

Tâche finale : écriture d'une histoire à partir de la fin du livre *La Malédiction du Welsh Red Dragon* et du film *Miss Peregrine et les enfants particuliers*. A partir de la fin du livre (la famille accompagnée de Rhys et Megan part sur Skokholm Island en bateau) et en s'inspirant du film, les élèves divisés en 6 groupes doivent continuer l'histoire. Chaque groupe travaille sur une partie de l'histoire différente suivant le schéma narratif sous forme de scénettes qu'ils joueront ensuite pour des correspondants (trouvés via le site etwinning). En parallèle du cours d'anglais, les élèves peuvent fabriquer leurs costumes et décors en cours d'arts plastiques.

Niveau A1

Séquence 1 :

Les élèves lisent 2 chapitres chez eux puis en cours ils reprennent à l'oral ce qu'il se passe dans chaque chapitre. Le professeur écrit un résumé au tableau avec les éléments donnés par les élèves pour que les élèves aient une trace écrite. Des chapitres 1 à 6 on travaille par deux chapitres, à partir du chapitre 7 on travaille chapitre par chapitre et les élèves relisent les chapitres à voix hautes en classe.

CE, EO

Résumés par chapitre :

Chapter 1: Maël is in English class, they talk about their dream destination. Maël says that his dream destination is Cairnholm Island, which he is going to visit in the summer with his parents, but his teacher explains that the island is fictional, it does not exist.

Chapter 2: Mael comes home and confronts his parents to know whether the island is real or not. They find out it's not and search for other places Mael might like to visit. His father finds Skokholm Island, the island that inspired Cairnholm Island.

Chapter 3: Mael and his parents arrive to a small Welsh village, Anadldraig, where they are welcomed by their hostess, Rhian Powell. They ride to the Powell's house in a car that usually transports dogs and sheep. Mael asks if once they get to the farm he can help with the sheep to avoid hiking with his parents.

Chapter 4: Rhian shows his room to Mael (Darren's room, her son, who is working in Scotland) and the kitchen where they'll all eat. Mael sees Lewis walking towards the sheep, catches up with him and offers his help. Lewis explains they're going to bring the sheep back to the farm. They run into Megan, Rhian and Lewis's daughter, but she refuses to accompany them and decides to wait for them at the farm.

Chapter 5: Lewis and Mael watch the dogs guide the sheep towards the farm while Lewis explains to Mael that in summer they leave the sheep outside and only bring them nearer to the farm to protect them from foxes. They hear a noise coming from the hill and Lewis explains to a scared Mael that it's the dragon's breath: a long time ago the red dragon of Wales and the white dragon of England fought, the red dragon won and chased the white dragon out of Wales. He then settled in a cave under the mountains to rest. The Welsh believe that if they were in danger again the red dragon would awaken and protect them.

Chapter 6: The Powells and the Portier eat dinner together, a traditional Welsh meal made with lamb, cabbages, leeks, turnips, carrots, and potatoes. Mael isn't very happy about this meal because he doesn't really like vegetables but changes his mind when he learns that Welsh people were very poor and that children were happy when they had anything to eat at all. Mael is intrigued by Megan and

asks her why she refuses to leave the farm. Megan isn't very happy with Mael's interest and tells him off. But Mael sees a sad glow in her eyes and decides to find out on his own why she won't leave.

Chapter 7: Mael convinces his parents to let him stay at the farm while they go hiking and he follows Lewis around the farm. Lewis explains to Mael that the farm is organic and self-sufficient but Mael is more interested by Megan, whom he sees disappear behind a boulder.

Chapter 8: Maël follows the path Megan took, and discovers a cave. The tunnels of the labyrinth are endless and dark. After some time, he gets lost and can't find his way back. Megan hears him call her for help and comes rescue him.

Chapter 9: Megan finds Maël. He confesses he was following her to discover her secret. She tells him she doesn't leave the farm because of Rhys, who makes fun of her. They leave the caves and talk outside in the shade. She explains her brother works on a petrol platform in the North Sea, and hasn't contacted them for weeks, since an accident happened there. Maël's plan to take revenge on Rhys is to go scare him at night.

Chapter 10: Megan and Maël try to scare Rhys, but he knows it's Megan. He goes into the caves to find them, but he falls in a rift and is hurt and calls Megan for help.

Chapter 11: Megan and Maël go help Rhys, who says he has broken his leg. Whilst Megan went back home to find a rope, Maël makes Rhys promise to stop spreading lies. When she comes back, they help him climb up with the rope. They all exit the labyrinth and go to Megan's farm house.

