



La méthodologie d'accès au sens

Cycles de repérage-inférence





La méthodologie d'accès au sens

Cycles de repérage-inférence



Repérage



La méthodologie d'accès au sens

Cycles de repérage-inférence



Repérage	Inférence



La méthodologie d'accès au sens

Cycles de repérage-inférence



Repérage	Inférence	Question



Que disent les textes officiels ?

« *utiliser la langue de façon autonome [...] s'acquiert par un entraînement **régulier*** »



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« *La **mémorisation** de mots et d'expressions lexicalisées et idiomatiques [se fait] toujours en lien avec un **environnement culturel** et une **situation de communication**.* »

(Corpus lexicaux indicatifs et non exhaustifs par niveau de CECRL)



Que disent les textes officiels ?

« utiliser la langue de façon autonome [...] s'acquiert par un entraînement **régulier** »

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Tableau 5 : rapport entre connaissances lexicales et niveaux de compétence européens¹²

Connaissances lexicales (lexique réceptif)	
C2	> 15 000 mots
C1	10 000 mots
B2	8 000 mots
B1	5 000 mots
A2	2 000 mots
A1	1 000 mots



Que disent les textes officiels ?

« *utiliser la langue de façon autonome [...] s'acquiert par un entraînement régulier* »

« *La mémorisation de mots et d'expressions lexicalisées et idiomatiques [se fait] toujours en lien avec un environnement culturel et une situation de communication.* »

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« *Ce lexique est progressivement enrichi et régulièrement réactivé.* »



Quels outils ?



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Levels **A1** A2 **B1** B2 C1 C2 All More Filters

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Part of Speech

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Hide culturally sensitive words

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Sort by: Base Word Ascending Display: 20

Page: 1 / 147

Base Word	Guideword	Level	Part of Speech	Topic	Details
2/3/4, etc. o'clock in the morning		B1	phrase		
2/5/8, etc. all		B1	phrase	shopping	
5 miles/10 metres, etc. wide		B1	phrase		
ability		B1	noun		
a book/cat/dog, etc. lover		B1	phrase	people: personality	
above		B1	adverb		
above all		B1	phrase		
above all		B1	phrase		
abroad		B1	adverb	travel	
a broad range/variety, etc.		B1	phrase		
absent		B1	adjective		



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British English American English

emotion

Levels

A1 A2 B1 B2 C1 C2 All

More Filters

Topic

- Select -

Part of Speech

- Select -

Hide culturally sensitive words

Search



Clear Results



Results: 1 - 4 of 4

Sort by:

Base Word

Ascending

Display:

20



Page: 1 / 1



Base Word	Guideword	Level	Part of Speech	Topic	Details
emotion		B2	noun	people: personality	
emotional	EMOTIONS	B2	adjective	people: personality	
emotional	STRONG FEELINGS	B2	adjective	people: personality	
emotionally		B2	adverb	people: personality	





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emotion · noun  /ɪ'məʊʃən/

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+ Word family

+ **emotion** [countable, uncountable or singular noun]

B2 a strong feeling such as love or anger, or strong feelings in general





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emotion · noun  /ɪ'məʊʃən/

[Show full view](#)

+ Word family

— **emotion** [countable, uncountable or singular noun]

B2 a strong feeling such as love or anger, or strong feelings in general

Dictionary examples:

Like a lot of men, he finds it hard to express/show his emotions.

My mother was overcome with emotion and burst into tears.

Learner example:

Unlike Annie Lennox, who[se] voice sound[s] so pure and full of emotion.



Quels outils ?



Quels outils ?



Sketch Engine for language learning

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Quels outils ?



Sketch Engine for language learning

word or phrase

ABOUT SKELL



Sketch Engine for language learning

emotion

emotion in Examples

emotion in Word sketch

emotion in Similar words

T SKELL

Queles outils ?



emotion 31.53 hits per million

Examples Word sketch Similar words

1. My mixed **emotions** were given full expression.
2. I am going through **emotions** never experienced before.
3. His campaign slogan was "science should trump **emotions**".
4. These **emotions** are generally recognized universally across cultures.
5. That laws based off **emotion** are bad .
6. I am currently experiencing strange high and low **emotions** .
7. Many unpleasant **emotions** may result from conflict between drives.
8. Negative feelings offers lower **emotions** and positive feelings produce higher emotions.
9. Negative feelings offers lower emotions and positive feelings produce higher **emotions** .
10. Her eyes were enormous wells of **emotion** .
11. Love knows absolutely nothing about such negative human **emotions** .
12. Ministry involves confronting problems that provoke **emotions** .
13. Are old arguments concerning **emotion** and meaning valid anymore?
14. What **emotion** does the label " martyr " evoke?
15. My **emotions** are a very warm feeling.
16. Any **emotions** you may feel are understandable.
17. The home page copy also lacked **emotion** .
18. Feeling that is far beyond human **emotions** .
19. Many religious traditions are suspicious of **emotions** .
20. It combines free association with releasing repressed **emotions** .
21. My **emotions** upon seeing these great fish were mixed.
22. A thousand different **emotions** rolled through my head.
23. Your calls to **emotion** are rather irrational.
24. We feel every single **emotion** together and every single thought.
25. The enemy surely is "manipulating their **emotions**".
26. They are silent moments filled with **emotion** .
27. Once perception has triggered **emotion** then emotion leads perception.



Queles outils ?



emotion

English

Examples Word sketch Similar words

emotion noun ✓ Show context



verbs with "emotion" as subject	verbs with emotion as object	adjective predicates of "emotion"	modifiers of "emotion"	nouns modified by "emotion"	"emotion" and/or ...
1. overwhelm overwhelmed by emotions	1. evoke evoke emotion	1. raw emotions are still raw	1. negative negative emotions	1. intuition emotion , intuition and	1. feeling feelings and emotions
2. overcome overcome by emotion	2. convey convey emotion	2. contagious emotions are contagious	2. conflicting conflicting emotions	2. perception emotion perception	2. thought thoughts and emotions
3. stir emotions stirred up	3. express express emotions	3. intense emotions are intense	3. mixed mixed emotions	3. empathy emotions , empathy ,	3. mood moods and emotions
4. cloud emotions cloud	4. feel feel emotions	4. universal emotions are universal .	4. feeling feelings , emotions ,	4. intellect emotions , intellect , and	4. sensation emotions and sensations
5. fuel fueled by emotion	5. arouse emotions aroused	5. anonymous Emotions Anonymous in	5. thought thoughts , emotions ,	5. anger emotions , anger	5. memory memories and emotions
6. sway swayed by emotion	6. stir stir emotions	6. imaginable emotion imaginable .	6. positive positive emotions	6. passion emotion , passion	6. behavior emotions and behaviors
7. motivate emotions motivate	7. suppress suppressed emotions	7. discrete	7. raw raw emotion	7. cognition , emotion , cognition ,	7. mind mind and emotions
8. convey emotion conveyed by	8. elicit emotions elicited	8. potent emotions are as potent	8. intense intense emotions	8. mood emotions , moods , and	8. passion passion and emotion
9. run emotions run	9. experience emotions experienced	9. normal emotions are normal .	9. human human emotions	9. feeling emotions , feelings ,	9. intellect intellect and emotion
10. subside emotions have subsided	10. communicate communicate emotion	10. instinctive	10. repressed repressed emotions	10. regulation of emotion regulation	10. cognition cognition , emotion
11. boil emotions boil	11. regulate regulate emotions	11. adaptive	11. painful painful emotions	11. dysregulation emotion dysregulation and	11. motivation motivation and emotion
12. flood flooded by emotions	12. provoke emotions provoked	12. unregulated	12. strong strong emotions	12. motivation emotion , motivation ,	12. desire emotions and desires
13. bubble emotions bubbling	13. control control their emotions	13. transient	13. heightened heightened emotion	13. sensation emotions , sensations ,	13. perception emotions and perceptions
14. drive driven by emotion	14. repress repressed emotions	14. untouched	14. genuine genuine emotion	14. fear emotions , fear	14. attitude attitudes and emotions
15. influence emotions influence	15. mix mixed emotions about	15. strong emotions are strong	15. pent-up pent-up emotions	15. sadness emotion , sadness and	15. instinct instincts and emotions



Quels outils ?

emotion noun English

[Examples](#) [Word sketch](#) [Similar words](#)

feeling thought desire passion sense perception fear behavior belief attitude knowledge idea memory love aspect experience
concern understanding motivation meaning interest kind reality need ability nature relationship personality vision energy

relationship concern memory experience
fear reality thought behavior ability
kind idea feeling meaning belief vision
understanding desire passion motivation aspect
nature attitude sense love perception knowledge
interest need energy



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Oxford **Text Checker**

+ What is the Text Checker?

Put your text in the box:

House slaves who used to work as nannies, housekeepers, servants, cooks and seamstresses were better treated than fields slaves. Actually, they were treated more like pets African-American families were often split up when they were sold at auction. Slaves were controlled by overseers who forced them to work until dark. Slaves used to live in slaves' quarters. They used to live in small one-room and windowless cabins with a fireplace. They were allowed to have gardens in order to have a

Check text



Quels outils ?

Oxford Text Checker

? Start again

Text

Results

Activities

Word list:

Oxford 5000



CEFR level:

A1

A2

B1

B2

C1

House slaves who used to work as nannies, housekeepers, servants, cooks and seamstresses were better treated than fields slaves.

Actually, they were treated more like pets

African-American families were often split up when they were sold at auction.

