

Séquence en espace-langues Classe de seconde

Support: Scène du film *Carrie* de Brian de Palma (Sissy Spacek et John Travolta)

Niveau	B1
Tâche finale	<ul style="list-style-type: none"> • Rendre compte d'un extrait de film à l'oral en partageant ses informations
Activités langagières majeures	<ul style="list-style-type: none"> • Compréhension de l'oral • Compréhension de l'écrit
thématique	<ul style="list-style-type: none"> • Conflit des générations/l'étrangeté
culturel	<ul style="list-style-type: none"> • cinéma • films d'horreur • un cinéaste américain célèbre : Brian de Palma
linguistique	<ul style="list-style-type: none"> • expression de l'étrangeté, de la peur, de la colère, du conflit • réactivation du discours indirect, expression de la volonté, permission. • expression de la capacité, emploi des causatives
méthodologique	<ul style="list-style-type: none"> • comprendre un film en V.O. • collecte d'information et partage en groupe. - compréhension orale (repérage des informations essentielles de la bande-son, de la bande-annonce) - compréhension écrite (repérage des informations essentielles dans le script, les documents périphériques) • utilisation des supports de l'espace-langues. (lecteur DVD, multimédia, dictionnaires...)
analytique	<ul style="list-style-type: none"> • déduction de l'implicite pour déboucher sur la symbolique du conflit • ingrédients du film d'horreur et originalité de <i>Carrie</i>

PLAN DE LA SEANCE 1

- 1) Interrogation orale : *Are you afraid of ghosts ?*
- 2) Correction exercices p. 61 n° 1 et 2.
- 3) *The Appointment*.(1) p. 62 (*Broadways 2°*)
Compréhension écrite : list all the words expressing fear from beginning to 1.27
Next time : fill in grid (compréhension écrite)

PLAN DE LA SEANCE 2

- 1) *The Appointment* (2) correction grille
- 2) **Analyse**
 - a) General atmosphere: Dr Richter's mood before the meeting/during the meeting
 - b) The stranger: his message/his nature
 - c) Dr Richter's mistake

Objectifs :

- exprimer l'inquiétude et la peur

Before the meeting: Dr Richter felt immediately uncomfortable/ill-at-ease/anxious/nervous

There was something unusual/eerie/weird/scary/ around the room. He sensed something weird was going on.

He feared he might get into trouble/he dreaded something/he didn't expect to see anyone in the middle of his work. He felt panic-stricken because he could feel something unusual/weird/eerie. He had misgivings.

- rapporter un dialogue

During the meeting: When he saw him he was amazed/stunned/astonished/appalled.

He wondered how the stranger had managed to come into his office.

He lost his temper/fell into a rage/got really angry/mad

He asked him how he had got into his house

He asked him who he was/whom he was sent from.

He ordered him to go away.

- repérer des allusions

The stranger was dressed in black and wore a black top hat. There was something **puzzling/mysterious/intriguing** about him. He was an **odd-looking man**.

He **made Dr Richter think of/reminded him of** an undertaker. He was dressed in black and wore a top-hat.

He was ironical making fun of the businessman. His identity is hinted at on various occasions ("glanced heavenward" 1.28, "final judgement" 1.37-38). Obviously he is sent by God/obeying God's order to deliver him a message.

- conclure

Dr Richter believed he was the workers'mouthpiece/ that he intended to threaten him/they were plotting against him... as he was responsible for the death of his fifty workers.

He believed they **wanted him to take** their revenge;

He did not realize who the stranger was/ that the stranger had nothing to do with the workers/was a ghostly apparition until the butler told him that there was nobody around (the man had vanished/disappeared all of a sudden (see "empty space"))

- 3) Trace écrite à partir des notes prises par le secrétaire.
- 4) **Définir les groupes pour l'activité suivante : annoncer le film et les activités (compréhension écrite/compréhension orale)**

PLAN DE LA SEANCE 3

1) Interrogation orale collective : *The Appointment*.

2) **GROUP WORK : (4 groups= 6 pupils per group)**

Etape 1 : aborder les documents (10')

G1 : écoute l'extrait de la bande-son (compréhension orale)

G2 : prend connaissance du script et procède à une recherche lexicale (compréhension écrite)

G3 : visionne la bande-annonce et récupère l'information promotionnelle. (compréhension orale)

G4 : prend connaissance de documents écrits divers et récapitule l'information essentielle (cinéaste, acteurs, date, scénario) (compréhension écrite)

Etape 2 : valider l'information en groupe (groupe bande son /groupe script/groupe articles/groupe bande annonce) (5')

Etape 3 : changer de groupe. Les groupes « compréhension de l'oral » passent en « compréhension de l'écrit » et font les mêmes activités que leurs camarades.

PLAN DE LA SEANCE 4

3) **CLASS WORK : synthèse**

Extrait du film visionné

Mise en commun : partager l'information avec le reste de la classe (en sachant qu'il y aura quand même un déficit d'information dans la mesure où chaque élève se sera exercé sur 2 types d'activités langagières (CO/CE) mais pas avec les mêmes supports.

Objectif linguistique : réactivation du lexique de l'étrangeté et de la peur

Can you introduce the document ?

This is an excerpt from *Carrie* a film by Brian de Palma, a famous U.S. film director, released in 1976. The scene is set during a violent storm in a very odd-looking house reminding us of a haunted castle. Two characters, a woman and her daughter can be seen arguing.

