

4ème

SEQUENCE 4

Victorian Times



British History Timeline

An overview of the major events in British history from the Stone Age to the current day

Early Britain



Stonehenge, built around 2500BC



Iron Age coins

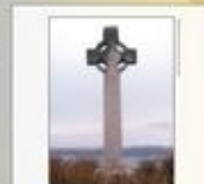


Roman army led by Claudius invades AD43



Boudicca leads revolt against Romans AD61

Anglo Saxon Britain



Iron-age crosses from northern Europe AD450



St Augustine arrives to spread Christianity AD597

c. 12000BC - AD43 AD43 - 410 AD410 - 1066

Viking Britain



Vikings invade c.793



Alfred the Great defeats Vikings at Wessex 878



Norman Invasion, Battle of Hasting & coronation of William the Conqueror 1066



Crusades to Middle East to reclaim Jerusalem as Christian holy place 1096-1194



Signing of Magna Carta 1215



Reign of Henry VIII 1509-1547



Split from the Roman Catholic Church and the Construction of the Elizabethan 1534-1540



Defeat of the Spanish Armada 1588

Stuart Britain



Gunpowder Plot 1605



Queen Consort rules as Lady Protector 1683-88



Charles II executed 1685



Great Fire of London 1666

c. 793 - 1066

1066 - 1485

1485 - 1603

1603 - 1714

Georgian Britain



Part of America declare War of Independence 1776



First steam locomotive invented by Richard Trevithick 1803



House of Parliament built 1837



Frances Wright gets imprisoned for supporting abolition in the Cornish War 1834



1880 Education Act makes school compulsory for 5-10 year olds

20th Century Britain



BRITAIN DECLARES WAR ON GERMANY GERMANY IGNORES ULTIMATUM

World War I 1914-1918

World War II 1939-1945



Women over 30 are given the right to vote 1918



Dr Eric Smecher launches the World Wide Web 1989

21st Century Britain



Asia invaded by US and UK troops 2001



London Olympics 2012



Diamond Jubilee of Queen Elizabeth II 2012

1714 - 1830

1837 - 1901

1901 - 1999

2000 - Present

GIN LANE.



How to deal with pictures?

Whatever the type of document you may have to deal with, always do your best to organise your ideas:

- 1) **An introduction:** What kind of document is it? What is the main topic?
- 2) **A body:** Make a description and draw an analysis.
- 3) **A conclusion:** Recap very shortly and give your opinion about.

| Introduction | Body | Conclusion |
|--|---|--|
| <p style="text-align: center;"><u>Type of document</u></p> <p>A cartoon = un dessin humoristique</p> <p>A comic = une bande dessinée</p> <p>An ad /advert = une publicité</p> <p>A poster = une affiche</p> <p>A painting = une peinture</p> <p>A drawing = un dessin</p> <p>A photograph = une photo</p> <p>A canvas = une toile</p> <p style="text-align: center;"><u>Name the author</u></p> <p>A cartoonist = un caricaturiste</p> <p>A journalist = un journaliste</p> <p>A painter = un peintre</p> | <p style="text-align: center;"><u>Description</u></p> <p>The scene takes place in... = la scène se passe à...</p> <p>In the top right-hand corner = en haut à droite</p> <p>In the bottom left-hand corner = en bas à gauche</p> <p>On the right/left = à droite/à gauche</p> <p>In the middle = au centre</p> <p>At the top/bottom = en haut/en bas</p> <p>In the foreground... = au premier plan</p> <p>In the background... = à l'arrière plan</p> <p>The caption says... = la légende dit...</p> <p>The catch phrase = le slogan</p> | <p style="text-align: center;"><u>Conclude</u></p> <p>Finally... }</p> <p>As a conclusion... } En conclusion</p> <p>To conclude... }</p> <p>Last (of all)... }</p> <p style="text-align: center;"><u>Express your ideas</u></p> <p>As for me }</p> <p>As far as I am concerned } Selon moi</p> <p>According to me }</p> <p>I think that }</p> <p>I presume that } Je pense que</p> <p>To my mind }</p> |

A photographer = un photographe

An artist = un artiste

It was drawn/painted/made by... = cela a été dessiné, peint, fait par...