Slaves were controlled by overseers who forced them to work until dark. Slaves used to live in slaves' quarters. They used to live in small one-room and windowless cabins with a fireplace.

They were allowed to have gardens in order to have a better(healthier) diet.

Unfortunately, they didn't have enough time to grow vegetables/ veggies / vogs.

Besides, they were forbidden to leave the plantation without a pass.

To me, their living conditions were harsh and unhealthy.



Quels outils ?

Oxford Text Checker

? Start again

Text

Results

Activities

Word list:

Oxford 5000



CEFR level	Number of words	% of total
A1	78	68 %
A2	8	7 %
B1	4	4 %
B2	10	9 %
C1	1	1 %
Unclassified	13	11 %



Que disent les textes officiels ?

Classe de seconde

Grammaire A2+ / B1+

Les faits de langue **marqués en bleu** correspondent plutôt à un niveau B1+.

Le verbe

- L'expression du passé : le prétérit simple et le prétérit **be+ing**
- L'expression du passé en lien avec le présent : le present perfect l'expression du futur avec le présent **be+ing**, will et **be going to + BV**
- L'expression du conditionnel avec **would + BV**
- Les auxiliaires de modalité, notamment pour exprimer la possibilité et les degrés de probabilité (*can, may, must*)
- Les verbes suivis de pronoms réfléchis et réciproques : *She introduced herself. / They enjoyed seeing each other, etc.*
- (B1+) Utiliser un large répertoire de phrasal verbs (*give up, look forward to, get by, cheer up, figure out, etc.*)
- (B1+) Exprimer l'habitude dans le passé et le futur dans le passé
- (B1+) Utiliser les auxiliaires modaux et les formes périphrastiques pour exprimer la capacité, l'obligation et le devoir moral (*be able to, have to, shall, ought to*)
- (B1+) L'expression du souhait et du regret (le prétérit modal après *wish* pour exprimer le regret relatif au présent, le *past perfect* après *wish* pour exprimer le regret relatif au passé)
- (B1+) Les réponses courtes par auxiliaire et les tags (*But should he? I already have, etc.*)
- (B1+) Maitriser quelques structures causatives et résultatives (*His death made me cry. / She slammed the door shut, etc.*)

Le nom : forme et fonction du groupe nominal (GN)

- Procéder aux accords dans le groupe nominal, y compris pour les formes irrégulières du pluriel les plus courantes (*children, teeth, feet, women, etc.*)
- Les structures partitives (*some of them, most of us, etc.*)
- Les quantifieurs (*much, many, some, any, no*)
- Utiliser une gamme variée de comparatifs (*more colourful than, taller than, etc.*), de superlatifs (*the most beautiful, the greatest one of all, the highest ever, the least popular, etc.*) Et d'adverbes de degré (*extremely popular, quite fashionable, etc.*)
- (B1+) Les quantifieurs *a few/few* et *a little/little*
- (B1+) Maitriser la formation et l'utilisation du gérondif en position sujet et objet
- (B1+) Les structures comparatives complexes (*twice as much, etc.*)
- (B1+) Construire un groupe nominal complexe : les assemblages NN (*a teacup, a sportsman, etc.*), N+N (*Home Secretary*), N of N (*a cup of tea, a pair of shoes, etc.*), N's N (*a children's book, a day's work, etc.*)
- (B1+) Maitriser les comparatifs, les superlatifs longs, courts et leurs exceptions (*better/the best, worse/the worst, farther, further/the furthest, the furthest*)

Les pronoms

- Les pronoms possessifs dans quelques emplois particuliers (*a friend of mine, a book of hers, etc.*)
- Les déterminants et pronoms possessifs, notamment *it/its*
- Les pronoms personnels réfléchis (*myself, himself, ourselves, themselves, etc.*)
- (B1+) Utiliser les pronoms personnels réfléchis (*myself, himself, ourselves, themselves, etc.*) avec des *phrasal verbs*
- (B1+) Maitriser les nuances des pronoms démonstratifs anglais (*this/that/these/those*)

« [...] l'apprentissage régulier et en situation de communication de la grammaire est indispensable pour accéder au niveau de l'indépendance langagière. »



Quels outils ?

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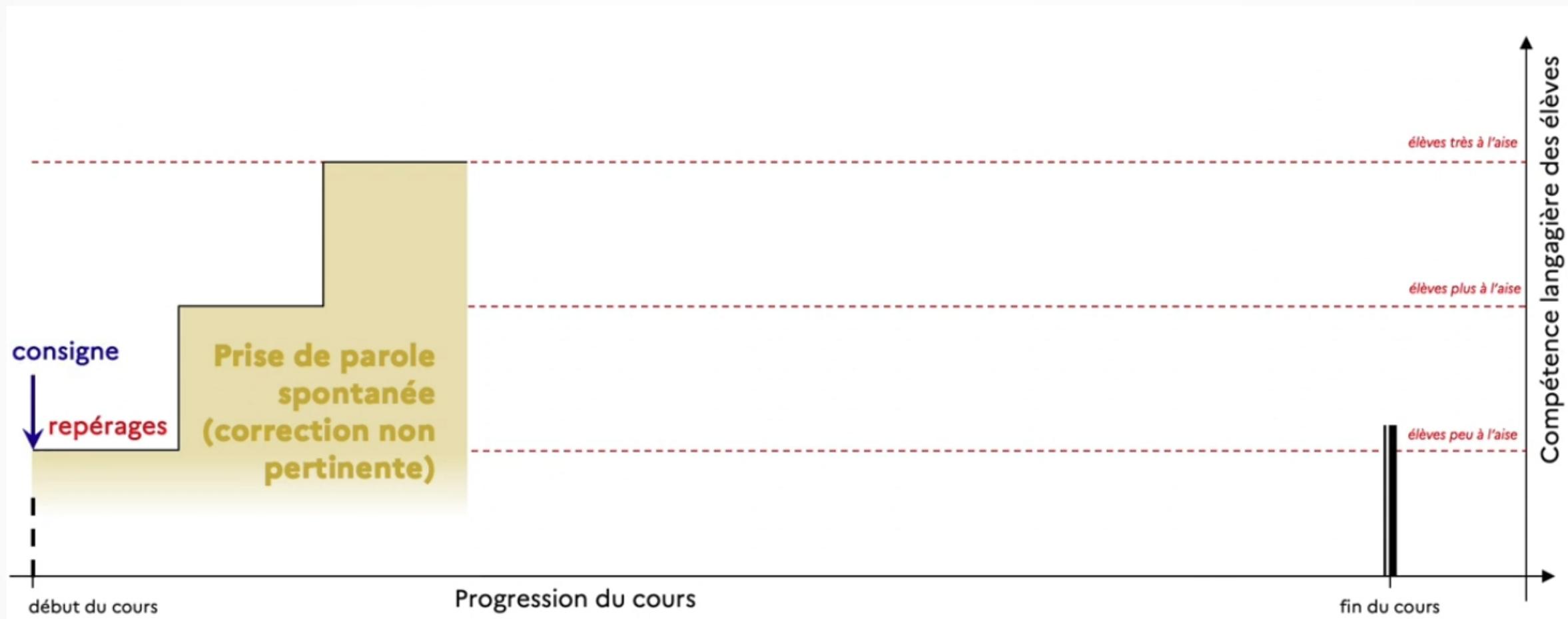


