quelques erreurs qui ne gênent pas la compréhension. <b>5 pts</b>
Suffisamment développé mais sans originalité. Réalisation simple, support qui manque de créativité. <b>4 pts</b>	Simple liste de points, organisation cohérente mais qui manque de rigueur. <b>2 pts</b>	Assez bonne maîtrise des structures simples. Présence d'éléments complexes avec quelques erreurs. Ne pose pas de problème de compréhension. Présence fréquente des éléments vus en cours, avec des erreurs parfois. <b>3pts</b>	Vocabulaire adapté mais peu varié. Des erreurs qui ne gênent pas la compréhension. <b>3 pts</b>
Traitement superficiel. Pas assez développé. Toutes les contraintes ne sont pas prises en compte, images peu cohérentes. <b>2pts</b>	Cohérence difficile à percevoir, production confuse. <b>1 pt</b>	Production globalement compréhensible mais les erreurs sont fréquentes et demandent des efforts de compréhension. Peu d'éléments vus en cours sont utilisés / réussis. <b>2 pts</b>	Gamme de vocabulaire limitée mais l'ensemble reste compréhensible. <b>2 pts</b>
Travail incomplet, partiellement réalisé. <b>1pt</b>		Production difficilement compréhensible. Erreurs très nombreuses. Absences des éléments attendus. <b>1pt</b>	Vocabulaire pauvre. Ensemble difficilement compréhensible. <b>1 pt</b>

