



nce upon  
a time...

*PHILBERT Lydie*  
*Collège Sadi Carnot*  
*Classe de 5ème - Cycle 4*

**SÉQUENCE : ONCE UPON A TIME**

**OBJECTIFS**

**Culturels** : Littérature de jeunesse  
Découvrir l'univers et les codes du conte

**Méthodologiques** : Comprendre un conte/  
Écrire un conte  
Comparer deux versions  
d'une même oeuvre  
Comprendre le sens et le  
but de la parodie

**Linguistiques** :

**Grammaire**: Présent be + V-ing  
There was / There were  
Le prétérit simple des verbes  
réguliers et irréguliers  
Les verbes introducteurs  
La comparaison

**Lexique** : la description physique, vêtements,  
parties du corps, les adjectifs.

**Phonologie** : La prononciation de la  
terminaison -ed du prétérit

**ACTIVITÉS LANGAGIÈRES**

Compréhension écrite  
Compréhension orale  
Production écrite  
Production orale

**PROJET FINAL**

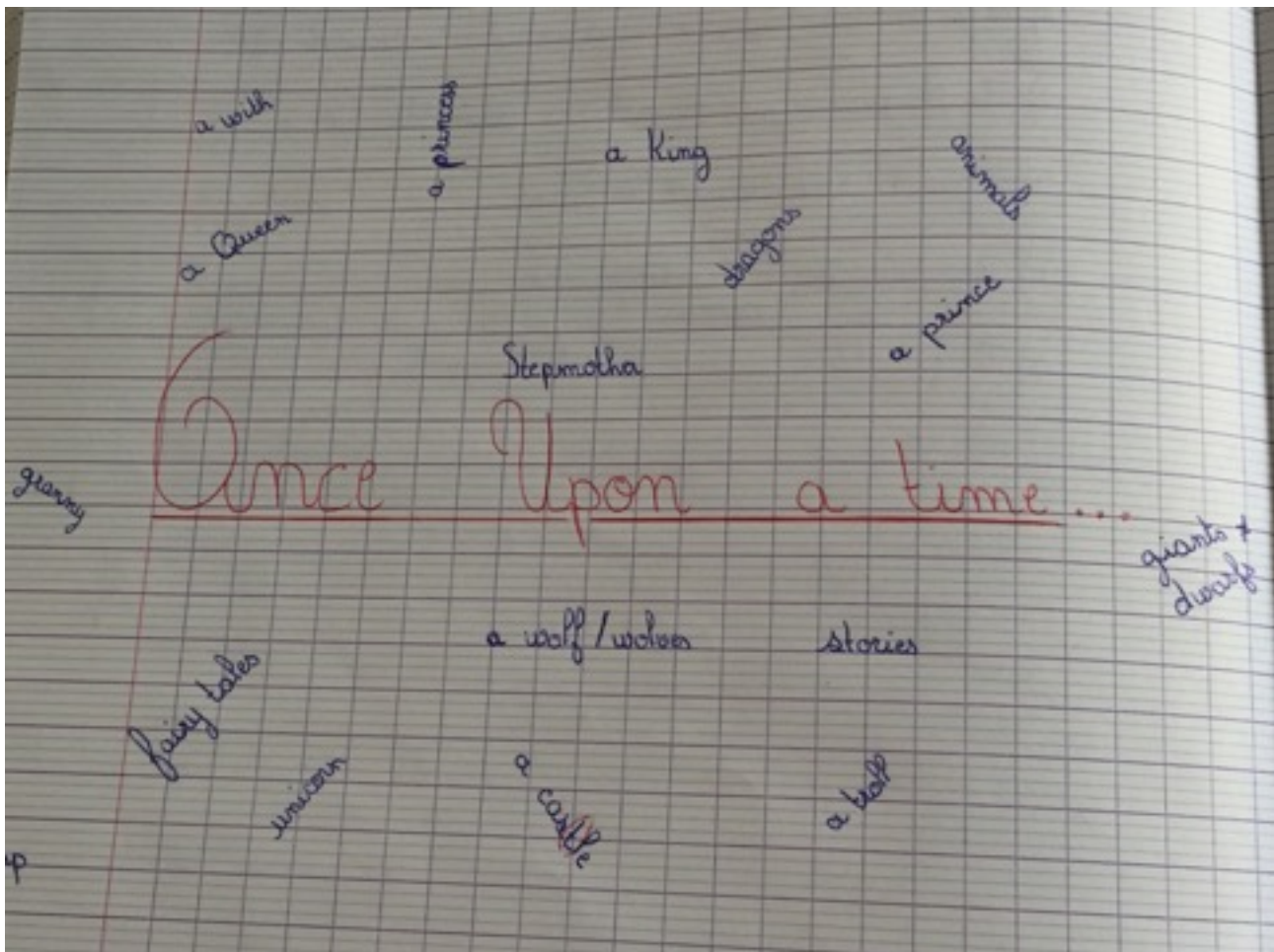
Réécrire un conte / Écrire la parodie d'un conte populaire.