Page: 1 / 62

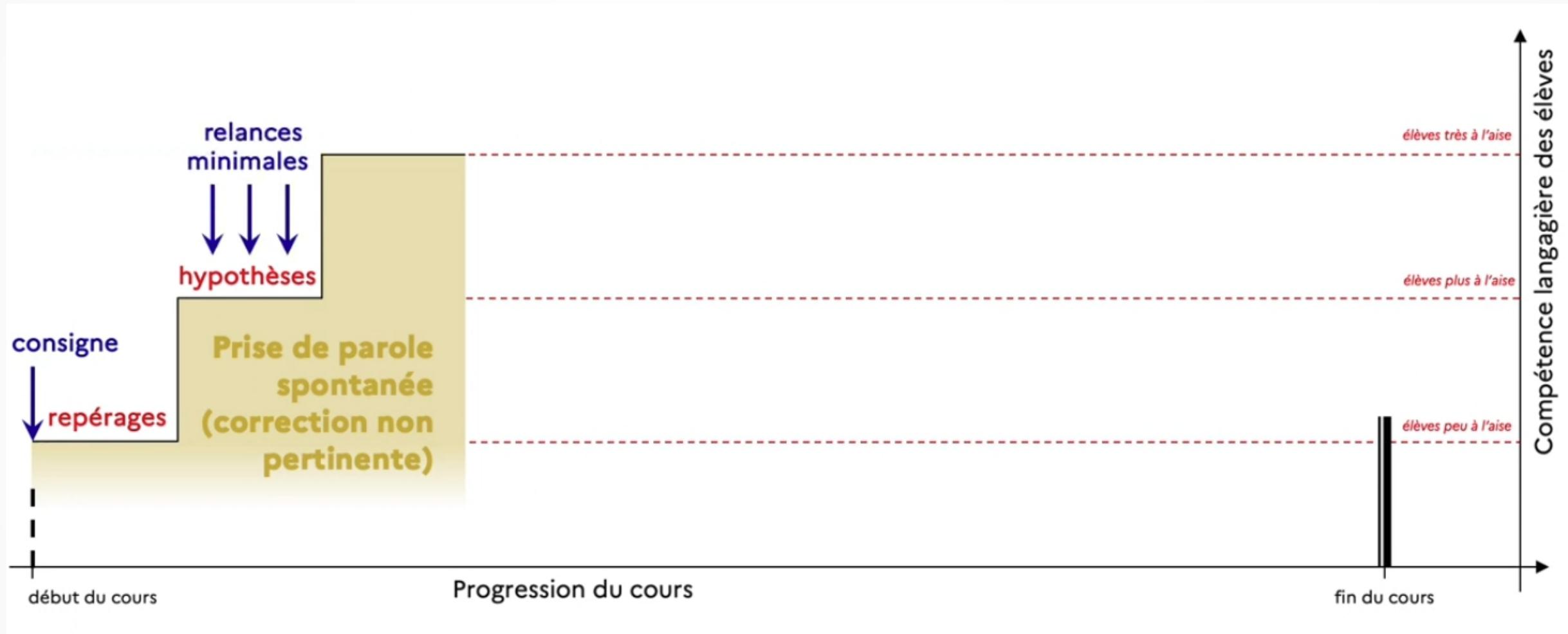


Super Category	Sub Category	Level	Can-do statement	Example	Details
ADJECTIVES	combining	A2	FORM: COMBINING TWO ADJECTIVES WITH 'BUT' Can use 'but' to join a limited range of common adjectives, after 'be'.		
ADJECTIVES	combining	A1	FORM: COMBINING TWO ADJECTIVES WITH 'AND' Can use 'and' to join a limited range of common adjectives.		
ADJECTIVES	combining	B2	FORM: COMPOUND ADJECTIVES Can use an increasing range of compound adjectives ('up-to-date', 'state-of-the-art')		
ADJECTIVES	combining	B1	FORM: COMBINING MORE THAN TWO ADJECTIVES Can use commas and 'and' to join more than two adjectives,		

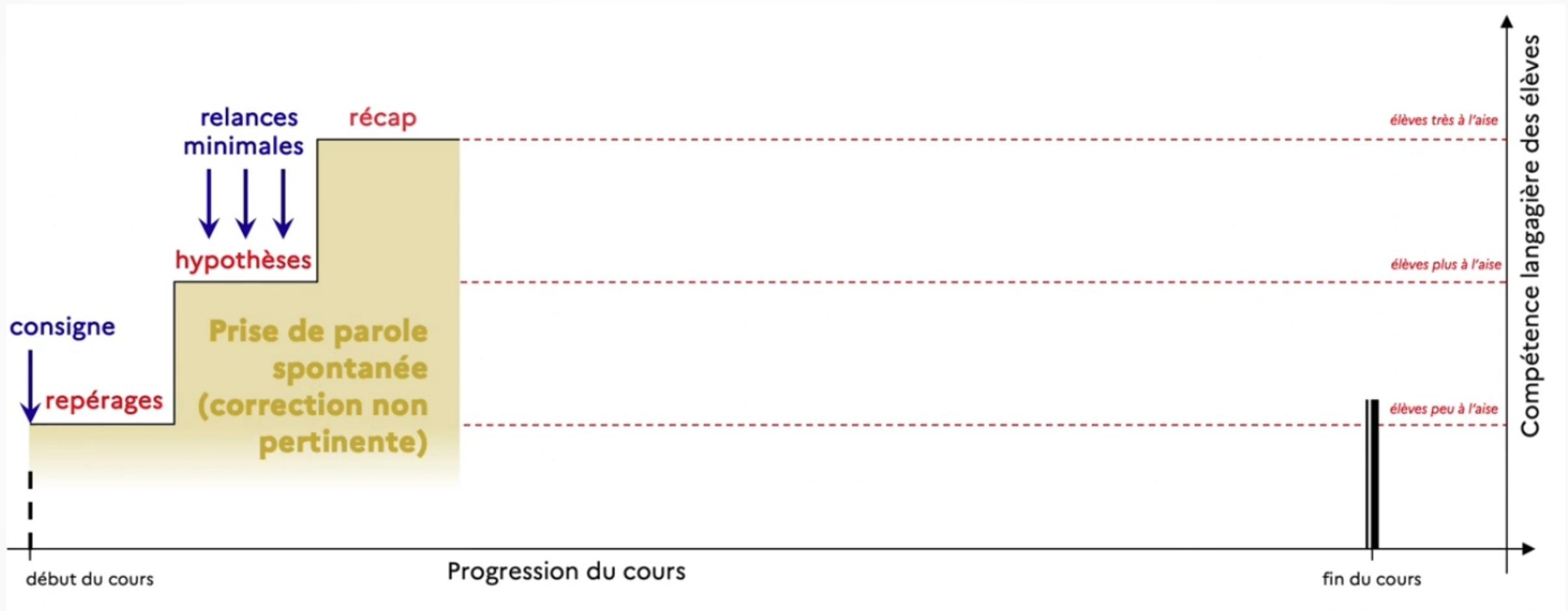
Comment favoriser l'enrichissement linguistique dans nos classes ?



Comment favoriser l'enrichissement linguistique dans nos classes ?