The title

The document is entitled... = le document est intitulé...

The title is unknown = le titre du document n'est pas connu.

The source

The document is taken from... = le document provient de...

It is an extract/excerpt from... = c'est un extrait de...

The painting can be seen at... = cette peinture peut être vue au...

The date

It was published in... = cela a été publié en...

It dates back from... = cela remonte à...

Composition

Shapes and colours are important.

It is made up of... = C'est fait de...

It is composed of... = C'est composé de...

- **Primary colours** = des couleurs primaires
Blue, yellow and red.
- **Secondary colours** = des couleurs secondaires
Example: red + blue = violet.
- **Cool colours:** des couleurs froides
Blues and greens.
- **Warm colours:** des couleurs chaudes
Reds and yellows.

Analysis

It shows... = cela montre...

It represents... = cela représente...

It symbolises... = cela symbolise...

The artist stresses on... = l'artiste insiste sur...

The artist denounces... = l'artiste dénonce...

The artist lays emphasis on... = l'artiste met l'accent sur...

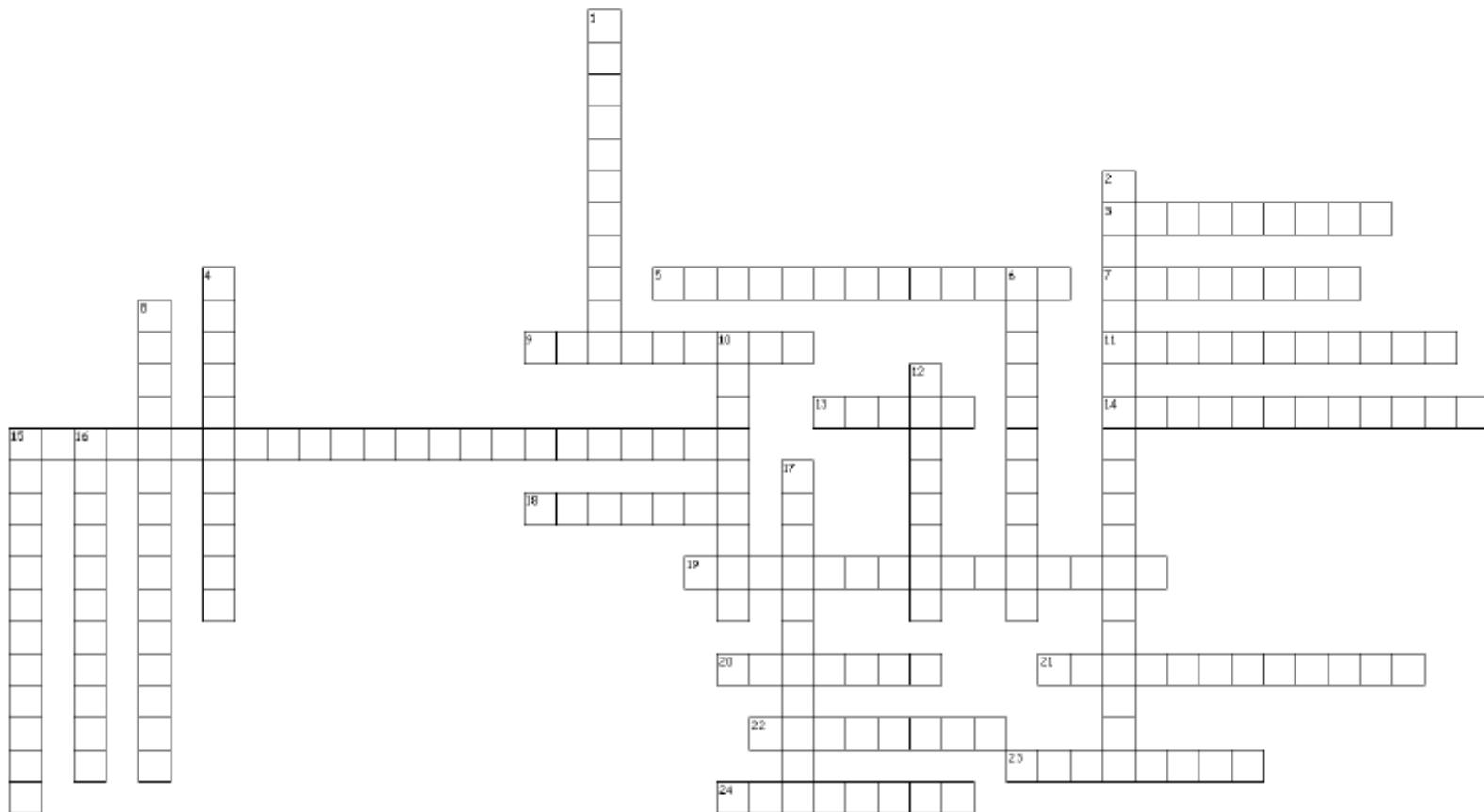
We can infer that... = on peut en déduire que...

