

Présentation du module – M2

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Crédits ECTS	2
Horaires	13h30 – 16h45 (14h – 17h15 pour le groupe avec KS)
Programme	Enjeux et modalités de l’enseignement des langues au cycle 2 et 3 Élaboration de séquence : albums, théâtre, arts plastiques, sciences Projet culturel et interdisciplinaire Phonologie (accent de mot, intonation)
Modalités d’évaluation	Session1 : Élaboration d’un projet et d’une séquence (<i>en groupes de 2 ou 3</i>) avec une séance détaillée (<i>travail individuel</i>) : 30% de la note Microteaching de 8 minutes en anglais (<i>travail individuel</i>) : 50% de la note Participation en classe : 20% de la note Session 2 en juin 2025 : La note de la 2 ^e session remplace la note de la 1 ^e session Analyse d’un/des document/s, travail écrit, microteaching de 8 minutes en anglais

Voir eCampus pour les groupes, dates et salles

M1	Memorisation & flashcards	Games	Songs	Dance (PE) & counting	Preparation for micro-teaching	PE with Sébastien	Micro-teaching
M2	New York project	Drama & Art	Science & maths	Story telling	Preparation for micro-teaching	Micro-teaching	

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Critères pour l'évaluation du projet (travail écrit)

Noms :

Titre du projet :

Tâche finale du projet :

Tâches finales des séquences : *à présenter dans un tableau*

Niveau de classe :

D'autres disciplines :

Séquence numéro :

Date :

Note du groupe : /10

Le projet

- Clarté / qualité de présentation du dossier écrit /2
Est-ce que on trouve facilement des informations ? Index/numéros de pages ?
- Projet adapté au niveau de la classe /1
- Pertinence du projet / parallèle autres disciplines /1

La séquence

- Cohérence dans la séquence /2
- Progression dans la séquence /2
- Prise de risque / créativité / originalité /2

La séance

Note individuelle : /10

Nom :

Séance numéro :

Tous les supports (tailles réelles) sont fournis avec le travail écrit :

- Cohérence dans la séance /2
- Progression dans la séance /2
- Qualité des consignes : *correctes (1) - courtes (1)* /2
- Les supports utilisés par l'enseignant(e) : *pertinents (1) – attractifs (1)* /2
- Les activités proposées : *pertinentes (1) - ludiques (1)* /2
T → P / P → P / travail en classe entière / groupe / individuel / les élèves sont actifs / passifs

Critères pour l'évaluation finale : Microteaching M2

Chaque groupe aura **2-3 minutes** pour expliquer en français le **niveau de la classe** et la **trame du projet et de la séquence**. Puis chaque membre du groupe disposera d'**1 minute** pour introduire, en français, sa phase de microteaching. La phase de microteaching se fera en anglais, du début à la fin, et durera **8 minutes** (pas plus – pas moins : pénalité en cas non-respect du critère). Les autres étudiants joueront le rôle de bons et/ou mauvais élèves afin d'évaluer la gestion du groupe classe. **L'activité présentée ne doit pas être la phase d'acquisition du vocabulaire**, mais une activité pour mettre en pratique le vocabulaire dans un contexte pertinent pour pratiquer un aspect grammatical, syntaxique et/ou phonétique.

Consignes <i>Clarté des consignes ? gestuelle ?</i> <i>Concision des consignes ?</i>		/3
Activités proposées <i>Activités ludiques ?</i> <i>Bien pensées ?</i> <i>Progression pas à pas ?</i> <i>Rythme :</i>		/4
Supports et matériel utilisés <u>par les élèves</u> <i>Pertinents - attractifs</i>		/2
Gestion de groupe <i>Présence :</i> <i>Voix / regard / sourire :</i> <i>Encouragements :</i> <i>Reprise des erreurs :</i>		/5
Qualité de l'anglais <i>Prononciation :</i> <i>Grammaire :</i> <i>Vocabulaire :</i>		/4
Prise de risqué / créativité / originalité		/2

Pour le document écrit, je vérifie ...

	Oui, c'est bon	Non, pas encore
La présentation du document est claire et agréable à lire (index)		
La première page contient toutes les informations requises		
Il est clair QUI fait QUEL micro-teaching (utilisez des couleurs)		
J'arrive à la tâche finale en passant par les séances		
L'objectif de chaque séance est clair		
Mes consignes sont courtes et grammaticalement correctes.		
Les activités sont ludiques		
Il y a de la progression (T → P / P → P / group work)		

Pour le microteaching, je vérifie ...

	Oui, c'est bon	Non, pas encore
Mes consignes sont très courtes (4-5 mots).		
Mes consignes sont grammaticalement correctes.		
J'ai vérifié la prononciation de tout ce que j'enseigne ou donne comme consigne.		
Le contenu décrit dans le document écrit est enseigné lors du <i>microteaching</i> .		
Je précise d'où viennent les prérequis (quelle séance, quelle séquence).		
Je viens avec tout le matériel nécessaire (flash cards, fichier audio/vidéo...).		

A proscrire dans le microteaching : le rituel et l'enseignement du vocabulaire

Proposition de grille pour élaborer un PROJET

(à adapter selon vos besoins)

Titre du projet :	
Niveau de la classe :	
Objectif(s) du projet :	
Tâche finale du projet :	
Discipline 1 / séquence 1 Quoi ? / Pourquoi ? (référence au BO) Objectif(s) ?	
Discipline 2 / séquence 2 Quoi ? / Pourquoi ? (référence au BO) Objectif(s) ?	
Discipline 3 / séquence 3 Quoi ? / Pourquoi ? (référence au BO) Objectif(s) ?	
Discipline 4 / séquence 4 Quoi ? / Pourquoi ? (référence au BO) Objectif(s) ?	

