

## VOIE GÉNÉRALE

2<sup>DE</sup>

1<sup>RE</sup>

T<sup>LE</sup>

### *Langues, littératures et cultures étrangères et régionales*

ENSEIGNEMENT  
SPÉCIALITÉ

## ANGLAIS FOCUS : LE CERCLE DE LECTURE

Le cercle de lecture est « un dispositif didactique structuré au sein duquel les élèves, rassemblés en petits groupes hétérogènes, apprennent à interpréter et à construire ensemble des connaissances à partir de textes littéraires ou d'idées<sup>1</sup>. » Cette forme de travail en groupe favorise l'entraide, c'est-à-dire la médiation, entre élèves de différents niveaux. Chaque élève a une carte qui lui a été donnée par le professeur et qui indique son rôle : *Group leader*, *Summarizer*, *Word master* etc., ainsi qu'une fiche récapitulative indiquant ce qu'il doit faire.

Le professeur choisira les élèves les plus à l'aise (souvent B2, voire C1) pour les rôles de *Group leaders* et *Literary luminaries*, alors qu'un élève B1 pourra être *Artistic adventurer* (attention, son rôle ne se cantonne pas à dessiner, il faut savoir expliciter ses choix).

L'activité de *Reading Circle* s'effectue en deux temps : un premier temps de travail de groupe en anglais, sous l'égide du *Group leader*, puis un deuxième temps, la restitution, en expression orale en interaction, devant la classe.

L'intérêt de cette forme de travail est que chaque élève a sa propre mission, clairement définie sur sa carte, et sait ce qu'il doit produire lors de l'activité de restitution, qui forme un cadre actionnel scénarisé.

Exemple : cf. PARTIE 2, B. Travail de groupe. Chaque élève a un rôle déterminé dans le groupe, grâce à des cartes distribuées par le professeur. Les documents sont distribués au groupe avec la consigne :

**EOI** « You are scriptwriters for an upcoming science-fiction series entitled *Apocalypse City*. Taking inspiration from the documents given to you, imagine what this city would be like and what your series would denounce (Social injustice? Overpopulation? Loneliness in an overcrowded world? Etc.). Then, **act out** the scriptwriters meeting in front of the class.

After all the groups have presented their findings, the class can vote for the best proposition of series. »

N.B. 1. Le professeur n'a pas besoin de distribuer toutes les cartes proposées. Il peut restreindre son choix à des groupes de quatre ou cinq élèves.

N.B. 2. L'exercice pourra être répété lors de séquences ultérieures. Il est alors conseillé de varier les rôles (instaurer la règle : « You can't have the same role as last time. », afin de varier les productions. On pourra ici proposer de nouveaux rôles qui n'avaient pas été donnés la fois précédente).

<b>Group leader</b>	<b>Summarizer</b>
You facilitate the discussion, preparing some general questions and ensuring that everyone is involved and engaged.	You give an outline of the plot, highlighting the key moments in the book. More confident readers can touch upon its strengths and weaknesses or give an aesthetic judgment.
<b>Word Master</b>	<b>Passage Person</b>
You select vocabulary that may be new, unusual, or used in an interesting way.	You select and present a passage from that they feel is well written, challenging, or of particular interest to the development of the plot, character, or theme.
<b>Connector</b>	<b>Literary Luminar</b>
You draw upon all of the other roles and make links between the story and wider world. This can be absolutely anything; books, films, newspaper articles, a photograph, a memory, or even a personal experience, it's up to you. All it should do is highlight any similarities or differences and explain how it has brought about any changes in your understanding and perception of the book.	You select quotes that are especially significant, descriptive, or controversial; make an interesting or engaging plan to have group look at particular passages; and are able to explain the significance of passages.
<b>Artistic Adventurer</b>	<b>Questioner</b>
You use details from the text to help group members better understand the reading and selects significant elements that make connections to course themes. You can make a drawing inspired by what you have read, and you will present it to the class.	You use a mixture of various levels of questions to engage group members and engage the group with critical thinking of the issues and course themes.

## GROUP LEADER

Name: \_\_\_\_\_ Reading assignment: \_\_\_\_\_

Your job: You facilitate the discussion, preparing some general questions and ensuring that everyone is involved and engaged.

