

## Les pistes d'écriture en anglais

*Les classes sont indiquées à titre indicatif.*

*Concernant les romans il est toujours possible de n'étudier que quelques extraits.*

### *Pool*

Jihyeon Lee

#### **Pistes d'écriture / Activities to participate in the festival :**

Cycle 3 – With your class, create a mythical animal field guide, naming and describing water-creatures found in the book. Using the pictures of the album, you will create a slide-show and record your description of the creatures chosen.

The best slide-shows will be displayed during the Children's Book Festival.

Cycle 3 – Imagine and record a dialogue between the two children as they discover and explore the marvelous world of sea creatures. You will create a video with the pages of the album and incorporate your recording of the dialogue. The best videos will be displayed during the Children's Book Festival.

Cycle 4 – The children in Pool are nervous about a new situation at the beginning, but by the end of the story they have shared a wonderful experience under the water. Snorkelling is a popular activity that you may have practised

either in the swimming-pool and/or in the sea. Make a two-minute video to express your feelings about this activity, to tell what you could see under the water and explain why you like practising it.

The best videos will be displayed during the Children's Book Festival.

3<sup>ème</sup> / 2<sup>nde</sup> / 1<sup>ère</sup> – When reading a wordless book, the story can be different for every reader; it is about the details in the illustration that the reader notices. Because nothing is verbalised, the story is in the eyes of the reader. Discuss with your classmates which details are important to you in Pool. Create a video of a round table debate with three or four classmates discussing the subject.

The best videos will be displayed during the Children's Book Festival.

**31ème Festival du livre de jeunesse et de bande dessinée de Cherbourg-en-Cotentin**

**« De l'eau ! »**

**Du 31 mai au 3 juin 2018, sur la Plage verte**

***Swimming, Swimming***

**Gary Clement**

**Pistes d'écriture / Activities to participate in the festival :**

1 – Mime and sing. Film a video and send it to the festival. Any vocal or musical arrangement is possible.

Here is an example : <http://groundwoodbooks.com/swim-along-with-gary-clement/>

2 – Make a slide show of the class at the swimming-pool (with the PE teacher for example) and sing the song illustrating it with the slide-show. Film your performance and send it to the festival.

***Froggy learns to swim***

**Jonathan London / Frank Remkiewicz**

**Pistes d'écriture / Activities to participate in the festival :**

Mime, act all or part of the book. Film your performance in class or at the swimming-pool (with the PE teacher for example).

***A trip to the bottom of the world with mouse***

**Frank Viva**

**Pistes d'écriture / Activities to participate in the festival :**

**primary school**

Postcard : Imagine Mouse writes a postcard during her trip. She describes what she sees : « I can see... ». Write the postcard.

Message in a bottle : Imagine Mouse sends a message in a bottle to ask for help because she wants to go home. « I'm ..... / My name is ..... / I feel..... / Can you .....

**Lycée**

Poem : Write a poem/ a song about the sea and illustrate it.

(a classic poem (narrative, epic etc ) or less conventional (free verse), telling a story or expressing thought or feeling.)

## 31ème Festival du livre de jeunesse et de bande dessinée de Cherbourg-en-Cotentin

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Video : Duo interp : make a video of two friends on a sea trip. They have contrasting perceptions of the trip ( **it involves a pair of performers acting out a story under certain restraints, including not making eye contact with or touching your partner, and no props. )**

Video or writing :

1- Choose a famous explorer/sailer who is going at sea. Present him or her in a video or write a first person narrative to tell about his preparations days, his motivations, his expectations and his feelings.

2 - Becoming familiar with water (the sea, a lake, the swimming-pool...) : Can you learn by yourself or do you always need someone to guide you ? Give you answer to that question in a video or a written narrative.

Autour du livre / Around the story:

Teachers' guide : <http://www.toon-books.com/a-trip-to-the-bottom-of-the-world-with-mouse.html>

### *Charlie and the Loch Ness monster*

Danièle Bourdais / Sue Finnie / Yannick Robert

**Pas de pistes d'écriture proposée pour cet ouvrage**

### *All I want for Christmas is rain*

Cori Brooke (auteur) / Megan Forward (illustrations)

(Livre un peu difficile à trouver)

**Pistes d'écriture / Activities to participate in the festival :**

**Videos :**

1. Film a Duo Interpretation (or Duo interp) of the story A duo interp is a short performance in which the 2 performers act out a literary piece under certain constraints: no eye contact, no touching your partner and no props. The performers can cut anything out of their piece but cannot add any dialogue.

