

2NDE**SCENARIO PEDAGOGIQUE
SEQUENCE 6 : TWISTED FAIRY TALES****DESCRIPTEURS CECRL (niveau visé)****ACTIVITES LANGAGIERES PRIVILEGIEES :****● LIRE****B1**

Je peux comprendre l'essentiel d'un texte narratif ou d'un texte littéraire contemporain.

Je peux trouver rapidement l'information principale dans des écrits et distinguer l'idée essentielle des détails.

Je peux réunir des informations provenant de textes différents afin d'accomplir une tâche spécifique.

B2

Je peux comprendre l'implicite dans un texte narratif.

● ECRIRE**B1**

Je peux relater des événements qui se sont déroulés dans le passé, en mettant en évidence leur chronologie.

Je peux raconter une histoire en mettant en relief la succession ou la cohérence des événements et des comportements.

Je peux respecter les formes adaptées à un genre de texte.

B2

Je peux décrire des événements et des expériences imaginaires en donnant des détails.

NOUVEAUX PROGRAMMES DE 2^{nde} - BO SPECIAL N°4 29/04/2010

Le scénario proposé s'inscrit dans les nouveaux programmes de 2^{nde} entrés en vigueur à la rentrée 2010.

L'écriture d'une parodie de conte de fées correspond aux notions culturelles « **mémoire** » : héritages (la tradition du conte de fées, ses composantes spécifiques et sa transmission entre générations) et ruptures (détournement du genre) ; ainsi que « **visions d'avenir** » : créations et adaptations (invention et écriture d'un conte original).

OBJECTIFS DE LA SEQUENCE

Tâche finale :

You are taking part in a "Twisted Fairy Tale" contest.

Write a fairy tale with a difference : choose a tale you know and decide how you want to "twist" it.

- Objectifs linguistiques:

- objectifs lexicaux:
 - traits de personnalité
 - personnages et éléments caractéristiques du conte de fée
- objectifs grammaticaux:
 - les temps du passé
 - les marqueurs de temps

- Objectifs phonologiques:

- Entraînement à l'oralisation du conte par une lecture de conte après modèle (en vue d'une éventuelle mise en scène)

- Objectifs méthodologiques:

- reconnaître les éléments typiques des contes de fées
- percevoir la notion de parodie

- Objectifs culturels:

- Lecture de documents littéraires authentiques
- La notion de parodie

SUPPORTS UTILISES

La séquence a été construite à l'aide de différents outils (textes littéraires - extrait de film - séquences pédagogiques anglophone en ligne « Exploring Satire with Shrek » : <http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-satire-with-shrek-810.html?tab=4#tabs> - manuel scolaire New Projects 2^{nde})

- Début du film Shrek (sous forme de document audio et vidéo)
- *The Little Girl and The Wolf* - Fables of Our Time and Illustrated Poems James Thurber
- *Little Red Riding Hood and the Wolf* - Revolting Rhymes - Roald Dahl
- Little Red Riding Hood and the Wolf (Version vidéo)
- Deux couvertures de versions détournées de La Belle au Bois Dormant
Sleeping Ugly Frances Minters / Sleepless Beauty Jane Yolen
- The True Story of the Three Little Pigs ! by A. Wolf - Jon Scieszka

PRESENTATION DU GROUPE

• Ce groupe est composé de vingt élèves: dix filles et dix garçons. Ces élèves proviennent de trois classes différentes (trois élèves de 2^{nde} 4 ; dix élèves de 2^{nde} 5 ; sept élèves de 2^{nde} 8)

• Les élèves ont trois cours d'anglais par semaine (le mardi de 16h00 à 16h50 ; le jeudi de 13h55 à 14h50 ; le vendredi de 10h25 à 11h20)

• Une semaine sur quatre, le cours du vendredi est banalisé conformément à l'horaire prévu par la Réforme des Lycées. Cependant, cela n'a pas toujours été le cas ce trimestre afin de compenser des absences dues à des stages, convocations ou voyage scolaire.