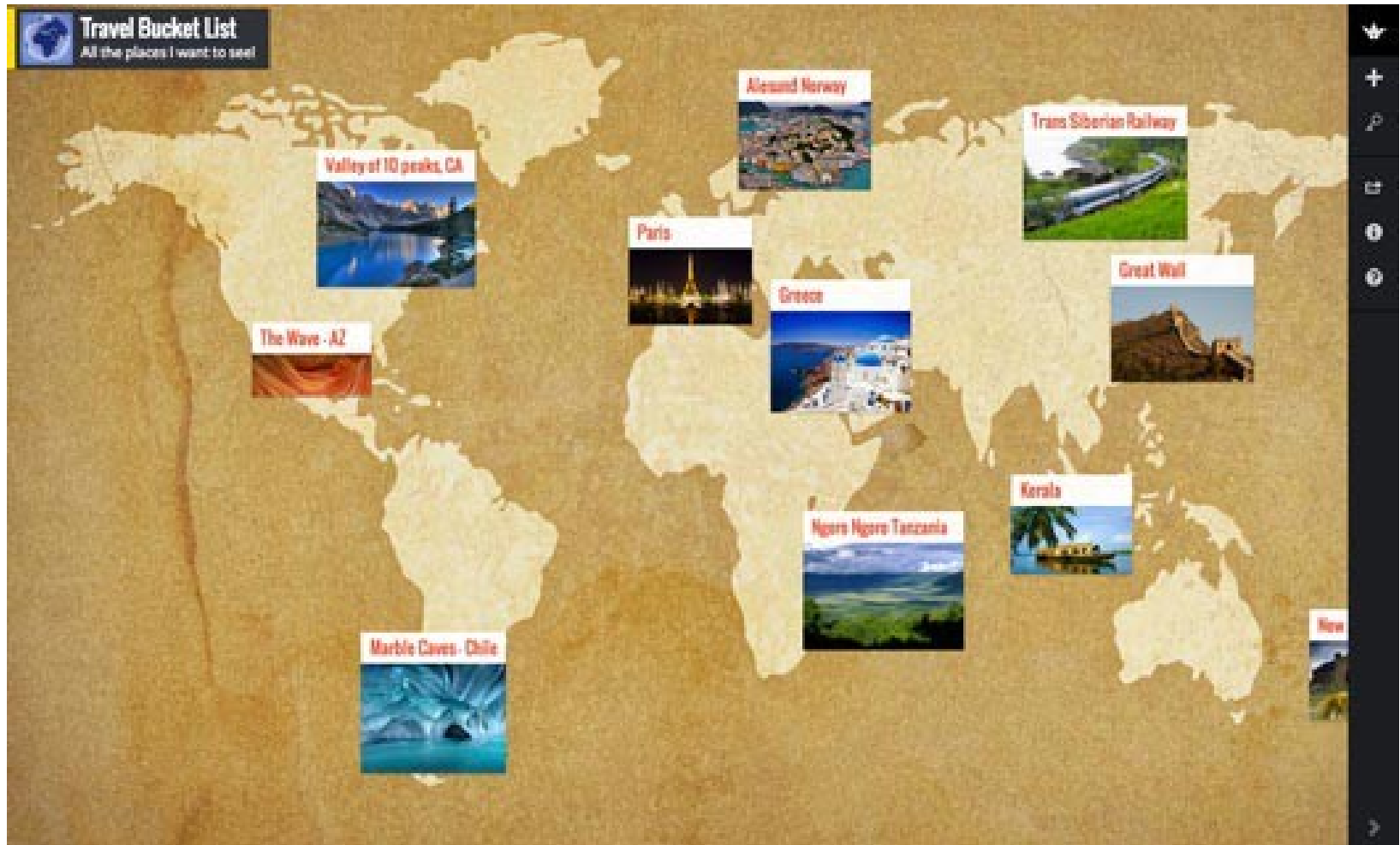


# Support numérique vs support papier : quelle pertinence ?

## Objectifs méthodologiques :

- Apprendre à découper un récit.
- Repérer des unités de sens / d'action non fractionnables.
- Savoir créer du suspense dans un récit.

# Choix du papier peint : un support de production



D'autres applications peuvent être utilisées pour créer des diaporama narrés.

➤ Potorécit



➤ Windows Live Movie Maker



# 1<sup>ère</sup> (B1+) Eating more ethically

A travers différents supports, les élèves voient plusieurs alternatives à nos pratiques alimentaires:

- Freegans (récupérer les déchets encore consommables dans les poubelles de magasins)
- Limiter / arrêter notre consommation de viande
- Manger bio / local
- Manger des insectes
- Développer la viande créée en laboratoire



# Débat n°1 : Seriez vous prêts à manger des insectes pour sauver la planète?

Sur la plateforme [www.debate.org](http://www.debate.org)

**DEBATE**  
.ORG

DEBATES ▼ OPINIONS ▼ FORUMS ▼ POLLS ▼

Sign In  
Sign Up

f t g+

Home > Opinions > Health > Would you be ready to eat insects to stop pollution caused by meat production?

+ CREATE NEW TOPIC



**Would you be ready to eat insects to stop pollution caused by meat production?**

+ ★ 🕒 🚩

f t in g+ ✉

☐ YES ☐ NO ☐

☐  36% Say Yes

☐ 64% Say No 

**Eating insects... Why not ?** I think eating insects is a good way to reduce unfairness around the world about food. It will allow feed developing countries like South Africa, Asia, New Zealand, etc... Even if developed countries think that this consumption is disgusted and uncommon, everyone eats what one wants. It's a new practice, and like new practice, it's controversial. But I repeat, it's an interesting way to reduce unfairness, and also to decrease pollution cause by livestock and means of transportation. It may be an environmental progress.

**Ecologic but really disgusting!** In my opinion, the ideology of entomophagia is absolutely aberrant! 2 million people already eat insects and they're just crazy. I can't try to eat insects because it's psychological, maybe you think that I'm too selfish to protect the environment but it's impossible to me. Moreover, insects like grubs, worms or caterpillars look disgusting even if it's full of proteins, calcium, iron, etc... Nevertheless reducing the impact of agriculture is a good cause but entomophagia isn't an appetizing habit to have. If eating insects is the only solution to survive and preserve the environment. maybe I'll do it.

