

Domaine disciplinaire

**LECTURE, COMPRÉHENSION ORALE ET ÉCRITE
EN FRANÇAIS ET EN ANGLAIS****Niveau**

- **Lycée** : CECRL Requis B1

Matériel

- Roman *Sorry London, we're late* de Alice Caye, illustré par Gwen Keraval, Éditions Talents Hauts, 2019
- Version audio des chapitres en anglais

Objectifs

- **Linguistiques** : Mobilisation des quatre compétences en se familiarisant avec un nouveau champ lexical, celui de l'enquête. Formuler des questions ; l'impératif ; le superlatif.
- **Communicatifs** : Écrire une lettre ; écrire une histoire de façon collective
- **Culturels** : le roman policier anglophone

Durée

- 7 séances de 55 minutes.

Les séances sont proposées à titre indicatif et peuvent, bien sûr, être adaptées selon le niveau des apprenant-es et à des objectifs spécifiques.



Déroulé des séances	SÉANCES	OBJECTIFS	HOMEWORK
Séance 1	<i>Gare du Nord, Paris</i> – <i>A big fuss</i>	<ul style="list-style-type: none"> • Méthodologie : présentation du principe du livre bilingue • Présenter l'histoire et les personnages • Compréhension orale : Travailler les préjugés • Grammaire : repérer l'usage de l'impératif 	Pour la première séance, il est impératif d'avoir lu les chapitres 1 et 2 Homework : Décrire une image et l'associer au bon passage du livre + lire les chapitres 3 et 4
Séance 2	<i>Un varan passe aux rayons X</i> – <i>Malicious gossip</i>	<ul style="list-style-type: none"> • Compréhension écrite : répondre à des questions, remettre l'histoire dans l'ordre, repérer le champ lexical • Expression écrite : rédiger un texte à partir de l'histoire 	Avoir lu les chapitres 3 et 4 Homework : lire les chapitres 5 et 6 et préparer la présentation d'une autrice
Séance 3	<i>Un sac de voyage suspect</i> – <i>An English citizen</i>	<ul style="list-style-type: none"> • Compréhension écrite : répondre à des questions • Grammaire : le superlatif • Expression orale : présenter une autrice 	Avoir lu les chapitres 5 et 6 Homework : lire les chapitres 7 et 8
Séance 4	<i>Les débuts d'une Miss Marple</i> – <i>The petition</i>	<ul style="list-style-type: none"> • Compréhension écrite : répondre à des questions générales, remettre en ordre l'histoire • Compréhension orale : visionner la bande-annonce d'un film • Expression écrite : Le cadavre exquis 	Avoir lu les chapitres 7 et 8 Homework : lire le chapitre 9 et apprendre le rôle attribué
Séance 5	<i>L'attaque du dragon</i> – <i>St Pancras station</i>	<ul style="list-style-type: none"> • Point interculturel : la construction des dialogues • Compréhension orale : écouter un chapitre en anglais, relier les personnages à leur expression ; vrai ou faux ? • Expression orale : Jouer un rôle attribué 	- Avoir lu le chapitre 9 - Avoir appris son rôle Homework : lire les chapitres 11 et 12
Séance 6	<i>Abondance de coupables</i> – <i>Miss Pamela under arrest</i>	<ul style="list-style-type: none"> • Compréhension écrite : répondre à un QCM • Grammaire : la structure de la question • Expressions orale et écrite : imaginer un dialogue et le jouer 	Avoir lu les chapitre 11 et 12 Homework : lire le chapitre 13
Séance 7	<i>Sortis du tunnel</i>	<ul style="list-style-type: none"> • Compréhension écrite : répondre à des questions globales sur le texte • Tâche finale – Écrire une lettre 	



➤ **Pré-requis** : avoir lu les chapitres 1 et 2



Trouver l'équivalent des expressions :

- C'est comme tu veux → *it's up to you*
- De façon inattendue → *out of the blue*
- Un-e correspondant-e → *a pen-pal*

1 Presentation of the book - 5min

- How does it work? *The first chapter is written in French, the second one in English*
- Do you like it?
- **What are the French passages referred to? And the English ones?**
When the story takes place in France, it's in french, and in Great Britain it's in english

2 General comprehension - 10min

FRENCH PUPILS	ENGLISH PUPILS
Mélanie	Yasmina
Anabelle	Miss Clark
Julie	David
Timothée	Joshua
Miss Pamela Dean	Mary
Martin	Mathilda
Naomie	Oliver

