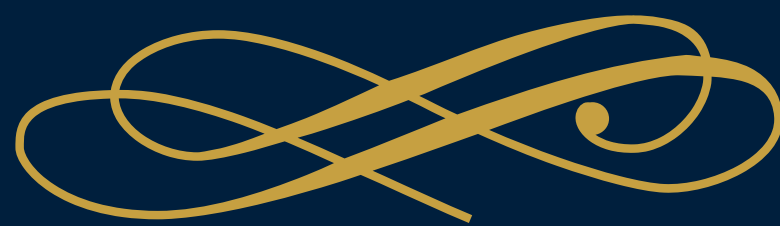


CYCLE 4

A2 / A2+



# HAPPILY EVER AFTER



a project

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Collège du Raizet - Région Académique Guadeloupe

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# HAPPILY EVER AFTER

Ce projet pédagogique destiné au cycle 4 - 5ème/4ème - vise à plonger les élèves dans l'univers des contes de fée, notamment à travers l'histoire de Cendrillon.

Ils maîtriseront à la fin de cette séquence les outils pour créer un court conte de fée.

L'objectif de ce projet est non seulement de développer les compétences langagières et celles du socle commun, mais également de cultiver le goût de la lecture et de l'écriture chez nos élèves.

Tâche intermédiaire : Describe your favorite fairy tale character.

Prolongement possible : read your text to your classmates and ask them to guess who your favorite character is.

Tâche finale : Write your own fairy tale.

Prolongements possibles : Get ready to tell your story to your classmates, using the power of your voice. You can put your story in motion or publish a fairy tale book with your class.



Entrées culturelles	Langages (langages artistiques) , Voyages et Migrations (l'imaginaire)
Domaines du socle travaillés	1, 2, 3

Compétences travaillées	
<p><u>Compréhension orale</u> Comprendre des messages oraux et des documents sonores de nature et de complexité variables. Repérer des indices pertinents, extralinguistiques ou linguistiques, pour identifier la situation d'énonciation et déduire le sens d'un message.</p> <p><u>Écrire</u> S'appuyer sur les stratégies développées à l'oral pour apprendre à structurer son écrit. Mobiliser les outils pour écrire, corriger, modifier son écrit. Reformuler un message, rendre compte, raconter, décrire, expliquer, argumenter.</p> <p><u>Compréhension écrite</u> Comprendre des documents écrits de nature et de difficultés variées issus de sources diverses. S'approprier le document en utilisant des repérages de nature différente : indices extralinguistiques, linguistiques, reconstitution du sens, mise en relation d'éléments significatifs.</p> <p><u>Découvrir les aspects culturels d'une L.V.E.</u> Mobiliser des références culturelles pour interpréter les éléments d'un message, d'un texte, d'un document sonore. Mobiliser ses connaissances culturelles pour décrire des personnages réels ou imaginaires, raconter.</p> <p><u>Parler en continu</u> Mettre en voix son discours par la prononciation, l'intonation et la gestuelle adéquates. Prendre la parole pour raconter, décrire, expliquer, argumenter.</p>	

Objectifs culturels	Redécouvrir un conte de fée en anglais : Cinderella L'adaptation cinématographique de l'oeuvre Lire un conte de fée
Objectifs linguistiques	Objectifs lexicaux : l'imaginaire, le conte, le vocabulaire littéraire, la description physique et morale. Objectifs grammaticaux: les adjectifs qualificatifs, le prétérit, les adverbes, les connecteurs, les déterminants possessifs, le superlatif. Objectifs phonologiques : la terminaison - ed, l'intonation, la mise en voix d'un conte.
Objectifs méthodologiques	Identifier le schéma narratif du conte et être capable de le transposer à son récit.