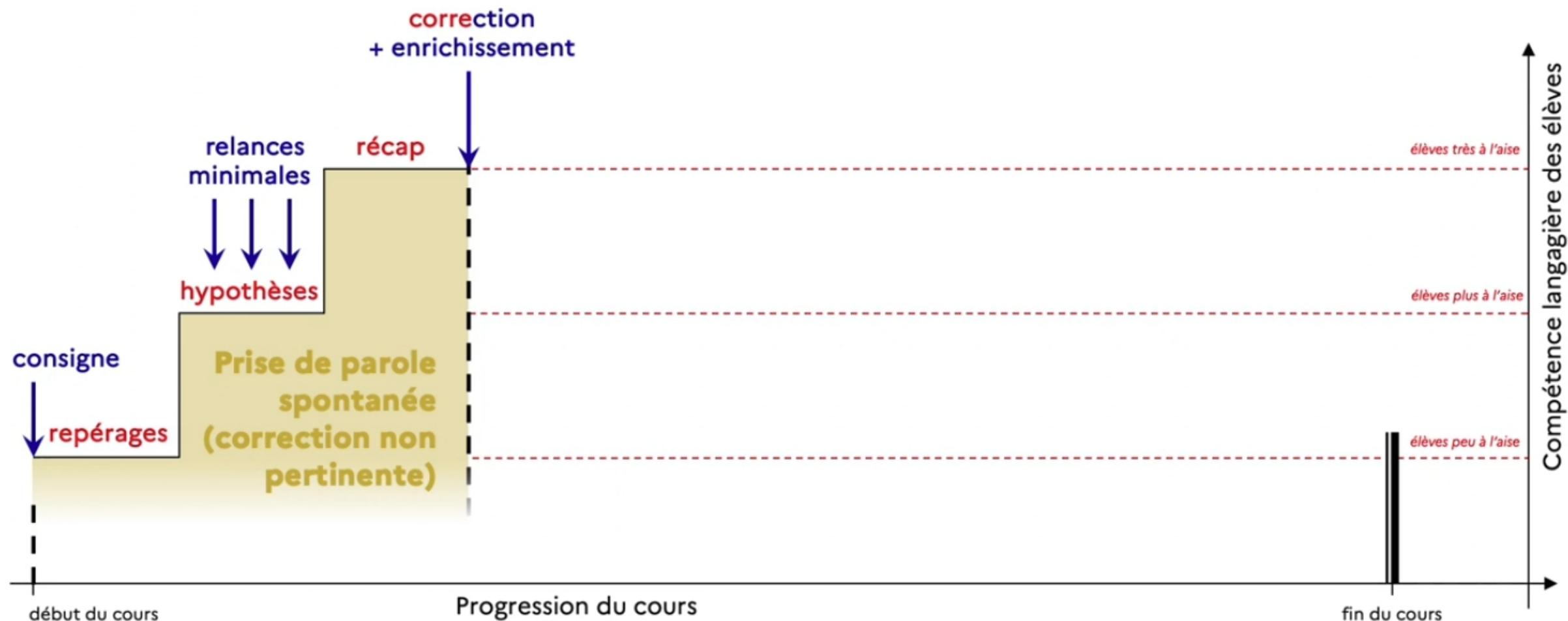


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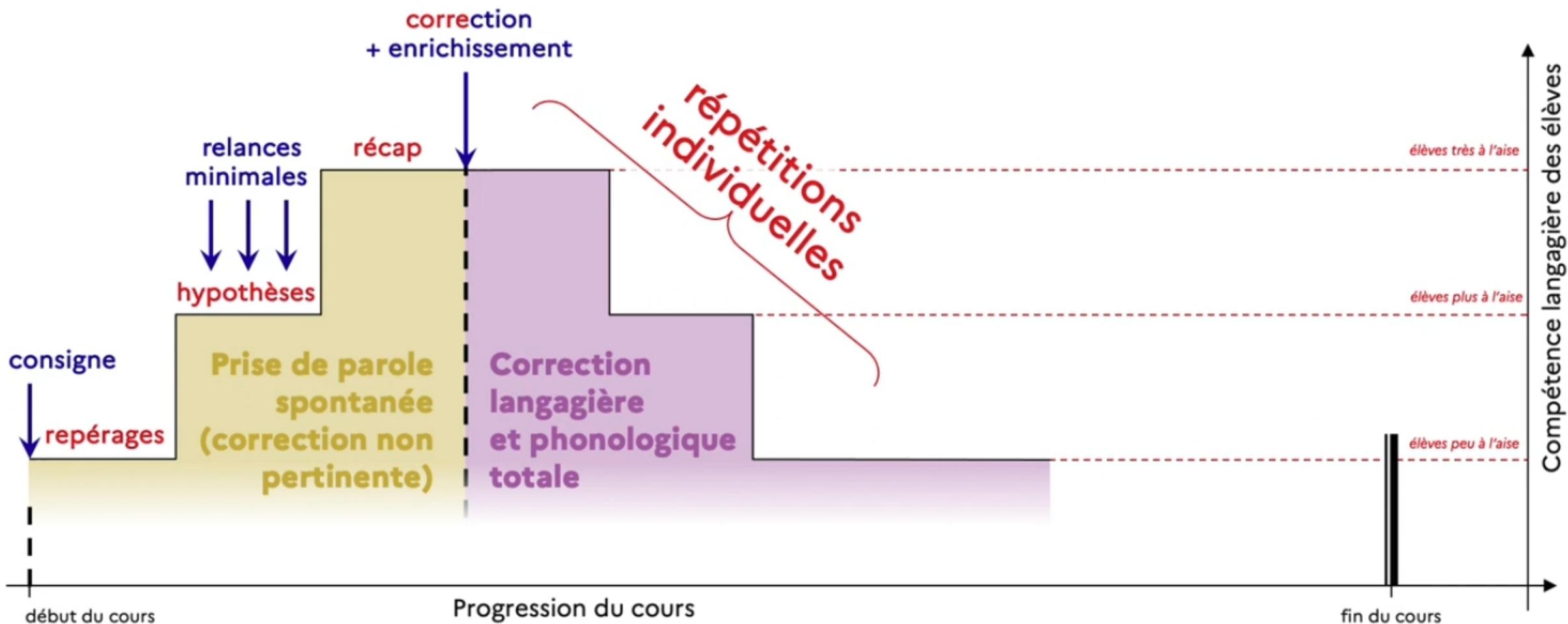


Source : Ari Bouaniche – IA-IPR Anglais - Ac-Nice

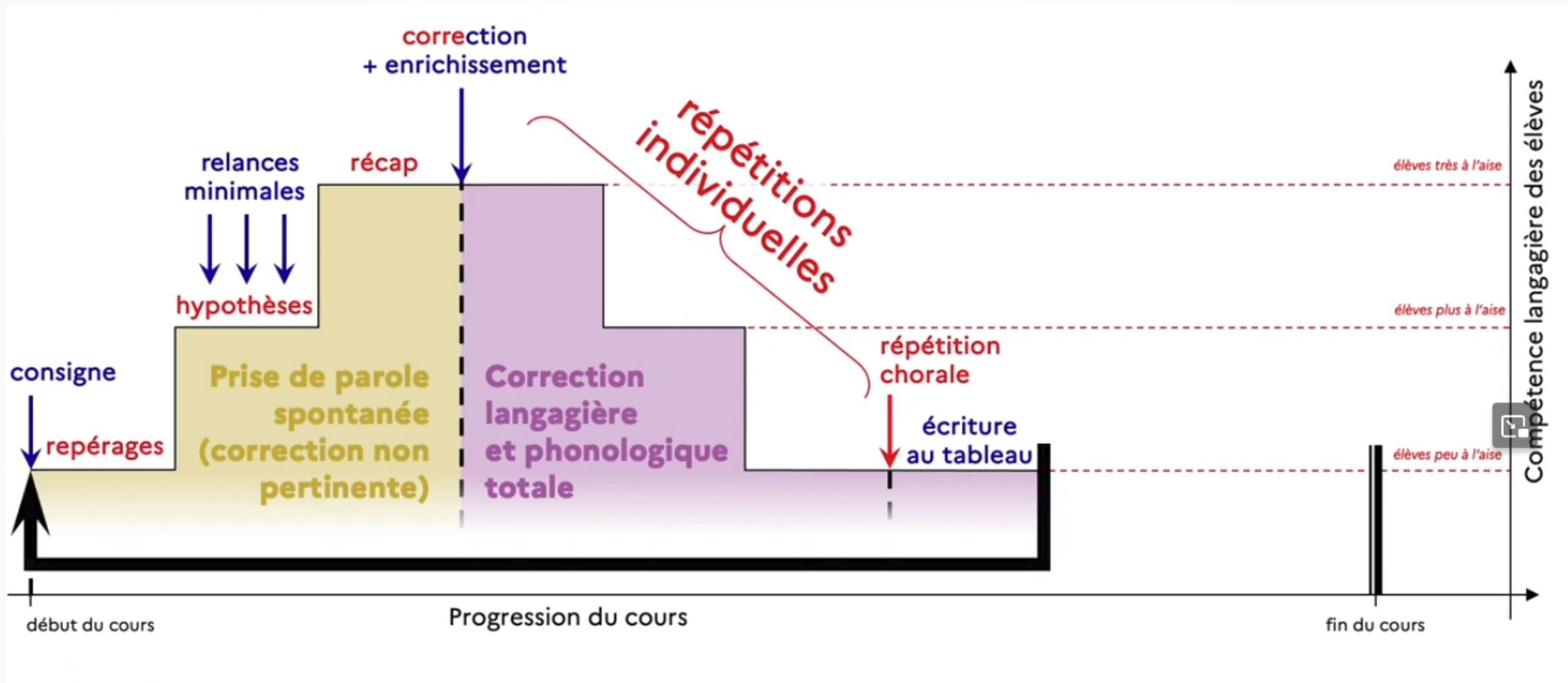
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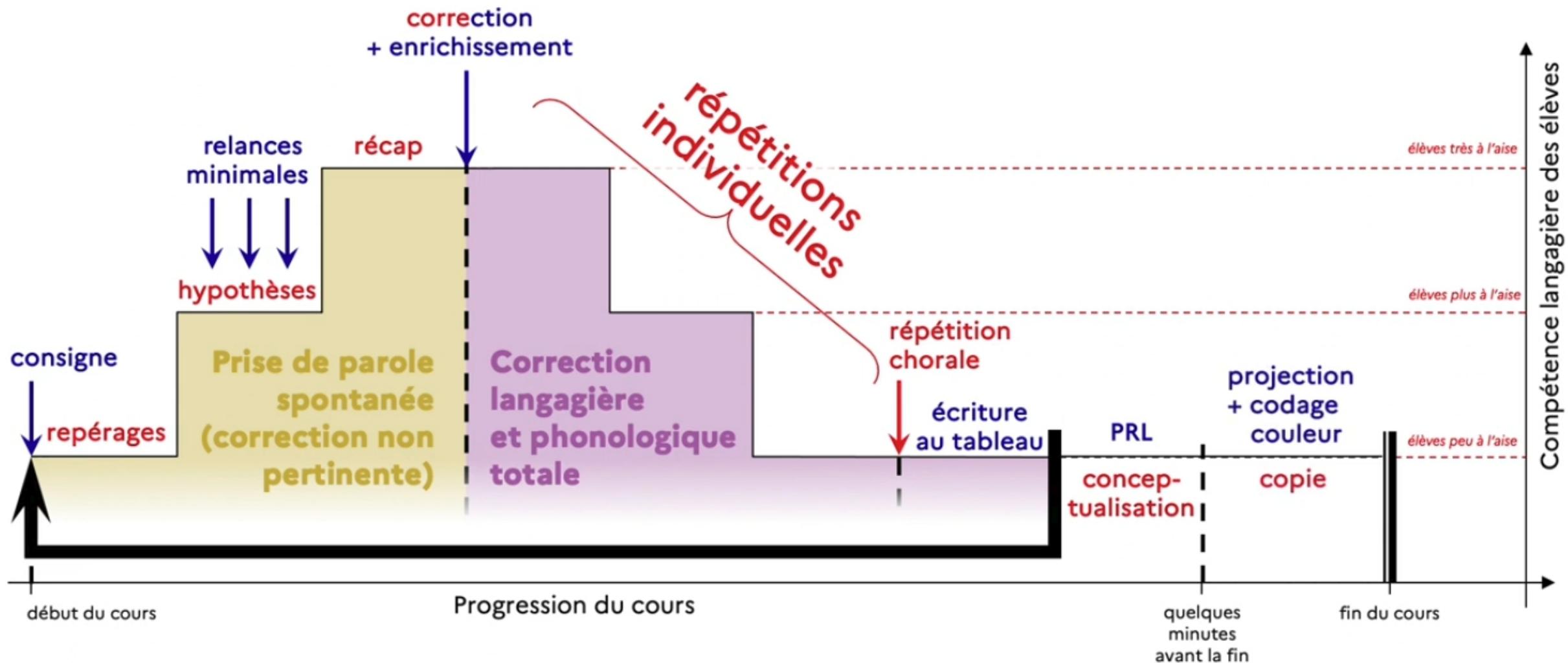


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heuristiques simples

Découvrir
Utiliser

Associez les éléments de la colonne de gauche à ceux de la colonne de droite.

DIGIFLASHCARDS

pour créer des cartes
mémos

Découvrir
Utiliser



Cochez la bonne réponse.











VALIDER

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However you do Christmas !