- **Make sure** everyone in your circle reads the text(s) and understands them.
- Help people talk over the **ideas** developed in the text(s).
- Help people share their **reactions**.
- Make sure everyone can voice their **opinion**.

Possible questions you may ask the group:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**TIPS:** Consider:

- A discussion of any confusing passage or event in the text(s)
- A discussion of any confusing words or phrases
- Talk about a specific passage, figure of speech, phrase, etc.

## SUMMARIZER

Name: \_\_\_\_\_ Reading assignment: \_\_\_\_\_

Your job: You give an **outline** of the plot, **highlighting** the key moments in the book.

More confident readers can touch upon its **strengths** and **weaknesses** or give an aesthetic judgment.

Summary:

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Key points:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

## WORD MASTER

Name: \_\_\_\_\_ Reading assignment: \_\_\_\_\_

Your job: You select vocabulary that may be new, unusual, or used in an interesting way.

- Write down new, **unusual** or other **interesting** words while you are reading the text(s).
- Write down words that **stand out** or are **repeated** or **crucial** to the overall meaning of the text(s).
- Look up **definitions** in the dictionary.
- Be prepared to explain your **choices** to the group.

Word	Page/ paragraph	Definition	Why you chose this word

## PASSAGE PERSON

Name: \_\_\_\_\_ Reading assignment: \_\_\_\_\_

Your job: You select and present a **passage** from that you think is well written, challenging, or of particular interest to the development of the plot, character, or theme.

Read the text(s) and select one passage. Fill in the following grid:

Passage From line... to line...	Relation to the plot	Relation to characters	Relation to book themes	Style/ figures of speech

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## CONNECTOR

Name: \_\_\_\_\_ Reading assignment: \_\_\_\_\_

Your job: You draw upon all of the other roles and make links between the story and wider world. This can be absolutely anything; books, films, newspaper articles, a photograph, a memory, or even a personal experience, it's up to you. All it should do is highlight any similarities or differences and explain how it has brought about any changes in your understanding and perception.

Consider:

- Your own past experience
- Stories in the news
- Similar events at other times and places
- Other writings and books about the same topic or by the same author
- Other works of art about the same topic (paintings, sculptures, photographs, movies, series, etc.)

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## LITERARY LUMINARY

Name: \_\_\_\_\_ Reading assignment: \_\_\_\_\_

Your job: You select quotes that are especially **significant**, **descriptive**, or **controversial**; make an interesting or engaging plan to have the group look at particular passages; and are able to explain the significance of passages.

Your job is to give your group **topics of discussion**: as you read the text(s), ask yourself which passages are interesting to discuss, or why you would like to talk about them. Then, engage your group with discussion.

Page and paragraph	Reason why you chose this passage	Plan for discussion

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## QUESTIONER

Name: \_\_\_\_\_ Reading assignment: \_\_\_\_\_

Your job: You use a mixture of various levels of questions to engage group members and engage the group with critical thinking of the issues and course themes.

A few questions you could ask your group about the text(s) and passages you are studying:

- What do you think about the characters: are they realistic, symbolic, historically based?
- What motivates the characters to act the way they do?
- Are the characters torn between two moral choices? What are they? Why are they important?
- What is the historical/ political/ social/ economic context in which the book was written? Has it got any influence on the book?

Now, **write two more questions** you could ask your group to engage debate:

1. \_\_\_\_\_

2. \_\_\_\_\_

## ARTISTIC ADVENTURER

Name: \_\_\_\_\_ Reading assignment: \_\_\_\_\_

Your job: You use details from the text to help group members better understand the reading and selects significant elements that make connections to course themes.

Draw a picture about the text(s) you have just read. It can be anything you think of: a comic strip, a sketch, a portrait, a landscape, etc. You can draw a scene from the text(s) or something that the extract makes you think of, or a drawing that conveys any idea or feeling inspired from your reading.

How to present your drawing: When you are finished, present your drawing to the group. You can let other people in the group react to it, and ask you questions. Then, you can explain your choices:

*"So, this is what my drawing means..."*

*"I chose to represent this excerpt as... because I feel that..."*

*"I think this passage is best depicted as ... / because I think that..."*