Proposition de grille pour élaborer une SÉQUENCE

(à adapter selon vos besoins)

Titre de la séquence :	
Niveau de la classe :	
Objectif(s) de la séquence :	
Tâche finale de la séquence :	
Pré-requis	
Contenus lexicaux	
Contenus syntaxiques	Ex : I like... ; I don't like.... ; Have you got... ; Could you give me some....
Contenus phonologiques	Ex : rythme et accentuation, phonèmes /r/, prononciation
Contenus culturels	EX : chansons; momuments, histoire
Supports utilisés	Ex : Flashcards ; aliments ; photos ; emballages ; poèmes ; chansons... peintures,
Progression 3 objectif (s) - lexicque - syntaxique - phonétique	Séance 1: Séance 2: Séance 3: Séance 4: Etc.
Bilan	

Proposition de grille pour élaborer une SÉANCE

(à adapter selon vos besoins)

Contenus lexicaux	
Contenus syntaxiques (structure de la phrase)	
Contenus phonologiques	

Séance numéro ? / ?	Objectif propre à la séance					
Phase	Durée	Déroulement prévu - activités	Qui parle ? T ou P ?	Consignes (en anglais) what the teacher says	Réponses attendues (en anglais) what the pupils should / can say	Matériel
1. Réactivation des pré-requis pour chaque pré-requis, indiquez s'il vient d'une séquence précédente ou le numéro de la séance						
2. Nouveaux apprentissages (new learning)						
3. Appropriation (learning practice)						
4. Évaluation (checking)						
Bilan						

Phonétique / Phonologie










The phonetic alphabet for British English (RP = Received Pronunciation)

ɪ sit	i: see	əʊ nose	p pet	b bad	h how
ʊ put	u: blue	əʊ now	t tea	d did	m man
æ cat	ɑ: arm	eɪ day	k cat	g give	n no
ʌ cup		aɪ five	f find	v voice	ŋ <u>si</u> ng
ɒ hot	ɔ: call	ɔɪ boy	θ think	ð this	r red
ə <u>a</u> way	ɜ: turn	ɪə near	s sun	z zoo	l leg
e met		eə where	ʃ she	ʒ pleasure	w wet
		ʊə pure	tʃ check	dʒ just	j yes









You may prefer the visual organization of these charts:













VOWELS	monophthongs				diphthongs		Phonemic Chart voiced unvoiced	
	i:	ɪ	ʊ	u:	ɪə	eɪ		
	sheep	ship	good	shoot	here	wait		
	e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	
	bed	teacher	bird	door	tourist	boy	show	
	æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ	
	cat	up	far	on	hair	my	cow	
CONSONANTS	p	b	t	d	tʃ	dʒ	k	g
	pea	boat	tea	dog	cheese	June	car	go
	f	v	θ	ð	s	z	ʃ	ʒ
	fly	video	think	this	see	zoo	shall	television
	m	n	ŋ	h	l	r	w	j
	man	now	sing	hat	love	red	wet	yes













Or these charts on the following page:

<p>i: /si:/</p>  <p>sea</p>	<p>I /swɪm/</p>  <p>swim</p>	<p>e /bed/</p>  <p>bed</p>	<p>æ /kæt/</p>  <p>cat</p>
<p>ɑ: /kɑ:/</p>  <p>car</p>	<p>ʌ /kʌp/</p>  <p>cup</p>	<p>ɒ /lɒk/</p>  <p>lock</p>	<p>ɔ: /bɔ:l/</p>  <p>ball</p>
<p>ʊ /bʊk/</p>  <p>book</p>	<p>u: /tu:/</p>  <p>two</p>	<p>ɜ: /ʃɜ:t/</p>  <p>shirt</p>	<p>ə /fɑ:ðə/</p>  <p>father</p>

Diphthongs

<p>eɪ /eɪt/</p>  <p>eight</p>	<p>aɪ /aɪ/</p>  <p>eye</p>	<p>ɔɪ /bɔɪ/</p>  <p>boy</p>	<p>ɛə /'æɪ.əʊ/</p>  <p>arrow</p>
<p>aʊ /haʊs/</p>  <p>house</p>	<p>eə /tʃeə/</p>  <p>chair</p>	<p>ɪə /diə/</p>  <p>deer</p>	<p>ʊə /'tʊəɪst/</p>  <p>tourist</p>

<p>p /su:p/</p>  <p>s<u>o</u>p</p>	<p>b /bæt/</p>  <p>b<u>a</u>t</p>	<p>t /laɪt/</p>  <p>l<u>i</u>ght</p>	<p>d /dɒg/</p>  <p>d<u>o</u>g</p>
<p>k /kæp/</p>  <p>c<u>a</u>p</p>	<p>g /bæg/</p>  <p>b<u>a</u>g</p>	<p>m /mæn/</p>  <p>m<u>a</u>n</p>	<p>n /reɪn/</p>  <p>r<u>a</u>in</p>
<p>ŋ /kɪŋ/</p>  <p>k<u>i</u>ng</p>	<p>f /fɪʃ/</p>  <p>f<u>i</u>sh</p>	<p>v /væn/</p>  <p>v<u>a</u>n</p>	<p>θ /θʌm/</p>  <p>th<u>u</u>mb</p>

<p>ð /'mʌð.ə/</p>  <p>m<u>o</u>ther</p>	<p>s /maʊs/</p>  <p>m<u>o</u>use</p>	<p>z /'zeb.rə/</p>  <p>z<u>e</u>bra</p>	<p>ʃ /ʃu:/</p>  <p>sh<u>o</u>e</p>
<p>ʒ /'tel.ɪ.vɪʒ.ən/</p>  <p>telev<u>i</u>sion</p>	<p>h /hænd/</p>  <p>h<u>a</u>nd</p>	<p>tʃ /tʃi:z/</p>  <p>ch<u>e</u>ese</p>	<p>dʒ /dʒet/</p>  <p>jet</p>
<p>r /raɪt/</p>  <p>w<u>r</u>ite</p>	<p>l /lɒg/</p>  <p>l<u>o</u>g</p>	<p>j /'jəʊ.jəʊ/</p>  <p>y<u>o</u>-y<u>o</u></p>	<p>w /weɪl/</p>  <p>w<u>h</u>ale</p>



Word Stress

❖ STRESSED VS. UNSTRESSED SYLLABLES

In English, most polysyllabic words (with 2 syllables or more) have at least one word stress. The stressed syllable will be more prominent, while the unstressed syllables will be weaker (often corresponding to / ə / or / ɪ /).

1. Pronounce the following words and circle the stressed syllable.

- | | | | |
|----------------|---------------|------------------|-----------------|
| 1. caterpillar | 6. adjective | 11. crocodile | 16. cucumber |
| 2. education | 7. giraffe | 12. piano | 17. orange |
| 3. September | 8. gorilla | 13. tomato | 18. photography |
| 4. spaghetti | 9. before | 14. Canada | 19. instrument |
| 5. elephant | 10. vegetable | 15. hippopotamus | 20. hamburger |

2. Pronounce the following words and write down the words corresponding to the transcriptions. Then cross out the weak vowels in these words.

- | | | |
|---------------|-----------------|------------------|
| 1. [bə'nɑ:nə] | 6. ['swetə] | 11. [pə'teɪtəs] |
| 2. ['pɪktʃə] | 7. ['bɪskɪt] | 12. ['reɪn,kəʊt] |
| 3. ['zi:brə] | 8. ['lændən] | 13. ['pæstə] |
| 4. ['sæləd] | 9. ['wenzdɪ] | 14. [tə'mɒrəs] |
| 5. [ə'gen] | 10. ['tʃɒkəlɪt] | 15. ['traʊzəz] |

❖ STRESS IN TWO-SYLLABLE WORDS

Observe: Where is the stress in the following words?