<http://www.mjsd.k12.wi.us/Menasha/Media/Documents/DuoInterpretation.aspx>

2. Prepare a slide-show illustrating / explaining the lack of water in Australia. It can include maps, photographs, drawings or pictures from the book. Use it as a background while you are reading or telling the story aloud to the class. Film your performance and send both the slide-show and the film.

## 31ème Festival du livre de jeunesse et de bande dessinée de Cherbourg-en-Cotentin

« De l'eau ! »

Du 31 mai au 3 juin 2018, sur la Plage verte

### Writings :

1. Re-write the book using a different country and a different issue. Your story must start with *All I want for Christmas is....* You can illustrate it.
2. The book is written in verse, write a poem about the rain.
3. You are spending Christmas in Australia, where it is summer. You find it very strange. Write an e-mail, a postcard or a letter to your best friend to tell him/her about it.

### *Waiting for high tide*

Nikki Mc Clure

#### **Pistes d'écriture / Activities to participate in the festival :**

**4<sup>e</sup> / 3<sup>e</sup>** – Create a video about your favorite passage from *Waiting for High Tide* by Nikki McClure. First read and record your favorite passage. Watch your tone and your pronunciation. Then, present your passage and give reasons for your choice. Do not forget to comment the paper-cut illustration(s). Do this on your own or with one or two classmates. The best videos will be shown during Cherbourg's Children's Book Festival.

**4<sup>e</sup> / 3<sup>e</sup> / 2<sup>nde</sup>** – In *Waiting for High Tide*, the boy builds a raft with his family and go on its maiden voyage on the Salish River. Choose a scene from the picture-book and act it out. You will imagine the conversation, write the script and create a mise-en-scène. The best videos will be shown during the Children's Book Festival.

**4<sup>e</sup> / 3<sup>e</sup>** – Like the boy in *Waiting for High Tide*, you love spending time observing nature. Make a video to tell us about your personal experience. You will present the situation, you will describe your favourite environment, you will explain why you feel so good in nature. The best videos will be shown during the Children's Book Festival.

### *Sea change*

Frank Viva

#### **Pistes d'écriture / Activities to participate in the festival :**

**4<sup>e</sup> / 3<sup>e</sup>** – Frank Viva was inspired by a real place for the setting of *Sea Change*. Explore and research Point Aconi, Nova Scotia with your teacher(s). Create a slide-show about it, presenting in your own words its main characteristics (population, geography, climate, economy, etc.). You will include authentic documents

## 31ème Festival du livre de jeunesse et de bande dessinée de Cherbourg-en-Cotentin

« De l'eau ! »

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(maps, photographs, charts, etc.). You can show the similarities and differences between the real place and the fictional one. The best slideshows will be shown during the Children's Book Festival.

**4<sup>e</sup> / 3<sup>e</sup> / 2<sup>nde</sup>** – Like his great-great-grandfather Steen (cf. chapter 10), Eliot writes his own diary. Choose a passage you like best from the novel and rewrite it as a diary entry. You will have to convey the different emotions Eliot would be feeling. The best texts will be displayed during the Children's Book Festival.

**4<sup>e</sup> / 3<sup>e</sup> / 2<sup>nde</sup>** – Choose a passage you like best from the novel and act it out. You can write your own script and add some lines. For example, you can use language from the book and combine it with your own. The best videos will be shown during the Children's Book Festival.

**4<sup>e</sup> / 3<sup>e</sup>** – Eliot's summer at Point Aconi has changed him much. You may have experienced such a change in your life as well. Make a video to tell us about your personal experience. You will present the situation (e.g. holiday, moving homes, changing schools, etc.), you will explain how you felt about the change, what was difficult, how you overcame it, what you did to change your thinking or your actions. The best videos will be shown during the Children's Book Festival.