| + | - |
|-----------------------------------|------------------------------------|
| • I like/love | • I don't like/I hate |
| • I am keen on... | • I can't stand + V-ING |
| • I think it is very effective... | • I don't think it is effective... |
| • I find it beautiful... | • I think it's shocking... |
| • I think it's interesting... | • I find it horrible/ugly... |

Justify

Never forget to justify yourself.

Use connectives to do so.



Across →

- 3. symboliser
- 5. un extrait de film
- 7. un dessin
- 9. un extrait
- 11. une photographie
- 13. déduire
- 14. il est intitulé

- 15. en haut à droite
- 18. une toile
- 19. à l'arrière-plan
- 20. une affiche
- 21. je pense que
- 22. insister sur
- 23. une publicité
- 24. à mon avis




Down

- 1. au centre
- 2. selon moi
- 4. des couleurs chaudes
- 6. des couleurs froides
- 8. au premier plan

- 10. représenter
- 12. dénoncer
- 15. il est composé de
- 16. se passer/se dérouler
- 17. en bas

Charles Dickens



 Charles Dickens, one of the world's greatest authors, was born in Portsmouth, England, on 7 February 1812. He was the second of eight children. He had a happy childhood and loved reading all kinds of books. When Dickens was only twelve years old his father went to prison because he had serious money problems. Young Dickens had to leave school and went to work in a factory. He worked long hours in very bad conditions and he never forgot this terrible experience.

When Dickens was nineteen years old he became a newspaper reporter for *The Mirror of Parliament*. Soon he began writing short stories for magazines. In Dickens's times novels were usually published in parts

in magazines: every week or month a part of the story appeared in the magazine. This went on for many months until the story was finished. A lot of people bought the magazines to read the story.

In April 1836 Dickens married Catherine Hogarth. They had ten children. *The Pickwick Papers* was Dickens's first novel. It was published in monthly parts. He finished it in 1837 and it was a great success.

During his life Dickens met many people; they were young, old, rich, poor, happy, sad, kind and unkind. He wrote about them in his wonderful novels. Dickens lived during the Victorian Age and his books often talk about poverty and the many social problems of the time. He wrote fourteen major novels: some of them are *Oliver Twist* (1837-38), *A Christmas Carol* (1843), *David Copperfield* (1849-50), *Nicholas Nickleby* (1854) and *Great Expectations* (1860-1).

Dickens travelled to Italy, Switzerland, France and the United States, where he read extracts from some of his novels to the public in New York and Boston. The Americans liked his books a lot.

He died at the age of 58 and was buried in Poets' Corner in Westminster Abbey in London.



Select an area to explore

- An introduction
- Children in coal mines
- Children at school
- Children at play
- Leisure
- Victorian Scotland
- Famine and emigration
- Children at work
- Children in factories
- Victorian schools
- Rich and poor families
- Toys and games
- Highland Clearances

Young Oliver

A long time ago every town in England had a workhouse. This was a house for very poor people and a very sad place to live. Oliver Twist was born in a workhouse. His mother, who was a young woman, was very ill when she came to the workhouse.

A doctor and an old woman were with her. After Oliver was born his mother said, 'I want to see my baby and then die.'

The old woman and the doctor looked at each other.

'You're too young to die,' said the old woman.

The doctor put the little baby in his mother's arms and she kissed the baby; then she died.

'Goodness!' ¹ said the doctor, 'she's dead.'