➤ **Where does the story take place?**

Chapter 1: salle d'attente de l'Eurostar, Gare du Nord à Paris

Chapter 2: at school

➤ **Where are they going?**

St Pancras station, London

3 Oral comprehension - 20 minutes

Listen from page 11: « What time do the french kids arrive? » to page 12: « she can't imagine the five of them sharing the same toothbrush. »

➤ **What are the differences between the English students, and the French students? Try to imagine some others**

FRENCH PUPILS	ENGLISH PUPILS
They don't wear a uniform	They wear a uniform

➤ **Which prejudices do they have?**

The food (p7), the cleanliness : « my brother told me they used to wash once a week and have just one toothbrush for the whole family » (p12).

➤ **How do they call each other?**

The English students call the French students the Froggies (p12).

4 **Giving orders - 10 minutes**

➤ **Listen to page 17 (from « I want you to listen carefully » to « I wouldn't feel right ») and complete the list of orders Mrs Clark gives:**

I want you to listen carefully:

- *we stay together*
- *don't rush at them*
- *you wait for me*
- *no rushing, no hectic greetings, no screaming*
- *don't forget that you're in a public place*
- *behave yourself*

➤ **Which mood do we use to give orders?**

The imperative

Homework : Look at the picture! (p14)

➤ **Describe the picture and explain to what situation it refers to.**

Yasmina is upset, because Mrs Clark doesn't want her to go with the group if she doesn't have the authorization. She thinks it is because of racial prejudices.

➤ **Read chapters 3 and 4.**

- **Pré-requis** : avoir lu les chapitres 3 et 4



Trouver l'équivalent des expressions :

- Pâlis → *she turned green*

1 Compréhension (20 minutes)

- **What Martin and Timothée brought?**

They have brought an animal

- **What happened in chapter 4?**

Matilda says that her sister was in St Joseph's and that there already was a story with Mrs Clark. We discover that Yasmina lives alone with her grandmother.

- **How can you describe the atmosphere in those chapters?**

Intriguing

- **Focus on a character:**

Listen to pages 30-32, from « Nothing was ever proven », to « Maybe Mary has something to hide as well, after all », and complete the information about Yasmina.

Her father left home, she lives with her grandmother, her mother died when she was very young.

2 Put the story back in order (10 minutes)

- *The policeman doesn't want Martin to cross the border*
- *Martin says he's going to call his mother*
- *Martin and Timothée engineered a plan in the toilets*
- *Mary seems to know well the story of Mrs Clark*
- *Oliver, Joshua, Matilda and Mary decide to investigate*
- *The group thinks that Yasmine is too aggressive*

3 Written expression (25 minutes)

- **Find the lexical field:**

to be proven against her to misbehave troublemaker innocent

a scandal threatened **The investigation** guilty to be suspicious

to get into trouble to sue to be involved in a nasty story

Un varan passe aux rayons X

Malicious gossip

► **Imagine what happened in St Joseph.**

► **Homework**

Read chapters 5 and 6, and research who Miss Marple is and prepare a presentation of her author and of what she wrote (Jane Marple is one of the heroine of Agatha Christie's detective stories)

- Pré-requis : avoir lu les chapitres 5 et 6



Trouver l'équivalent des expressions :

- il faut se méfier de l'eau qui dort → *still waters run deep*

1 General comprehension (30 minutes)

- Listen to the beginning of chapter 6 (until « As if being pale with blond hair and blue eyes was proof of... sorry » p.45). How would you entitle this situation ; sum up the situation in a few words.

Racism and prejudices

- How are teenagers seen? Why? Do you agree?

They are sensitive, they want to be like everybody else (p45), because being different is even more difficult for them than for an adult

- Focus on a character:

Which characteristics are attributed to Naomie?



youngest

brightest

dark-skinned

she has brown hair

- Listen to the second part, until « Nice to meet you Miss Dean ». Who is speaking?

Yasmina's father

- What explanations does he give?

"I didn't say goodbye, I didn't have the strength, I didn't know when I would be back in England. I couldn't stand my life there for various reasons. I needed a break ; He comes back because he couldn't stand not seeing her, but he couldn't sleep at night thinking that she was imagining things about her father, like he is a coward"

- "Our culture is a wealth, not a burden": what does it mean to you?