<p><b>DOCUMENTS SUPPORTS</b></p>	<p>Together 5ème Edition Maison des Langues</p> <p>Un film d’animation <a href="https://www.youtube.com/watch?v=IPytbUghpJM">https://www.youtube.com/watch?v=IPytbUghpJM</a></p> <p><a href="http://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/short-stories-little-red-riding-hood-transcript.pdf">http://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/short-stories-little-red-riding-hood-transcript.pdf</a></p> <p>Un film d’animation <a href="https://www.youtube.com/watch?v=WG3_gnKSDh4">https://www.youtube.com/watch?v=WG3_gnKSDh4</a></p>
<p><b>RÉFÉRENCES AU SOCLE COMMUN DE CONNAISSANCES, DE COMPÉTENCES ET DE CULTURE</b></p>	<p><b>Domaine 1</b> : Les langages pour penser et communiquer</p> <p><b>Domaine 2</b> : Organisation du travail personnel / Réalisation et coopération de projet</p> <p><b>Domaine 5</b> : Invention , élaboration , production</p>
<p><b>RÉFÉRENCES AU PROGRAMME DE LANGUES VIVANTES ÉTRANGÈRES</b></p>	<p>- <b><i>Écouter et comprendre</i></b> : Savoir lire des documents vidéo et savoir mettre en relation images et documents sonores.</p> <p>-<b><i>Lire</i></b> : S’approprier le document en utilisant des repérages de nature différente.</p> <p>- <b><i>Écrire</i></b>: Mobiliser les outils pour écrire , corriger , modifier son écrit.</p> <p>-<b><i>Parler en continu</i></b> : Prendre la parole pour raconter , décrire , expliquer ,argumenter.</p> <p>-<b><i>Découvrir les aspects culturels d’une langues étrangère</i></b> : Mobiliser ses connaissances culturelles pour décrire des personnages réels ou imaginaires , raconter.</p>

## Séance 1

Objectif culturel	L'univers du conte.
Objectif méthodologique	Je crée une banque de lexique.
Objectif linguistique	Les personnages de contes, les lieux de contes, les titres de contes populaires.
Activité langagière	Production orale.
Documents support	Documents iconographiques ( Illustrations de contes au choix).

- Proposer des illustrations issues de contes populaires. Noter le lexique au tableau afin de créer une carte mentale.
- Aborder les titres des contes les plus connus et leurs traductions respectives.



## Séance 2

Objectif culturel	Découvrir le conte <i>The Princess and the Pea</i> de Hans Christian Andersen, 1835.
Objectif méthodologique	Développer des stratégies de repérage.
Objectif linguistique	Grammaire: les verbes introducteurs, le prétérit des verbes réguliers et irréguliers.
Activité langagière	Lire et comprendre
Document support	Together 5ème Edition Maison des Langues P.65 <i>The Princess and the Pea</i>

1) Who wrote the text and when ?

2) What is the weather like ?

Entoure tous les mots qui se rapportent au temps.

3) Souligne le paragraphe qui prouve qu'il s'agit vraiment d'une princesse.

4) In the text find the English equivalents of : Il était une fois / se marier avec / triste / frapper (à la porte) / femme / chambre / tempête / sensible

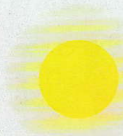
5) Relève les différentes parties du corps.

6) THINK 🤔 "A real princess". What is a real princess for you ?