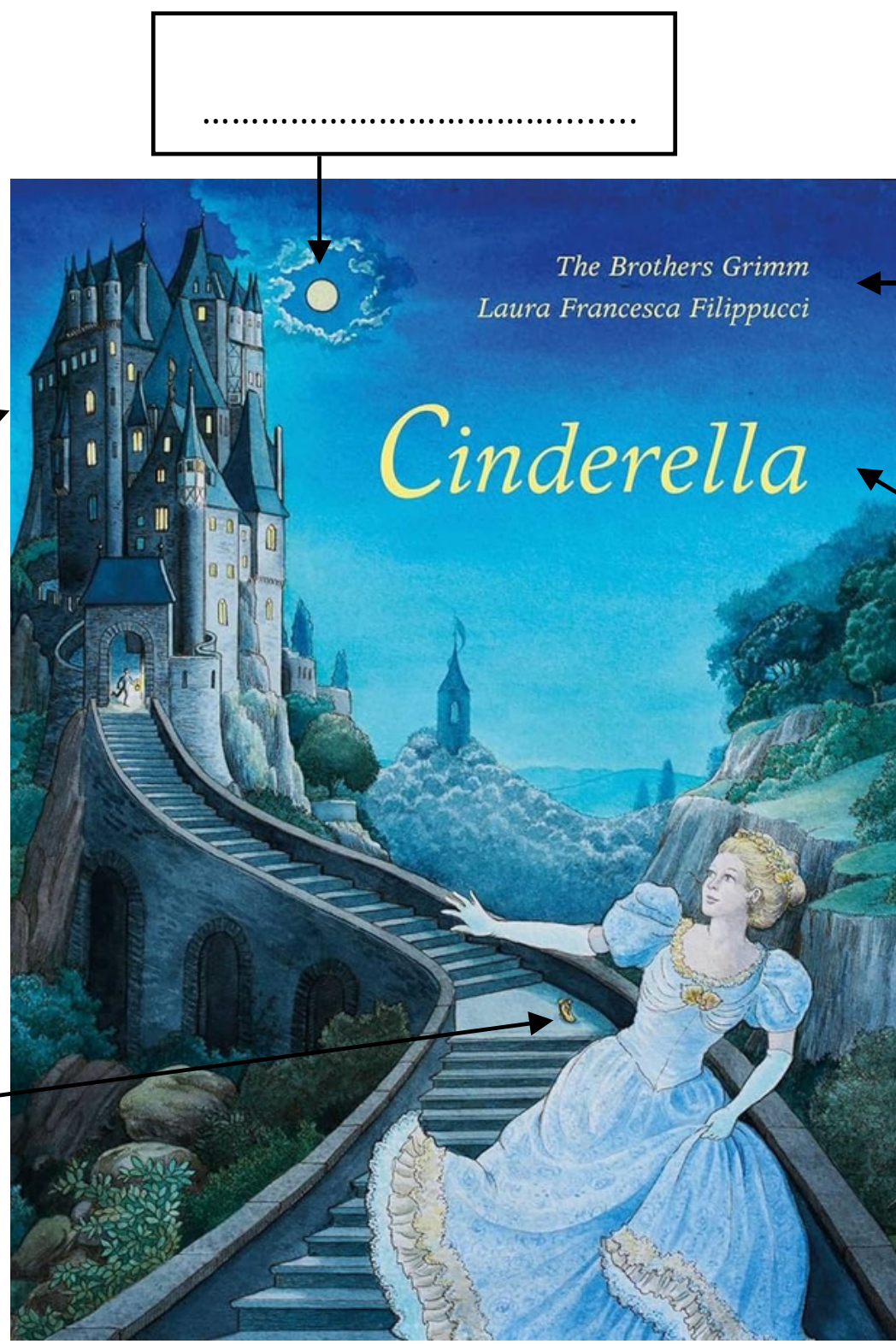
prolongement :  
interdisciplinarité  
arts plastiques  
mathématiques



# 1. Re-discovering a famous fairy tale

a. Fill in the blanks with the words below.

title / castle / slipper / the moon / the authors / Cinderella / main character /



Cinderella (Volume 1) : Grimm, Brothers, Filippucci, Laura: Amazon.fr: Livres

.....

.....

.....

.....

.....

Her name is .....  
She is the .....  
of the story.

b. The document is ...

a film poster

a book cover

an ad

c. What literary genre does it belong to?

a novel

an essay

a fairy tale

## 2. The opening

a. Read the text.

Once there was a gentleman who married, for his second wife, the proudest and most haughty woman that was ever seen. She had, by a former husband, two daughters of her own, who were, indeed, exactly like her in all things. He had likewise, by another wife, a young daughter [Cinderella], but of unparalleled goodness and sweetness of temper, which she took from her mother, who was the best creature in the world. No sooner were the ceremonies of the wedding over but the stepmother began to show herself in her true colors. She could not bear the good qualities of this pretty girl, and the less because they made her own daughters appear the more odious.

<https://core.ecu.edu/parillek/cinderrumpel.pdf>



[dictionary here](#)



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b. The document is ...

- a press article     a book review     an extract from a book

c. How many characters are mentioned?

- 3                       4                       5

d. Who are they? Quote the text.

.....  
.....



e. Underline all the adjectives in the text.

f. Associate the adjectives with the character they refer to.

Characters	Adjectives
Cinderella	Pretty

g. According to the table ,deduce who are the good and the bad characters.

Good character(s) : .....

Bad characters : .....

h. Match the characters with their role in the story.



- the villain
- the heroine
- the protagonist
- the main character
- the enemy
- the lead character
- the antagonist








### 3. Getting to know the characters

Click the link or scan the code and watch the video.

[click here](#) 



a. The document is ...

- a documentary   
  a cartoon   
  a movie trailer

b. Who is who? Link the pictures to the names.



© 2015 - Walt Disney Studios Motion Pictures



The odious sisters

The prince

The haughty stepmother

Cinderella

Fairy godmother



c. Describe their clothes and accessories: complete the sentences with the following words.

glass slippers / colored hats / dirty light blue dress / coat / white gown / black hat /  
magic wand / floral dress / blue ball gown / apron .

At the beginning of the story, Cinderella wears an ..... and a .....

Her fairy godmother has ..... and a .....

Her stepmother wears .....

Her odious sisters wear two ..... and .....

The prince's ..... is green.

When Cinderella is transformed, the fairy gives her

an amazing .....

and at her feet, she has magic .....



