

SEQUENCE: HOLLYWOOD

NIVEAU 3ème

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Objectifs	Culturel : Hollywood industry, universal studios, The Simpson's voice actors Linguistique : <u>Grammaire</u> : prétérit en be + ing, prétérit simple, les adverbes, les verbes de parole, les didascalies, la narration et sa ponctuation, les gap fillers <u>Lexique</u> : film genres, filming techniques, adjectives, feelings, actions <u>Phonologique</u> : intonation des exclamations en « How » et « what » Méthodologique : Interaction Orale, Ecrire un dialogue, didascalies, mettre en scène son scénario. Savoir-être : avoir un œil critique sur ce que l'on regarde, savoir produire en groupe Savoir-faire : percevoir les techniques de tournage et l'intention du réalisateur. Mettre en œuvre les techniques de tournage. Reconnaître un genre cinématographique
Activités langagières travaillées	PPI, PE, PPC, CO/CV, CE

Supports Choisis	Authentic Photos guided Tour of Hollywood & Authentic photos guided Tour of Universal studios Authentic videos of universal studios attractions, settings and special effects, Trailers Filming techniques and lighting worksheets The Simpson's voice actors (book)
Activités et tâches prévues	_ Guided tour of Hollywood and universal studios. Universal settings and special effects: What happened there? _ "The making of" activity (Which filming techniques & Which genres) _ Discover a cinema job The "Voice actor activity": imitate the voice of the characters with gesture, feelings & movements _ Acting: "What do you feel" theatre class. Say the same sentence with a different feeling. Say a sentence without words. + Improvisation workshop on a theme. Tâche intermédiaire (préparation tâche finale) Lost on an island (part 1) Let's work together on a scenario: scenes, storyboard & rhythm (chronology, events, cultural facts involved), scenes (shooting techniques, camera angles and lights), text (vocab, grammar, linking words), dialogue (feelings, movements, stage direction, narration),
Contribution au socle commun des connaissances et compétences	Domaine 1 : Comprendre, s'exprimer en utilisant une langue étrangère Domaine 2 : Organisation du travail personnel / Coopération et réalisation de projets / Outils numériques pour échanger et communiquer Domaine 5 : Invention, élaboration, production
Evaluation finale prévue	Tâche finale: make a film in groups of 4 Evaluation: Here is the beginning of a story, Complete the dialogue.

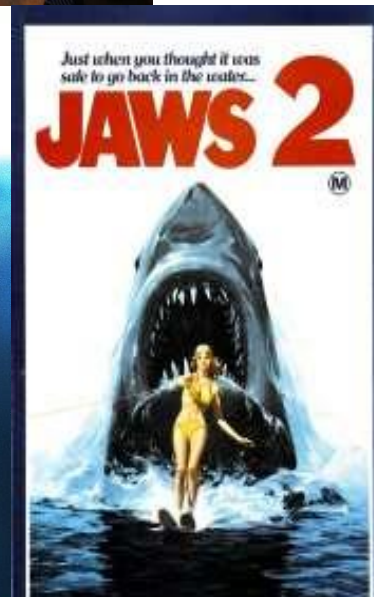
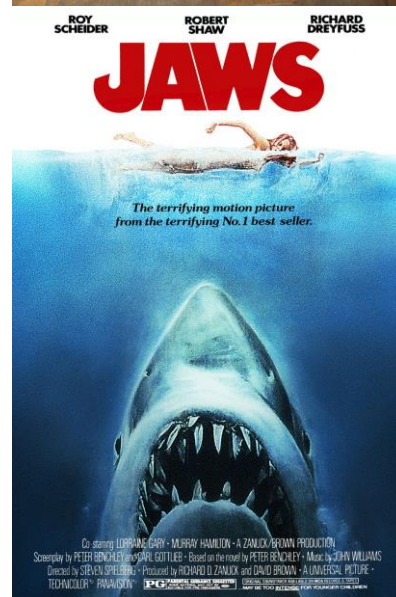
TÂCHE FINALE:

Write a script and shoot a film in groups of four



Séance 1	Découverte virtuelle de Hollywood industries : L'envers du décor : _ Universal Studios (vidéos, studios de tournage, effets spéciaux, attractions studios Kingkong, Jurassic Park, War of the words, Westerns settings, Wisteria Lane,...) _ Hollywood Sign, Walk of Fame, Melrose place, Beverly Hills, Malibu, Santa Monica
Séance 2	Film genres Watch the trailer nominees for academy awards 2018, define the genres
Séance 3	Filming techniques (I) What do you expect in a trailer? What makes a good trailer. Filming techniques, worksheets Choose the right technique to shoot a scene
Séance 4	Filming techniques (II) and lighting techniques What do you expect in a trailer? What makes a good trailer. Filming and lighting techniques worksheets, Choose the right technique to shoot a scene
Séance 5	Acting Acting techniques: feelings, movements, gesture Discover a cinema job -> Voice actor: How to voice a feeling
Séance 6	Writing a script (storyboard) Let's work together on a short scenario
Séance 7	Writing a script (dialogue) Follow the steps towards writing
Séance 8	Dialogue / Script writing In groups choose a genre, a theme, a scenario, a title Write a script to hand in
Séance 9	Evaluation Complete the dialogue with Gap fillers, adverbs, adjectives, body language and add quotation marks.

SÉANCE 1	
Objectifs	Culturel: I know all about Hollywood and its surroundings, I know what makes them so important a destination for tourists. Méthodologique: I can describe a picture Communicationnel: I can describe the environment in an area, and give my impressions Savoir-faire: I can understand cinema tricks to make things look real.
Activités langagières	CV, PO, IO
Materiels et supports	Authentic pictures and videos, film posters, worksheet, videoprojecteur
Contenu	Warming up: <i>A tourist' picture with her head in a shark's mouth.</i> Describe the picture. Where is it? Why is she doing this and why? Look at the film Poster. What does this picture tell you about the film? Let's watch the pictures and videos and discuss in groups of four to fill in the worksheet. Homework: what makes a good attraction? Give five arguments. Use as many adjectives as you can.
Bilan	





WORKSHEET

DISCOVER UNIVERSAL STUDIOS,
HOLLYWOOD, LOS ANGELES AND ITS
SURROUNDINGS



Let’s watch the pictures and videos



Write the name of two attractions you saw in the pictures:

.....
.....



Give three special effects you noticed:

.....



Give the name of two films or series you recognized:

.....



Tick the settings you noticed in the pictures:

- An Old Western town
- A Plane crash
- The NYC underground
- A port
- A Mexican city
- Modern suburb houses
- A Fairy tale/ fantastic setting
- A Jungle
- A War battlefield
- The sea



What can you visit around Los Angeles?

.....
.....
.....
.....



What is “Hollywood Sign”?

- A signature in Hollywood
- A board on which it is written “Hollywood”
- White letters on a hill



Give your impressions about the Virtual Tour. You can use the toolbox bellow.

Nouns
The attraction, The site, The place, The characters, The movie, The statue, The effects, The setting, The street, The beach, The robot, The dinosaurs, The cars, the university (UCLA), the steak house...
Verbs
to be, to look, to sound, to seem, to seem to be, to appear to be,
Intensity
Extremely, very, really, quite, a little/ a bit, not very, not really, not at all
Adjectives
Great, huge, amazing, awesome, incredible, breath-taking, horrifying, scary, uninteresting, flat, shivering, awful, sensational, exciting,...



Use the adjectives to make exclamations

Ex: What a Attraction!

Ex: How It is!

What do you notice about the stress pattern?

SÉANCE 2	
Objectfs	<u>Culturel</u>: I know different film genres in Hollywood industry, and I know more about nominees categories for academy awards <u>Savoir-faire</u>: I can define the genre from a trailer <u>Communicationnel</u>: I can give arguments to justify my point of view
Activités langagières	CV, IO
Matériels et supports	Vidéoprojecteur, all nominees trailers for academy awards 2018, worksheet film genres,
Contenu	Reprise: _ Stand and send the ball. _ When you get the ball give any word related to our virtual tour of Hollywood (place, character, adjective, special effect, settings...) _ If you hesitate five seconds, then you sit down. If you repeat a word that has already been said, then sit down. Warming up: Picture of Guillermo, winner of academy awards 2018 Describe the picture. What is this object on the table? Who is it? Can you guess what category he won? Let's watch the trailer. Then discuss in pairs to fill in the worksheet. https://www.youtube.com/watch?v=XFYWazblaUA Homework: Revise the film genres
Bilan	