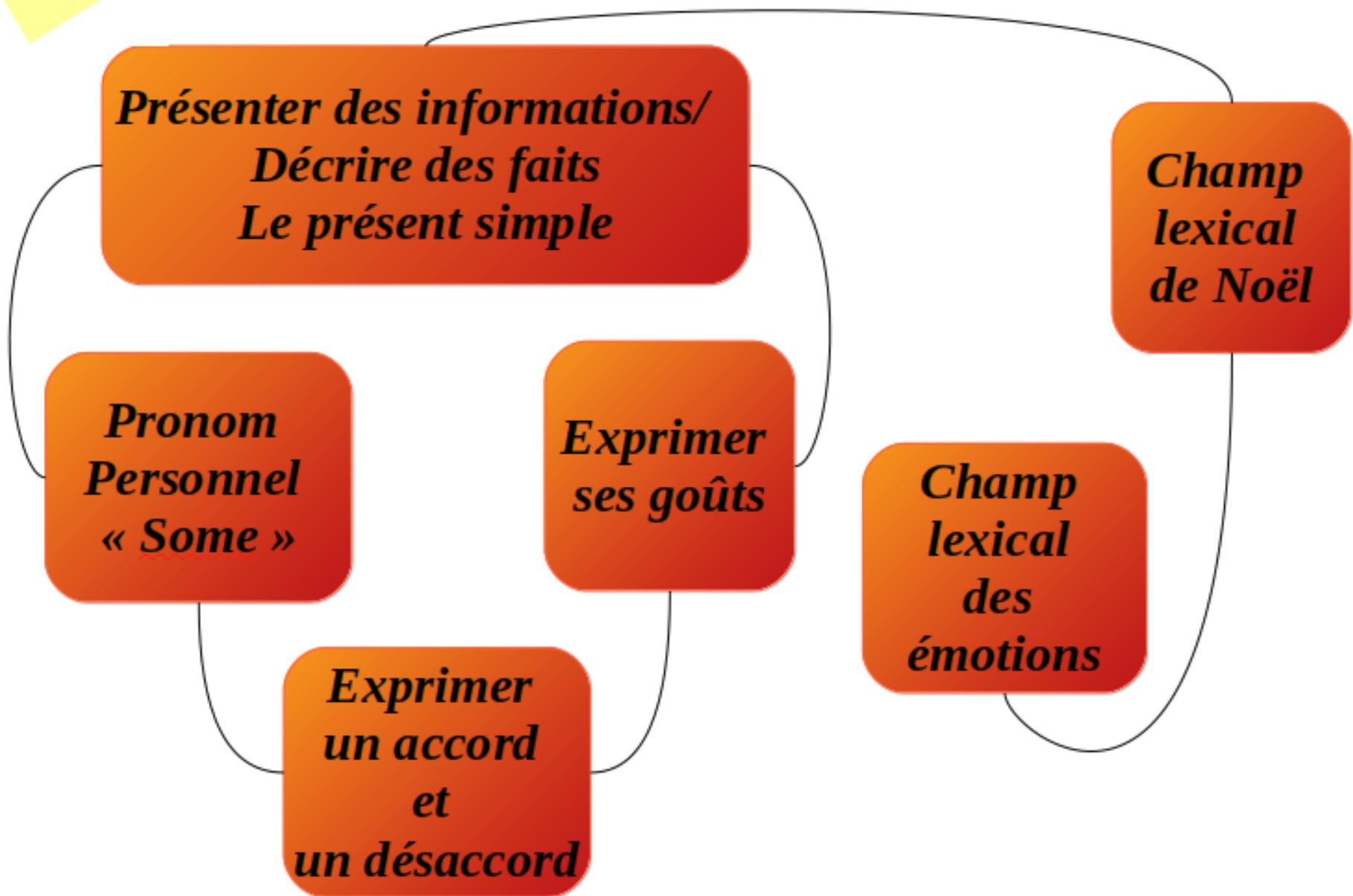
Part 3



Mercredi 4 mars 2026



Les objectifs linguistiques



Consignes, Productions élèves, Productions enrichies



Consignes (Repérages)	Productions élèves (Inférences)	Productions enrichies (Injections enseignant)



Consignes, Productions élèves, Productions enrichies



Consignes	Productions élèves	Productions enrichies
1) Focus on the last picture of the video ! Tesco logo		



Consignes, Productions élèves, Productions enrichies



Consignes	Productions élèves	Productions enrichies
1) Focus on the last picture of the video ! Tesco logo	It's an advert	



Consignes, Productions élèves, Productions enrichies



Consignes	Productions élèves	Productions enrichies
1) Focus on the last picture of the video ! Tesco logo	It's an advert	It's an advert <i>from</i> Tesco



Consignes, Productions élèves, Productions enrichies



Consignes	Productions élèves	Productions enrichies
1) Focus on the last picture of the video ! Tesco logo	It's an advert	It's an advert <i>from</i> Tesco
2) Spot the visual elements you see all the time! Christmas tree, decorations, dinner		



Consignes, Productions élèves, Productions enrichies



Consignes	Productions élèves	Productions enrichies
1) Focus on the last picture of the video ! Tesco logo	It's an advert	It's an advert <i>from</i> Tesco
2) Spot the visual elements you see all the time! Christmas tree, decorations, dinner	It's for Christmas	



Consignes, Productions élèves, Productions enrichies



Consignes	Productions élèves	Productions enrichies
1) Focus on the last picture of the video ! Tesco logo	It's an advert	It's an advert <i>from</i> Tesco
2) Spot the visual elements you see all the time! Christmas tree, decorations, dinner	It's for Christmas	It's an advert from Tesco for Christmas



Consignes, Productions élèves, Productions enrichies



Consignes	Productions élèves	Productions enrichies
1) Focus on the last picture of the video ! Tesco logo	It's an advert	It's an advert <i>from</i> Tesco
2) Spot the visual elements you see all the time! Christmas tree, decorations, dinner	It's for Christmas	It's an advert from Tesco for Christmas
3) Spot the people ! (in the center) father, mother, grand-parents, grand-mother, grand-father, grand-children brother / sister / cousin		

Consignes, Productions élèves, Productions enrichies



Consignes	Productions élèves	Productions enrichies
1) Focus on the last picture of the video ! Tesco logo	It's an advert	It's an advert <i>from</i> Tesco
2) Spot the visual elements you see all the time! Christmas tree, decorations, dinner	It's for Christmas	It's an advert from Tesco for Christmas
3) Spot the people ! (in the center) father, mother, grand-parents, grand-mother, grand-father, grand-children brother / sister / cousin	There are families. They are different. I think they are British. I think they are Welsh. / I disagree, I think they are Scottish...	



Consignes, Productions élèves, Productions enrichies



Consignes	Productions élèves	Productions enrichies
1) Focus on the last picture of the video ! Tesco logo	It's an advert	It's an advert <i>from</i> Tesco
2) Spot the visual elements you see all the time! Christmas tree, decorations, dinner	It's for Christmas	It's an advert from Tesco for Christmas
3) Spot the people ! (in the center) father, mother, grand-parents, grand-mother, grand-father, grand-children brother / sister / cousin	There are families. They are different. I think they are British. I think they are Welsh. / I disagree, I think they are Scottish...	British families <i>celebrate</i> Christmas <i>differently</i> .



Consignes, Productions élèves, Productions enrichies



Consignes	Productions élèves	Productions enrichies
<p>4) Spot their facial expressions / feelings!</p> <p>Happy, Angry, Like / Dislike/love/prefer Agree / Disagree</p>		



Consignes, Productions élèves, Productions enrichies



Consignes	Productions élèves	Productions enrichies
<p>4) Spot their facial expressions / feelings!</p> <p>Happy, Angry, Like / Dislike/love/prefer Agree / Disagree</p>	<p>They are angry They are happy They like Christmas They love cooking turkey They don't like sprouts They agree They disagree</p>	



Consignes, Productions élèves, Productions enrichies



Consignes	Productions élèves	Productions enrichies
<p>4) Spot their facial expressions / feelings!</p> <p>Happy, Angry, Like / Dislike/love/prefer Agree / Disagree</p>	<p>They are angry They are happy They like Christmas They love cooking turkey They don't like sprouts They agree They disagree</p>	<p><i>Some are cross because they don't like eating sprouts for Christmas</i> <i>Some are glad because they love cooking turkey for Christmas</i> <i>Some are cheerful because they like celebrating Christmas</i> <i>Some agree about going out for Christmas</i> <i>Some disagree about eating sprouts for Christmas</i></p>



Consignes, Productions élèves, Productions enrichies



Consignes	Productions élèves	Productions enrichies
<p>4) Spot their facial expressions / feelings!</p> <p>Happy, Angry, Like / Dislike/love/prefer Agree / Disagree</p>	<p>They are angry They are happy They like Christmas They love cooking turkey They don't like sprouts They agree They disagree</p>	<p><i>Some are cross because they don't like eating sprouts for Christmas</i> <i>Some are glad because they love cooking turkey for Christmas</i> <i>Some are cheerful because they like celebrating Christmas</i> <i>Some agree about going out for Christmas</i> <i>Some disagree about eating sprouts for Christmas</i></p>
<p>5) Spot the objects they are talking about. They are always in the middle of the screen!</p> <p>Yorkshire pudding turkey cheese chocolate pudding custard sprouts crackers</p>		