# Grille d'évaluation

Qualité de la langue	Pertinence du contenu	Qualité de l'interaction
Vocabulaire adapté, riche et varié. Les erreurs sont rares et portent sur des tournures complexes. 8 pts	Satisfaisant, contenu pertinent, développé, argumenté et personnel (pas de contenu copié sans le comprendre) 6 pts	Réagit à propos et ajoute un argument pertinent. 6pts
Vocabulaire adapté et varié. Syntaxe et grammaire correctes et fluides, s'approchent de l'authenticité, malgré quelques erreurs. 6pts	Produit un discours informé et argumenté qui exprime un point de vue. Manque parfois de recul vis à vis de contenu trouvé sur internet. 4 pts	Cherche à convaincre et à argumenter même si des maladresses ou utilisation d'éléments déjà mentionnés. 4pts
S'exprime dans une langue globalement correcte mais des erreurs sur les tournures complexes. 4 pts	Parvient à exprimer un point de vue mais le discours n'est pas assez argumenté ou informé. Utilisation de contenu en ligne sans reformulation. 2 pts	Répond de façon simple, se contente de reprendre des arguments déjà formulés. 2 pts
Langue compréhensible mais de nombreuses erreurs et un vocabulaire limité. 2 pts	Discours simple, parfois confus, peu d'argumentation. Recopiage de passages trouvés sur internet. 1 pt	Pas de commentaires 0 pt



# Créer un sujet sur debate.org

×

Submit Your Question

1. Review Your Question

3 More Words Needed

ABC Check Spelling

2. Select your question's category

☐ Arts

☐ Cars

☐ Economics

☐ Education

☐ Entertainment

☐ Fashion

☐ Funny

☐ Games

☐ Health

☐ Miscellaneous

☐ Movies

☐ Music

☐ News

☐ People

☐ Philosophy

☐ Places-Travel

☐ Politics

☐ Religion

☐ Science

☐ Society

☐ Sports

☐ Technology

☐ TV

3. Add an Image

Google Images

Upload an Image

search for...

search

Cancel

Submit


[Economics \(3357\)](#)
[Education \(4946\)](#)
[Entertainment \(2447\)](#)
[Fashion \(209\)](#)
[Funny \(245\)](#)
[Games \(766\)](#)
[Health \(3368\)](#)
[Miscellaneous \(3186\)](#)
[Movies \(522\)](#)
[Music \(588\)](#)
[News \(2211\)](#)
[People \(2323\)](#)
[Philosophy \(1781\)](#)
[Places-Travel \(391\)](#)
[Politics \(14268\)](#)
[Religion \(2646\)](#)
[Science \(2835\)](#)
[Society \(9739\)](#)
[Sports \(2715\)](#)

Thank You For Your Question!

## Are you in favour of CCTV in schools?

Now be the first to submit an opinion!

1. Choose a Side

☒ YES

☐ NO

2. State Your Opinion

Supporting Headline:

3 More Words Needed

Supporting Argument:

50 More Words Needed

[Check Spelling](#)

cancel

Submit

Unanswered

RE  
PRÉFÉRÉ  
O

de grande

.com

a plane in Mexico due to Donald Trump's  
victory?

should Facebook censor photos of nude  
statues?

YES or NO

YES or NO

# Contraintes

- Titre de 3 mots minimum
- 50 mots minimum pour pouvoir publier
- Poster au moins un commentaire à la réponse de quelqu'un d'autre.

# Débat n°2 : Seriez vous prêts à manger de la viande cultivée en laboratoire?

## Avec l'application **Today'smeet**

Log in

### Today'sMeet

1 LVA\_debate\_group2

Listen

Animals suffer less with organic farming  
than in conventional farming

about 12 hours ago by Nathaëlle

and obliged farmers to be organic

about 12 hours ago by Darwin

We can start by forbidding factory farms

about 12 hours ago by Darwin

\*everybody Nathaëlle!!!

about 12 hours ago by Azela

But they need millions!

about 12 hours ago by Azela

If we convince everybody, it can work

Room Tools

Talk

Nickname:

Join

By submitting this form you agree to the [Privacy Policy](#) and [Terms](#).