WORKSHEET

FILM GENRES



Academy Awards Categories

Best Picture	Best Director	Best Cinematography
Best Actor in a Leading Role	Best Actress in a Leading Role	Best Costume Design
Best Actor in a Supporting Role	Best Actress in a Supporting Role	Best Documentary Short Subject
Best Animated Feature film	Best Animated Short Film	Best Film Editing
Best Live Action Short Film	Best Visual Effects	Best Foreign Language Film
Best Makeup and Hairstyling	Best Original Screenplay	Best Adapted Screenplay
Best Original Song	Best Production Design	Best Dance Direction
Best Sound Editing / Mixing	Best Title Writing	

Watch the trailer “the shape of the water” and Guess what categories the actors and director won with it.

Action	Adventure	Animated film/ Cartoon	Biography/ Biopic	Documentary
Horror	Romance/ Love story/ Soap opera	Science fiction (sci-fi)	thriller	western



Fill in the blanks

A movie that makes you laugh is a.....

A movie that makes you scream is a

A movie that is exciting with lots of guns and explosions is anmovie

Movies about the fiction or space are known asfilms

A movie about real life is

Anhas cartoon characters

A film about lots of traveling and exciting and dangerous moments is anfilm

A film about love is



Match the words

Alien	Horror	Exciting
Laugh	Fantasy	Imagination
Explore	Romance	Futurist
Kiss	Adventure	Moving
Monster	Action	Old
Wizard	Science fiction	Entertaining
Cowboy	Comedy	Hilarious
Explosion	western	Scary



Let's watch the trailers of academy awards 2018 nominees. In two teams, find out what is the genre.

https://www.youtube.com/watch?v=v5ja_8vQmDY



What's your favorite genre? Why is it the best? Make five sentences to defend your choice.

I quite love movies because.... Let me think... hmm...

It makes me...

It's more....

It has a lot of...

It improves your knowledge of...

It shows...

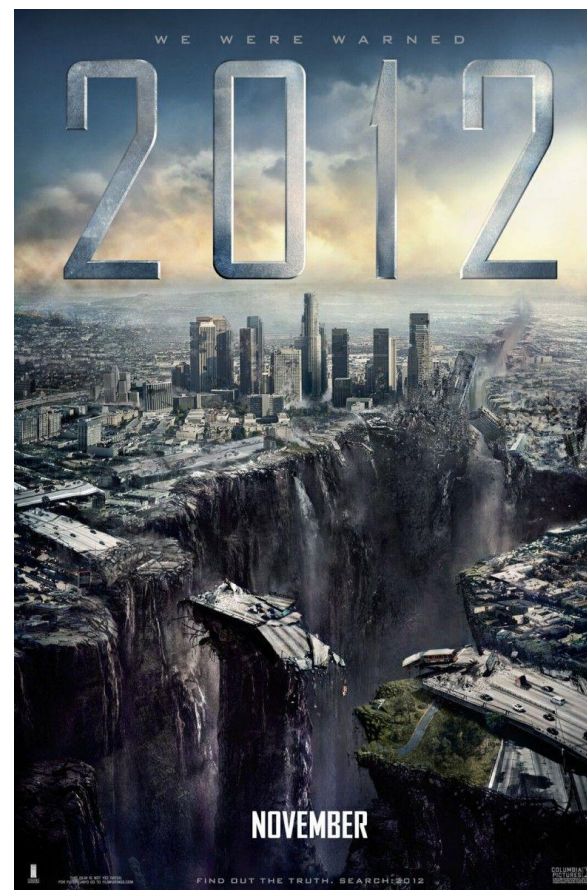
It improve your sense of...

It's extremely...

Well... It is also....