• Le groupe a été constitué suite à une évaluation diagnostique de compréhension écrite organisée au début du 3^{ème} trimestre.

Cette évaluation commune à une barrette à quatre groupes a permis de redistribuer les groupes de langues selon les résultats obtenus : deux groupes d'élèves correspondant à un niveau A2+/B1 vers B1+ et deux groupes correspondant à un niveau A2/A2+ vers B1.

Il s'agit ici d'un groupe A2/A2+, donc d'élèves en difficulté en compréhension de l'écrit.

Le groupe créé est inédit car les élèves ont appartenu à des groupes différents à chaque trimestre selon leur performance dans certaines activités langagières.

PROGRESSION ANNUELLE

La progression annuelle a été élaborée par les enseignants impliqués dans la mise en place des groupes de compétences.

A partir du moment où les élèves glissaient d'un groupe à l'autre, il était incontournable de s'entendre sur les activités langagières et les thématiques abordées.

A cela s'est ajoutée la contrainte du manuel choisi par l'équipe d'anglais.

Trimestre 1 : CO ==> EO

Evaluation diagnostique de compréhension orale commune à tous les élèves et répartition des groupes en fonction des résultats.

- PROJET 1 : CO ==> EOC

CITY LIFE

Tâche finale: vidéo - promotion d'une ville anglo-saxonne (logiciel Photorécit)

- PROJET 2 : CO ==> EOI

FOOD & DRINKS

Tâche finale : débat / jeu de rôle autour des habitudes alimentaires - Ready Steady Cook

Trimestre 2 : EO ==> EE (écriture argumentative)

Les notes obtenues lors des deux tâches finales (des projets) du 1er trimestre permettent de répartir les élèves dans des groupes différents. Création d'un document type Excel pour trier plus facilement.

- PROJET 3 : EOC ==> EE

thème libre : ADVERTISING ou EXCUSES ou LEADING THE WAY

Tâche finale : rédiger un dossier pour une campagne publicitaire / compétition de lettres d'excuses / rédiger une autobiographie.

- PROJET 4 : EOI ==> EE

AS OTHERS SEE US : CCTV

Tâche finale : Rédiger un article rendant compte d'un débat / jeu de rôle sur la surveillance vidéo à l'école

Trimestre 3 : CE ==> EE

Evaluation diagnostique CE commune à tous les élèves et répartition des élèves dans les groupes en fonction des résultats.

- PROJET 5 : CE ==> EE

THE KING'S SPEECH

Tâche finale : écrire la critique d'un film suite à une sortie scolaire

- PROJET 6 : CE ==> EE

FAIRY TALES PARODIES / DETECTIVE STORIES

Tâche finale : écrire une parodie de conte de fées / écrire une histoire policière

DEROULEMENT DE LA SEQUENCE :

✚ Séance 1

Supports : - Début du film Shrek (versions audio + vidéo)
- Vocabulary worksheet

Script : "Once upon a time there was a lovely princess. But she had an enchantment upon her of a fearful sort which could only be broken by love's first kiss. She was locked away in a castle guarded by a terrible fire-breathing dragon. Many brave knights had attempted to free her from this dreadful prison but none prevailed. She waited in the dragon's keep in the highest room of the tallest tower for her true love and true love's first kiss...."

"Like that's ever gonna happen. What a load of ... "

- Ecoute de la musique et expression orale libre / brainstorming

Listen to the document. Describe it and share your impressions.

==> classical music : magic - love story - fairy - fantastic - relaxing - sleepy

- Ecoute de la suite du document (avant la chute) / Compréhension Orale

Listen to what comes next. Write down the words you recognize.

Using these words, explain what the document is about.

If possible, explain the content of the story.

==> The document tells the story of a princess locked in a castle. She was cast a spell that only true love's first kiss can break. This story is a fairy tale.

- Projection du document vidéo (avant la fin)

Check what you have understood. Say what elements in the video confirm your ideas.

==> book of magic spells / old book / drawings / writing

- Projection de la chute de la vidéo.

Comment on Shrek's reaction. Conclude about the tone of the movie.