Verb	Noun
to become	artist
to repeat	forest
to forget	brother
to prefer	weather
to believe	picture

Conclude: Most verbs are stressed on the syllable while most nouns (and adjectives) are stressed on the syllable.

Note: **PAIRS** of 2 syllable words (verb/noun or adj) can be spelt in the same way but stressed differently:

Verb	Noun/Adj
to out'line	'outline
to de'crease	'decrease
to con'trast	'contrast
to re'cord	'record
to per'fect	'perfect

There are of course **exceptions**. In the following EXERCISE you must find the word with a different stress pattern from the others.

Example: money (10) machine (01) mountain (10) message (10)

1. answer agree allow attract
2. middle minute mission mistake
3. compare correct copy collect
4. garden granny guitar grammar
5. complete common careful crazy
6. pronounce provide promise prefer
7. shampoo shoulder shower shopping
8. reason remove receive review

❖ STRESS IN LONGER WORDS

1. We can build longer words by adding parts to the beginning or end of shorter words. Usually, this does not change the stress: it stays on the same syllable as in the original word.

EXERCISE - Where is the stress in the following words?

1. forget, forgetful, forgetfulness, forgettable, unforgettable
2. believe, believer, believable, unbelievable, unbelieving
3. care, careful, carefully, careless, carelessness

Here is a list of beginnings and endings which do not change the stress of the shorter word:

- able (drinkable)	-hood (childhood)	-less (childless)	-ship (friendship)
-al (musical)	-ing (boring)	-ly (friendly)	in-/im- (impossible)
-er (player)	-ise (civilise)	-ment (employment)	un- (unhappy)
-ful (helpful)	-ish (childish)	-ness (happiness)	under- (underpay)

2. Some endings do change the stress in the shorter word.

EXERCISE - Where is the stress in the following words?

1. scientist → scientific
2. national → nationality
3. music → musician
4. educate → education

What about the following words?

-IC	-ITY	-IAN	-ION
basic	reality	Canadian	station
public	majority	Brazilian	relation
electric	electricity	electrician	discussion
economic	personality	vegetarian	operation
romantic	university	pedestrian	competition
optimistic	publicity	politician	communication
pessimistic	community	comedian	identification
diplomatic	opportunity	technician	telecommunication

⇒ **RULE:** In words ending with **-IC, -ITY, -IAN, -ION**, the stress usually comes on the syllable the suffix.

It is also the case with the following suffixes: **-ual, -ial, -ient, -ious, -ior, -ics**

Now how do you pronounce: **Supercalifragilistic** ?!

❖ **PRONUNCIATION AND READING PRACTICE**

The very hungry caterpillar

In the light of the moon, a little egg lay on a leaf.

One Sunday morning the warm sun came up and - pop!- out of the egg came a tiny and very hungry caterpillar.

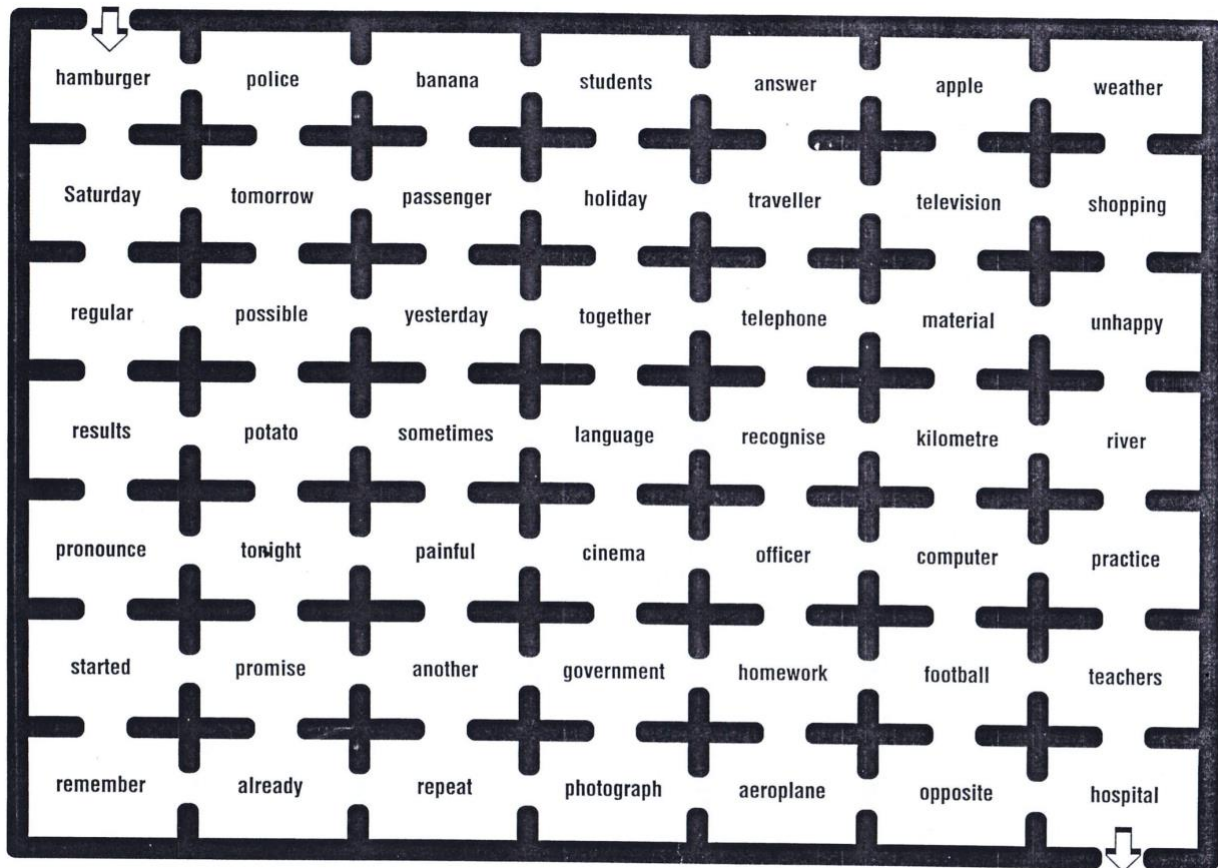
There's a dragon at my school

There's a dragon at my school and he's broken every rule.

Oh, where's he gone?

Teacher says... I've got to take him home now.

But I can bring him back tomorrow - if he promises to be good.



Classroom English

Useful flashcards on <http://www.sparklebox.co.uk/class-management/>

Remember to use very clear gestures (faces, hands ...) to illustrate the meaning of your instructions!