**3<sup>e</sup> / 2<sup>nde</sup> / 1<sup>ère</sup>** – In the style of Frank Viva (cf. p.63, 65, 68, 71, 88, 94), write your own concrete poem dealing with the topic of water/sea. The best poems will be displayed during the Children's Book Festival.

### *Letters from the lighthouse*

Emma Carroll

#### **Pistes d'écriture / Activities to participate in the festival :**

**Tous niveaux** – The Second World War is over. Rachel Bradshaw and her three children visit Mr Bradshaw's grave at Tollevast (France). In order to pay tribute to their loved one, write and deliver the speech the family could have made (cf. Chapter "United We Are Stronger" - p. 264-267). The best videos will be shown during the Children's Book Festival.

**3<sup>e</sup>** – Using the description provided in the novel, make a model of the lighthouse. Make sure that the interior could be seen. The best models will be displayed during the Children's Book Festival.

**3<sup>e</sup>** – Look at the lighthouse on the cover of the book. Imagine some ways you could camouflage the lighthouse to stop the Luftwaffe seeing it. Design these camouflaged ideas. Then make a video to explain them. To do so, you can read the article "Lighthouse at War" (<https://www.nationaltrust.org.uk/south-foreland-lighthouse/features/lighthouse-at-war>). The best videos will be shown during the Children's Book Festival.

**3<sup>e</sup> / 2<sup>nde</sup>** – Explore and research Kindertransport with your teacher(s). Create a slide-show about it, explaining in your own words the policy, the organisation and what was a Kindertransport life was like in Britain. You can add archive photographs or pictures of Kindertransport memorials. The best slideshows will be shown during the Children's Book Festival.

**31ème Festival du livre de jeunesse et de bande dessinée de Cherbourg-en-Cotentin  
« De l'eau ! »**

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**3<sup>e</sup> / 2<sup>nde</sup>** – After reading the chapter entitled “Mothers: Send them out of London” (p.25-32), you will act out the scene when Olive and Cliff are being told that they have to evacuate. You can re-write the script and add some lines, for example you can make sure the mother explains fully and answers all her children’s questions sensitively. The best videos will be shown during the Children’s Book Festival.

**3<sup>e</sup> / 2<sup>nde</sup>** – After reading the chapter entitled “Hitler Will Send No Warning” (p.157-167), create a radio news broadcast about the plane crash.

**2<sup>nde</sup> / 1<sup>ère</sup>** – Choose a passage you like best from the novel and rewrite it as a diary entry from the perspective of a character of your choice. You will have to convey the different emotions the character would be feeling. The best texts will be displayed during the Children’s Book Festival.

A list of extracts (*which can be completed*):

- The night before Olive and Cliff leave (chapter “Mothers: Send them out of London” - p.25-32)
- The Beano incident (chapter “the Round-Up” - p.33-44)
- The arrival at Queenie’s (chapter “Do your duty” - p.55-64)
- The fight with Esther (chapter “Attack on All Fronts” - p.82-92)
- The quicksand scene (chapter “Turning the Tide” - p.144-156)
- The plane-crash (chapter “Hitler Will Send No Warning” - p.157-167)
- Esther is reunited with her father (chapter “Together – p.180-194)
- The tea-party (chapter “May you Never Know what it Means to be a Refugee” - p.232-243)
- Sukie’s return or Sukie’s rowing to Devon (chapter “V for Victory” - p.255-263)

## *All stations ! Distress*

**Dan Brown**

### **Pistes d’écriture / Activities to participate in the festival :**

Video : Duo interp : All stations ! Distress ! With a partner, tell the story of the Titanic and the passengers (Duo interp : it involves a pair of performers acting out a story under certain restraints, including not making eye contact with or touching your partner, and no props. )

Video or writing : as a passenger whose life was saved on April 15, 1912, you now have the opportunity to testify and tell your experience of that night. Tell your own personal story of this tragedy.

Video or writing : **before hitting the iceberg**, being aboard the Titanic and crossing the Atlantic was synonymous with hope, joy, optimism, new prospects, a new world etc... Write the story of a passenger going to America.

## 31ème Festival du livre de jeunesse et de bande dessinée de Cherbourg-en-Cotentin

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Poetry, letter writing\_: after a tragedy, fellow citizens sympathise with victims and feel the desire to express themselves and pay their last tributes.