Chapter 12: Lewis calls Rhys's parents. Darren mysteriously appears from behind a door, he didn't contact his family for weeks because he was on his way to see them, after he had left the oil rig. But he has found a new job on Skokholm island, in nature conservation. Maël and his parents are going to take a boat the island at the same time as Darren, so they decide to all go together, with Rhys and Megan as well.

Séquence 2 :

Travail sur le schéma narratif (situation initiale, péripéties, dénouement, situation finale) à l'aide de différents extraits de différentes histoires (*The Great Big Turnip* pour la situation initiale et l'élément déclencheur et *Harry Potter and the sorcerer's stone* pour la péripétie, le dénouement et la situation finale. J'ai arrangé l'extrait en supprimant quelques passages et certains mots pour qu'il soit plus facilement compréhensible pour les élèves.)

Situation initiale + élément déclencheur:

Once upon a time an old man planted some turnip seeds. Each year he grew good turnips but this year he was especially proud of one very big turnip. He left it in the ground *longer* than the others and watched with amazement and delight as it grew bigger and bigger. It grew so big that no one could remember ever having seen such a huge turnip before.

At last it stopped growing and the old man decided that the time had come to pull it up. He took hold of the leaves of the great big turnip and pulled and pulled but the turnip did not move.

So, the old man called his wife to come and help him. The old woman pulled the old man and the old man pulled the turnip. Together they pulled and pulled but the turnip did not move.

So, the old woman called her granddaughter to come and help. The granddaughter pulled the old woman, the old woman pulled the old man, and the old man pulled the turnip. Still the turnip did not move.

The granddaughter called to the dog to come and help. The dog pulled the granddaughter, the granddaughter pulled the old woman, the old woman pulled the old man, and the old man pulled the turnip. But the great big turnip stayed firmly in the ground.

The dog called to the cat to come and help pull up the turnip. The cat pulled the dog, the dog pulled the granddaughter, the granddaughter pulled the old woman, the old woman pulled the old man, and the old man pulled the turnip. They all pulled and pulled as hard as they could but still the turnip did not move.

Then the cat called to a mouse to come and help pull up the great big turnip. The mouse pulled the cat, the cat pulled the dog, the dog pulled the granddaughter, the granddaughter pulled the old woman, the old woman pulled the old man, and he pulled the big turnip. Together they pulled and pulled as hard as they could.

Suddenly, the great big turnip came out of the ground and everyone fell over.

Péripéties:

They were standing on a huge chessboard. Facing them, were the white pieces.

"Now what do we do?" Harry whispered.

"It's obvious, isn't it?" said Ron. "We've got to play."

Behind the white pieces they could see another door.

"I think," said Ron, "we're going to have to be chessmen."

He walked up to a black knight and put his hand out to touch the knight's horse. At once, the stone sprang to life. The horse knight turned his head to look down at Ron.

"Do we -- err -- have to join you to get across?"

The black knight nodded. Ron turned to the other two.

"I suppose we've got to take the place of three of the black pieces..."

Harry and Hermione stayed quiet, watching Ron think. Finally, he said,

"Harry, you take the place of that bishop, and Hermione of that castle. I'm going to be a knight."

The chessmen seemed to have been listening, because a knight, a bishop, and a castle walked off the board, leaving three empty squares that Harry, Ron, and Hermione took.

Ron started to direct the black pieces. They moved silently wherever he sent them. Harry's knees were trembling. What if they lost?

Their first real shock came when their other knight was taken. The white queen smashed him to the floor and dragged him off the board.

"We're nearly there," Ron muttered. "Let me think, let me think... Yes... It's the only way... I've got to be taken."

"NO" Harry and Hermione shouted.

"That's chess!" snapped Ron. "You've got to make some sacrifices! She'll take me -- that leaves you free to checkmate the king, Harry!"

"But --"

"Do you want to stop Snape or not?"

There was no alternative.

"Ready?" Ron called, his face pale but determined. "Don't hang around once you've won."

He stepped forward, and the white queen struck Ron across the head with her stone arm, and he crashed to the floor. He looked as if he'd been knocked out.

Shaking, Harry moved three spaces to the left.

The white king took off his crown and threw it at Harry's feet. They had won. With one last desperate look back at Ron, Harry and Hermione charged through the door and up the next passageway.

Dénouement:

The smiling face of Albus Dumbledore swam into view above him.

"Good afternoon, Harry," said Dumbledore. Harry stared at him.

Then he remembered: "Sir! The Stone! It was Quirrell! He's got the Stone! Sir, quick --"

"Calm yourself, dear boy, you are a little behind the times," said Dumbledore. "Quirrell does not have the Stone."

"Then who does? Sir, I --"

"Harry, please relax, or Madam Pomfrey will have me thrown out."