GENERAL CLASS MANAGEMENT

Sit down.

Look / look at... / listen to

Take your coats off / take off your coats.

Thank you / you're welcome.

Ask your partner....

Stand up.

Point to...

Put your coats on / put on your coats.

Put all the paper in the bin.

REGISTER Here, Hugo is here, I'm here, yes teacher, present.

Who's missing?

It's playtime.

He's / she's absent, sick, ill, not here, late.

Who is eating lunch at school today?

Who is going to the breakfast club tomorrow.

Who is going to the after-school club today?

Who is going to the homework club today?

Take out / write in your homework diary.

Put up your hands / put your hands up / raise your hand

MOOD How are you today? Fine, great, so so, tired

DATE What's the day / date today?

Come here. Stick/put it here. (CP)

Come and write the date on the board (CM)

BIRTHDAY Is it your birthday today? Yes it is. No it isn't.

Whose birthday is it today? Jane's.

WEATHER What's the weather like today?

It's rainy, it's raining, it's hot, it's cold. It's cloudy, it's sunny, foggy, snowy



TO FINISH Put your books / pencil cases away – put away your books / pencil cases.
See you tomorrow. Goodbye.

ACTIVITIES Listen / Listen and point to... / Listen and do... / Listen and repeat / Repeat after me.

Take out your scissors / glue / felt tips / crayons / sellotape / set square / protractor.

Take your scissors / glue / felt tips / crayons / sellotape / set square / protractor out.

Put away your scissors / glue / felt tips / crayons / sellotape / set square / protractor.

Put your scissors / glue / felt tips / crayons / sellotape / set square / protractor away.

Tick / circle / match

Come to the board.

Open your exercise book / copy book at page ...

Close your text book

Hide the picture

Write on the board / on your slate / ...

Now we're going to sing a song

To underline - to highlight / take out your highlighter

INSTRUCTIONS FOR A GAME

Draw a picture.
Get into pairs / groups of three.
Take your shoes off.
Imagine you are a
Sit in a circle.
Pick a card / give me a card / put down your card.
Shuffle the cards.

Close your eyes.
Choose a partner.
Put your shoes on.
Sit back to back.

Open your eyes.

ENCOURAGEMENTS

Well done.
What lovely colours.

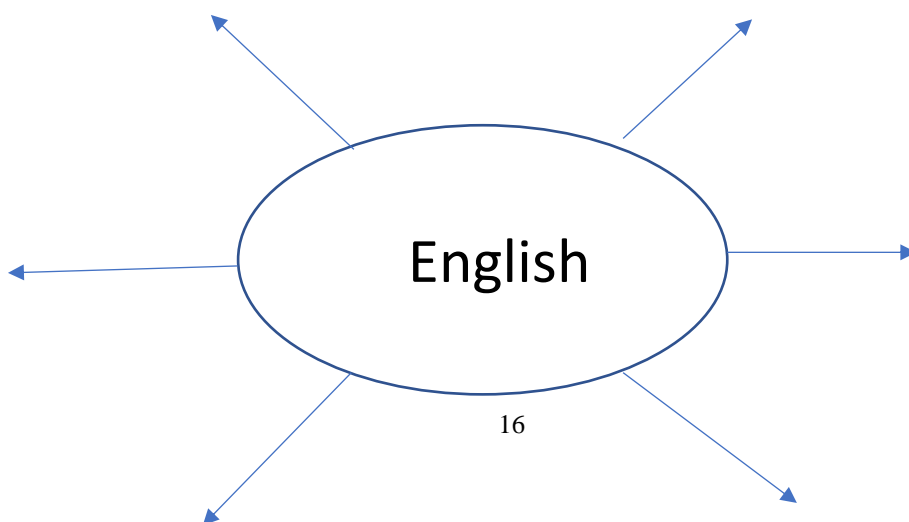
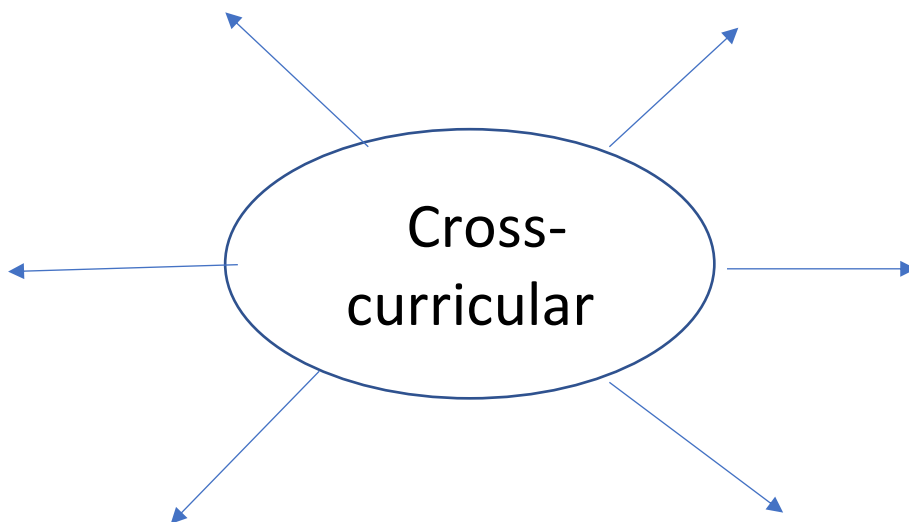
That's great / lovely / fantastic / awesome ...
That's beautiful.

AND if necessary

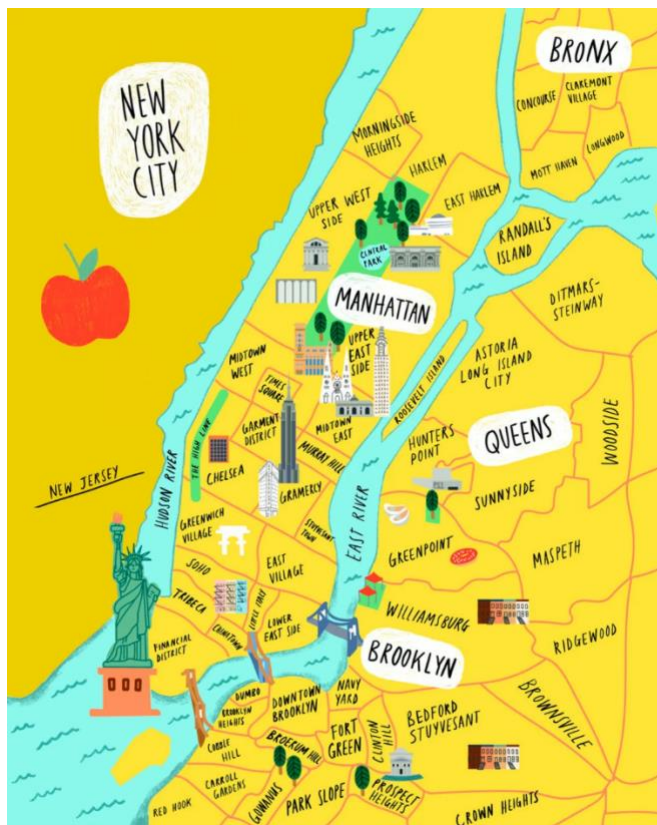
Be quiet.
Calm down.