# The Princess and the Pea

by  
Hans Christian Andersen  
(1835)



 ONCE upon a time, there was a prince who wanted to marry a princess, but she had to be a real princess. He travelled all around the world to find one, but nowhere could he get what he wanted. There were many princesses, but it was difficult to know if they were real princesses – there was always something which was not quite right about them. So he came home again. He was sad because he wanted a real princess so badly.

One evening there was a terrible storm; there was thunder and lightning and the rain poured down in torrents. Indeed it was a fearful night.



In the middle of the storm, somebody knocked at the town gate, and the old King went to open it.

It was a princess who stood outside, but she was in a terrible state from the rain and the storm. The water ran down from her hair and clothes; it ran down into her shoes and out at the heel, but she said that she was a real princess.

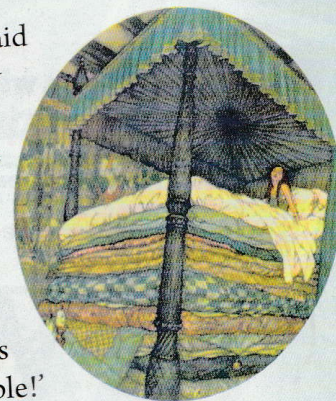


‘Well, we’ll soon see if that is true,’ thought the old Queen, but she said nothing. She went into the bedroom, took all the bed clothes off and laid a pea on the bottom of the bed. Then she took twenty mattresses and piled them on top of the pea, and then twenty feather duvets on top of the mattresses. This was where the princess was to sleep that night. In the morning they asked her how she had slept.

‘Oh terribly badly!’ said the princess. ‘I hardly closed my eyes all night. Heaven knows what was in the bed but I was lying on something hard, and my whole body is black and blue this morning. It is horrible!’

Now they knew that she was a real princess because she had felt the pea through twenty mattresses and twenty feather duvets. Nobody but a real princess could be as sensitive as that.

The prince was sure that he had found a real princess, so he took her to be his wife and they lived happily ever after.



## Séance 3

<b>Objectif méthodologique</b>	Je suis capable de comprendre un film d'animation, de le comparer avec l'oeuvre originale. Je comprends le sens de la parodie et rentre dans l'implicite.
<b>Objectifs linguistiques</b>	Le présent be + V-ing pour décrire, commenter les arrêts sur image.
<b>Activité langagière</b>	Compréhension de l'oral
<b>Document support</b>	<a href="https://www.youtube.com/watch?v=IPytbUghpJM">https://www.youtube.com/watch?v=IPytbUghpJM</a>

### Script

**The Prince - Oh Mother I fear I shall never find a true princess that is truly true and now it is beginning to rain. Woe is me.**

**The Queen -Don't despair my darling dear. you deserve a princess as true as can be.**

**And while the picky prince was at his whiniest and the storm had reached its stormiest ...there came a knock at the castle's front door. The Prince opened the door to find the soggiest muddiest least princess-iest young woman he had ever seen.**

**The princess- Hello**

**The prince- Yes ?**

**The princess- I got separated from my traveling companion during this terrible storm. May I please come in out of the rain ?**

**The prince - I'm sorry but we're only allowing entrance to true princesses. Good day !**

**But the woman at the door would not give up. She knocked even louder this time.**

**The prince -Yes ?**

**The princess- I am a true princess. Please let me come in ou of the rain.**

The prince was confused . Could this soggy, muddy now grumpy young woman truly be a true princess.

The Queen -Of course you can come in , muddy.I mean my dear.

The princess - Oh thank you, I'm so tired ,drenched and hungry . I've barely slept all on this trip.What I really need is shelter for the night.

The prince -But mother she's ...

The Queen- Of course of course ...why don't you get something to eat and warm up by the fire as we prepare a nice room for you to sleep in tonight.

The princess -Thank you so much !

The prince- But mother why would you ...

The Queen- Don't worry darling I have the perfect way to test if she's a true princess or not.

So while the soggy princess dried out the Queen directed her servant to prepare a bed with 20 mattresses.

The servant- More ?

The Queen -More !

Then she added 20 soft down comforters .

The servant- More ?

The Queen - More !

The Queen took a single, tiny, green pea and placed it under the massive pile of comforters and mattresses .

The servant- More ?

The Queen - No, a true princess is sensitive so if she feels that tiny pea under all of that then we will know she is a true princess.