Write a poem or a letter to pay tribute to the Titanic and / or her passengers.

### *The weight of water*

Sarah Crossan (histoire composée de poèmes)

#### **Pistes d'écriture / Activities to participate in the festival :**

3ème - Create a video about your favorite passage from *The Weight of Water* by Sarah Crossan. First read and record your favorite poem. Watch your tone and your pronunciation. Then, present the extract and give reasons for your choice (e.g. by analysing Sarah Crossan's poetic devices). Do this on your own or with one or two classmates. The best videos will be shown during the Children's Book Festival.

3ème /2nde – When Kasienska swims, she feels completely at “home” (cf. Poem “Home”, p. 213-214). If you can think of an activity that makes you feel completely yourself, write a poem to express how much you love this activity and how it makes you feel. The best poems will be displayed during the Children's Book Festival.

3ème /2nde – *The Weight of Water* is a novel about a difficult time in a young girl's life and how she overcomes it. If you can think of a difficult time in your own life, write a poem responding to your feelings. The best poems will be displayed during the Children's Book Festival.

3ème /2nde – Write an original song to accompany *The Weight of Water*, using some of the words in the poems as lyrics. Record it on your own, with your class or with your school choir.

3ème /2nde – Kasienska loves Kenilworth Castle (cf. Poem “Kenilworth Castle”, p.140- 141). Research the history of the castle, including Queen Elizabeth I's visit there 400 years ago. Then create a comic strip about Kasienska and William's visit of Kenilworth Castle, imagine their conversation as they discover the ruins and learn about English history. The best comic strips will be displayed during the Children's Book Festival.

### *Upside down in the middle of nowhere*

Julie T Lamana

#### **Pistes d'écriture / Activities to participate in the festival :**

3<sup>e</sup> / 2<sup>nde</sup> / 1<sup>ère</sup> : Film a 3 to 4 minute (3<sup>e</sup>/2<sup>nde</sup>) or a 5 to 6 minute (1<sup>ère</sup>) Duo Interpretation (or Duo interp) of *Upside Down in the Middle of Nowhere* by Julie T. Lamana and send it to Cherbourg Children's Book Festival.

## 31ème Festival du livre de jeunesse et de bande dessinée de Cherbourg-en-Cotentin

« De l'eau ! »

Du 31 mai au 3 juin 2018, sur la Plage verte

A duo interp is a short performance in which the two performers act out a literary piece under certain restraints : no eye contact, no touching your partner and no props. The performers can cut anything out of their piece but cannot add any dialogue.

[https://en.wikipedia.org/wiki/Duo\\_Interpretation](https://en.wikipedia.org/wiki/Duo_Interpretation) or watch examples on youtube or on this link :  
<https://lfib.ac.th/en/lfib-life/la-vie-du-secondaire/ressources-pour-la-classe/english-lecteur/3496-workshop-2nde>

**3<sup>e</sup>/ 2<sup>nde</sup>/1<sup>ère</sup>** : Throughout the novel, readers are offered great insight about Armani's point of view based on the events of *Upside Down in the Middle of Nowhere*. Assume the role of Armani's brother Georgie and imagine his account to his family, detailing what he may have experienced and witnessed after he jumped off the roof into the water (chapter 20, page 132). The best videos will be displayed at La Plage Verte during Cherbourg Children's Book Festival.

### *Life of Pi*

Yann Martel

#### **Pistes d'écriture / Activities to participate in the festival :**

1ère/Term:

P/E: Write an article dealing with Pi's adventures highlighting the two versions of his story and taking sides.

P/O: In pairs act out a scene in which Pi is invited to a talk show. The TV host interviews Pi about what happened and how he felt during his long ordeal. Act out the interview. Film your performance and send the video.

P/O: Pi is summoned to court by the Japanese Maritime Department. He must defend his version of the story with the tiger. Act out Pi's defence speech. Film your performance and send the video.

P/O: Two insurance experts debate upon Pi's story. Each is convinced that their version is the right one. Act out their debate. Film the debate and send your video.