SÉANCE 3

Objectifs	<u>Lexical:</u> I know a few filming techniques <u>Méthodologique:</u> I can shoot from different angles and with different camera movements <u>Savoir-faire:</u> I can recognize a genre with the filming techniques, and I can understand the director's intention <u>Communicationnel:</u> I can explain a scene effect from a technical point of view.
Activités langagières	CE, PPI, PPC
Matériel et supports	Trailer "2012", film poster 2012, filming techniques worksheets, 4 cameras
Contenu	Reprise (Appel actif) When the teacher calls your name, say what your favourite genre is and justify with one or two arguments. Look at the film poster. What do you expect to see in this film? What is it about? How is it filmed? What filming techniques can the director use? Watch the trailer without sound https://www.youtube.com/watch?v=rvl66Xaj9-o What do you notice? What is the position of the camera for this scene? And for that scene? What is the effect? Look at your worksheet. Work in GROUPS. Homework: revise the filming techniques
Bilan	





WORKSHEET

FILMING TECHNIQUES (part I)



<http://www.aber.ac.uk/media/Documents/short/grantv.html>



Work in groups.

Let's watch the trailer again.

Group A say "SHOT!" when you see an Extreme long Shot

Group B say "SHOT!" when you see an Big close up

Group C say "SHOT!" when you see a Low angle shot

Group D say "SHOT!" when you see a Bird's eye shot

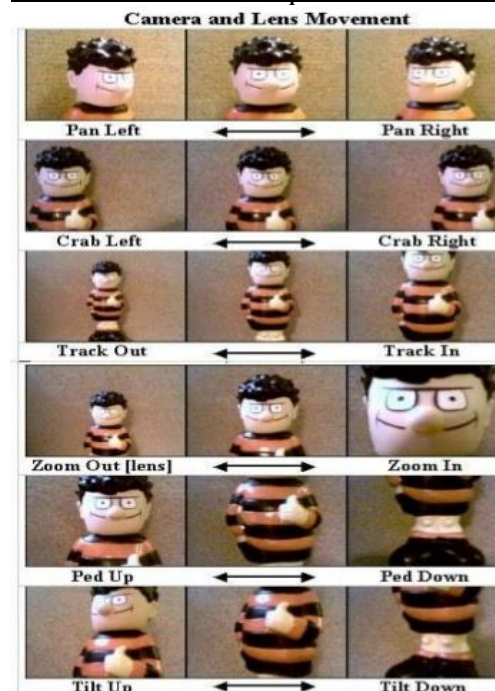


Match the shooting technique with its effects

- | | |
|---------------|--|
| ↗ close up | we see the person's feelings or a detail |
| ↗ long shot | Makes the character look less strong or powerful |
| ↘ lower shot | makes the character look more powerful |
| ↗ higher shot | we minimize the character's (he is lost or lonely) |



Camera techniques movement. Let's watch again.

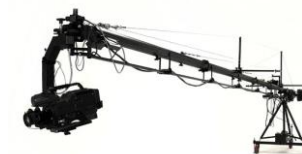


DOLLY/ TRACKING/

TRAVELLING: The camera is on a track that allows it to move with the action



BOOM/ CRANE: The camera is on a crane over the action. This is used to create overhead shots



GROUP A: Say "SHOT!" when you see a Crab

Group B Say "SHOT!" when you see a Track Out

Group C say "SHOT!" when you see a Zoom in

Group D say "SHOT!" when you see a Travelling



In groups shoot three scene: "Nelly is sad"

- _ Choose the shot angle or size
- _ Choose a camera movement or technique.
- _ Show the class and explain your choices

SÉANCE 4

Objectifs	<u>Lexical</u>: I know more filming and lighting techniques <u>Méthodologique</u>: I can shoot choose transitions between scenes <u>Savoir-faire</u>: I can understand the director's intention <u>Communicationnel</u>: I can explain a scene effect from a technical point of view.
Activités langagières	IO,
Contenu	Reprise: Miming game Mime a shooting in front of your classmates. Your classmates guess what technique it is. (One classmate stands as the character shot) Watch the trailer and focus on transitions. What do you notice?
Bilan	



WORKSHEET

LIGHTING TECHNIQUES

Front lighting



Back lighting



High key and low key



Bottom lighting



Side lighting





WORKSHEET

FILMING TECHNIQUE (part II)

FADE IN



FADE OUT



BLACK OUT



SHOT-REVERSE-SHOT



CUT (or cross cutting if it is simultaneous)



WIPE OUT



FLASHBACK



EYELINE MATCH (shows what the person is looking at)



Watch the trailer and try to identify the transition techniques
Say "SHOT!"