Multiculturalism ; enrichment ; to be open minded ; to discover other ways of life...

2 Grammar (10 minutes)

- What does "youngest" mean?

To situate one person in a group, we use the superlative: Naomie is the youngest (young+est).

It's your turn to play:

- a. **Matilda is taller than the other pupils** → *Matilda is the tallest.*
- b. **Mrs Dean is nice, whereas the other professors are mean** → *Mrs Dean is the nicest professor*
- c. **Timothée is more scared than Martin** → *He is the scariest one*
- d. **This story is really tricky** → *It is the trickiest story*

3 Oral presentation of Agatha Christie (15 minutes)

Born in 1890 in GB, she was an English writer. She is one of the most famous authors in the world, she wrote more than 60 detective stories. Her more famous characters are Hercule Poirot (Murder on the Orient-Express, Death on the Nile, Appointment with Death...) and Miss Marple (The body in the library, 4.50 from Paddington...) She died in 1976.

➤ **Pré-requis** : avoir lu les chapitres 7 et 8



Trouver l'équivalent des expressions :

- Être en colère contre quelqu'un → *to be mad at someone*
- Vocabulaire autour du mot "investigation"

evidence

a lawyer

witnesses

a case

testify

1 General comprehension (10 minutes)

Why does the train stop? *Because Naomie sounded the alarm*

Why does Oliver go to Yasmina's home? *To show her the petition*

What is her reaction? *"You're going to far"*

➤ **Cultural focus :**

Which are the detectives quoted in these chapters?

Miss Marple, Hercule Poirot, Sherlock Holmes

2 Put in the right order (5 min)

➤ **Put in the right order :**

-Naomie is worried and feels that something is going on

-Naomie pulls the alarm signal

-The train stops

-One of Yasmina's classmate visits her

-Oliver suggests to Yasmina to go to Brighton

3 Oral comprehension - 20 min

➤ **Watch the video.**

<https://www.youtube.com/watch?v=Mq4m3yAoW8E>

➤ **Watch it a first time without the sound and try to find the title.** *Murder on the Orient Express.*

➤ **Who directed this film ?** *Kenneth Branagh*

➤ **What is the plot?** *Ratchett was murdered during the night on the Orient Express. Poirot investigate the other passengers.*

➤ **Which similarities do you find with Sorry London, we're late!?**

The story takes place on an international train / the train stops in the middle of its course / there is an investigation

➤ **Who are the characters of this investigation?**

Hercule Poirot, the professor, the butler, the count, the assistant, the governess, the missionary, the widow, the salesman, the maid, the doctor, the princess.

4 Exquisite corpse (20 minutes)

- You have collected a lot of words of the lexical field of investigation. Now it's your turn to create a story! But be careful, you don't know what happened before your turn!

Donner des éléments de repère à suivre : When? Where? Who? What happened? How? Who is the victim? The end?

Ça peut être l'occasion de revoir en classe, en guise de préparation du jeu, quels sont les éléments de l'intrigue, quelles questions on pose, ou de travailler sur des lacunes concernant les classes grammaticales...

Déroulement de l'activité : un-e élève démarre avec la première question, cache ce qu'il ou elle a écrit et passe à son ou sa camarade. À la fin, on déplie la feuille et on découvre l'histoire écrite collectivement.

Ex : When? During the middle age / Where? In a very dark forest / Who? A very big and hairy monster...

► **Homework : Learn a part!**

En fonction du nombre d'élèves dans la classe, couper le texte en environ 5 parties et distribuer les rôles aux groupes.

➤ **Pré-requis** : avoir lu les chapitres 9 et 10



Trouver l'équivalent des expressions :

- Être sur le point de... → *to be on the verge of*
- Avoir une conversation à cœur ouvert → *to have a heart-to-heart talk*

Intercultural focus (5 minutes): look at the dialogs, is the form the same in French and in English?

- *c'est à vous cet animal // "you wanna bet?" (utilisation des tirets / utilisation des guillemets)*

1 Oral comprehension (10 minutes)

➤ Listen to the Chapter 10 and find the expression to describe the characters :

Mélanie	<i>panicked</i>
Annabelle	<i>rational</i>
Mrs Clark	<i>sad and worried</i>
Mary	<i>sorry</i>
Oliver	<i>determined</i>
Matilda, Joshua and David	<i>reasonable</i>

2 Right or wrong? (10 minutes)

➤ Justify your answer.