Consignes, Productions élèves, Productions enrichies



Consignes	Productions élèves	Productions enrichies
<p>4) Spot their facial expressions / feelings!</p> <p>Happy, Angry, Like / Dislike/love/prefer Agree / Disagree</p>	<p>They are angry They are happy They like Christmas They love cooking turkey They don't like sprouts They agree They disagree</p>	<p><i>Some are cross because they don't like eating sprouts for Christmas</i> <i>Some are glad because they love cooking turkey for Christmas</i> <i>Some are cheerful because they like celebrating Christmas</i> <i>Some agree about going out for Christmas</i> <i>Some disagree about eating sprouts for Christmas</i></p>
<p>5) Spot the objects they are talking about. They are always in the middle of the screen!</p> <p>Yorkshire pudding turkey cheese chocolate pudding custard sprouts crackers</p>	<p>Christmas is about turkey Christmas is about cooking turkey</p> <p>Christmas is about eating Christmas pudding with custard</p> <p>Christmas is about sprouts Christmas is about liking sprouts Christmas is about disliking sprouts Christmas is about crackers</p>	

Consignes, Productions élèves, Productions enrichies



Consignes	Productions élèves	Productions enrichies
<p>4) Spot their facial expressions / feelings!</p> <p>Happy, Angry, Like / Dislike/love/prefer Agree / Disagree</p>	<p>They are angry They are happy They like Christmas They love cooking turkey They don't like sprouts They agree They disagree</p>	<p><i>Some are cross because they don't like eating sprouts for Christmas</i> <i>Some are glad because they love cooking turkey for Christmas</i> <i>Some are cheerful because they like celebrating Christmas</i> <i>Some agree about going out for Christmas</i> <i>Some disagree about eating sprouts for Christmas</i></p>
<p>5) Spot the objects they are talking about. They are always in the middle of the screen!</p> <p>Yorkshire pudding turkey cheese chocolate pudding custard sprouts crackers</p>	<p>Christmas is about turkey Christmas is about cooking turkey</p> <p>Christmas is about eating Christmas pudding with custard</p> <p>Christmas is about sprouts Christmas is about liking sprouts Christmas is about disliking sprouts Christmas is about crackers</p>	<p>Christmas is about <i>disagreeing</i> about cooking turkey</p> <p>Christmas is about (<i>loving</i>) eating Christmas pudding with or <i>without</i> custard Christmas is about <i>disagreeing</i> about having sprouts Christmas is about <i>pulling</i> crackers Christmas is about <i>spending time together</i></p>

Productions élèves avant enrichissement linguistique



It's an advert from Tesco for Christmas. British families celebrate Christmas differently. Some are cross because they don't like eating sprouts for Christmas. Some are glad because they love cooking turkey for Christmas. Some are cheerful because they like celebrating Christmas. Some agree about going out for Christmas. Some disagree about eating sprouts for Christmas.

Christmas is about disagreeing about cooking turkey.

Christmas is about eating Christmas pudding with or without custard.

Christmas is about disagreeing about having sprouts.

Christmas is about pulling crackers.

Christmas is about spending time together.

Oxford Text Checker

? Start again



Text

Results

Activities

Word list:

Oxford 5000

CEFR level:

A1

A2

B1

B2

C1

It's an advert from Tesco for Christmas. British families celebrate Christmas differently. Some are cross because they don't like eating sprouts for Christmas. Some are glad because they love cooking turkey for Christmas. Some are cheerful because they like celebrating Christmas. Some agree about going out for Christmas. Some disagree about eating sprouts for Christmas.

Christmas is about disagreeing about cooking turkey.

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Christmas is about pulling crackers.

Christmas is about spending time together

Oxford Text Checker

[? Start again](#)



Text

Results

Activities

Word list:

Oxford 5000



CEFR level	Number of words	% of total
 A1	56	62 %
 A2	8	9 %
 B1	2	2 %
 B2	0	0 %
 C1	0	0 %
 Unclassified	24	27 %

En fin de séquence : Flashcards



Cochez la bonne réponse.



-
-
-
-

Associez les éléments de la colonne de gauche à ceux de la colonne de droite.

VALIDER



En fin de séquence : Carte mentale





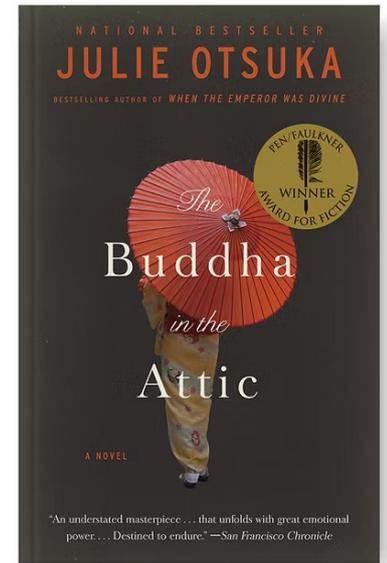
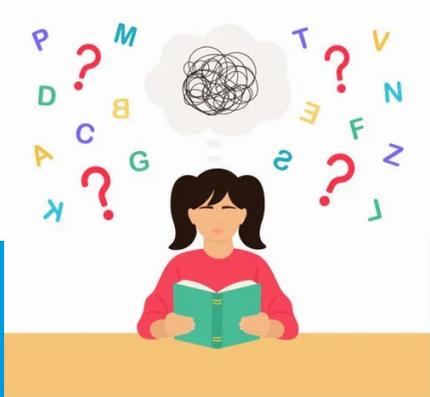
*Merci pour votre
attention !*



Partie 2.

Enrichissement linguistique

Mise en œuvre en classe



LAST DAY

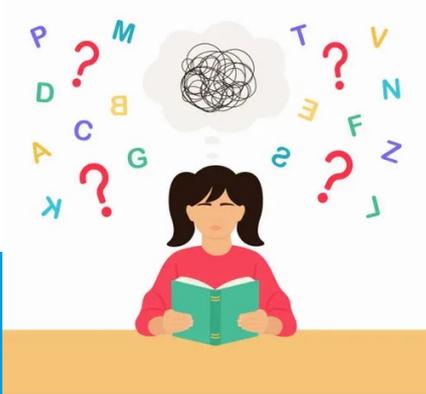
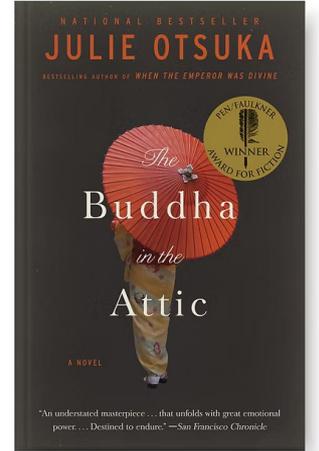
Some of us left weeping. And some of us left singing. One of us left with her hand held over her mouth and hysterically laughing. A few of us left drunk. Others of us left quietly, with our heads bowed, embarrassed and ashamed. There was an old man from Gilroy who left on a stretcher. There was another old man—Natsuko’s husband, a retired barber in Florin—who left on crutches with an American Legion cap pulled down low over his head. “Nobody win war. Everybody lose,” he said. Most of us left speaking only English, so as not to anger the crowds that had gathered to watch us go. Many of us had lost everything and left saying nothing at all. All of us left wearing white numbered identification tags tied to our collars and lapels. There was a newborn baby from San Leandro who left sleepily, with her eyes half closed, in a swaying wicker basket. Her mother—Shizuma’s eldest daughter, Naomi—left anxiously but stylishly in a gray wool skirt and black alligator pumps. “Do you think they’ll have milk there?” she kept asking. There was a boy in short pants from Oxnard who left wondering whether or not they’d have swings. Some of us left wearing our very best clothes. Others of us left wearing the only clothes we had. One woman left in fox furs. *The Lettuce King’s* wife, people whispered. One man left barefoot but freshly shaven, with all of his belongings neatly wrapped up in a square of white cloth: a Buddhist rosary, a clean shirt, a lucky pair of dice, a new pair of socks, to be worn in better times. One man from Santa Barbara left carrying a brown leather suitcase covered with faded stickers that said *Paris* and *London* and *Hotel Metropole, Bayreuth*. His wife left three steps behind him carrying a wooden washboard and a book of etiquette she had checked out from the library by Emily Post. “It’s not due until next week,” she said. There were families from Oakland who left carrying sturdy canvas seabags they had bought the day before at Montgomery Ward. There were families from Fresno who left carrying bulging cardboard boxes.

From *The Buddha in the Attic* by Julie Otsuka (2011)



Rappels de la visio 2 du 11/02 :

- repérage
- inférence
- question



RECAP

Repérages	Inférences	Questions
<p>Mot le plus répété. <i>Left</i> (x21)</p>	<p>→ thématique : l'extrait parle de partir, de départ.</p>	<p>Qui part ?</p>
<p>Co-texte gauche du verbe LEFT : - <i>some of us, one of us, a few of us, others of us, most of us, all of us</i> ; - <i>a man, an old man, a woman, a newborn baby, a boy, families.</i></p>	<p>→ Pluralité des personnages, mais même action (partir) → uniformité de traitement.</p>	<p>Autres détails sur ces personnages dont on sait peu de choses ?</p>
<p>Mots commençant par une majuscule mais pas en italique : - <i>Natsuko - Shizuma - Naomi - (Emily Post)</i></p>	<p>→ prénoms d'origine japonaise</p>	<p>D'où viennent-ils ?</p>
<p>Mots commençant par une majuscule apparaissant juste après la préposition de lieu « <i>from</i> » : - <i>from Gilroy, from San Leandro, from Oxnard, from Santa Barbara, from Oakland, from Fresno</i></p>	<p>→ lieux à consonance américaine... → mais ce sont des japonais qui partent. → et pas de destination mentionnée... → il s'est passé quelque chose avec des japonais qui ont bougé aux USA</p>	<p>A-t-on d'autres infos/des précisions sur le départ de ces japonais aux USA ?</p>
<p>Co-texte droit du verbe LEFT : - <i>weeping, singing, laughing, speaking only English, wearing</i> (x3 : <i>white numbered identification tags / our very best clothes / the only clothes we had</i>), <i>saying nothing at all, wondering, carrying</i> (x2 : <i>a brown leather suitcase, sturdy canvas seabags, bulging cardboard boxes</i>) ; - <i>drunk, barefoot but freshly shaven,</i> - <i>with her hand over her mouth, with our heads bowed, with an American Legion cap pulled down low over his head, with her eyes half closed,</i> - <i>in a gray wool skirt and black alligator pumps, in short pants, in fox furs</i> ; - <i>hysterically, quietly, sleepily, anxiously but stylishly,</i></p>		

Rappels de la visio 1 du 04/02



Que dit le texte ? (visée locutoire)

- * Évacuation forcée :
 - prétérit simple
 - past perfect
 - obligation au passé : HAD TO & des tournures passives be forced/compelled to +V.

