

Anne Etienne en Tale ES

Chaque séance se suffit à elle-même.

Pour les élèves qui suivront jusqu'au 4 juillet, c'est l'occasion à chaque fois d'un enrichissement culturel, lexical, morphosyntaxique, sans compter le plaisir d'être ensemble en classe virtuelle ou en salle de cours. On est sur une forme "classe inversée" en quelque sorte.

Les élèves ont deux heures de « cours » par semaine:

- La CE en autonomie à la maison
- Une EOI en classe virtuelle

Les élèves absents reçoivent des *screenshots* via email+Pronote

TES gr3 – plan de travail #3 : CE et EOI – bac2020 et post-bac – cours du mercredi 27 mai 2020

Nous allons à présent travailler deux fois une heure par semaine, une fois en autonomie, une fois en classe virtuelle.
Les activités langagières entraînées seront la Compréhension Ecrite et l'Expression Orale en Continu et en Interaction.

- **mission 1** : Je posterai par email et sur Pronote le mercredi un court article, un extrait de roman, un extrait de blog qui permet le débat et fait polémique... que je vous demande de lire tranquillement

> sur votre ordinateur ou smartphone : <https://www.wordreference.com/fr/> pour chercher le vocabulaire

> sur votre cahier : sous la date du jour, prise de notes (*who, where, when, what, how, why*) et rédaction d'un court avis personnel sur le sujet

Article du mercredi 27 mai:

[https://www.theguardian.com/uk-news/2020/may/19/cambridge-university-moves-all-lectures-online-until-summer-2021?
CMP=share_btn_fb&fbclid=IwAR1mVILqRcyUHpwYDj3i7-f08UMtwBKC6bTmiObq8m8-qCCuyj5X-UaU5nw](https://www.theguardian.com/uk-news/2020/may/19/cambridge-university-moves-all-lectures-online-until-summer-2021?CMP=share_btn_fb&fbclid=IwAR1mVILqRcyUHpwYDj3i7-f08UMtwBKC6bTmiObq8m8-qCCuyj5X-UaU5nw)

- **mission 2** : Rejoignons nous en classe virtuelle vendredi matin 29 mai à 10:00 : cliquez et vous y serez :
<https://eu.bbcollab.com/guest/2140e31e012e4f98b12093e5b02a3ed5>

> Nous échangerons sur la compréhension du document, puis sur le sujet qui fait débat ; j'écrirai le vocabulaire nécessaire dans le chat, que je vous inviterai à recopier, et j'identifierai un ou deux points de langue qui apparaissent dans ce document ainsi qu'un point culturel.

Keep up the good work!

Regards,
Ms Etienne

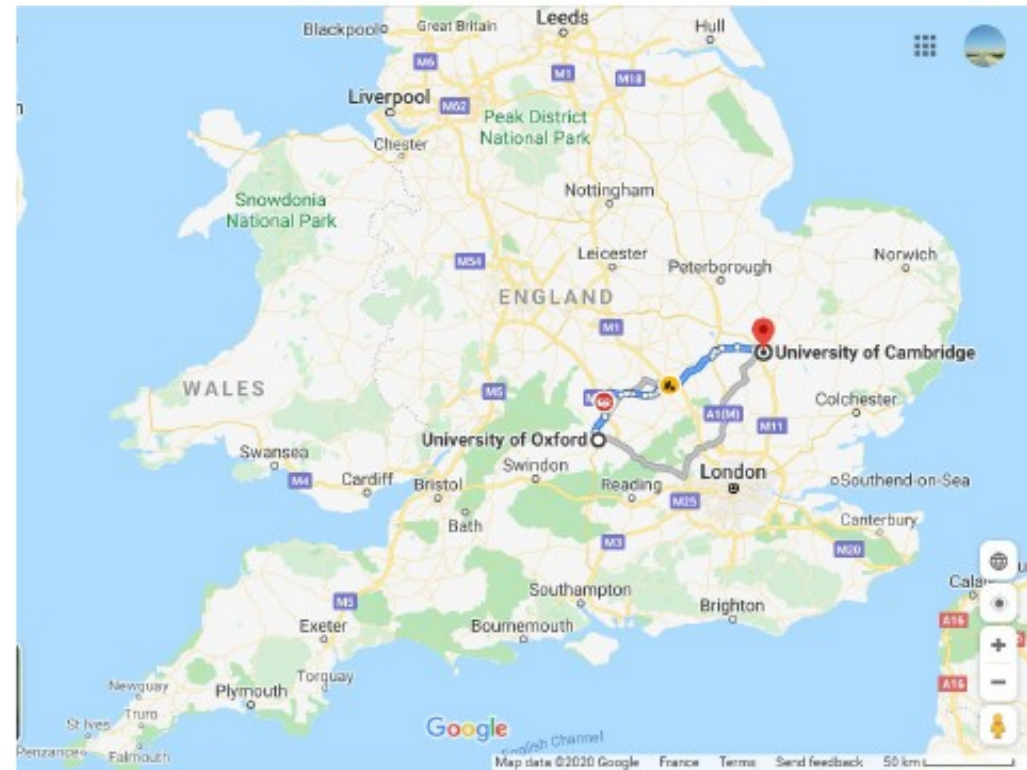
article posted on Wednesday May 27:

https://www.theguardian.com/uk-news/2020/may/19/cambridge-university-moves-all-lectures-online-until-summer-2021?CMP=share_btn_fb&fbclid=IwAR1mVTLqRcyUHpwDj3i7-f08UMtwBKC6bTmiObq8m8-gCCuyj5X-UaU5nw

For or against distance learning?

Cultural landmarks: Cambridge in a nutshell

- > the University of Cambridge: higher education (after A-Levels)
- > diplomas after 3 years: "BA" or Bachelor's... after 5 years: MA or Master's
- > enormous international prestige, elitist institution (as opposed to College or Polytechnics)
- > founded in 1209 / one of the oldest universities in the world with Oxford – referred to as Oxbridge
- > top-ranked university in the United Kingdom
- > As of October 2019, 120 Nobel Laureates, 11 Fields Medalists, 7 Turing Award winners and 14 British Prime Ministers have been affiliated with Cambridge as students, alumni, faculty or research staff



Vocab in the press article to enrich your English

a lecture

virtual teaching

the academic year

face-to-face lectures

teaching groups

exams are being carried out

the autumn term > semester

+ a virtual class, blended learning, flipped classroom, personalized learning path, distance learning

Morphosyntax to improve your English

"This decision has been taken now to facilitate planning, but as ever, will be reviewed should there be changes to official advice on coronavirus."

> read and understand

> transform the sentence but don't change the meaning:

Let's debate: for or against distance learning?

benefits	limits
<ul style="list-style-type: none">- Students can work on their own without peer pressure or teacher scrutiny-	<ul style="list-style-type: none">- Students can't be helped whenever they need reformulation or explanation-

Let's debate: for or against distance learning?

benefits	limits
<ul style="list-style-type: none">- Students can work on their own without peer pressure or teacher scrutiny- You can work at your own pace- Cambridge University welcomes a lot of foreign students and the borders will probably remain closed, so it is a good way to ensure the follow-up of lectures	<ul style="list-style-type: none">- Students can't be helped whenever they need reformulation or explanation- Students have to be really independent and they have to know how to motivate themselves- some classes are more interesting and easy to understand when you can interact with the other students and when you can ask questions to the teacher face to face

- distance learning increases the risk of dropping out
- university is much more than courses and lectures: the atmosphere or the environment cannot be recreated virtually eg: students organizations, meetings, new friends and so on

For or against tracking apps in time of covid?

article posted on Wednesday June 3 for study in autonomy:

<https://www.nytimes.com/2020/05/11/health/coronavirus-symptoms-app.html>

Cultural landmarks: the NewYorkTimes in a nutshell

- > American daily quality newspaper based in NYC
- > international influence
- > international readership (available at Agora, cours des 50 Otages and in most station newsagents+ <https://www.nytimes.com/>)
- > highly reliable and accountable information on all subjects from politics to social trends to arts and business
- > founded in 1851 and as today, still family-owned (Sulzberger)
- > 130 Pulitzer Prizes
- > helped reveal information regarding the government's actions in the interest of the public (eg: the Pentagon Papers/Vietnam War, Russian interference in the 2016 presidential campaign)
- > slogan: "all the news that fit to print"

Vocab in the press article to enrich your English

an app / an application

track people / a tracker / a track

on-demand testing

check off symptoms – indicate symptoms – self report symptoms

information provided by a surveillance app – a provider

collect information – collect data – gather data

privacy concerns – be concerned about = be worried about

eg: CovidNearYou in the USA, StopCovid in France

The New York Times

Friday, June 5, 2020

Today's Paper

World U.S. Politics N.Y. Business Opinion Tech Science Health Sports Arts Books Style Food Travel Magazine T Magazine Real Estate Video



Your Friday Briefing

Here's what you need to know.



