

Once upon a time...

NIVEAU : classe de 5e – A2 (A2+)

TÂCHE FINALE ENVISAGÉE : Write your own fairy tale [about 150 words] for a cartoon company which wants to make a new film.

OBJECTIFS :

- **linguistiques :**
- ➔ **grammaticaux :**
 - there was / there were
 - le prétérit simple des verbes réguliers et irréguliers
 - le prétérit à la forme négative et interrogative
 - les marqueurs de temps
 - la place de l'adjectif
 - le superlatif
 - les adjectifs composés
- ➔ **lexicaux :**
 - lexique des contes
 - lexique des personnages de conte
 - lexique de la description physique
 - lexique des adjectifs de personnalité
 - les mots de liaison
 - les verbes introducteurs de discours
- ➔ **phonologiques :**
 - la réalisation du 'ed' du prétérit
 - la lecture expressive
 - l'exagération pour convaincre
- **méthodologiques :**
 - savoir décrire un document iconographique
 - savoir décrire un personnage
 - savoir écrire un conte structuré
 - savoir raconter une histoire au passé
 - savoir introduire un dialogue dans un texte narratif
 - savoir comprendre l'essentiel d'un texte narratif
 - savoir convaincre
- **culturels :**
 - le conte de fée
 - le schéma narratif
 - les repères du conte

LISTE DES DOCUMENTS UTILISES :

1. document iconographique « Pulling faces »
2. worksheet « Fairy tale characters »
3. worksheet « Fairy tale characters : a wordsearch »
4. document iconographique « Little Red Riding Hood »
5. vidéo « Little Red Riding Hood » (British Council)
6. texte « Little Red Riding Hood » (par Leanne Guenther)
7. vidéo « Shrek » - travail sur 2 extraits (+ audio)
8. texte « The Gingerbread Man »
9. worksheet « Making the portrait of a character »
10. worksheet « Opening Lines »
11. vocabulary sheet « Introducing characters speech »

SOURCES :

- ✓ New Project 2nde – éditions Didier
- ✓ certains éléments ont été inspirés d'un document trouvé sur le site de l'académie : plan de séquence par Justine Doherty.
- ✓ Together 5e – Editions Maison des Langues
- ✓ site internet de Michelle Henry
- ✓ site internet de la BBC (for kids)

PLANNING

SEANCE	DEROULEMENT	ACTIVITES LANGAGIERES	TRAVAIL MAISON
1	- Document iconographique d'anticipation : « Pulling faces » - le personnage type de la princesse - brainstorming : réalisation d'une carte heuristique	EOI EE	WS « Wordsearch characters »
2	Cinderella worksheet (// travail sur le prétérit)	CE	WS exercice d'application sur le prétérit
3	Little Red Riding Hood : - image d'anticipation - travail sur la vidéo	CO EOI EE	
4	Séance d'écriture de l'histoire de « Little Red Riding Hood » en 2 phases : d'abord de façon individuelle, puis collective.	EE EOI	Lire le texte « Little Red Riding Hood » par Leanne Gunther et souligner tous les verbes au prétérit
5	- Lecture expressive de « Little Red Riding Hood » par Leanne Gunther - Devoir intermédiaire	EOC EE	
6	Shrek extract 1 : Opening scene	EOI CO	
7	Shrek extract 2	EOI CO	EE : Write the portrait of the fourth bachelorette
8	The Gingerbread man	CE EE EOI	WS 'The Gingerbread man' : remettre les images dans l'ordre
9	Let's write : 1) Making the portrait of a character (+ WS vocabulaire good/bad characters) = tâche intermédiaire n°1	EE	Finir la description des 3 personnages principaux
10	Let's write : 2) Opening lines = tâche intermédiaire n°2	CE EE	Finir de rédiger l'introduction de son conte
11	Séance d'écriture	EE	
12	Test sommatif		
13	Séance d'écriture // salle informatique	EE	

MODALITES D'EVALUATION :

Δ flash test « present the document »

Δ flash test vocabulaire « fairy tale characters »

Δ flash test verbes irréguliers

Δ devoir intermédiaire EE : write the story of Little Red Riding Hood

Δ test sommatif

Δ EE : tâche finale = écriture d'un conte / réalisation du story board

Δ EOC : présentation + lecture expressive de son conte

PULLING FACES

Objectifs:

- découvrir le thème de la séquence
- partager ses connaissances sur ce thème
- décrire un document iconographique
- dégager du vocabulaire



→ Projection du document : so ?

To make a face

to pull a face

to look + adj (funny, ridiculous, amusing, hilarious, weird, strange, etc ...)

→ Common points ? (cf le personnage type de la princesse dans les contes)

All princesses + PL / each princess + SG

a moral character

kind

part of a fairy tale

→ A fairy tale ? = brainstorming activity (essayer de trouver une définition)

the setting

the characters / the heroes

the plot

→ Other characters ?