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d. Write adjectives to describe the physical appearance of each character.  
Use a dictionary if needed.

Cinderella : [click the link](#) to see the picture.

Her hair : .....

Her face : .....

The fairy : [click the link](#) to see the picture.

Her hair : .....

Her face : .....

The stepmother : [click the link](#) to see the picture.

Her hair : .....

Her face : .....

The odious sisters : [click the link](#) to see the picture.

Their hair : .....

Their face : .....

The prince : [click the link](#) to see the picture.

His hair : .....

His face : .....



## PRL : LES DÉTERMINANTS POSSESSIFS

### INTERMEDIARY TASK

DESCRIBE YOUR FAVORITE FAIRY TALE CHARACTER.



#### SOME ADVICE

YOU SHOULD REUSE THE VOCABULARY AND ELEMENTS FROM THE PREVIOUS LESSONS.

#### YOU SHOULD MENTION:

- THE NAME OF THE CHARACTER
- THE FAIRY TALE AND HIS / HER ROLE
- HIS / HER PHYSICAL APPEARANCE
- THE CLOTHES AND ACCESSORIES THAT HE / SHE WEARS
- HIS / HER PERSONALITY



#### GO FURTHER :

TELL YOUR CLASSMATES ABOUT YOUR FAVORITE CHARACTER (WITHOUT MENTIONING HIS/HER NAME) AND ASK THEM TO GUESS WHO IT IS.





## 4. Reading a fairy tale

a. Read the tale.

### Cinderella

Once upon a time, in a village there lived a beautiful girl named Cinderella with her wicked stepmother and two step sisters. She worked hard all day.

One day, they all went to a ball in the palace, leaving Cinderella behind. Cinderella was feeling sad. Suddenly there was a burst of light and the fairy godmother appeared.

With a flick of the magic wand she turned Cinderella into a beautiful princess with glass slippers and a horse carriage appeared at the door.

The fairy godmother warned Cinderella to return before midnight. Cinderella arrived at the ball, the prince saw her and fell in love with her.

They danced together all night. As the clock struck twelve, Cinderella rushed out to her carriage leaving one of her slippers behind.

The prince went to every house in the town with the slipper until he found Cinderella. The prince and Cinderella lived happily ever after.

*the end*

b. Quote the phrase that introduces the tale.

.....

c. Do the same with the phrase that ends the story.

.....



**A fairy tale often begins and ends with these phrases. Keep that in mind for your final task.**

d. Paragraph 1 : Circle the right answer.

Cinderella and her family lived in    a forest    a village    a castle

e. Paragraph 2 : Tick the correct answer and justify by quoting the text.

1. The ball took place in a palace.     RIGHT     WRONG

Justify : .....

2. Cinderella went to the ball.     RIGHT     WRONG

Justify : .....

3. She was very happy.     RIGHT     WRONG

Justify : .....





f. Paragraph 2 : Quote the adverb that introduces an important element.

g. Paragraph 3 : Look for the equivalent in the text.

1. une baguette magique : .....
2. transformer : .....
3. un carrosse : .....

h. The whole text : Number the steps according to their order of appearance in the tale.

1. The fairy godmother helped Cinderella.
2. Cinderella lived with her stepmother and her stepsisters.
3. The family was invited to a ball in a palace.
4. The prince fell in love with Cinderella.
5. Cinderella went to the ball.
6. The prince found Cinderella thanks to her glass slipper.
7. The stepmother forbade Cinderella to go to the ball.
8. Cinderella had to leave because it was midnight.



## 5. PRL : LE PRETERIT

a. Souligne tous les verbes du texte.

b. Observe les verbes et trouve la terminaison qui revient le plus souvent : .....

c. Les verbes du texte expriment des actions qui se déroulent :

- dans le présent       dans le passé       dans le futur

d. Ces actions :

- sont terminées       se poursuivent au présent



e. Complète la synthèse :

Pour parler d'une action qui s'est déroulée dans le passé et qui est ....., j'utilise le .....

Pour mettre un verbe régulier au prétérit, je lui rajoute la terminaison .....

Je dois apprendre le prétérit de tous les autres verbes, qui sont .....





## FINAL TASK



### WRITE YOUR OWN FAIRY TALE.

#### ADVICE :

YOU SHOULD THINK OF INCLUDING ...

- YOUR MAIN CHARACTER
- HIS / HER FRIENDS AND FAMILY
- THE SUDDEN PROBLEM THAT THEY FACE
- WHO THE HELPER IS
- HOW DO THEY SOLVE THE PROBLEM
- THE END

#### REMEMBER :

THE PHRASES TO BEGIN AND TO END YOUR TALE.

USE THE PRETERIT

#### GO FURTHER :



interdisciplinarity :  
Art

interdisciplinarity:  
Maths

- TELL YOUR STORY TO YOUR CLASSMATES.
- ILLUSTRATE YOUR TALE SO THAT YOUR CLASS CAN CREATE A FAIRY TALE BOOK WITH ALL YOUR STORIES.
- USE A SOFTWARE TO PUT YOUR TALE IN MOTION - YOU SHOULD ASK YOUR MATHS TEACHER ;-).



# THE END