Listen to 'Rabbit Hole'

A series finale. What happens to reality as we move online?



Listen: 'Modern Love' Podcast

Hasan Minhaj reads an essay about a man investigating a breakup.

S&P 500 -0.34% ↓
Dow +0.05% ↑
Nasdaq -0.68% ↓

14°C
21° 11°
La Chevrolère, France

10th Night of Protest Follows Somber Memorial for George Floyd

- The tone at many protests was largely mournful, after more than a week of grief and anger over the deaths of George Floyd and other black Americans.
- The Rev. Al Sharpton pledged that George Floyd's death would be a catalyst for change: "Get your knee off our necks." Here's the latest.

1h ago 1365 comments

Washington

[More photos »](#)



AP Photo/Chris Wedel

Our reporters and photographers were on the ground at protests across the country. Here's what they saw.

26m ago

Mourners Gather for Emotional Memorial in Minneapolis

George Floyd was remembered as a friend, father and uncle, as well as a victim of racial injustice whose death had drawn a legion of people to the streets.

5h ago




Morphosyntax to improve your English

"crowdsourcing apps may be a useful public health tool to help contain the pandemic " + "genetic factors might magnify the health risks for people infected with the virus"

- > read and understand
- > transform the sentences but don't change the meaning:


Let's debate: for or against tracking apps in time of covid19 pandemic?


benefits	limits
<ul style="list-style-type: none">- These apps are a very cheap and simple way to prevent outbreaks by defining hot spots-	<ul style="list-style-type: none">- The data collected could be of some use for other purposes, be it commercial or surveillance-




Let's debate: for or against tracking apps in time of covid19 pandemic?


benefits	limits
<ul style="list-style-type: none">- These apps are a very cheap and simple way to prevent outbreaks by defining hot spots- A lot of other apps already collect our data and more, so it won't be something new- since real tests for covid19 are rare, it is another way to test people even though it is not really accurate- It will give real-time information that can be useful to limitate the propagation of the virus	<ul style="list-style-type: none">- The data collected could be of some use for other purposes, be it commercial or surveillance- People can be ill-at-ease - giving their information, feeling watched- Those apps are based on volunteer self-reporting so this cannot be reliable- The usefulness of this app depends on the number of volunteers participating. In other words, if no one downloads it, it is useless

 Anne Etienne
1984
10:43


 Enzo #10
Those apps are based on voluntary so this can't be totally reliable
10:49

 Chloé R
It will give real time information that can be usefull to limitate the propagation of the virus
10:49

yes that's a benefit

 Noah
the usefulness of this application depends on the number of volunteers participating. In other words, if no one downloads it, it's useless.
10:53

← CE EDI TES2 June 5 virtual d... (2/2)

Exprimez-vous 

article posted on Wednesday June 10 for study in autonomy:

<https://www.bbc.com/news/explainers-52356136> (how will coronavirus change the way we live?)

Cultural landmarks: the **BBC** *in a nutshell*

- > BBC stands for British Broadcasting Corporation
- > also known as "the Beeb"
- > radio and television programmes, including the UK's most-watched channel BBC One
- > a public service – which means most of the staff is hired and paid by the State
- > news and current affairs: "We're impartial and independent, and every day we create distinctive, world-class programmes and content which inform, educate and entertain millions of people in the UK and around the world. "
- > since 1922 – the world's oldest broadcasting service
- > based in London

Vocab in the press article to enrich your English

lockdown / self-isolation / confinement

the ripple effects = the consequences

when the lockdown was eased / eased up

it will disappear / appear / turn into / change for / rethink habits and priorities / go + *adj* ("go green")

need vs want

a shift / change from (the previous situation)

cope with / handle with (a difficult situation) / bounce back = be resilient

go forward / become the new norm / become commonplace

stop+*ing* / cut down on+*ing* / reduce+*ing* / diminish (*intr*)

reopen / fall vs prosper = thrive

postpone / cancel

a firm / a business / a company / a retailer / an outlet

We'll be tech dependent
Will we stop buying new clothes?

Will the rush hour be confined to history?
Fewer flights could mean higher prices
Virtual lessons for the long term?

Will we still be neighbourly?
Etc.

Let's debate:

« what has the recent self-isolation period helped you change for good ? »

benefits
<ul style="list-style-type: none">- Like a lot of other consumers, as a global citizen, I decided to cut down on carbon emissions and I will definitely buy more local products and go locavore.- ...