New York project

IMAGINE We're going to New York



Le Petit Chaperon Rouge à Manhattan un extrait d'un roman de Carmen Martin Gaité



Repères géographiques à bien noter - présentation de Sara Allen

On a bien du mal à comprendre la configuration de la ville de New York sur les cartes des atlas. Elle est composée de plusieurs quartiers signalés par des couleurs différentes, mais le plus connu est le district de Manhattan, celui qui impose sa loi aux autres, les fait paraître plus étriqués et les éblouit. Les guides touristiques, le cinéma, les romans, le représentent habituellement par la couleur jaune. Beaucoup de gens croient que Manhattan c'est New York, alors que ce n'en est qu'une partie. Une partie bien spéciale, il est vrai...

On dirait une île en forme de jambon avec un plat d'épinards au milieu – qui s'appelle Central Park. C'est un grand parc tout en longueur où il est très excitant de se promener la nuit, caché derrière les arbres, de peur de rencontrer les voleurs et les assassins qui le sillonnent, et la tête tendue pour voir briller les étoiles des enseignes en haut des

gratte-ciels alentour, telle une armée de bougies allumées pour l'anniversaire d'un roi millénaire.

Pourtant, aucune joie ne se lit sur le visage des grandes personnes que l'on voit traverser le parc à toute vitesse dans des taxis jaunes ou dans de grandes voitures aux couleurs métallisées, pensant à leurs affaires et regardant nerveusement l'heure à leur montre de peur d'arriver en retard à leur prochain rendez-vous. Quant aux enfants, ils sont collés devant la télévision qui leur diffuse toutes sortes d'histoires mettant en garde contre les périls de la nuit. Ils ont beau zapper sur les différentes chaînes, ils ne voient que des gens courant et s'enfuyant. Ils bâillent et tombent de sommeil.

Manhattan est une île entre deux fleuves. Les rues qui partent à droite de Central Park se dirigent horizontalement vers un fleuve qui s'appelle l'East River car il est à l'est ; celles du côté gauche se dirigent vers un fleuve nommé Hudson. Les deux fleuves se rejoignent en haut et en bas de l'île. L'East River est traversée par de nombreux ponts plus compliqués et mystérieux les uns que les autres qui relient Manhattan aux autres districts de la ville, par exemple Brooklyn que l'on atteint par le fameux pont du même nom. Le pont de Brooklyn est le dernier, le plus au sud, animé d'un trafic incessant ; il est décoré avec des fils électriques qui forment un feston lumineux ressemblant de loin à des lampions de fête. On les allume quand le ciel se teinte de mauve, alors que les enfants rentrent chez eux à bord des bus scolaires.

Montant la garde en bas du jambon, à l'endroit où se rejoignent les deux fleuves, s'étend une petite île surmontée d'une énorme statue de métal verdâtre brandissant une torche ; elle est le point de rencontre de tous les touristes du monde. C'est la statue de la Liberté ; elle vit là comme un saint dans son sanctuaire et, nuit après nuit, lassée de s'être laissée photographier toute la journée, elle s'endort sans que personne ne le sache. Et il se passe alors des choses étonnantes.

Les enfants qui vivent à Brooklyn ne dorment pas tous la nuit. Ils pensent à Manhattan, si proche et en même temps si exotique, et leur quartier leur semble un village perdu dans lequel il ne se passe jamais rien.

Ils se sentent comme écrasés sous un nuage dense de ciment et de vulgarité. Ils rêvent de traverser sur la pointe des pieds le pont qui unit Brooklyn à l'île qui brille de l'autre côté et où ils s'imaginent que les gens passent la nuit à danser dans des salles tapissées de miroirs, à s'exercer aux tirs dans les fêtes, à s'échapper dans des voitures dorées et à vivre des aventures mystérieuses. Et il est vrai que lorsque la statue de la Liberté ferme les yeux, les enfants encore éveillés de Brooklyn s'emparent de son flambeau. Mais cela personne ne le sait, c'est un secret.

	Situation	Material	Language
Introduction: we're going to New York	What do the pupils know about New York or the US?	Songs – photos – felt tips. An extract from "Le Petit Chaperon Rouge à Manhattan".	Be + ing We're going to NY
Prepare your suitcase	Choose the clothes you want to pack.	A bag. Real clothes. Your sponge bag.	Vocab: the weather, clothes. Need/don't need.
At the airport	Check in your luggage. Present your passport/ticket. Flight/seat number.	Airline ticket. Passport.	Numbers, telling the time. Be + ing Where are you going? I'm going to NY
Arrival – immigration control	Time difference. Fill out an arrival form. Show your passport & visa. Length of stay.	A form to fill in. Airline ticket/passport. A clock. The address of the hotel / your host.	How long are you staying? Where are you staying?
Geography of NY and getting around	Ask for/give directions Read a map.	City/subway map. Google maps.	Vocab: means of transport (by/on)
Let's have lunch & money	Read the menu. Order your meal. Pay & count your change.	Menu. Money (coins & notes)	Vocab: food, numbers. Would you like? I'd like...
Famous monuments & places	History. Famous artists. Organise a visit/programme.	Photos, online information (opening times, prices). Money.	I'd like to visit. Telling the time. Money.
Let's go to Broadway What's on?	Look at the theatre programmes. Choose your seats. Buy tickets.	Online information (opening times, prices). Money.	Telling the time. Money.
Final task	Writing a postcard		

New York – Frank Sinatra (3:24) <https://www.youtube.com/watch?v=le1QF3uoQNg>

Start spreadin' the news. I'm leavin' today
I want to be a part of it, New York, New York
These vagabond shoes are longing to stray
Right through the very heart of it, New York, New York

I want to wake up in a city that doesn't sleep
And find I'm king of the hill, top of the heap
These little-town blues are melting away
I'll make a brand new start of it in old New York
If I can make it there I'll make it anywhere
It's up to you New York, New York

New York, New York I want to wake up in a city that never sleeps
And find I'm a number one, top of the list, king of the hill, a number one