Harry looked around him. He realized he must be in the hospital. He was lying in a bed with white linen sheets, and next to him was a table piled with what looked like half the candy shop.

"Tokens from your friends and admirers," said Dumbledore. "I believe your friends Mister Fred and George Weasley were responsible for trying to send you a toilet seat. No doubt they thought it would amuse you. Madam Pomfrey, however, felt it might not be very hygienic, and confiscated it."

"How long have I been in here?"

"Three days. Mr. Ronald Weasley and Miss Granger will be relieved, they have been extremely worried."

"But sir, the Stone --"

"I see you are not to be distracted. Very well, the Stone. Professor Quirrell did not take it from you. I arrived in time to prevent that, although you were doing very well on your own, I must say. "

"You got there? You got Hermione's owl?"

"We must have crossed in mid-air. I reached London and it became clear to me that the place I should be was the one I had just left. I arrived just in time to pull Quirrell off you."

"It was you."

"I feared I might be too late."

"You nearly were, I couldn't have kept him off the Stone much longer --"

"Not the Stone, boy, you -- the effort nearly killed you. For one terrible moment, I was afraid it had. As for the Stone, it has been destroyed."

Situation finale:

Harry had almost forgotten the exam results were still to come, but come they did. To their great surprise, he and Ron passed with good marks; Hermione, of course, had the best grades of the first years.

And suddenly, their wardrobes were empty, their trunks were packed, notes were handed out to all students, warning them not to use magic over the holidays. Hagrid was there to take them down to the boats that sailed across the lake; they were boarding the Hogwarts Express; talking and laughing as they past Muggle towns; pulling off their wizard robes and putting on jackets and coats; pulling into platform nine and three-quarters at King's Cross Station. It took a while for them all to get off the platform. An old guard was up by the ticket barrier, letting them go through the gate in twos and threes so they didn't attract attention by all bursting out of a solid wall at once and alarming the Muggles.

"You must come and stay this summer," said Ron, "both of you -- I'll send you an owl."

"Thanks," said Harry, "I'll need something to look forward to."

He, Ron, and Hermione passed through the gateway together.

Mrs. Weasley smiled down at them.

"Busy year?" she said.

"Very," said Harry

"Ready, are you?"

It was Uncle Vernon. Behind him stood Aunt Petunia and Dudley, looking terrified at the very sight of Harry.

"Hurry up, boy, we haven't got all day."

"Hope you have -- err -- a good holiday," said Hermione, looking after Uncle Vernon, shocked that anyone could be so unpleasant.

"Oh, I will," said Harry. "They don't know we're not allowed to use magic at home. I'm going to have a lot of fun with Dudley this summer...."

En parallèle on fait regarder les extraits du film *Miss Peregrine* ci-dessous pour qu'ils connaissent l'histoire.

10 :55 – 14 :17 : le grand-père raconte l'histoire du pensionnat et des enfants « particuliers » qu'il y a rencontré.

17 :52 – 22 :18 : Jacob et son père arrive sur l'île et Jacob se fait accompagner par deux garçons du village jusqu'au pensionnat.

23 :40 – 38 :41/45 :50 : Jacob entre dans le pensionnat qu'il voit en ruine et rencontre les enfants qui l'amèneront ensuite dans la « boucle temporelle » où le pensionnat n'est pas détruit. Jacob apprend à connaître les particularités de chaque enfant.

48 :37 – 50 :36 : réinitialisation de la boucle temporelle.

63 :07 – 75 :49 : Jacob et Emma se rendent sur le bateau ayant coulé + on en apprend un peu plus sur les méchants.

82 :09 – 91 :00 : bataille avec le méchant dans le pensionnat.

95 :56 - 113 :55 : bataille sur la jetée

Les groupes sont créés et les histoires sont réparties : 1 situation initiale, 1 élément déclencheur, 2 péripéties, 1 dénouement et 1 situation finale.

CO, CE.

Séquence 3 :

Les élèves travaillent sur leurs histoires en groupe, avec l'aide du professeur si besoin. Lorsqu'elles sont terminées, le professeur les corrige et revoit avec les élèves ce qui va et ne va pas.

EE

Séquence 4 :

Attribution des rôles. Il n'y aura évidemment pas assez de rôles pour tous les élèves mais plusieurs élèves peuvent jouer un même rôle dans des scènes différentes.

Les élèves commencent à mémoriser le texte chez eux et s'entraînent en classe afin de travailler sur les difficultés qu'ils peuvent rencontrer à la mémorisation et à la prononciation avec le professeur mais aussi entre élèves.

EO

Séquence 5 :

Réalisation de la tâche finale.

EO