==> Shrek doesn't believe in fairy tales since he uses a page of the book as paper roll.

There is a contrast between the fantastic atmosphere of the fairy tale and the final twist : when we find out how he uses the book ! ==> he makes fun of / laughs at / mocks fairy tales ==> ironical tone

- Entraînement à l'expression écrite

In five minutes, write a summary in four sentences of what you have seen.

- Elaboration de la grille de lecture et enrichissement du vocabulaire.

In groups, make a list of the typical elements of a fairy tale and classify them into categories (who & accessories / where & when / what).

h/w : Vocabulary Worksheet (ci-après)

FAIRY TALES

Complete your chart about the typical elements of fairy tales with these words :

good characters / once upon a time / conflict / dungeon / wicked / elf / happy ending / cast a spell / a long time ago / giants / go on a quest / stepmother / and they all lived happily ever after / castle / Middle Ages / rescue a princess / magic wand / marriage / fairies / wizard / knight / haunted house / evil / cure / imprison /

✚ Séance 2

Supports : - *The Little Girl and The Wolf* - Fables of Our Time and Illustrated Poems
James Thurber
- Grammar worksheet

- Correction du travail à la maison
- Tâche intermédiaire

Using the chart and the vocabulary, write the story of the Little Red Riding Hood in 4 sentences.
Read out your story.

- Compréhension Ecrite : *The Little Girl and The Wolf* - Fables of Our Time and Illustrated Poems
James Thurber

One afternoon a big wolf waited in a dark forest for a little girl to come along carrying a basket of food to her grandmother. Finally a little girl did come along and she was carrying a basket of food. "Are you carrying that basket to your grandmother?" asked the wolf. The little girl said yes, she was. So the wolf asked her where her grandmother lived and the little girl told him and he disappeared into the wood.

When the little girl opened the door of her grandmother's house she saw that there was somebody in bed with a nightcap and nightgown on. She had approached no nearer than twenty-five feet from the bed when she saw that it was not her grandmother but the wolf, for even in a nightcap a wolf does not look any more like your grandmother than the Metro-Goldwyn lion looks like Calvin Coolidge. So the little girl took an automatic out of her basket and shot the wolf dead.

(Moral: It is not so easy to fool little girls nowadays as it used to be.)

The Little Girl and The Wolf - Fables of Our Time and Illustrated Poems - James Thurber

- Read and highlight in different colours the elements referring to
 - the characters & accessories
 - Time & space
 - Action

Make a chart to compare the traditional tale and this version. Be ready to share your findings.
Follow the categories : characters / accessories / time and space / actions /

=> Similarities : characters / situation / setting / events / basket with food

Differences : the girl is not naive as she recognizes the wolf / gun / setting : 20th century / message

- Elaboration de la grille de lecture d'un conte de fées détourné.

List the elements that compose a distorted fairy tale.

h/w : Grammar worksheet (ci-après)

TENSES AND TIME MARKERS TO CREATE A CHRONOLOGY OF EVENTS

a- Read the following extract from *Jack and the Beanstalk*

Once upon a time there *was* a poor widow who *lived* with her son Jack in a little house. *One day* she *sent* him to the market to sell their milking cow which had grown too old.

As he was going there, the boy *met* a stranger who offered him five magic beans for his cow. Jack *hesitated* *for a while* but *then* he *decided* to accept.

When he returned home, his mother *was* furious : "You fool ! What have you done ? We needed the money to buy a calf. Now we don't have anything and we are even poorer." *After she had thrown the five beans out of the window*, she *sent* Jack to bed with no dinner. *The morning after, when he stepped outside*, Jack *saw* an amazing sight. A gigantic beanstalk, reaching far into the clouds, had grown overnight.

b- Pick out all the **time markers** and the **verbs** connected to them. Classify them into a chart

c- Organize the different events on a timeline.