These little town blues are melting away
I'm gonna make a brand new start of it in old New York
And if I can make it there I'm gonna make it anywhere
It's up to you - New York, New York

Welcome to New York – Taylor Swift (3:37) <https://www.youtube.com/watch?v=FsGdznlfE2U>

Walkin' through a crowd, the village is aglow; kaleidoscope of loud heartbeats under coats
Everybody here wanted somethin' more, searchin' for a sound we hadn't heard before
And it said

Welcome to New York, it's been waitin' for you
Welcome to New York, welcome to New York
Welcome to New York, it's been waitin' for you
Welcome to New York, welcome to New York

It's a new soundtrack, I could dance to this beat, beat forevermore
the lights are so bright, but they never blind me, me
REPEAT: Welcome to New York, it's been waitin' for you

When we first dropped our bags on apartment floors, took our broken hearts, put them in a drawer
Everybody here was someone else before, and you can want who you want
Boys and boys and girls and girls

REPEAT: Welcome to New York, it's been waitin' for you

It's a new soundtrack, I could dance to this beat, beat forevermore
The lights are so bright, but they never blind me, me

REPEAT: Welcome to New York (New York), it's been waitin' for you ...

Like any great love, it keeps you guessing, like any real love, it's ever-changing
Like any true love, it drives you crazy
But you know you wouldn't change anything, anything, anything

REPEAT: Welcome to New York, it's been waitin' for you

It's a new soundtrack, I could dance to this beat
The lights are so bright, but they never blind me
Welcome to New York, it's been waitin' for you
Welcome to New York (the lights are so bright but they never blind me)
Welcome to New York (so bright, they never blind me)
Welcome to New York, welcome to New York

Englishman in New York – Sting (4:26) <https://www.youtube.com/watch?v=d27gTrPPAyk>

I don't drink coffee, I take tea, my dear, I like my toast done on one side
And you can hear it in my accent when I talk, I'm an Englishman in New York
See me walking down Fifth Avenue, a walking cane here at my side
I take it everywhere I walk, I'm an Englishman in New York

Oh, I'm an alien, I'm a legal alien, I'm an Englishman in New York
Oh, I'm an alien, I'm a legal alien, I'm an Englishman in New York

If "manners maketh man" as someone said, he's the hero of the day
It takes a man to suffer ignorance and smile, be yourself no matter what they say

Oh, I'm an alien, I'm a legal alien I'm an Englishman in New York
Oh, I'm an alien, I'm a legal alien I'm an Englishman in New York

Modesty, propriety can lead to notoriety, you could end up as the only one
Gentleness, sobriety are rare in this society, at night a candle's brighter than the sun
Takes more than combat gear to make a man, takes more than a license for a gun
Confront your enemies, avoid them when you can, a gentleman will walk but never run
If "manners maketh man" as someone said, he's the hero of the day
It takes a man to suffer ignorance and smile, be yourself no matter what they say
Be yourself no matter what they say, be yourself no matter what they say

Be yourself no matter what they say (oh, I'm an alien, I'm a legal alien)
Be yourself no matter what they say (I'm an Englishman in New York)



Admission Number
228208604 06

Immigration and Naturalization Service
Form I-94W (05-29-91) - Arrival Record
VISA WAIVER

1. Family Name	
2. First (Given) Name	3. Birth Date (day/month)
4. Country of Citizenship	5. Sex (male or female)
6. Passport Number	7. Airline and Flight Number



Surname:

First name:

Nationality:

Date of birth:

Place of birth:

Address:





1 dime = 10 cents

50 cents

KIDS MENU
FOR KIDS 10 AND UNDER

ALL KIDS 10 AND UNDER RECEIVE A **FREE** MINI ICE CREAM CONE

TINY TOTS

FOR WEE APPETITES

- Silver Dollar Hot Cakes (3) **1.59**
• Add sprinkles, chocolate chips or M&M's **50¢**
- French Toast Sticks* **1.59**
- 1 Egg any style with a slice of toast* **1.59**
- Corn Doggies (4) **1.59**
- Grilled Cheese Samich **1.59**

BREAKFAST

- Hot Cakes (2) **2.99**
• Add sprinkles, chocolate chips or M&M's **50¢**
- French Toast, 2 slices* **2.99**
- *Belgian Waffle with Peanut Butter & Jelly or Maple Syrup **2.99**
(Where available)
- Onesies (1 egg any style, 1 piece of toast, 1 bacon or sausage link or patty)* **1.99**

DRINKS

- MILK** - Chocolate or White **1.00**
- JUICE** - Apple or Orange **1.00**
- FOUNTAIN DRINK** - Pepsi products **1.00**
- MILKSHAKE** - Vanilla, Chocolate, Strawberry, Cherry, or Cotton Candy **2.99**

*Consuming raw or under-cooked meats, poultry, seafood, or eggs may increase your risk of food-borne illnesses, especially if you have certain medical conditions.

Théâtre / drama

Warm up 1 (body)

Hands in the air
arms stretched as high as you can
clench your fists
tighten your arms
your elbows
your shoulders
neck, chest
back, tummy
bottom, thighs
knees, calves, toes.

Relax your toes, calves, knees
thighs, bottom, tummy
back, chest, neck
shoulders, elbows, arms, hands
bring your arms down your head, neck
slowly....relax
swing your arms gently from side to side.

Warm up 2 (voice)

Trinidad (*Delaware*) **Trinidad**
And the great (*big*) Mississippi, **And the great Mississippi**
and the town Honolulu **and the town Honolulu**
And the great (lake) Titicaca! **And the great Titicaca!**
The Popo-cate-petl is not in Canada **The Popocatepetl is not in Canada**
Rather in Mexico, Mexico, Mexico! **Rather in Mexico, Mexico, Mexico!**
Canada, Malaga, Rimini, Brindisi, **Canada, Malaga, Rimini, Brindisi,**
Canada, Malaga, Rimini, Brindisi, **Canada, Malaga, Rimini, Brindisi,**
Canada, Malaga, Rimini, Brindisi, **Canada, Malaga, Rimini, Brindisi,**
YES! **YES!** Tibet, **Tibet,** Tibet, **Tibet,** Tibet! **Tibet!**
Nagasaki, **Nagasaki,** Yokohama! **Yokohama!**
Nagasaki, **Nagasaki,** Yokohama! **Yokohama!**

https://www.youtube.com/watch?v=1ti_RzhKtRs (start → 59 seconds)

<https://www.youtube.com/watch?v=JVbpQdKvXyU> (start → 1:20)

Improvisation 1:

Student A shouts out one word: tree, bird, pokemon card, glass of wine ...
The other students have to improvise the object

Student B adds an adjective: happy, sad, curious, ill

The other students have to improvise the object with the adjective

Improvisation 2:

Student A enters the circle. Ex: I'm a cat and starts to move like a cat

Student B enters the circle and uses the "cat" to create a new scenario. Ex: I'm feeding the cat ...