Daisy Girard Travailler sur une chanson (regarder le webinaire sur la musique)

Un travail de CO sur la chanson de Pink *Dear Mr President* : nous échangerons à l'oral sur ce qu'ils auront compris.

Puis je leur montrerai les paroles (CE) s'ils ont oublié/ n'ont pas entendu certains points.

Et nous échangerons sur les problématiques actuelles aux USA afin, à leur tour de rédiger une chanson similaire, cette fois pour D. Trump (et non G. W. Bush). (chanson ou lettre ouverte selon leur envie).

www.youtube.com/watch?v=1f8S5u01E0Y

ne Leclair

e, si on n'a **un groupe d'élèves seulement sur une heure**, on pourrait envis

ail de communication en deux temps :

minutes : préparation commune de questions,

minutes : échange en visio-conférence avec un anglophone natif (ex. par Skype, av

'interroger prochainement une jeune amie médecin qui vient de terminer sa formation à Oxford, et travaille en milieu hospitalier depuis bientôt un an, à Edimbourg. Elle pourra nous parler de ses études, sa formation médicale à l'université d'Oxford, de son quotidien à l'hôpital d'Edimbourg, de la manière dont son service a géré la crise du Covid-19... Nous passerons par **Ma Classe Virtuelle**.

Patricia Dollé

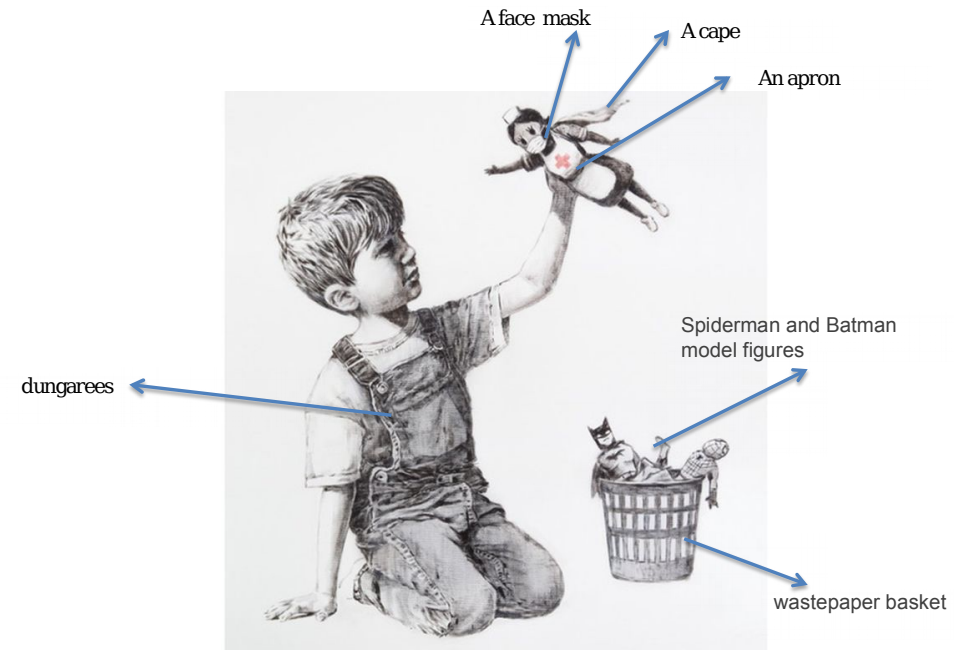
La description et l'analyse des dessins ci-joints sur les héros contre le Covid-19 que j'ai fait avec mes élèves de la 6e à la 4e, à la fois en présentiel et distanciel. Certains élèves se sont même proposés pour faire leur propre dessin que nous allons décrire et analyser la semaine prochaine.





A new Banksy artwork

Banksy, a famous street art artist, pay tribute to NHS nurses who appear to be heroes fighting against coronavirus.



Mmes Taranne, Benoist, Duchemin, Del'heaumeau clg de Téloché

La semaine des langues

Genially pour préparer des présentations interactives

Padlet pour créer des murs virtuels collaboratifs

Nous avons impliqué tous les élèves de tous les niveaux en anglais, allemand et espagnol, le personnel de l'établissement ainsi que nos établissements partenaires en Allemagne et en Pologne. Les axes de travail étaient comme suit:

6ème et 6ème bilangue: le système éducatif et allemand

5ème: les personnalités du monde anglophone, hispanophone et germanophone

4ème: la gastronomie du monde anglophone, hispanophone et germanophone

Nous avons intégré un sondage élève (Google Form) sur la culture anglophone, hispanophone et germanophone. Nous avons également lancé un défi à tous les élèves et au personnel de l'établissement que nous avons nommé le "School Uniform Challenge".