-Annabelle helped Mélanie and removed the animal. *Wrong, it's the security guy.*

-The Eurostar is going to be one hour late. *Wrong, the people waited one hour to get the information, but the train will be almost 1:30 hour late.*

-Mary's sister was in St Joseph's. *Right, « my big sister was at St Joseph at the time... » p77.*

-Mary lied. *Right, Mary embellished the story, « to be part of what is going on », to be taken into consideration, p77.*

3 Do the presentation! (30 minutes)

➤ **Pré-requis** : avoir lu les chapitres 11 et 12



Trouver l'équivalent des expressions :

- Elle est un peu soupe au lait → *to be on a short fuse*

1 QCM (15 min)

➤ **Who gives himself up as the animal's owner?**

Annabelle et Mélanie (non)

Timothée (oui)

Pamela Dean (oui)

➤ **Why does Oliver seem nervous?**

Because he wants to withdraw the petition (oui)

Because he wants to sue Mrs Clark (non)

Because he's worried about the delay of the train (non)

➤ **Mrs Clark wants to talk with Yasmina about:**

the petition (non)

her father (oui)

her relationship with Oliver (non)

➤ **Miss Dean can't take care of the group :**

because she needs to go to the bathroom (non)

because she has been arrested by the police (non)

because somebody wants to question her (oui)

2 Grammar (15min)

➤ **What is the structure of a question in English?**

Listen to p95, from « Yasmina remains silent » to « Mrs Clark didn't seem to be that angry » and find the questions. Explain their structure.

-Why is he back

-He surely wasn't intending to come home, was he?

-What will he do if he bumps into his daughter unexpectedly?

-Where did she go?

-What do you mean?

-Why do you say that?

2 Write and play (25 minutes)

► “These gentlemen insist on talking to me!”

Imagine the questions the policemen will ask Pamela Dean, and then write the dialog and play it! (25min)

Examples: How many pupils were traveling with you? Do they have animals at home? Who was missing when the train stopped? You said you took the responsibility for this situation, is it your animal?

- **Pré-requis** : avoir lu le chapitre 13



Trouver l'équivalent des expressions :

- Ca ne me regarde pas, ce n'est pas mes oignons → *it wasn't any of my business*

1 General questions (15min)

- Listen to pages 100-103, from « Maintenant regardez ! », to « She left here after she learnt about her father » and explain what happened.

The inspector shows the pupils what happened thanks to the video camera.

- **What is new in this chapter? Why, according to you?**

There is only one chapter and it is bilingual, because the two nationalities are together.

- **What is it going to happen to the animal?**

Naomie keeps it.

- **Why does Mrs Clark say it's her fault if Mr Radhi was on the train?**

Because she wrote him a letter about Yasmina.

- **How would you qualify this story?**

amusing

intriguing

fascinating

- ▶ Imagine that you have an English pen-pal: introduce yourself, your family and your french life to him or her.

- ▶ Imagine that he or she will come to France to visit you: what would be the program? Then, ask him or her about his-her life.

SÉANCE 1

Gare du nord, Paris A big fuss



Trouver l'équivalent des expressions :

- C'est comme tu veux →
- De façon inattendue →
- Un-e correspondant-e →

1 Presentation of the book

- > How does it work?
- > Do you like it?
- > What are the French passages referred to? And the English ones?

2 General comprehension

- > Who are the characters?

FRENCH PUPILS	ENGLISH PUPILS

- > Where does the story take place?
- > Where are they going?

3 Oral comprehension

Listen from page 11: « What time do the french kids arrive?» to page 12: «she can't imagine the five of them sharing the same toothbrush.»

- > What are the differences between the English students, and the French students?
- > Try to imagine other differences.

SÉANCE 1

Gare du nord, Paris A big fuss



FRENCH PUPILS	ENGLISH PUPILS

➤ Which prejudices do they have?

.....
.....

➤ How do they call each other?

4 Giving orders

➤ Listen to page 17 (from «I want you to listen carefully» to «I wouldn't feel right») and complete the list of orders Mrs Clark gives:

I want you to listen carefully:

-
-
-
-
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-

➤ Which mood do we use to give orders?

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Homework : Look at the picture! (p14)

➤ Describe the picture and explain to what situation it refers to.