SÉANCE 5

Objectifs	Communicationnel: I can express and act out a feeling. I can voice a character. Culturel: A cinema job. Voice actor in a series Savoir-faire: I can understand actors' devices Lexical: feelings, speech verbs and gesture
Activités langagières	PPC, IO, CE
Matériels et supports	Feelings papers, textbook, cameras, spotlight, storyboard tables
Contenu	Reprise "Nelly is sad" → Watch a group's video → What lighting effect can we add. Discuss. → What transitions can we choose. Discuss. Read the "did you know" article about voice actors (Textbook P. 42). They must imitate a voice and express a feeling at the same time. Watch a short extract of an episode of the simpsons. Why is it a special day? What's homer's problem. Your turn! Homer is excited. Choose a line and imitate Homer's voice and feeling. Theatre activity Here is a line: <i>"it's my birthday? What did I get? I love birthdays!"</i> Choose a feeling in the box, and try to express it while you say the line. Then add a gesture for each sentence. Homework: worksheet scenes Choose two scenes in the list and fill in the five columns.
Bilan	

anglais

Voice actors



Did you know?

Voice acting is the art of doing voice-overs to represent a character, for example, in an animated film. Voice actors can receive awards, like television actors. Dan Castellaneta received four Emmy Awards for his voice-over performance as Homer Simpson in 1992, 1993, 2004 and 2009.

1 Read the "Did you know?" and look at the document. Explain who the people in the photos are.

2 Watch an extract from an episode of The Simpsons. Why is it a special day? What's Homer's problem?

Video
hatier-clic.fr/se3007

3 Choose a line and imitate Homer's voice!

My birthday?
It's my birthday?
What did I get?
I love birthdays!

Of course, I
know! Sure! You
really thought
I forgot, didn't
you?!

Er... A very thoughtful
gift! But it's a surprise! You
know, it's such a beautiful
morning, I think I'll take a
little stroll around the block...

Words

■ an animated film
■ a voice actor/actress
■ a line
/aɪ/

■ a performance
■ an award
/ɔː/
■ a gift

■ a stroll = a walk
/əʊ/
■ a block

■ thoughtful
■ think (thought - thought)
■ forget (forgot - forgotten)

FEELINGS	SPEECH AND GESTURE
SAD	MURMUR, MOAN
SURPRISED	EXCLAIM, SHOUT
EMBARRASSED	STAMMER, BENT YOUR HEAD
ANNOYED	MUMBLE, SCREAM, ROLL YOUR EYES
HAPPY	MOVE AND YELL, SMILE, NOD
ANXIOUS	TREMBLE, SHIVER, LOOK AROUND YOU
ANGRY	FROWN, STARE, GLARE, YELL
SHAME	BLUSH, MURMUR, BENT YOUR HEAD
FEAR/ COLD	SHIVER, TREMBLE
RELAXING	TAKE A DEEP BREATH

SCENE	MOVEMENTS AND GESTURES	FEELINGS
Kate is sitting in the stairs, facing the door, waiting for her husband to come back home	- - - -	
Jane is scared in her bed because the dog is barking outside the house. Is there anyone outside?	- - -	
James is in a rush because he's late at work. He forgets his laptop.	- - -	
Tim is fleeing away from the cops in a slippery path	- - -	
Matt is in the kitchen, he can see his father watching the football match, but HE is punished	- - - -	
Kevin starts walking along the sea, looking at his lover's boat leaving the quay	- - -	
Anna arrives at school she's worried because of the crowd	- - -	
Guy is in love with Gina. He can't stop watching her while she's dancing with Tom.	- - -	