The servant - Why don't we just call the kingdom and ask them if she's a true princess ?

The Queen-This is the only way !

The next morning at breakfast the prince and the Queen anxiously awaited the arrival of the princess.

Finally, she dragged herself down the stairs with what the Prince thought were very promising bags under her red, swollen eyes.

The Queen - Good morning my dear.

The Prince- How did you sleep last night ?

The princess - Sadly I didn't sleep well at all. Thank you for the room but there was some sort of rock or lump in those mattresses.

No matter how I tossed or turned I couldn't get comfortable. I never actually fell asleep.

The Queen and the Prince- Hooray You passed the test !

The princess - What ?

The prince - That was all a test ! Only a true princess would be sensitive enough to know the pea was there . You passed ! And now we know you are a true princess.

The princess -Well well well I showed up on your doorstep filthy, drenched and exhausted and you decided to test me ?

The prince - Yes it was all a test but you passed so hurray !

The Queen- And now you two can get married. Yes married !

The princess- No ! We're not getting married.

What is wrong with you people ? That's the meanest thing anyone has ever done to me!

Why would I want to marry someone who treats a woman that way ?

The Prince- Because I am a prince.

The princess- What was it you said to me last night ? Oh right , I remember. Good day !




The Prince- But wait ! You are the only true princess in the land.



The princess - Yeah , but you're not the only prince. I'm off to find someone nicer.

And she did find someone nicer. A kind prince who respected her and didn't try to put her through silly, stupid tests. They lived happily ever after and never ate peas.

### Idée d'exploitation avec arrêts sur image.

	<p>00:42</p> <p>The princess is not wearing a crown. She looks tired.</p>
	<p>01:01</p> <p>The prince and the Queen are wearing crowns.</p> <p>He looks really sad /desperate /helpless.</p>
	<p>01:36</p> <p>It is raining.</p> <p>In the background there are grey clouds.</p> <p>The princess is wet.</p>



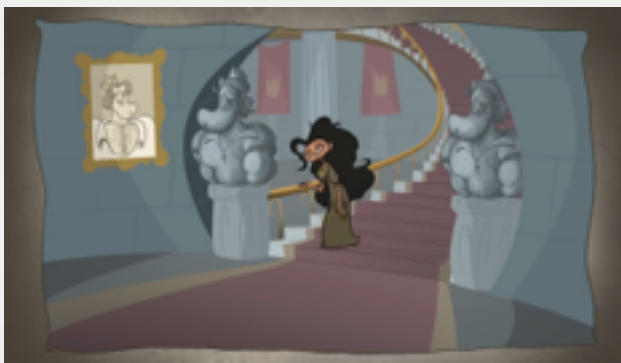
02:42

*The Queen is preparing the bed.  
She is putting a green pea under the mattresses.  
This is a test.*



03:05

*The prince and the Queen are having breakfast.  
There are eggs and juice on the table.*



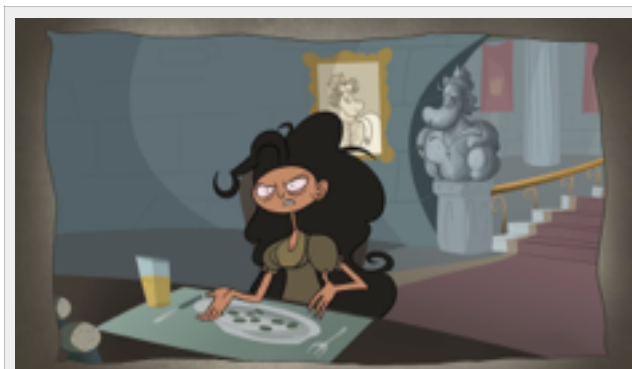
3:11

*The princess looks very tired.*



3:33

*The prince looks / seems happy.*



3:44

The princess is **angry / mad**.



4:21

The princess is **leaving**.  
She does not want to marry the prince.

In the background the prince looks **surprised / disappointed**.

## Let's compare both versions !



**Homework ou en classe :**

<u>Text</u>	<u>Video</u>
There is a King	There is no King.
The princess and the prince get married.	The princess refuses to marry the prince.
...	...
...	...

• À partir de ce tableau comparatif, possibilité de rédiger des phrases.  
In the text there is a King **whereas** in the video there are only the Queen and her son.