Student C enters the circle etc

Writing a sketch

Start from a song i.e. My favourite things (2:48) – *with subtitles*

<https://www.youtube.com/watch?v=2G6dd7ikrXs>

Each group takes 2 words, writes a sentence ...

All the groups get together and share their sentences

Create a sketch around the sentences

SHOWTIME: Act out the sketch to the others

TIPS: NEVER have your back to the audience. Project your voice – show your EMOTIONS

Stage directions

stage right, the part of the stage to the right of the actors when they are facing the audience

stage left the part of the stage to the left of the actors when they are facing the audience

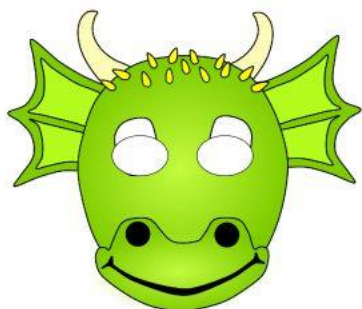
to upstage someone (to grab the limelight)

Now make your mask

<https://www.sparklebox.co.uk/topic/the-world-around-us/the-world/living-things/types-of-animals/farm-animals/role-play-masks/>

<https://www.sparklebox.co.uk/topic/roleplay/masks/fairytale-masks.html>

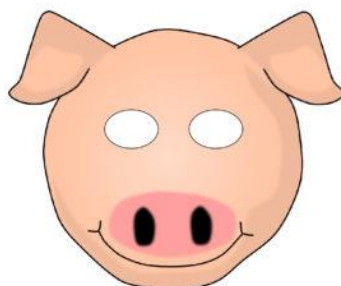
Dragon role-play masks



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Pig Role-Play Mask

Cut out the mask and eye holes,
and attach to a lollipop stick for children to hold when role-playing.



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Horse Role-Play Mask

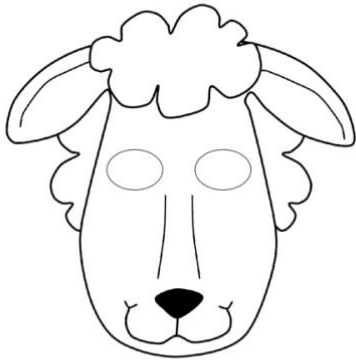
Cut out the mask and eye holes,
and attach to a lollipop stick for children to hold when role-playing.



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Sheep role-play masks

Cut out the masks and eye holes, and attach to a lollipop stick for children to hold when role-playing.



sheep

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Circus Role-play Masks



clown

Cut out the masks and eye holes, and attach to a lollipop stick for children to hold when role-playing.

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Little Red Riding Hood role-play masks

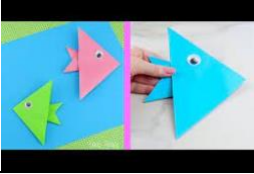


Little Red Riding Hood


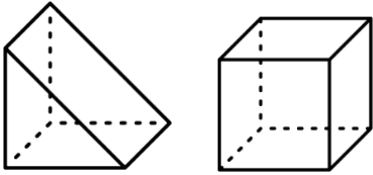
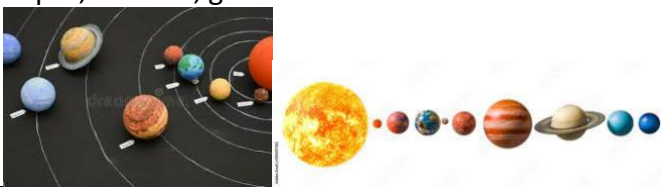



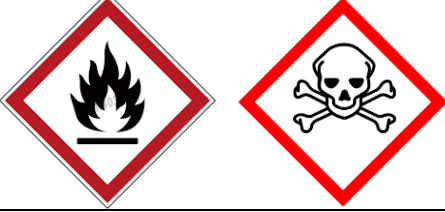

Cut out the masks and eye holes, and attach to a lollipop stick for children to hold when role-playing.

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ART

	Material	Language
Impressionism. Painting in Monet's style https://www.youtube.com/watch?v=jaPQrwBEEqA (5:25)	Paints & paper. A washing up sponge.	Colours. (to stamp, to dip)
How to draw a dolphin (6:21) https://www.youtube.com/watch?app=desktop&v=ou7NitF6gkU	Marker pen & paper	Parts of the body
Simple origami (1:39) - no words https://www.youtube.com/watch?v=29JqKrNNDv8 	Coloured paper	To fold, to unfold, corner, side
Dot painting (3 :06) https://www.youtube.com/watch?v=tXxuOF0qMss	An ear cleaner (Q-tip), a pencil, paint	
Pop art like Warhol (5:38) – no words https://www.youtube.com/watch?v=RZk2Md2ynIU https://www.pinterest.fr/pin/807411039415044355/ (colouring)	Paints or felt tips & paper.	
Cubism - Picasso inspired (5:33) - no words https://www.youtube.com/watch?v=BWCeV91BDJg	Felt tips & paper.	Colours, shapes.
Making a paper chain (0:52) https://www.youtube.com/watch?v=BaVwim4Lk6E	Coloured paper, glue, sellotape or a stapler.	
Perspective (4:27) – no words https://www.youtube.com/watch?v=lf2O3dGPcpo	Paper & coloured pencils, ruler.	
Surrealism (2:26) https://www.youtube.com/watch?v=1YE_Zas-A5A	Paints & coloured paper & paper	

Science

	Material	Cross curricular
Leaves	Leaves, paper, paints 	biology
3D shapes - geometry (inches to cms)	Paper, scissors, glue 	maths
3D shapes - planets	Paper, scissors, glue 	physics
Food groups		biology, health
Caterpillar to butterfly		biology
Seasons	Average temperatures 	Biology, geography, maths
Signs and symbols		
Shadows		Physics

Or do a simple experiment:

- | | |
|--------------------------|---|
| 1. Make an OBSERVATION | of something happening in the world |
| 2. Ask a QUESTION | based on the observation |
| 3. Make a HYPOTHESIS | and formulate a theory of why this happens |
| 4. Conduct an EXPERIMENT | How are you going to find out the answer? |
| 5. Draw CONCLUSIONS | What happened? Was your hypothesis correct? Or did something else happen? |
| 6. Report your RESULTS | Picture form / a chart / a table |

Storytelling

Simplify vocabulary if necessary when telling the story.

Put the story in a context.

Practice reading beforehand.

Listening to a story is a shared and social experience.