✚ Séance 3

Supports : *Little Red Riding Hood and the Wolf* - Revolting Rhymes - Roald Dahl

- Correction du travail à la maison et conclusion sur l'utilisation des temps du passé (preterit simple / preterit BE + ING / past perfect)
- Compréhension de l'Écrit : *Little Red Riding Hood and the Wolf* - Revolting Rhymes - Roald Dahl

As soon as Wolf began to feel
That he would like a decent meal,
He went and knocked on Grandma's door.
When Grandma opened it, she saw
The sharp white teeth, the horrid grin,
And Wolfie said, "May I come in?"
Poor Grandmamma was terrified,
"He's going to eat me up!" she cried.
And she was absolutely right.
He ate her up in one big bite.
But Grandmamma was small and tough,
And Wolfie wailed, "That's not enough!
I haven't yet begun to feel
That I have had a decent meal!"
He ran around the kitchen yelping,
"I've got to have a second helping!"
Then added with a frightful leer,
"I'm therefore going to wait right here
Till Little Miss Red Riding Hood
Comes home from walking in the wood."

He quickly put on Grandma's
clothes, Of course he hadn't eaten
those). He dressed himself in coat
and hat. He put on shoes, and after
that
He even brushed and curled his
hair,
Then sat himself in Grandma's
chair.
In came the little girl in red.
She stopped. She stared. And then
she said, "What great big ears you
have, Grandma."
"All the better to hear you with,"
the Wolf replied.
"What great big eyes you have,
Grandma."
said Little Red Riding Hood.
"All the better to see you with,"
the Wolf replied. He sat there
watching her and smiled.
He thought, I'm going to eat this
child.
Compared with her old
Grandmamma
She's going to taste like caviar.

Then Little Red Riding Hood said, "But
Grandma,
what a lovely great big furry coat you
have on."
"That's wrong!" cried Wolf. "Have you
forgot
To tell me what BIG TEETH I've got?
Ah well, no matter what you say,
I'm going to eat you anyway."
The small girl smiles. One eyelid flickers.
She whips a pistol from her knickers.
She aims it at the creature's head
And bang bang bang, she shoots him dead.
A few weeks later, in the wood,
I came across Miss Riding Hood.
But what a change! No cloak of red,
No silly hood upon her head.
She said, "Hello, and do please note
My lovely furry wolfskin coat."

- Distribution des tâches à accomplir lors de la lecture.
Répartition des groupes en fonction du niveau de difficultés des tâches.

Each group is made up of experts on one of these categories :

- Characters and accessories : names / attitudes
- Time & Space : setting
- Actions
- Parody / irony (toolbox)

Toolbox : *Techniques of satire*
Exaggeration : To enlarge, increase, or represent something beyond normal bounds so that it becomes ridiculous and its faults can be seen.
Incongruity : To present things that are out of place or are absurd in relation to its surroundings.
Reversal : To present the opposite of the normal order (e.g., the order of events, hierarchical order).
Parody : To imitate the techniques and/or style of some person, place, or thing.

Pick up elements referring to the topic you are in charge of, use them to make a chart to sum up the similarities and the differences between this tale and the original tale.
Be ready to present your findings to the rest of the class.

Dix minutes de travail individuel et dix minutes de travail de mise en commun dans le groupe.

h/w : Be ready to speak to the class about your findings.

✚ Séance 4

Supports : *Little Red Riding Hood and the Wolf* - Revoltig Rhymes - Roald Dahl
Little Red Riding Hood and the Wolf (vidéo)

- Temps de mise en commun au sein de chaque groupe
- Présentation orale des 4 groupes et prise de notes sous forme de tableau (*similarities and differences*)

Listen and take notes. Complete the chart.