→ Réalisation d'une carte heuristique (mind map)

RECAP

→ Exercice vocabulaire « Fairy tale characters » (à apprendre)

→ HW : Wordsearch characters

CINDERELLA

Objectifs :


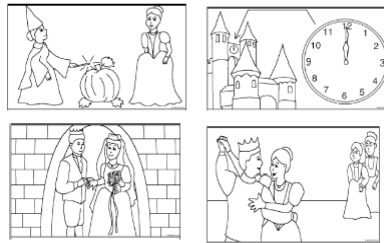
- découvrir un conte
- travailler sur la chronologie et la structure d'une histoire
- découvrir le prétérit pour raconter une histoire au passé

→ Distribution WS « Cinderella »

Cinderella.

→ Cut the images and put them in the correct order.
→ Show your each sentence under the correct picture.

1. Cinderella's stepmother were invited to the ball.
2. The prince and Cinderella were married at the castle.
3. Cinderella's father got married again after her mother died.
4. The prince found Cinderella when she was wearing the glass slipper.
5. Cinderella's stepmother made her do all the household tasks.
6. Cinderella's fairy godmother changed a pumpkin into a fine coach.
7. The clock struck midnight.
8. The prince and Cinderella danced at the ball.
9. Cinderella cried because she wanted to go to the ball.
10. Cinderella lost her glass slipper when she was running from the castle.

They had a lot of children and lived happily every after.

The End.

- Now read the text again and underline all the verbs.
→ What do you notice ?

→ So, what can you conclude for this tense in the affirmative form. ?

- > For the _____ verbs, you must :
> For the _____ verbs, you must :

→ PRL sur le prétérit à travers cette histoire.

→ Exercice d'application sur le prétérit

LITTLE RED RIDING HOOD

Objectifs :

- *décrire une image*
- *raconter une histoire au passé*
- *comprendre l'essentiel d'une histoire (audio)*
- *savoir restituer une histoire*
- *repérer la réalisation du « ed » final du prétérit*



① Travail sur l'image

- Projection de l'image : So ?
- Recherche du vocabulaire nécessaire // permettre aux élèves de se rendre compte de ce qui leur manque
- **Do you know the plot ?**

RECAP

② Travail sur la vidéo (British Council)

- **Watch the video and pick up all the words of vocabulary you will need to tell the story of Little Red Riding Hood.**
- 2eme visionnage pour affiner le relevé
- **Now, write your own version of « Little Red Riding Hood »** (10 minutes)
- Les élèves volontaires lisent leur histoire
- Réalisation collective d'un texte (= trace écrite)

RECAP

③ Distribution d'une version de l'histoire (Leanne Gunther)

- Lecture individuelle de l'histoire (avec repérage des verbes au prétérit) à la maison.
- Lecture collective et expressive en classe.

SHREK – OPENING SCENE

Objectifs :

- comprendre un court document audio
- comprendre de l'anglais authentique
- décrire un personnage
- résumer une histoire
- comprendre l'ironie et la parodie



1. CO : piste audio

→ Listen and react.

- *the music : relaxing ; magical ; calm ; typical of fairy tales* – *once upon a time*
- *a princess* – *a castle*
- *a dragon* – *...*

→ 2e écoute : Listen again and write down the words you understand.

→ Who ? Where ? What ?

- *Who ? A lovely princess / a dragon*
- *Where ? A castle / the highest room of the tallest tower*
- *What ? She was imprisoned in the castle, waiting to be kissed by someone who loved her. She would be free only if her prince kissed her.*

To deal with / to be about

Script :

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

2. Visionnage de la vidéo (de 0'40 à 1'21)

- Ce visionnage permettra aux élèves de confirmer leurs idées et d'ajouter des éléments.

RECAP

3. Visionnage de la vidéo avec la fin (de 0'40 à 1'43)

→ Watch and react.

- *a drastic change of tone* – *he uses the book of tales as paper roll*
- *the music changes // more modern* – *a parody of fairy tale / mocking the style of fairy tale movies*
- *a new character appears*

→ Describe the main character.

His name is Shrek. He is a sort of monster. His skin is green. He looks really weird and ugly. He has got strange ears, big eyes. He is tall and fat.

RECAP

SHREK – SCENE N°2

Objectifs :

- comprendre un document vidéo/audio authentique
- décrire des personnages (nb : place de l'adjectif)
- résumer une scène
- anticiper du contenu
- prendre du recul sur les différents éléments constitutifs d'un conte, et notamment le personnage du prince charmant.



1. Visionnage du début de la scène jusqu'au « Evening » (16'46 -

→ **Watch the beginning of the scene and say everything you can about it** (/Who ? Where ? What ?)