Objectif linguistique : réactivation du discours rapporté, expression de la volonté, expression de la permission

What does Carrie ask her mother?

She asks her if she can go to the prom.

She wants her mum to let her go to the prom.

She asks her Mum for permission.

She'd like her Mum to allow her to go with a boy.

Objectif linguistique : lexique de la colère, expression du refus

How does her mother react?

She throws a drink (a glass of water) in her face which shows she loses her temper/flies into a rage/how hysterical she is.

She won't let her go. She refuses to let her go. She does not want her to go with boys.

She objects to her going to the prom.

Objectif linguistique : expression de la déduction au moyen de connecteurs (as, since)

What sort of a woman is she? Remember the dining-room, what she says about boys and her language.

She is a religious fanatic. As she is a fundamentalist, she believes that going to the prom is a sin/sinful. Since she is a religious fanatic, she hates boys. She thinks it is sinful to hang

around with boys. She is obsessed with religion (candles, the wall paper showing the last Supper). Her language also is pregnant with religious guilt: *the Lord's way of chastising you, pray, Satan's power...*

Objectif linguistique : expression de la capacité, structures causatives
How does Carrie manage to catch her attention?

In order to keep her attention, she uses her telekinetic powers, which means she can move things by the force of her mind.. It is possible for her to move things She is capable of moving things the way she likes. For instance she makes the windows shut by themselves. Her telekinetic powers enable her to move things..

Mise en forme au tableau à partir des notes du secrétaire

Homework :

→ *learn lesson*

→ *read script and report the dialogue from* "Tell that boy..." **to** "I'm going to close the window." **Start with:** *Carrie's mother ordered her...*

→ *written work (150 words):* How is the conflict between mother/daughter symbolised?
What makes this film different from usual horror films?

AUDIO CORNER

Listen to an extract from *Carrie* and answer the questions in noteform (*remember you are given only 10 minutes*)

Describe the situation:

voices (age, sex, tone)

What does Carrie ask her mother? Try and deduce what a prom is.

What is her mother's reaction?

Write down all the words you can hear related to religion.

Describe the atmosphere:

Music? Sound effects?

WEB CORNER

Watch the trailer* for *Carrie* at http://www.mgm.com/title_clip.do?title_star=CARRIE and answer the questions in noteform (*remember you are given only 10 minutes*)

(*short sequence to promote a film)

a) Watch and listen carefully before answering the questions:

What is *the senior prom*?

Is she a popular girl? Justify.

Where does she live? Who does she live with?

What makes her different from the others?

Who is she with at the prom?

b) Complete:

For Carrie the night will be a _____ come _____ but for everyone else it'll be a _____ .

A new film by Brian de Palma based on a _____ best-seller.

If you have a taste for _____, you have a _____ with Carrie

LIBRARY CORNER

Read the script of a scene from *Carrie* and answer the questions in noteform (*remember you are given only 10 minutes*)

Carrie:

What does Carrie ask her mother?

Try and deduce what a “prom” is (check in the dictionary for confirmation).

Her mother:

Does her mother agree?

What are her arguments?

List the lexical field of religion.

What sort of a woman is she then?

When she says “That’s Satan’s power” imagine what may have happened just before.

Guess the meaning of “witch”.(check in the dictionary for confirmation)

STUDY CORNER

Read several written documents on *Carrie* and answer the questions in noteform (*remember you are given only 10 minutes*)

- **Collect information:**

film director: name, nationality (?)..

cast: 2 or 3 names of the most famous actors

date: released in...

genre: a love story? a science fiction movie?

source: (which novel was it based on?)...

- **Complete the summary of the film:**

It is the story of a young _____ whose classmates and fanatically religious _____ victimize. One day she realizes she has telekinetic powers, which means she can _____ objects by the force of her mind. Her revenge will be terrible.

Script

- Carrie, you haven't touched your apple cake.
- It gives me pimples.
- Pimples are the Lord's way of chastising you.
- Mama?
- Yeah?
- Mama, please see that I've got to try and get along with people better.
- What are you going on about, Carrie?
- I've been invited to the prom.
- The prom?
- The senior prom. You know, everybody's going.
- It's that teacher that called, wasn't it?
- Please, say that I'm not like you, Mama. I'm funny. I mean, all the kids think I'm funny and I want to be normal. I want to start and try and be a whole person before it's too late for me to... His name is Tommy Ross and he's a very nice boy, Mama.
- No.
- And he promised to stop and meet you.
- I said no.
- Mama, I've accepted.
- I said no. Come to your closet.
- No.
- After all you've been taught.
- *Everyone* isn't bad. *Everything* isn't a sin.
- Come to your closet and pray. Ask to be forgiven.
- He's a very nice boy, Mama. You'd like him. You'd really like him, Mama.
- Boys! The boys! Yes, the boys. After the blood come the boys –like sniffing dogs, grinning and slobbering and trying to find out where that smell comes from. I know where they take them cos (=because) I've seen it all. Well, you're not going.
- I already said I would.
- Tell that boy you're not going, or we're going to move from here.
- No.
- We'll move and you'll never see him again. The rain's coming in.
- Mama, please sit and talk to me.
- I'm going to close the window.
- Please, sit and talk to me... I'm going Mama. And things are going to change around here.
- Witch. That's Satan's power.
- It's nothing to do with Satan, Mama. It's me, Me. If I concentrate enough, I can move things.
- Satan is clever.
- No, Mama. I'm not the only one. Other people can do it. I read about it.