	Similarities	Differences
Characters and accessories	The three characters	Pistol / knickers / wolfskin coat Wolfie : cute nickname The wolf is polite LRRH is a rebel
Time and space	House of the grandmother Wood	Wolf at the door of the house at the beginning - he goes to the kitchen to eat. Grandmother's chair : he knows LRRH is coming. "a few weeks later" Recent story : pistol
Actions	The wolf eats the grandmother He puts on her clothes The girl arrives Dialogue	Beginning of the story : house A sentence is missing in the dialogue The girl kills the wolf and uses his skin as a coat.
Irony		The wolf knows what the girl is supposed to say. LRRH now wears a wolfskin coat instead of a red coat. The wolf has read the original tale : dialogue / waiting for the girl / grandmother expecting to be eaten

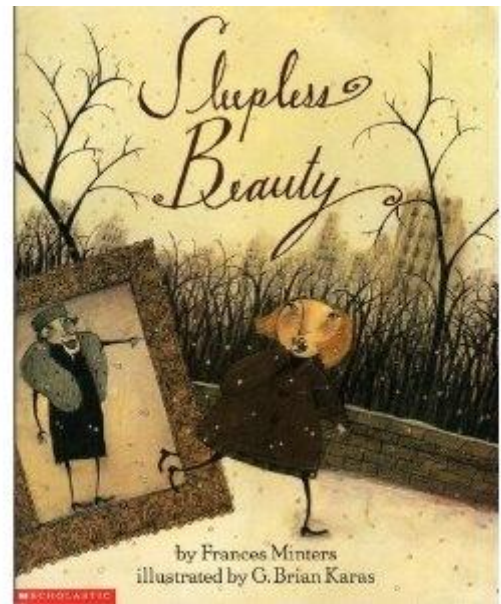
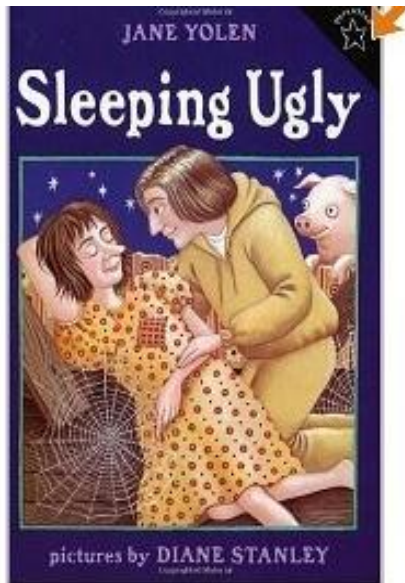
- Préparation à l'oralisation en vue d'une éventuelle mise en scène (selon temps disponible en fin d'année) : projection de la vidéo et lecture après modèle .

Watch the video and practice reading your part.

h/w : Complete the chart of the traditional tale of Sleeping Beauty.

✚ Séance 5

Support : 2 couvertures de versions détournées de La Belle au Bois Dormant
Vocabulary worksheet



- **Tâche intermédiaire :**

Répartition des nouveaux groupes de quatre (un expert de chaque catégorie).
Deux groupes travaillent sur une couverture et trois groupes travaillent sur l'autre.

In groups of four, you have 25 minutes to imagine and write the fairy tale that corresponds to the book cover you are given. (150 word approx)




Each of you is an expert on a category (characters and accessories / time and space / actions / irony) and is responsible for it !

Each of you must write. You may use the work done in class.

- **Inter-évaluation :**

Les travaux des élèves sont échangés entre les groupes qui ont travaillé sur les mêmes couvertures et les groupes s'évaluent.

Another group has worked on the same book cover as you. You have 5 to 10 minutes to read their work and assess it using the following grid.

			
Traitement du Sujet			
- Expressions typiques du conte de fées - Eléments typiques du conte de fées - Cohérence de la couverture et du titre - Ironie et humour			
Cohérence et Cohésion			
- Utilisation appropriée des marqueurs de temps variés vus en classe - Utilisation correcte des temps du passé - Articulations logiques apparentes			
Recevabilité Linguistique			
- Langue globalement compréhensible - Réutilisation du vocabulaire vu en classe			

- Retour des productions et correction en fonction des commentaires.

*Now, you have 10 to 15 minutes to read the comments and correct your work accordingly.
Give me the definite version once you have finished.*

h/w : Vocabulary worksheet (ci après)

Check how much you remember about the story of the Three Little Pigs. (Evaluation de CE)

Minutage de la séance :

Entrée en classe / appel / consignes / Répartition des groupes	5
Travail d'écriture	25
Inter-correction	5- 10
Amélioration des productions	10-15
Remise des productions / travail à la maison / sortie	5

CHARACTER TRAITS

In a story, character traits are essential to the storyline. Adjectives tell us about the characters' personalities; their actions also reveal what kind of people they are.