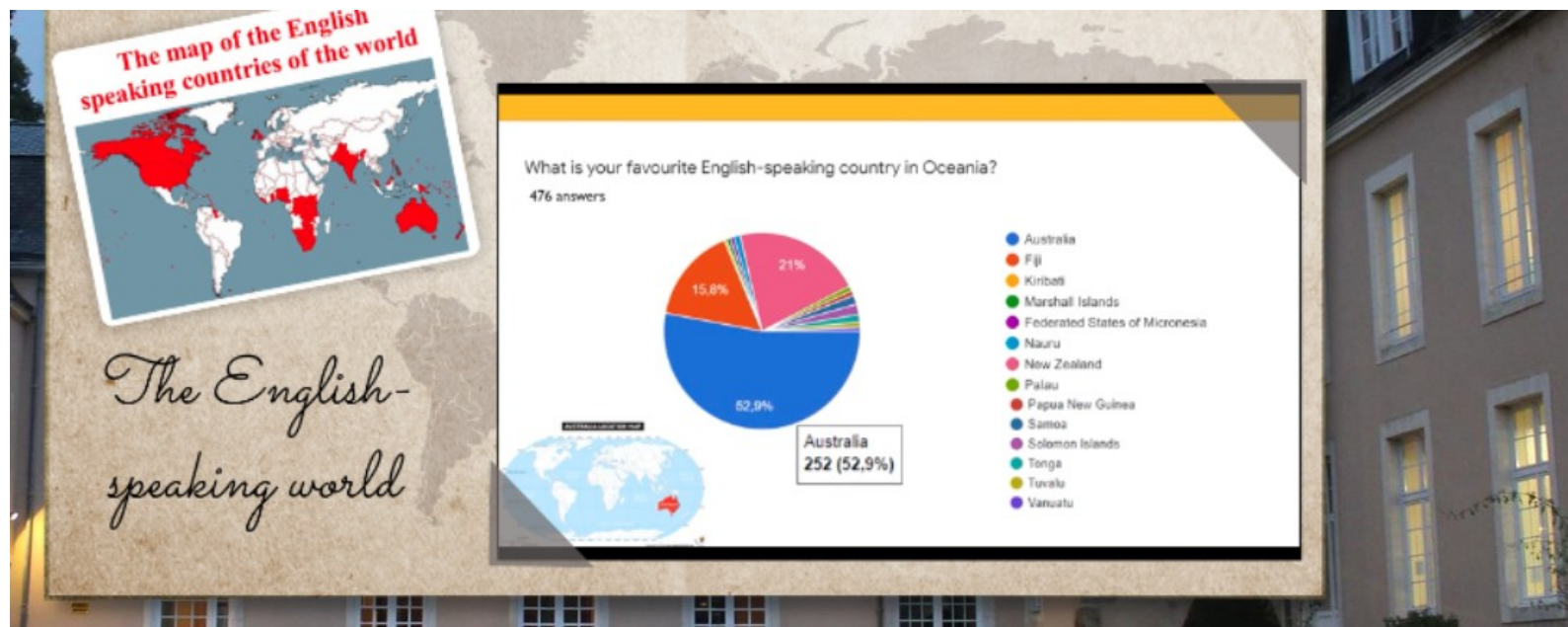
Voici le lien vers la présentation interactive et l'accès aux murs virtuels collaboratifs construits par les élèves:

<https://view.genial.ly/5e8b32032f4c5b0e17f51dd2/horizontal-infographic-diagrams-semaine-des-langues-vivantes-2020>

Suite à la Semaine des langues vivantes, nous avons publié un album en ligne avec les résultats du sondage élève pour l'anglais, l'espagnol et l'allemand, les photos des élèves ayant pris part au défi "School Uniform Challenge" et notre Livre d'or. Voici le lien vers l'album en ligne:

<https://view.genial.ly/5e99b2563b26f10da5b22130/presentation-semaine-des-lv2020album>





Un discussion entre professeurs pour préparer une séquence pour accueillir les élèves à la rentrée de septembre aura lieu.

Cette discussion se fera via ma classe virtuelle, à la même adresse que mes webinaires, et ne sera pas enregistrée.

Merci de contacter fiona.ratkoff@ac-nantes.fr si vous voulez y participer. Il faut en effet que je vous inscrive avant pour avoir les droits pour parler.

Merci à Mme Wambst pour l'idée!

Merci à tous les collègues pour leurs idées!