- Possibilité de réflexion sur l'évolution de la femme dans la société. Dans le film d'animation, la princesse décide de son avenir ...
- Traduire un extrait pour publication par un éditeur français.  
Exemple : De *No !we're not getting married* jusqu'à la fin.

## Séance 4

<b>Objectifs linguistiques</b>	Le prétérit des verbes réguliers et irréguliers ; les verbes introducteurs; les connecteurs.
<b>Objectif méthodologique</b>	Développer des stratégies de repérage.
<b>Activité langagière</b>	Lire et comprendre
<b>Document support</b>	<a href="https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/short-stories-little-red-riding-hood-transcript.pdf">https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/short-stories-little-red-riding-hood-transcript.pdf</a>

<b><u>Nom des personnages</u></b>	Little Red Riding Hood ; her mother ; her granny ; the wolf ; a woodcutter
<b><u>Les lieux</u></b>	a wood ; house
<b><u>Les objets</u></b>	a cake in her basket
<b><u>Les parties du corps</u></b>	eyes ,ear , nose
<b><u>Les verbes au prétérit</u></b>	<b><u>Les réguliers :</u></b> lived reached looked reached shouted opened jumped  <b><u>Les irréguliers :</u></b> went had met ate

## Séance 5

<b>Objectifs méthodologiques</b>	Je suis capable de comprendre un film d'animation , de le comparer avec l'oeuvre originale. Je comprends le sens de la parodie et rentre dans l'implicite.
<b>Objectif linguistique</b>	Le présent be + V-ing pour décrire, commenter les arrêts sur image.
<b>Activité langagière</b>	Compréhension de l'oral
<b>Document support</b>	<a href="https://www.youtube.com/watch?v=WG3_gnKSDh4">https://www.youtube.com/watch?v=WG3_gnKSDh4</a>

### Script

The wolf - What's that ? It smells like a little girl ...a little girl wearing a hooded cape YES RED DY NUMBER 40 but ... There is something else. A rosewood basket filled with ... muffins !

Pardon me unaccompanied little girl I couldn't help but notice you , by yourself traveling alone through this dark and scary forest. Alone

Little Red Riding Hood - Yeah ?

The wolf - Where are you headed with that delicious smelling basket of goodies ?

Little Red Riding Hood knew how crafty and dangerous wolves can be so she came up with a very clever plan.

Little Red Riding Hood- I'm headed to ... my grandma's house ..It(s down the path in that direction. But I can't stay and chat. My poor ,sick, feeble, vulnerable grandmother is waiting for me right down the end of that path. That way !

The wolf- How delicious of you ,I mean ,how dedicated of you ! But might I recommend taking time to gather some wonderfully beautiful flowers for your grandma as you go . There are many flowers just slightly off the path.

Little Red Riding Hood- Oh So you think I should bear slightly off the path to gather flowers ?

The wolf - Yes ! The delay will definitely be worth it.

Little Red Riding Hood - Well thank you. I'll be sure to bear that in mind.

The wolf - Please do. I'm sure your grandmother will be very surprised.

Little Red Riding Hood- Thank you so much for bearing with me as I bear this basket onto my grandmother's house and help her bear her sickness that she can barely bear ( giggling).

The wolf - What's funny ?

Little Red Riding Hood -Nothing ! Off I do.

The wolf - Now to cut through the woods and arrive at grandmother's house first. Sucker !

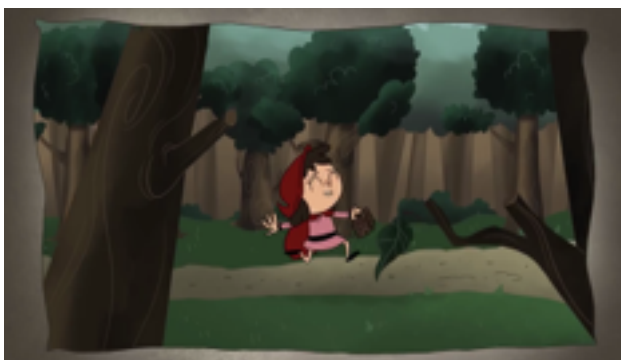
Grandma - Bad directions ... that's clever. But I wonder ... whatever became of that wolf ?