- Find synonyms or antonyms for each one of these adjectives : *selfish - wicked - naive - courageous - gentle - perseverant - smart - fearful - nosey - kind-hearted - helpful*

- Match the actions described in the sentences below with the character traits they reveal. You may use the adjectives listed above.

The donkey ran for his life when he saw the dragon.

The Prince rushed to the castle and used his long spear to fight the dragon.

The frog wanted to climb to the top of the tower. He tried again and again until he finally succeeded.

The giant chased the children out of his garden. He wanted to have it all for himself.

Beauty was happy to save her father's life and agreed to go to the castle to live with the Beast.

Hansel carefully dropped the white pebbles from his pocket in order to find his way back.

The Queen sent Snow White into the forest with a hunstman, giving him the order to kill her.

✚ Séance 6

Supports : The True Story of the Three Little Pigs ! By A. Wolf - Jon Scieszka

- Correction du travail à la maison.

- Evaluation de CE : The True Story of the Three Little Pigs ! By A. Wolf - Jon Scieszka

"Everybody knows the story of the Three Little Pigs. Or at least they think they do. But I'll let you in on a little secret. Nobody knows the real story, because nobody has ever heard my side of the story. I'm Alexander T. Wolf. You can call me Al. I don't know how this whole Big Bad Wolf thing got started, but it's all wrong. Maybe it's because of our diet. Hey, it's not my fault wolves eat cute little animals like bunnies and sheep and pigs. That's just the way we are. If cheeseburgers were cute, folks would probably think you were Big and Bad too. But like I was saying, the whole big bad wolf thing is all wrong. The real story is about a sneeze and a cup of sugar.

THIS IS THE REAL STORY.

Way back in Once Upon a Time time, I was making a birthday cake for my dear old granny. I had a terrible sneezing cold. I ran out of sugar. So I walked down the street to ask my neighbor for a cup of sugar. Now this neighbor was a pig. And he wasn't too bright either. He had built his whole house out of straw. Can you believe it? I mean who in his right mind would build a house of straw? So of course the minute I knocked on the door, it fell right in. I didn't want to just walk into someone else's house. So I called, "Little Pig, Little Pig, are you in?" No answer. I was just about to go home without the cup of sugar for my dear old granny's birthday cake.

That's when my nose started to itch. I felt a sneeze coming on. Well I huffed. And I snuffed. And I sneezed a great sneeze. And you know what? The whole darn straw house fell down. And right in the middle of the pile of straw was the First Little Pig - dead as a doornail. He had been home the whole time. It seemed like a shame to leave a perfectly good ham dinner lying there in the straw. So I ate it up. Think of it as a cheeseburger just lying there. I was feeling a little better. But I still didn't have my cup of sugar. So I went to the next neighbor's house. This neighbor was the First Little Pig's brother. He was a little smarter, but not much. He has built his house of sticks. I rang the bell on the stick house. Nobody answered. I called, "Mr. Pig, Mr. Pig, are you in?" He yelled back. "Go away wolf. You can't come in. I'm shaving the hairs on my shinny chin chin."

I had just grabbed the doorknob when I felt another sneeze coming on. I huffed. And I snuffed. And I tried to cover my mouth, but I sneezed a great sneeze.

And you are not going to believe this, but the guy's house fell down just like his brother's. When the dust cleared, there was the Second Little Pig - dead as a doornail. Wolf's honor. Now you know food will spoil if you just leave it out in the open. So I did the only thing there was to do. I had dinner again. Think of it as a second helping. I was getting awfully full. But my cold was feeling a little better. And I still didn't have that cup of sugar for my dear old granny's birthday cake. So I went to the next house. This guy was the First and Second Little Pig's brother. He must have been the brains of the family. He had built his house of bricks. I knocked on the brick house. No answer. I called, "Mr Pig, Mr. Pig, are you in?" And do you know what that rude little porker answered? "Get out of here, Wolf. Don't bother me again."