SCENE	PICTURE SHOT	LIGHT	TECHNIQUE /ANGLE
Kate is sitting in the stairs, facing the door, waiting for her husband to come back home.	- - - -		
Jane is scared in her bed because the dog is barking outside the house. Is there anyone outside?	- - -		
James is in a rush because he's late at work. He forgets his laptop.	- - -		
Tim is fleeing away from the cops in a slippery path.	- - -		
Matt is in the kitchen, he can see his father watching the football match, but HE is punished	- - - -		
Kevin is looking at his lover's boat leaving the quay	- - -		
Anna arrives at school she's worried because of the crowd	- - -		
Guy is in love with Gina. He can't stop watching her while she's dancing with Tom.	- - -		

TRAVAIL INTERDISCIPLINAIRE
SÉANCES INTERMEDIAIRES
Cours de théâtre avec le professeur de Français Mme Bouvet (détenant une habilitation théâtre) accompagnée d'un metteur en scène 2H ➔ Tongue twisters ➔ Concentration exercises ➔ Face expressions ➔ Body language exercises
SEANCES INTERMEDIAIRES
Travail sur la musique au Cinéma : Professeur d'Education Musicale, Mr Gering. 2H ➔ Watch the trailer (trailer with another music) what's the problem? ➔ Watch the trailer without sound. What type of music do you expect? ➔ Choose a music for these trailer among five different songs. ➔ Now watch the original version of the trailer.

SÉANCE 6

Objectif	<u>Méthodologique</u>: How to tell a story <u>Savoir-faire</u>: Make a storyboard <u>Linguistique</u>: Rappel Prétérit Simple/ Prétérit en Be+-ING
Activités langagières	PE, IO
Matériel et supports	
Contenu	Reprise: What did you choose for scene 1, 2...? Let's discuss it. IN GROUPS OF FOUR Before writing the script 1. Choose a title for your story 2. Make a mind map of the vocabulary that may appear. 3. Decide what happens in each scene (it is your storyboard). List the scenes in a table You need two storyboards: one for the actors, and one for the director 4. Complete the actors' storyboard table with feelings and gestures for each scene 5. Complete the director's storyboard table with filming techniques and angles, picture shot and lighting effect for each scene. Write the script (Part I) Describe what happens in each scene Use the past tense: Rappel Prétérit Simple / Prétérit Be +V-ing
Bilan	

SÉANCE 7

Objectif	<u>Méthodologique</u>: How to write a dialogue <u>Savoir-faire</u>: write a script <u>Linguistique</u> : quotatiion marks, didascalies, gap fillers
Activités langagières	PE, IO
Matériel et supports	Worksheet write a dialogue, grille d'inter-correction
Contenu	Write the script (Part II) John is lost on an Island. He wakes up and sees a man sitting in front of him. This man is watching him. STEP 1 Before writing the dialogue, answer these questions: 1. How does John feel? 2. What is the tone of his voice? 3. What is his position? 4. How does he move? 5. What is he looking at? 6. How is he looking at it? STEP2 Read the worksheet. Select emotions, speech verbs and body language for this scene. STEP 3 Write a short dialogue Inter-correction Give your dialogue to another pair of classmates for correction
Bilan	



WORKSHEET

WRITE A DIALOGUE

The sentences of the dialogue must be put between *inverted commas*.

The **punctuation** appears **inside** the inverted commas. Ex : "I'm tired," he said.

You'd better keep the **subject-verb order** for speech verbs : "Let me finish !" *she exclaimed*.

Start a new line for each different speaker.

You have to give information about the voice, behaviour, and feelings of the characters.

When you write the sequel to a text, use the *same tense* (usually the past tense for a narrative) and the **same level of speech** as in the original text.

SPEECH VERBS

	Say	Loud	Silent	React
-surprise	<i>He exclaimed</i>	<i>He shouted</i>	<i>He whispered</i>	<i>He answered</i>
-sadness	<i>He moaned</i>	<i>He barked</i>	<i>He murmured</i>	<i>He replied</i>
-embarrassment	<i>He stammered</i>	<i>He yelled</i>		<i>He agreed</i>
-annoyance	<i>He mumbled</i>	<i>He screamed</i>		<i>He disagreed</i>
-insistence	<i>He insisted</i>			

Gap Fillers : Well..., Humm....., Let me think....., Let me see....