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➤ Read chapters 3 and 4

SÉANCE 3

Un sac de voyage suspect An English citizen



Trouver l'équivalent des expressions :

- il faut se méfier de l'eau qui dort →

1 General comprehension

► Listen to the beginning of chapter 6 (until «As if being pale with blond hair and blue eyes was proof of... sorry » p.45) How would you entitle this situation ; sum up the situation in a few words

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► How are teenagers seen? Why? Do you agree?

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► Focus on a character: which characteristics are attributed to Naomie?



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► Listen to the second part, until « Nice to meet you Miss Dean ». Who is speaking?

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► What explanations does he give?

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► “Our culture is a wealth, not a burden”, what does it mean to you?

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SÉANCE 3

Un sac de voyage suspect - An English citizen



2 Grammar

➤ What does “youngest” mean?

To situate one person in a group, we use the superlative: Naomie is the youngest (young+est).

It's your turn to play:

a. Matilda is taller than the other pupils

→

b. Mrs Dean is nice, whereas the other professors are mean

→

c. Timothée is more scared than Martin

→

d. This story is really tricky

→

SÉANCE 4

Les débuts d'une Miss Marple The petition



Trouver l'équivalent des expressions :

- Être en colère contre quelqu'un →
- Complète le vocabulaire appris autour du mot "investigation"

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1 General comprehension

Why does the train stop?

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Why does Oliver go to Yasmina's home?

.....

What is her reaction?

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> Cultural focus :

Which are the detectives quoted in these chapters?

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2 Put in the right order :

- 1 -Naomie is worried and feels that something is going on
- 2 -The train stops
- 3 -Oliver suggests to Yasmina to go to Brighton
- 4 -One of Yasmina's classmate visits her
- 5 -Naomie pulls the alarm signal

3 Oral comprehension

> Watch the video.

<https://www.youtube.com/watch?v=Mq4m3yAoW8E>

> Watch it a first time without the sound and try to find the title.

.....

> Who directed this film ?

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SÉANCE 4

Les débuts d'une Miss Marple The petition



➤ What is the plot?

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➤ Which similarities do you find with *Sorry London, we're late !?*

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➤ Who are the characters of this investigation?

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SÉANCE 5

L'attaque du dragon St Pancras station



Trouver l'équivalent des expressions :

- Être sur le point de... →
- Avoir une conversation à cœur ouvert →

Intercultural focus

Look at the dialogs, is the form the same in French and in English?

- *c'est à vous cet animal // "you wanna bet?"*

1 Oral comprehension

► Listen :

CHARACTERS	DESCRIPTION
Mélanie	
Annabelle	
Mrs Clark	
Mary	
Oliver	
Mathilda, Joshua and David	

2 Right or wrong? Justify your answer.

-Annabelle helped Mélanie and removed the animal.

.....

-The Eurostar is going to be one hour late.

.....

-Mary's sister was in St Joseph's.

.....

-Mary lied.

.....

SÉANCE 6

Abondance de coupables Miss Pamela under arrest



Trouver l'équivalent des expressions :

- Elle est un peu soupe au lait →

1 QCM

➤ Who gives himself up as the animal's owner?

- Annabelle et Mélanie
- Timothée
- Pamela Dean

➤ Why does Oliver seem nervous?

- Because he wants to withdraw the petition
- Because he wants to sue Mrs Clark
- Because he's worried about the delay of the train

➤ Mrs Clark wants to talk with Yasmina about:

- the petition
- her father
- her relationship with Oliver

➤ Miss Dean can't take care of the group :

- because she needs to go to the bathroom
- because she has been arrested by the police
- because somebody wants to question her

2 Grammar

➤ What is the structure of a question in English? Listen to page 95, from «Yasmina remains silent», to « Mrs Clark didn't seem to be that angry » and find the questions. Explain their structure.

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Trouver l'équivalent des expressions :

- Ça ne me regarde pas, ce n'est pas mes oignons →

1 General questions

- Listen to pages 100-103, from « Maintenant regardez ! », to « She left here after she learnt about her father » and explain what happened.

.....

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- What is new in this chapter? Why, according to you?

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- What is it going to happen to the animal?

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- Why does Mrs Clark say it's her fault if Mr Radhi was on the train?

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- How would you qualify this story?

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Vocabulary : The investigation !

The investigation

a lawyer amusing a case intriguing

to be proven against her to misbehave testify innocent

a scandal threatened guilty to be suspicious

fascinating evidence to sue to be involved in a nasty story