# Créer un sujet

[Log in](#) [Create an account](#)

## TodaysMeet

Enhance classrooms. Enable discussions. Empower students.  
TodaysMeet gives everyone a voice

### TodaysMeet Teacher Tools is here!

Make managing your digital classroom *even easier* with [TodaysMeet Teacher Tools](#), a toolbox just

Permanent transcripts and embed, paused rooms, better access controls, and more! [Learn about](#) updates.

**Ready? Get started right now**

Pick a name

Keep the room open for

one month ^

one hour

2 hours

8 hours

one day

one week

one month

one year

Join over 1,000,000 discussions

Take control of your rooms by creating a free account!

# Today'sMeet

1LVA\_debate\_group2

Listen

Would you be ready to eat meat made in a lab to protect the environment?

4 minutes ago by Teacher

Talk

Nickname:

Join

By submitting this form you agree to the [Privacy Policy](#) and [Terms](#).

# Transcript of 1LVA\_debate\_group2

Print

Go [back to the room](#).

Would you be ready to eat meat made in a lab to protect the environment?

1:53pm, Weds, Jan 4, 2017 by Teacher

Yes I think that it's a good idea to stop the violence against animals and to limit the pollution

9:20am, Mon, Jan 9, 2017 by Darwin

Hi everyone!! Yes I agree with you!

9:21am, Mon, Jan 9, 2017 by Azela

Helloo! Yes I agree with you Darwin ;)

9:22am, Mon, Jan 9, 2017 by Julie

Yes as far as I'm concerned I think it is a ground-breaking news! We must stop killing and hurting animals, every year 60 billion animals are

9:23am, Mon, Jan 9, 2017 by Nathaelle

I 'm agree too, it's cruel to kill animals just to produce meat.

9:24am, Mon, Jan 9, 2017 by Ambre

But I'm not sure the meat produced with cells is really tasty. It looks strange on the picture.

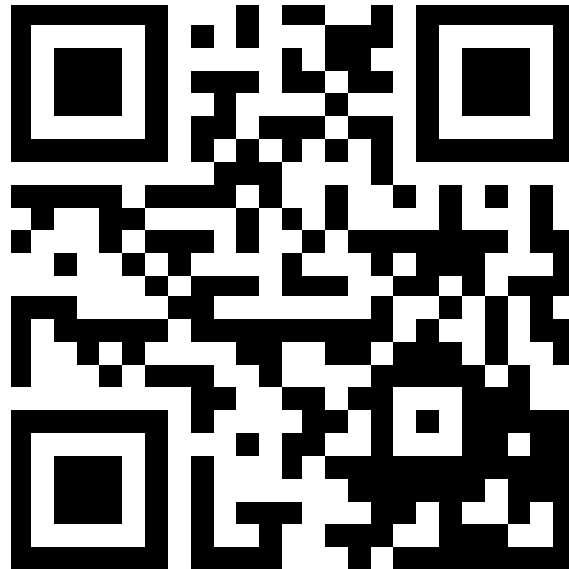
9:24am, Mon, Jan 9, 2017 by Sohilé

\* tasty

9:24am, Mon, Jan 9, 2017 by Sohilé

it is not less disgusting than snails or oysters?!!!

[https://todaysmeet.com/1LVA\\_debate\\_group2](https://todaysmeet.com/1LVA_debate_group2)





# Grille d'évaluation

Pertinence des interventions	Interaction	Correction de la langue : grammaire, syntaxe, vocabulaire
Les commentaires sont pertinents, font avancer le débat et exposent les enjeux du sujet. 3 pts	Réagit régulièrement et avec pertinence aux autres commentaires. Se positionne en justifiant son point de vue. 4 pts	Peu d'erreurs, auto-correction. Vocabulaire adapté et varié. Syntaxe claire. 3 pts
Les commentaires sont variés et parviennent assez bien à expliquer des aspects de la problématique. 2 pts	Réagit plusieurs fois aux autres commentaires. Présence de justifications ou d'explications. 3 pts ou 2 pts	Des erreurs mais qui ne nécessitent pas trop d'efforts de compréhension. 2 pts
Les commentaires sont superficiels et n'apportent rien au débat. Le nombre de posts est insuffisant. 1 pt ou 0,5 pt	Se contente de répéter ce qui a été dit ou de dire son accord / désaccord sans explications. 1 pt	Les erreurs sont fréquentes et demandent des efforts de compréhension. 1 pt ou 0,5 pt