- Preparation (before listening)
- Listening (always give your pupils a task to do i.e. putting pictures in the right order – doing the actions. (listen and do)
- Activities after listening (use the new language structure / vocabulary – Q & A – make a class book – picture dictionary – collection de word families – create information exchanges – get the children to use the new language / vocabulary)

Very clear gestures – teacher stands up.

- Listen
- Listen and do
- Teacher says, pupils do (teacher does not do all the gestures)
- Pupils say, teacher does

TASK

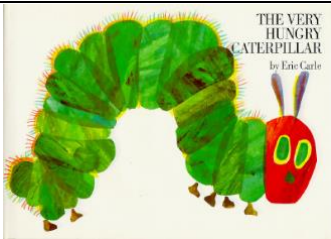
In groups of three choose a picture book (part of a larger project? Class level?) and think of strategies – act it out (make puppets).

- Do it in front of the others
- Get feedback

Teacher corrects pronunciation.

Some story books:

Titre, auteur, édition	Thème	Niveau de langue et caractéristiques du texte	Structures et lexique
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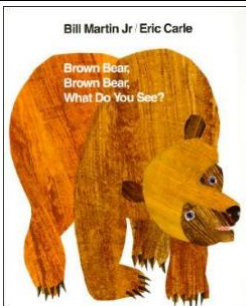


Histoire d'une petite chenille qui devient un papillon.

Abordable, texte répétitif

Jours de la semaine, Fruits, repas

THE VERY HUNGRY CATERPILLAR *, Eric Carle, Puffin Books

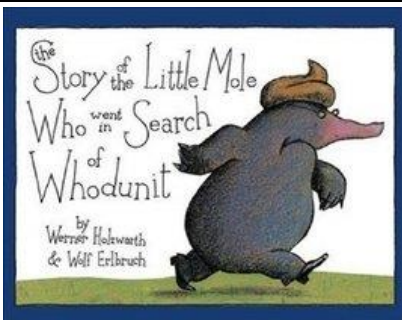


Animaux

Simple, question répétitive – réponse

Place de l'adjectif épithète, animaux, couleurs

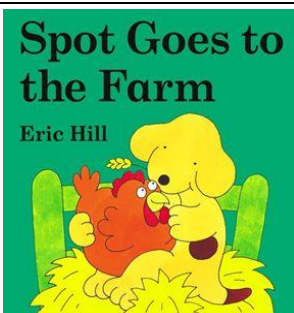
BROWN BEAR, BROWN BEAR, WHAT DO YOU SEE ? *, Eric Carle, Puffin, 1984



Abordable. Narration au passé

Question – réponse et « Did you do ... ? » « Me ? No, how could I ? » ...). Les animaux. Sciences naturelles ...

THE STORY OF A LITTLE MOLE, Werner Holzwarth, Wolf Erlbruch, David Bennett Book, 1989

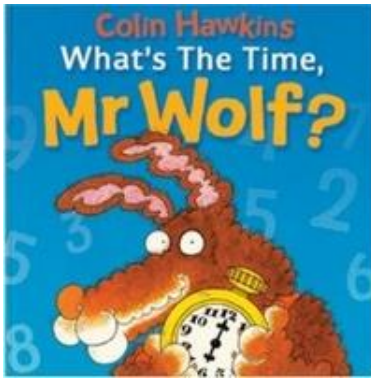


Dessins cachés = A Lift-the-Flap book

Abordable : discours direct

Questions simples ; Impératif ; négation ; onomatopées

SPOT GOES TO THE FARM, Eric Hill, Puffin Books, 1987

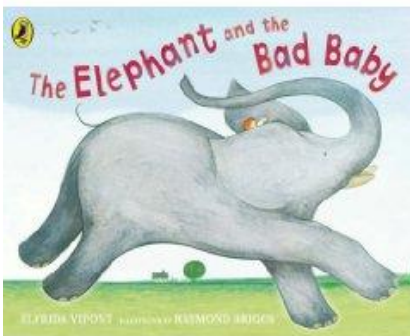


L'heure

Très facile. Questions réponses simples.

Dire l'heure. Activités du jour.

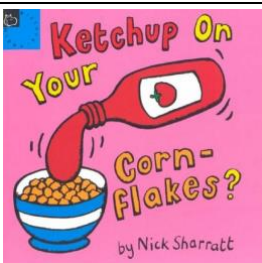
WHAT'S THE TIME MR WOLF ? *, Colin Hawkins, Egmont, 1983



Abordable. Narration répétitive au passé ; lexique répétitif mais riche. Histoire à raconter ; contenu, environnement. Très British

Morale : être poli ... ;

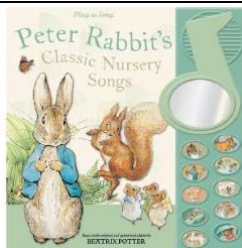
THE ELEPHANT AND THE BAD BABY, Elfrida Vipont , Raymond Briggs Puffin Books, 1969



Facile, créatif. Amusant : livre coupé horizontalement en deux

« Do you like ... ? ». Demander ou dire ce que l'on aime

KETCHUP ON YOUR CORNFLAKES? *, Nick Sharratt, Picture Hippo, 1994



Lift the flap book

Bon niveau. Récit au passé avec des mots cachés.

Lexique des animaux. Animaux.

PETER RABBIT, Beatrix Potter, F. Warne and Co., 1991

School systems in France, the UK, the USA

FRANCE	England & Wales	USA
Ecole Maternelle		
Petite section	(Nursery)	
Moyenne section	Reception	(Pre-school / Nursery School)
Grande section	Primary School / Junior School	Elementary / Grade School
Ecole Primaire	Year 1	(Kindergarten)
CP	Year 2	First grade
CE1	Year 3	Second grade
CE2	Year 4	Third grade
CM1	Year 5	Fourth grade
CM2	Year 6	Fifth grade
Collège	Secondary School	Middle / Junior High School
6 ^{ème}	Year 7	Sixth grade
5 ^{ème}	Year 8	Seventh grade
4 ^{ème}	Year 9	Eighth grade
3 ^{ème}	Year 10	High School
Lycée	Year 11	Ninth grade (freshman year)
2 ^{nde}	Sixth Form (College)	Tenth grade (sophomore year)
Première	Year 12	Eleventh (junior year)
Terminale	Year 13	Twelfth grade (senior year)

Cycles en France

Cycle 1 : PS ; MS ; GS

Cycle 2 : CP ; CE1 ; CE2

Cycle 3 ; CM1 ; CM2 ; 6^e

Key Stages in the UK

Key Stage 1 : Y1 and 2

KS2 : Y3 to Y6

KS3 : Y7 to Y9

Pas de programmes nationaux aux USA