- **Who ?** = Lord Farquaad, knights, the mirror
- **Where ?** = Lord Farquaad's castle
- **What ?** = one knight brought the mirror of the witch in Snow White to Lord Farquaad.

→ **Make the portrait (physical and mental) of Lord Farquaad.**

Small prince / a dwarf / long black hair / red gloves / red hat / red costume / square face / not good looking / ugly mean / nasty / not nice / mischievous / evil character

= *the anti-prince charming (ie, he is not good-looking, he is not tall, he is not strong)*

→ **Imagine what question Lord Farquaad asks the mirror.**

Maybe / perhaps / we can imagine that ...

*Maybe he asks the mirror **if** he is the most beautiful prince in the kingdom.*

*We can imagine he asks the mirror **if** he is good-looking.*

2. Visionnage de la suite jusqu'à « marry a princess »

→ **Pick up the question Lord Farquaad asks.** Were you right ?

« *Is this not the most perfect kingdom of them all ?* »

→ **Explain the mirror's answer** = identification du pb

The mirror answers that he is not a king for the moment. To become one, he must marry a princess.

3. Visionnage de la présentation des 3 prétendantes

→ **Watch this scene and say what happens.**

The mirror presents 3 princesses for Lord Farquaad : Cinderella, Snow White and Princess Fiona. They are three bachelorettes.

→ **Describe the three princesses.**

- *Cinderella has got blond hair. She is tall and beautiful. (She likes sushi and going in a hot-tub. She enjoys cleaning and cooking.)*

- *Snow White has got black hair. (She lives with seven men (the seven dwarfs) but she is not easy.)*

- *Princess Fiona has got long red hair. (She has got a strong personality.)*

→ **Which one would you choose ?** (uniquement à l'oral)

4. Visionnage jusqu'à la fin (choix)

→ **Watch the end of the extract and sum up what happens in one sentence.**

Lord Farquaad hesitates but he decides to choose Princess Fiona. He wants to marry Princess Fiona.

RECAP

→ **HW : make the portrait of the 4th bachelorette !** (about 60 words – 5 min)

Script :

A knight : My Lord, we've found it !

Lord Farquaad : Then, what are you waiting for ? Bring it in.

Everybody (gaspings) : Oh !

Lord Farquaad : Magic Mirror !

Gingerbread man : Don't tell him anything. No !

Lord Farquaad (to the mirror) : Evening !Mirror, mirror, on the wall !Is this not the most perfect kingdom of them all ?

The mirror : Well, technically, you're not a king.

Lord Farquaad : huh, Thelonius. You were saying ?

The mirror : What I mean is, you're not a king yet. But you can become one. All you have to do is marry a princess.

Lord Farquaad : Go on.

The mirror : So, just sit back and relax, my Lord, because it's time for you to meet today's eligible bachelorettes. And here they are ! Bachelorette number one is a mentally abused shut-in from a kingdom far, far away. She likes sushi and hot-tubbing anytime. Her hobbies include cooking and cleaning for her two evil stepsisters. Please welcome Cinderella. Bachelorette number two is a cape-wearing girl from the land of fancy. Although she lives with seven other men, she's not easy. Just kiss her dead, frozen lips and find out what a live wire she is. Come on ! Give it up for Snow White ! And last, but certainly not least, bachelorette number three is a fiery redhead from a dragon-guarded castle surrounded by hot boiling lava. But don't let that cool you off ! She's a loaded pistol who likes pinas coladas and getting caught in the rain. Yours for the rescuing, Princess Fiona ! So, will it be bachelorette number one, bachelorette number two or bachelorette number three ?

Knights : two ! Two ! Three ! Three !

Lord Farquaad : Two ? One ? Three ? Okay, okay, uh, number three !

The mirror : Lord Farquaad, you've chosen Princess Fiona !

GINGERBREAD MAN



Objectifs :

- comprendre l'essentiel d'un texte narratif
- le prétérit
- inférer du sens à partir de ce qui est connu

1. Paragraphs 1 and 2

- Read the first two paragraphs and highlight all the words you understand.
- Faire retourner le document aux élèves = So ?

A woman is cooking a cake. The biscuit looks like a man and it can speak. When the woman opens the door of the oven, the biscuit escapes. The woman and her husband try to catch the biscuit but they can't.

2. Paragraphs 3, 4 and 5

- Read the paragraphs and list the new characters.

A horse, a cow and a fox.

- What do they do ?

They want / try to stop the gingerbread man.

3. Focus on l. 16

- Circle the linking word. What does it express ?

« But » =

- In your own words, explain what happens.

Contrary to the old couple and the other animals, the fox runs after the gingerbread man until the river.

4. Focus on l.17

- Read the first sentence of the paragraph. Explain what the problem is.

The gingerbread man doesn't know how to swim / can't swim / is unable to swim.