Talk about impolite! He probably had a whole sackful of sugar. And he wouldn't give me even one little cup for my dear sweet old granny's birthday cake. What a pig!

I was just about to go home and maybe make a nice birthday card instead of a cake, when I felt my cold coming on. I huffed. And I snuffed. And I sneezed once again.

Then the Third Little Pig yelled, " And your old granny can sit on a pin!" Now I'm usually a pretty calm fellow. But when somebody talks about my granny like that, I go a little crazy. When the cops drove up, of course I was trying to break down this Pig's door. And the whole time I was huffing and puffing and sneezing and making a real scene.

The rest as they say is history.

The news reporters found out about the two pigs I had for dinner. They figured a sick guy going to borrow a cup of sugar didn't sound very exciting.

So they jazzed up the story with all of that "Huff and puff and blow your house down"

And they made me the Big Bad Wolf. That's it The real story. I was framed. "

Complete the chart with the similarities and differences between this tale and the original tale.

	Similarities	Differences
A2 Characters and accessories Time and Space 8 pts	- characters : the three little pigs and the wolf - "Once upon a time" - Three houses and their material - Chronology - stages 4 pts	- names of the characters : Alexander T Wolf - First Little Pig etc ... - cup of sugar - cops and news reporters - Recent setting : cops / cheeseburgers / news reporters 4 pts
A2 + Events 12 pts	- The wolf blew the houses away - The wolf ate the first two pigs but not the last one. 4 pts	- The wolf is making a cake and needs sugar. - The wolf has a cold and sneezes 4 pts
B1 Irony 20 pts		- The wolf is telling the story : narrator - The wolf is innocent and friendly - The pigs are not very clever 9 pts

Séance 7

- Correction de l'évaluation de Compréhension Ecrite
- **Tâche intermédiaire** : Proposer une mise en scène du conte par une réécriture en groupes de 2 ou 3.

h/w : préparer la mise en scène

Séance 8

- Présentation des mises en scènes
- Préparation de la Tâche Finale : Réflexion sur le choix du conte et les pistes de détournement du même conte

Séance 9

- Rédaction de la Tâche Finale

CRITERES D'EVALUATION (grille proposée par New Projects 2nde puis modifiée en fonction du groupe)

	Traitement du sujet	Cohérence et cohésion	Recevabilité Linguistique
A1 : 4 pts	Peut mettre en adéquation sa production avec le sujet proposé : écrire un conte en respectant la longueur minimale indiquée 1.5 pt	Peut juxtaposer une série d'évènements de manière logique. Peut parfois utiliser des connecteurs élémentaires tels que so et but. 1 pt	Possède un répertoire élémentaire de mots isolés. A un contrôle limité de structures syntaxiques et de formes grammaticales. 1.5 pt
A2 : 8 pts	Peut adapter son langage au genre : expressions typiques et certains éléments spécifiques du genre. 3 pts	Fait des articulations logiques pour relier des énoncés afin de raconter une histoire. 2 pts	La langue est compréhensible même si des erreurs élémentaires subsistent et si le lexique est limité. 3 pts
A2 + : 12 pts	Peut respecter le format d'un conte de fées et reprendre les éléments typiques du genre 4 pts	Peut relier ses phrases avec des mots de liaisons plus variés et complexes. 4 pts	Langue compréhensible même s'il reste encore des erreurs. Peut réutiliser un lexique restreint. 4 pts
B1 : 20 pts	Peut prendre en compte les éléments spécifiques au conte et introduire une différence. 5 à 7 pts	Peut utiliser des connecteurs adéquats pour mettre en évidence le déroulement chronologique et événementiel d'une histoire. 3 à 5 pts	La langue est compréhensible et globalement correcte, et le lexique assez riche et adapté. 4 à 8 pts

 **Séance 10**

- Préparation des mises en scène

 **Séance 11**

- Présentation des mises en scène