The wolf- Hello Granny ! Wait ...You're not Grandma. Oh goodness ! What big teeth you have !

Little Red Riding Hood - I don't think we'll need to worry about him anymore. More muffins ?

Grandma - Please !

### Idée d'exploitation avec arrêts sur image.



*Little Red Riding Hood looks **happy**. She is **singing**.*



*Little Red Riding Hood is not **afraid** of the wolf.*



*The wolf is **hiding** behind the tree.*



*She is **lying**. She knows that the wolf is bad.*



*Little Red Riding Hood and her grandmother.  
They are **laughing**.*



The wolf is *scared / afraid*.

## Let's compare both versions !

<u>Text</u>	<u>Video</u>
There is a woodcutter	There is no woodcutter.
The wolf eats the grandmother.	...
...	Little Red Riding Hood gives the wolf bad directions.
She is carrying a cake in her basket.	She is carrying muffins in her basket.
...	...
...	...

À partir de ce tableau comparatif, possibilité de rédiger des phrases comme pour *The Princess and the Pea*.

## Séance 6 : Évaluation

**Document annexe**

## Séance 7 : Worksheet pour préparer la tâche finale

<b>Objectif méthodologique</b>	En binôme, remplir une fiche d'aide afin de rédiger mon conte.
<b>Activité langagière</b>	Écrire
<b>Document support</b>	Worksheet



## WORKSHEET :

### 1)Instruction

En binôme, écrire la parodie d'un conte populaire étudié en classe ou connu.

Possibilité de changer :

- les noms
- l'aspect physique des personnages
- les traits de caractère, la personnalité
- les lieux
- la morale
- la période à laquelle se déroule le conte

### 2)Recap

Les adjectifs étudiés : tired / desperate/ helpless / mad / angry / happy / afraid / scared / disappointed

Autres :

Les verbes introducteurs étudiés : think / say / shout

Autres :

Les connecteurs et conjonctions de coordination étudiés : but / then / after / ...

Autres :

### 3)Your tale

**The title:**

**The characters :**

**Physical description of the characters :**

**The places :**

**Event different from the original tale :**

**The morale :**

## Séance 8 : Exemple de production

<b>TÂCHE FINALE</b>	<p>Ce projet final peut se réaliser au CDI ou salle informatique afin de travailler le traitement de texte.</p> <p>a) Atelier d'écriture de conte en binôme avec l'aide du professeur et de l'assistante.</p> <p>b) Vous travaillez dans une maison d'édition. Vous êtes chargé (e) de relire le manuscrit qui vous a été remis afin d'en corriger les erreurs.</p>
<b>Objectifs linguistiques</b>	Ponctuation, verbes introducteurs, prétérit des verbes réguliers et irréguliers, connecteurs.
<b>Activité langagière</b>	Écrire
<b>Documents support</b>	Worksheet Dictionnaire Contes étudiés ( et/ou autres)

## Cinder'Ugly

---

Once upon a time, there was...No ! We're in a modern tale ! So, everything started in a city : Past-city. An ugly girl lived with her stepmother and her sisters. Her name is Cinder'Ugly. One day, a prince made a ball and invited all the kingdom. The evening of this celebration, Cinder'Ugly had made a dress for this event but her stepmother and her sisters tore off this dress and prevented her from the ball. After, the three girls went to the ball and left Cinder'Ugly in the house...

Ho, stop ! What's that ! It's so sad ! I'm gonna <sup>call</sup> ~~come~~ my friend !

The fairy godmother came to the Cinder'Ugly's ranch and hid under the bed of this girl. She caught her god daughter legs and the girl yelled before fainted. When she woke up, Cinder'Ugly was in front of the castle of the prince in a beautiful dress.

The godmother appeared face to the younger woman and explicated the situation. Cinder'Ugly understood that the godmother was a nice person and she came to the castle. She danced with all the guest including the prince. But, when he saw her face, his first reaction was that he was so disgusted that he did not hide his

disgust from the young woman. Nevertheless, he danced with her. Not long after he fell literally in love with her kindness and her intelligence. Unfortunately for him, the girl was already in love with another prince. She left with him on his horse and left the prince to his despair. A few weeks later, they married, ended up happy and the prince languished for the rest of his life in his castle.

The moral of this story is that one should not judge only the appearances.