Que sous-entend le texte ? (visée illocutoire)

- * Émotions & réactions diverses :
 - lexique des émotions ;
- * Traitement identique :
 - pronoms en -ever (whatever, whoever) ;
 - subjonctif : whether they be rich or poor.

Quel effet cherche à obtenir ce texte ? (visée perlocutoire)

- * Destin incertain des personnages :
 - modalité épistémique : MIGHT + V.



Consigne du professeur
(qui mènera au repérage)

Productions des élèves
(leur inférence)

Enrichissement langagier
(opéré par le professeur)

Consigne du professeur
(qui mènera au repérage)

Productions des élèves
(leur inférence)

Enrichissement langagier
(opéré par le professeur)

Spot the most repeated word.
« *Left* » x21

Consigne du professeur (qui mènera au repérage)	Productions des élèves (leur inférence)	Enrichissement langagier (opéré par le professeur)
<p>Spot the most repeated word. <i>« Left » x21</i></p>	<p>In this text, many people are leaving at the same time. They were probably forced to go.</p>	
		8

Consigne du professeur (qui mènera au repérage)	Productions des élèves (leur inférence)	Enrichissement langagier (opéré par le professeur)
<p style="text-align: center;">Spot the most repeated word. « <i>Left</i> » x21</p>	<p>In this text, many people are leaving at the same time. They were probably forced to go.</p>	<p>The text depicts a forced mass exodus.</p>

Consigne du professeur (qui mènera au repérage)	Productions des élèves (leur inférence)	Enrichissement langagier (opéré par le professeur)
<p>Spot the most repeated word. « <i>Left</i> » x21</p>	<p>In this text, many people are leaving at the same time. They were probably forced to go.</p>	<p>The text depicts a forced mass exodus.</p>
<p>Look at the words that appear immediately before “LEFT”.</p> <ul style="list-style-type: none"> - “some of us, one of us, a few of us, others of us, most of us, all of us” ; - “a man, an old man, a woman, a newborn baby, a boy, families”. 		

Consigne du professeur (qui mènera au repérage)	Productions des élèves (leur inférence)	Enrichissement langagier (opéré par le professeur)
<p>Spot the most repeated word. « <i>Left</i> » x21</p>	<p>In this text, many people are leaving at the same time. They were probably forced to go.</p>	<p>The text depicts a forced mass exodus.</p>
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Consigne du professeur (qui mènera au repérage)	Productions des élèves (leur inférence)	Enrichissement langagier (opéré par le professeur)
<p style="text-align: center;">Spot the most repeated word. « <i>Left</i> » x21</p>	<p>In this text, many people are leaving at the same time. They were probably forced to go.</p>	<p>The text depicts a forced mass exodus.</p>
<p style="text-align: center;">Look at the words that appear immediately before “LEFT”.</p> <ul style="list-style-type: none"> - “some of us, one of us, a few of us, others of us, most of us, all of us” ; - “a man, an old man, a woman, a newborn baby, a boy, families”. 	<p>These people don’t have a name. Some are old, others are young. There are men and women. They are all different.</p>	<p>Most of these people are anonymous / nameless and probably all had to leave, whoever they were and whatever their gender or age / whether they be old or young.</p>
		12

Consigne du professeur (qui mènera au repérage)	Productions des élèves (leur inférence)	Enrichissement langagier (opéré par le professeur)
<p style="text-align: center;">Spot the most repeated word. « <i>Left</i> » x21</p>	<p>In this text, many people are leaving at the same time. They were probably forced to go.</p>	<p>The text depicts a forced mass exodus.</p>
<p style="text-align: center;">Look at the words that appear immediately before “LEFT”.</p> <ul style="list-style-type: none"> - “some of us, one of us, a few of us, others of us, most of us, all of us” ; - “a man, an old man, a woman, a newborn baby, a boy, families”. 	<p>These people don’t have a name. Some are old, others are young. There are men and women. They are all different.</p>	<p>Most of these people are anonymous / nameless and probably all had to leave, whoever they were and whatever their gender or age / whether they be old or young.</p>
<p style="text-align: center;">Spot the words starting with capital letters (but not in italics). “Natsuko” - “Shizuma” - “Naomi” - (Emily Post)</p>		

Consigne du professeur (qui mènera au repérage)	Productions des élèves (leur inférence)	Enrichissement langagier (opéré par le professeur)
<p style="text-align: center;">Spot the most repeated word. « <i>Left</i> » x21</p>	<p>In this text, many people are leaving at the same time. They were probably forced to go.</p>	<p>The text depicts a forced mass exodus.</p>
<p style="text-align: center;">Look at the words that appear immediately before “LEFT”.</p> <ul style="list-style-type: none"> - “some of us, one of us, a few of us, others of us, most of us, all of us” ; - “a man, an old man, a woman, a newborn baby, a boy, families”. 	<p>These people don’t have a name. Some are old, others are young. There are men and women. They are all different.</p>	<p>Most of these people are anonymous / nameless and probably all had to leave, whoever they were and whatever their gender or age / whether they be old or young.</p>
<p style="text-align: center;">Spot the words starting with capital letters (but not in italics). “Natsuko” - “Shizuma” - “Naomi” - (Emily Post)</p>	<p>These people are Japanese.</p>	

Consigne du professeur (qui mènera au repérage)	Productions des élèves (leur inférence)	Enrichissement langagier (opéré par le professeur)
<p style="text-align: center;">Spot the most repeated word. « <i>Left</i> » x21</p>	<p>In this text, many people are leaving at the same time. They were probably forced to go.</p>	<p>The text depicts a forced mass exodus.</p>
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<p style="text-align: center;">Spot the words starting with capital letters (but not in italics). “Natsuko” - “Shizuma” - “Naomi” - (Emily Post)</p>	<p>These people are Japanese.</p>	<p>These Japanese people ...</p>

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<p>Spot the most repeated word. « <i>Left</i> » x21</p>	<p>In this text, many people are leaving at the same time. They were probably forced to go.</p>	<p>The text depicts a forced mass exodus.</p>
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<p>Spot the words starting with capital letters (but not in italics). “Natsuko” - “Shizuma” - “Naomi” - (Emily Post)</p>	<p>These people are Japanese.</p>	<p>These Japanese people ...</p>
<p>Spot the words starting with capital letters that appear right after the preposition “<i>from</i>”.</p>		
<ul style="list-style-type: none"> - “from Gilroy, from San Leandro, from Oxnard, from Santa Barbara, from Oakland, from Fresno” 		

Consigne du professeur (qui mènera au repérage)	Productions des élèves (leur inférence)	Enrichissement langagier (opéré par le professeur)
<p style="text-align: center;">Spot the most repeated word. « <i>Left</i> » x21</p>	<p>In this text, many people are leaving at the same time. They were probably forced to go.</p>	<p>The text depicts a forced mass exodus.</p>
<p style="text-align: center;">Look at the words that appear immediately before “LEFT”.</p> <p>- some of us, one of us, a few of us, others of us, most of us, all of us ; - a man, an old man, a woman, a newborn baby, a boy, families.</p>	<p>These people don't have a name. Some are old, others are young. There are men and women. They are all different.</p>	<p>Most of these people are anonymous / nameless and probably all had to leave, whoever they were and whatever their gender or age / whether they be old or young.</p>
<p style="text-align: center;">Spot the words starting with capital letters (but not in italics).</p>	<p>These people are Japanese.</p>	<p>These Japanese people ...</p>
<p style="text-align: center;">Spot the words starting with capital letters that appear right after the preposition “from”.</p>	<p>They come from different places in the US but they are all leaving at the same time. We don't know where they are going.</p>	
<p>- “from Gilroy, from San Leandro, from Oxnard, from Santa Barbara, from Oakland, from Fresno”</p>		

Consigne du professeur (qui mènera au repérage)	Productions des élèves (leur inférence)	Enrichissement langagier (opéré par le professeur)
<p style="text-align: center;">Spot the most repeated word. « <i>Left</i> » x21</p>	<p>In this text, many people are leaving at the same time. They were probably forced to go.</p>	<p>The text depicts a forced mass exodus.</p>
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<p style="text-align: center;">Spot the words starting with capital letters (but not in italics).</p>	<p>These people are Japanese.</p>	<p>These Japanese people ...</p>
<p style="text-align: center;">Spot the words starting with capital letters that appear right after the preposition “from”.</p>	<p>They come from different places in the US but they are all leaving at the same time. We don't know where they are going.</p>	<p>... living in the US had to / were forced to / were compelled to leave their hometowns at the same time and might go anywhere <i>since</i> there is no destination mentioned.</p>
<p>- “from Gilroy, from San Leandro, from Oxnard, from Santa Barbara, from Oakland, from Fresno”</p>		

Consigne du professeur
(qui mènera au repérage)

Productions des élèves
(leur inférence)

Enrichissement langagier
(opéré par le professeur)

**Spot the words or phrases
immediately following the verb “LEFT”.**

- weeping, singing, laughing, speaking only English, wearing (x3 : white numbered identification tags / our very best clothes / the only clothes we had), saying nothing at all, wondering, carrying (x2 : a brown leather suitcase, sturdy canvas seabags, bulging cardboard boxes) ;

- drunk, barefoot but freshly shaven,
- with her hand over her mouth, with our heads bowed, with an American Legion cap pulled down low over his head, with her eyes half closed,

- in a gray wool skirt and black alligator pumps, in short pants, in fox furs ;

- hysterically, quietly, sleepily, anxiously but stylishly

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(qui mènera au repérage)

Productions des élèves
(leur inférence)

Enrichissement langagier
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short pants, in fox furs ;

- hysterically, quietly, sleepily, anxiously but stylishly

They all had very different reactions :
some were happy, others were sad.
Some were embarrassed or ashamed.