VOICE AND EMOTION

Adverbs	Adjectives: voice	Feelings / Emotions
He said	He said in a(n) voice	He looked / sounded
happily = cheerily = merrily	sharp	surprised = puzzled = astounded
angrily	low	
anxiously = nervously	even = steady	
softly = quietly	trembling = shaky	
	high-pitched	
	cold	

LOOK AND SIGHT

He looked around	<i>Il regarda autour de lui</i>
He looked up	<i>Il leva les yeux / regarda en l'air</i>
He looked directly into her eyes	<i>Il la regarda droit dans les yeux</i>
He stared at him	<i>Il le regarda fixement / le dévisagea</i>
He glared at him	<i>Il lui lança un regard furieux</i>
Their eyes connected = they exchanged looks = they exchanged glances	

BODY LANGUAGE

Head / face	Hands / arms	Legs / feet
He nodded = il acquiesça	He shrugged = il haussa les épaules	He crossed his legs
He shook his head = il fit "non" de la tête	He crossed / folded his arms	He stretched his legs = il s'étira les jambes
He smiled (at him)	He clapped his hands	He tapped his feet impatiently
He rolled his eyes		
He turned his head to her		
He frowned = il fronça les sourcils		

Carefully, slowly, hesitantly

EMOTIONS

Shame	She blushed = She coloured = elle rougit (WITH shame)
Fear / cold	- She shivered (with fear or cold) - She trembled (with fear or cold)
Happiness	Her face lit up = son visage s'illumina (v. to light – lit – lit)
Change of emotions	- She grew thoughtful = She turned thoughtful = elle devint pensive
Relaxing	- He breathed deeply = He took a deep breath = il respira profondément

SÉANCE 8

Objectifs	<u>Méthodologique</u> : How to write a dialogue <u>Savoir-faire</u> : write a script <u>Linguistique</u> : punctuation, didascalies, gap fillers
Activités langagières	PE
Matériel et supports	Dialogue “Lost on an Island”
Contenu	Lost on an Island On your own, complete the dialogue with ➔ quotation marks ➔ adverbs or adjectives ➔ gap fillers ➔ body language Correction
TÂCHE FINALE	IN GROUPS OF FOUR ➔ Add dialogues for the scenes of your storyboard ➔ Hand in your script ➔ You have three weeks to shoot your film
Bilan	

SÉANCE 9

EVALUATION

English test 3eme: Dialogue

Complete the dialogue with:

- Quotation marks
- (adverbs or adjectives)
- ----- (body language)
- _____ (gap fillers)

Lily went to a party with Carleen, her bestfriend. Lily met Kate at that party. At that very moment, she recognized Kate. Kate was the girl who had stolen Carleen’s boyfriend.

But Kate really appreciated Lily, so she took her number; and Two days later...

Lily was having a bath when suddenly: tututututututututu... she heard her phone ringing.

Who is it? She thought..... As she realized she would have to wipe herself, then get off the bath, and then go to the bedroom to answer her mobile.

Then, it rang again. She hesitated. Then she decided to get off

Not to slide. She was going towards her bedroom when it stopped. Pffff she whispered

It rang again. When she got near the phone she saw « Kate » written. She -----, -----, thought for a second and then answered.

Hello Lily, what’s up? Kate said

----- I’m ok Lily replied

I was wondering if we could meet tomorrow, what do you think?

-----, ----- dunno.

Come on! Let’s go to the pub!

----- I’m not sure. She answered

Do you have something planned?

----- not really. It’s just that ----- ok listen. I know all about you and Jake.

Kate was ----- she -----

What?! Kate replied I don’t know what you’re talking about.

Are you serious?! Come on, don’t give me that, you know what I’m talking about.

Lily said

----- Ok I know Carleen is your friend but this is none of your business!

None of my business?! Carleen is my friend, indeed, and YOU are definitely not!

So Please forget me! Lily said

Lily put down the phone, she ----- and went

----- back to her bath.

I’m better on my own than with that stupid Kate, she whispered

.....