5. Rest of the paragraph

- Read the rest of the paragraph and sum it up in one sentence maximum.

*The fox helps the gingerbread man **to cross** the river.*

6. End of the paragraph.

- Read the end of the text. What happens to the gingerbread man ?

*The fox moves his tail and eats the gingerbread man. The latter was **fooled by** the fox. It was **a trap**.*


LET'S WRITE !

1. DESCRIBING MY CHARACTERS

→ Distribution de la fiche WS « Making the portrait of a fairy tale character »

MAKING THE PORTRAIT OF A FAIRY TALE CHARACTER

→ Highlight all the adjectives you could use to describe Snow White.

	beautiful elegant slim fat ugly nice mean	young old small tall dangerous muscular
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→ Now, you can use all these adjectives to write only one sentence to make the portrait of Snow White. If you don't know in what order to use the adjectives, just follow this rule (called JTADGM in French):
 (J) Jugement (T) Taille (A) Age (C) Couleur (O) Origine (M) Matière

→ Fill in the blanks with 3 of the adjectives you have highlighted.
 Snow White is a(n) _____ princess.

Exercise 1: Put the underlined adjectives in the correct order.

- Nemo is a(n) intelligent / red / young / little fish.
- Cinderella is a(n) extraordinary / clever / tall / young princess.
- This monster is a(n) horrible / ugly / small / old.
- This knight is a(n) courageous / tall / muscular / English character.
- Little Red Riding Hood is a(n) little / nice / French / funny girl.

2. Using compound adjectives to make the portrait of a character.
 → Find adjectives to fill in the blanks.


	1) Jasmine has got a _____ face.
	2) She has got _____ hair.
	3) She has got _____ hair.
	4) She has got _____ eyes.
	5) She has got _____ nose.
	6) She has got _____ lips.

→ Now, you can transform all these sentences to form compound adjectives.
 (example): She has got a long face. → She is long-faced.
 She has got a long-faced woman.

= 3) adjective + part of the body/face + -ED

Exercise 2: Transform all these sentences above (from 2 to 6) following the example.

3. Using the superlative to describe a character.
 → You can use the superlative to describe your character to all the other fairy tale characters.

	strong intelligent muscular good-looking tall attractive
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■ Short adjectives: THE + adjective + -EST
 (example): He is the youngest captain.
 ■ Long adjectives: THE MOST + adjective
 (example): He is the most strategic man.

Exercise 3: Form other sentences with the adjectives given.

→ Be careful! : there are some exceptions for the superlative.

ADJECTIVES	SUPERLATIVES
good	The best
bad	The worst

→ Now, make the portrait of your main characters (minimum 3)

2. OPENING LINES

→ Distribution de la fiche « WS Opening Lines »

TWISTED TALES WORKSHEET – OPENING LINES

→ Match these first lines with the title of the tale and the corresponding illustration.

« Far out in the ocean, where the water is as blue as the prettiest * cornflower, and as clear as crystal, it is very, very deep ; so deep, indeed, that no cable could fathom it. »

« Once upon a time, there was a dear little girl who was loved by * everyone who looked at her, but most of all by her grandmother. »

« Once upon a time, there was a prince who wanted to marry a * princess ; but she would have to be a real princess. He travelled all over the world to find one, but nowhere could he find what he wanted. »

«There were formerly a king and a queen, who were so sorry * that they had no children ; so sorry that it cannot be expressed. They went to all the waters in the world ; vows, pilgrimages, all ways were tried and all to no purpose. At last, however, the queen had a daughter. There was a very fine christening ; and the princess had for her godmothers all the fairies they could find in the whole kingdom (they found seven), that everyone of them might give her a gift, as was the custom of fairies in those days. By these means the princess had all the perfections imaginable. »

● The Sleeping Beauty in the Wood @

● The Little Mermaid @

● Little Red Riding Hood @

● The Princess and the Pea @



→ Now, write the opening lines of your tale. (à commencer en classe et finir en HW)
= tâche finale intermédiaire

3. THE PLOT

→ Séance d'écriture de la suite de l'histoire.

→ WS Vocabulaire « Characters speech » à distribuer



→ Help readers understand how your characters feel by using a better verb to describe how they speak.

→ Avoid using « he said/she said » all the time !!!

To announce

to babble (*bredouiller*)

to blurt out (*déballer*)

to call out (*hâler*)

to cry (*pleurer / crier*)

to exclaim

to explain

to gossip (*cancaner*)

to groan (*gémir*)

to grunt (*grogner*)

to laugh



to moan (*se lamenter*)

to mumble (*marmotter*)

to rant (*fulminer*)

to roar (*rugir*)

to scream

to shout

to snap (*parler sèchement*)

to sob (*sangloter*)

to stutter (*bégayer*)

to whisper (*murmurer*)

to yell (*hurler*)