**Bonus** : correction d'erreurs (vocabulaire, orthographe, grammaire) dans les commentaires .

# The world of books 1<sup>ère</sup> (LELE)

La LELE est une nouvelle matière en  
1<sup>ère</sup> L

Objectifs de la séquence :

- Donner envie de lire en anglais.
- Définir les goûts de lecture de la classe.
- Mobiliser du lexique ut



# Séance 1 en salle informatique

3 tâches par élève :

- ✓ Feuilletter des livres mis à disposition et se faire un avis.
- ✓ Répondre au questionnaire en ligne Google form.
- ✓ Faire les 2 activités Quizlet.

*Choose the book you prefer and the one you dislike the most.*

**Find arguments for each of your choice.**

Your arguments may concern :

- the book parts
- the aspect of the book
- the title
- the author
- the genre of the book
- the date
- supposition about the content


Vote and post your arguments on the online document :

<https://docs.google.com/forms/d/1PMjgWoVJ4qf3XQs2OLw4OKaaJqSqkEnIxMSEamFIMEg/edit?hl=en&id=1PMjgWoVJ4qf3XQs2OLw4OKaaJqSqkEnIxMSEamFIMEg>

Les élèves sont en salle informatique  
(26 élèves - 19 postes)



Disposer 15 livres différents sur les tables au centre ou dans un coin de la pièce.



Demander aux élèves de circuler, de regarder et feuilleter les livres, puis d'aller répondre au questionnaire en ligne.

<https://docs.google.com/forms/d/1PMjgWoVJ4qf3XQs2OLw4OKaaJqSqkEnIxMSEamFIMEg/edit?hl=en&id=1PMjgWoVJ4qf3XQs2OLw4OKaaJqSqkEnIxMSEamFIMEg>

Les élèves passent par groupe .  
(Ex : 3 groupes de 8 → 3 vagues)

# Séance 2 en salle de classe

- Exploitation des résultats : affichage des statistiques du google form
- Réactions / Expression orale

# Analyse des résultats

- Elaboration d'une trace écrite commune afin de définir comment on choisit un livre et quels sont les goûts littéraires des élèves.
- How do you pick a book?



# Exemple de production

The favourite book of the class is *Harry Potter and the Cursed Child*.  
People in the class really disliked *Great Expectations*, written by Charles Dickens.


How do we pick (= select) a book?


There are many different factors that can impact our choices :  
If the book is torn, old with yellow pages, damaged or too thick, or if someone has written on every page, people won't feel like reading it.  
If the font is too small with no pictures at all, people will find the book difficult to read / boring.  
Students prefer books with an attractive cover / with a glossy title.  
The author's reputation is also important, people can be influenced by their friends or if the book has been adapted into a movie.

The information on the back cover is also important.

# Activités de compréhension écrite et fixation lexicale avec Quizlet

Quizlet

 Search

 Create

Upgrade to  
Teacher

15 terms


 valeriefer

## Lexical activities on the world of books


added to [1LELE](#)




STUDY




FLASHCARDS




LEARN




SPELL  
3% FINISHED




TEST



MATCH  
36 SECS BEST



GRAVITY



LIVE

PLAY

SORT

Your stats



**Sometimes Missed** Your recent answers have been sometimes wrong, sometimes right.

☆ [Select these 5](#)

# Activités

## Quizlet 1 :

<https://quizlet.com/145887783/lexical-activities-on-the-world-of-books>

## Quizlet 2 :

- <https://quizlet.com/145935075/how-well-do-you-know-literary-genres-flash-cards>

# Final task

- You're in charge of choosing 4 new books to be ordered for your school library.
- You must convince your school librarian that the 4 books you chose are the best for high school students and that they will like them.
- For each book, prepare arguments to explain your choice and record yourself.