Consigne du professeur (qui mènera au repérage)	Productions des élèves (leur inférence)	Enrichissement langagier (opéré par le professeur)
<p style="text-align: center;">Spot the words or phrases immediately following the verb “LEFT”.</p> <ul style="list-style-type: none"> - weeping, singing, laughing, speaking only English, wearing (x3 : white numbered identification tags / our very best clothes / the only clothes we had), saying nothing at all, wondering, carrying (x2 : a brown leather suitcase, sturdy canvas seabags, bulging cardboard boxes) ; - drunk, barefoot but freshly shaven, - with her hand over her mouth, with our heads bowed, with an American Legion cap pulled down low over his head, with her eyes half closed, - in a gray wool skirt and black alligator pumps, in short pants, in fox furs ; - hysterically, quietly, sleepily, anxiously but stylishly 	<p>They all had very different reactions : some were happy, others were sad. Some were embarrassed or ashamed.</p>	<p>Whether they feel overjoyed or hopeless, ashamed or anxious, they all had to go, ...</p>

Consigne du professeur
(qui mènera au repérage)

Productions des élèves
(leur inférence)

Enrichissement langagier
(opéré par le professeur)

Spot the words or phrases
immediately following the verb “LEFT”.

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very best clothes / the only clothes we had), saying
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- drunk, barefoot but freshly shaven,
- with her hand over her mouth, with our heads bowed,
with an American Legion cap pulled down low over his
head, with her eyes half closed,

- in a gray wool skirt and black alligator pumps, in
short pants, in fox furs ;

- hysterically, quietly, sleepily, anxiously but stylishly

They all had very different reactions :
some were happy, others were sad.
Some were embarrassed or ashamed.

Some were elegant and rich but others
were poor and were wearing ordinary
clothes.

Whether they feel overjoyed or hopeless,
ashamed or anxious, they all had to go, ...

Consigne du professeur
(qui mènera au repérage)

Productions des élèves
(leur inférence)

Enrichissement langagier
(opéré par le professeur)

Spot the words or phrases
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- hysterically, quietly, sleepily, anxiously but stylishly

They all had very different reactions :
some were happy, others were sad.
Some were embarrassed or ashamed.

Some were elegant and rich but others were poor and were wearing ordinary clothes.

Whether they feel overjoyed or hopeless, ashamed or anxious, they all had to go, whatever their social class.

Consigne du professeur
(qui mènera au repérage)

Productions des élèves
(leur inférence)

Enrichissement langagier
(opéré par le professeur)

Spot the words or phrases
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They all had very different reactions :
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clothes.

Whether they feel overjoyed or hopeless,
ashamed or anxious, they all had to go,
whatever their social class.

Whether they be rich or poor, they all had
to leave.

Consigne du professeur
(qui mènera au repérage)

Productions des élèves
(leur inférence)

Enrichissement langagier
(opéré par le professeur)

Spot the words or phrases
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Some had chosen their most elegant
clothes as they had no idea who they
might meet.

Consigne du professeur
(qui mènera au repérage)

Productions des élèves
(leur inférence)

Enrichissement langagier
(opéré par le professeur)

Spot the words or phrases
immediately following the verb “LEFT”.

- weeping, singing, laughing, speaking only English,
wearing (x3 : white numbered identification tags / our
very best clothes / the only clothes we had), saying
nothing at all, wondering, carrying (x2 : a brown
leather suitcase, sturdy canvas seabags, bulging
cardboard boxes) ;

- drunk, barefoot but freshly shaven,
- with her hand over her mouth, with our heads bowed,
with an American Legion cap pulled down low over his
head, with her eyes half closed,

- in a gray wool skirt and black alligator pumps, in
short pants, in fox furs ;

- hysterically, quietly, sleepily, anxiously but stylishly

They all had very different reactions :
some were happy, others were sad.
Some were embarrassed or ashamed.

Some were elegant and rich but others
were poor and were wearing ordinary
clothes.

Some drank to forget.

Whether they feel overjoyed or hopeless,
ashamed or anxious, they all had to go,
whatever their social class.

Whether they be rich or poor, they all had
to leave.

Some had chosen their most elegant
clothes as they had no idea who they
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Consigne du professeur (qui mènera au repérage)	Productions des élèves (leur inférence)	Enrichissement langagier (opéré par le professeur)
<p style="text-align: center;">Spot the words or phrases immediately following the verb “LEFT”.</p> <ul style="list-style-type: none"> - weeping, singing, laughing, speaking only English, wearing (x3 : white numbered identification tags / our very best clothes / the only clothes we had), saying nothing at all, wondering, carrying (x2 : a brown leather suitcase, sturdy canvas seabags, bulging cardboard boxes) ; - drunk, barefoot but freshly shaven, - with her hand over her mouth, with our heads bowed, with an American Legion cap pulled down low over his head, with her eyes half closed, - in a gray wool skirt and black alligator pumps, in short pants, in fox furs ; - hysterically, quietly, sleepily, anxiously but stylishly 	<p>They all had very different reactions : some were happy, others were sad. Some were embarrassed or ashamed.</p> <p>Some were elegant and rich but others were poor and were wearing ordinary clothes.</p> <p>Some drank to forget.</p>	<p>Whether they feel overjoyed or hopeless, ashamed or anxious, they all had to go, whatever their social class.</p> <p>Whether they be rich or poor, they all had to leave.</p> <p>Some had chosen their most elegant clothes as they had no idea who they might meet.</p> <p>Others had drunk since they didn't know what their future might be made of.</p>

Consigne du professeur (qui mènera au repérage)	Productions des élèves (leur inférence)	Enrichissement langagier (opéré par le professeur)
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Trace écrite résultante

The text depicts a forced mass exodus, in which a crowd of anonymous / nameless people had to leave, whoever they were and whatever their gender or age (i.e. whether they be old or young). Whether they feel overjoyed or hopeless, ashamed or anxious and whatever their social class, they had to/ were forced to / were compelled to go. Whether they be rich or poor, they all had to / were forced to / were compelled to leave.

Some had chosen their most elegant clothes as they had no idea who they might meet.

Others had drunk since they didn't know what their future might be made of.

Some families had packed all their belongings because they might never come back.

* * * *

- **HAD TO + V, was/were forced to / was/were compelled to + V** → obligation in the past.
- **MIGHT + V** → uncertainty, low probability.
- **HAD + V-en** → what happened before a past event or situation.
- **since / as / because** → express CAUSE.

Text

Results

Activities

Word list:

Oxford 5000



CEFR level:

A1

A2

B1

B2

C1

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Text

Results

Activities

Word list:

Oxford 5000



CEFR level	Number of words	% of total
A1	86	73 %
A2	7	6 %
B1	8	7 %
B2	6	5 %
C1	4	3 %
Unclassified	7	6 %

Text Inspector

Clear from servers

D271D450-154D-11F1-8AC0-8A6BC3...

Import Text

CEFR Level (Reading): Calculated/Target **C2/B2** ?

The text depicts a forced mass exodus, in which a crowd of anonymous / nameless people had to leave, whoever they were and whatever their gender or age (i.e. whether they be old or young). Whether they feel overjoyed or hopeless, ashamed or anxious and whatever their social class, they were forced to / were compelled to go. Whether they be rich or poor, they all had to leave. Some had chosen their most elegant clothes as they had no idea who they might meet. Others had drunk since they didn't know what their future might be made of. Some families had packed all their belongings because they might never come back.

Copy Text

Lexis: English Vocabulary Profile (British English)

Analysis Options

As this is a subscriber's feature, you are seeing sample results. In order to see the real results of your text, **SUBSCRIBE NOW.**

This tool assigns each word a CEFR level, according to the English Vocabulary Profile from Cambridge University Press. You can change the English type in the Analysis Options above.

If you want to correct the analysis, click on the "🔗" icon next to a word below, change the tag, then click Update.

Word List

Word Charts

Types %



Summary

Statistics

Readability

Errors

Lexical Diversity

Tagger

Lexis

EVP

KVL

BNC

AWL

Metadiscourse

SCORECARD

Export Results

Merci !