Propositions d'extraits du roman (éditions Canongate Books)

Extract #1: **The shipwreck** Chapter 37: p97-p99. "His head was the size and colour of the lifebuoy, with teeth."

Extract #2: **Thirst** Chapter 49: p134-135. "In the morning I could not move... All I had to do was to find it."

Extract #3: **The Rain** Chapter 54: p156-157. "It rained all night... I hatched several plans to get rid of him so that the lifeboat might be mine."

## 31ème Festival du livre de jeunesse et de bande dessinée de Cherbourg-en-Cotentin

« De l'eau ! »

Du 31 mai au 3 juin 2018, sur la Plage verte

Extract #4: **Richard Parker (1)** Chapter 54-55: p157-161. "During those long, cold, dark hours, as the pattering of the invisible rain...You will *die*! IS THAT CLEAR?"

Extract #5: **Richard Parker (2)** Chapter 57: p162-165. "It was Richard parker who calmed me down. ... My fear was dominated. Survival was at hand."

Extract #6: **The Outcome** Chapter 99: p303-311. "Mr Okamoto: "Mr Patel, we don't believe your story". ... just as he killed the cook."

### *The old man and the sea*

Ernest Hemingway

#### **Pistes d'écriture / Activities to participate in the festival :**

##### **Lycée :**

Video :Relationship between individuals and their environment

Chronicle life at the seaside. Act out various characters whose life is related to the sea and who tell about themselves and their relationship to the sea.

Video : Duo interp \* : *The old man and the sea* : tell the amazing story of Manolin and Santiago

Duo interp \* : it involves a pair of performers acting out a story under certain restraints, including not making eye contact with and touching your partner, and no props.

Writing about Friendship : Write a "watery" breathtaking story !

Who : two people you never imagined could be friends/ could love each other (= Odd couples)

Where : at the seaside- by the riverside – in the rain – at the swimming-pool...

What : a memorable day / event

Writing about Heroism, Endurance : water as a source of danger or as as source of life

Write or tell the simple story of a hero/a character everyone can identify with.

## 31ème Festival du livre de jeunesse et de bande dessinée de Cherbourg-en-Cotentin

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Du 31 mai au 3 juin 2018, sur la Plage verte

### *Sea story*

As Byatt

<https://www.theguardian.com/books/2013/mar/15/as-byatt-short-story-sea>

#### **Pistes d'écriture / Activities to participate in the festival :**

##### **Videos :**

1. Film a 5 to 6 minute Duo Interpretation (or Duo interp) of the story A duo interp is a short performance in which the 2 performers act out a literary piece under certain constraints: no eye contact, no touching your partner and no props. The performers can cut anything out of their piece but cannot add any dialogue.

<http://www.mjsd.k12.wi.us/Menasha/Media/Documents/DuoInterpretation.aspx>

2. Harold talks to one of his little girls about the importance of the ocean to him and the dangers of polluting it. Act out and film their conversation.

##### **Writing :**

1. Write a poem about the sea You can choose to write a committed poem about the environment or a romantic poem.

2. Imagine the girls answers Harold's e-mail. Write an extract of their correspondance in which she describes her everyday life as a scientist and her worries about the environment. He tells her about the difficulties of writing.

3. Write a poem/ a song about the sea and illustrate it.

It can be a classic poem (narrative, epic etc ) or less conventional (free verse), telling a story or expressing thought or feeling.

### *Down to a sunless sea*

Neil Gaiman

<https://www.theguardian.com/books/2013/mar/22/down-sunless-sea-neil-gaiman-short-story>

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

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partner and no props. The performers can cut anything out of their piece but cannot add any dialogue.

<http://www.mjsd.k12.wi.us/Menasha/Media/Documents/DuoInterpretation.aspx>

In the evening, the listener tells the woman's story to his family, they ask many questions and comment on the story. Act out and film the scene.

**Writing :**

1. The listener is a journalist and he writes about the woman's story in a newspaper of his time. Imagine and write the article.

2. The listener is so shocked by his encounter with the woman and her story that he writes about it in a letter to his brother/friend to tell him about it and his feelings. Imagine and write the letter.

**Video or writing :**

Choose a famous pirate who is going at sea. Present him or her in a video or write about his life.