'The poor dear!' said the old woman. 'She came here late last night.'

'Where's she from?' asked the doctor.

'No one knows where she's from,' replied the old woman.

1. **Goodness** : an expression of surprise.

The doctor looked at the young woman's left hand and said, 'There's no wedding ring; she wasn't married. Good night.' He put on his hat, coat and gloves and left.

The old woman began to dress the baby with some old clothes. Little Oliver was alone in the world; he was an orphan and no one loved him.

When Oliver was small his home was an orphanage, where he lived with other young orphans. The children of the orphanage were given very little food and very little love. Many of the orphans died because they were cold and hungry. The orphanage was a unhappy place. Oliver survived, although he was pale, small and thin.

At the age of nine Oliver had to leave the orphanage and the only friends he had. This made him very sad because now he was really alone in the world. He was taken to a workhouse, a miserable place where he had to work long hours. He was given only one small bowl of porridge three times a day and an onion twice a week. Because Sunday was a special day he was given a small piece of bread.

Oliver and the other people at the workhouse were always cold, hungry and unhappy. They never asked for a second bowl of porridge because they were afraid. However, after three months of hunger and unhappiness Oliver and the others decided to do something. They discussed the matter and decided that Oliver had to ask the master for more porridge. So that evening he took his small empty bowl to the master of the workhouse, who was a big man with a white apron.

'Please, sir,' said Oliver looking at the master, 'I want some more.'

The master was very surprised and stared at him. Then he hit Oliver with his big wooden spoon.

'Mr Bumble,' cried the master. 'Please come here!'

Mr Bumble, who was an important officer in the town, rushed into the room and said, 'What's this nonsense?'



'This young boy asked for *more porridge!*' exclaimed the master, whose face was red.

'What?' asked Mr Bumble. 'Did I hear you correctly? *More porridge?*'

'Yes sir, *more porridge?*' replied the master, holding up the big wooden spoon.

Mr Bumble took Oliver to the office of the directors of the workhouse and said, 'Oliver Twist asked for more porridge!'

'For more porridge?' they cried, looking at each other. 'This boy must leave the workhouse immediately!'

Mr Bumble put Oliver in a cold, dark room for one whole week. Every morning Mr Bumble opened the door of the dark room and hit Oliver with a stick in front of his friends. Poor Oliver did nothing but cry all day long and he couldn't sleep at night because he was terribly cold, hungry and sad.

One day Mr Bumble met his friend Mr Sowerberry, who was a tall, thin man. He made coffins² for dead bodies, and many of the dead bodies came from the workhouse.

'Do you need a boy to work in your shop?' asked Mr Bumble. 'We'll give you five pounds if you take him.'

'Hmm,' said Mr Sowerberry, 'yes, I need a boy and I need the five pounds. I'll take him!'

That evening Mr Bumble took Oliver to Mr Sowerberry's shop. When they got near the shop Oliver looked at Mr Bumble and started crying.

'Oh, sir, I want to be a good boy. I am a very little boy, sir. And it is so... lonely. So very lonely!' Oliver couldn't stop crying and his thin, pale face was covered with tears.

1 COMPREHENSION CHECK

Match the phrases 1-8 to the phrases A-L to make complete sentences about Chapter One. There are four phrases you do not need to use.

- 1 Oliver Twist's mother died
 - 2 The old woman did not know
 - 3 The orphanage was a very sad place
 - 4 Oliver and the other people at the workhouse
 - 5 No one at the workhouse asked for more porridge
 - 6 Oliver had to leave the workhouse
 - 7 Mr Sowerberry
 - 8 Mr Bumble asked Mr Sowerberry
- A because the children were always hungry and no one loved them.
 - B made coffins for dead bodies.
 - C because they were afraid.
 - D was the director of the workhouse.
 - E immediately after Oliver was born.
 - F if he needed a boy to work for him.
 - G a month after Oliver was born.
 - H were always hungry, cold and unhappy.
 - I because he was very lonely.
 - J where Oliver's mother came from.
 - K because he asked for more porridge.
 - L because he didn't like Mr Sowerberry.

2 VOCABULARY

A Circle the odd words out and explain why.

- 1 porridge meat fish poultry
- 2 bowl cup dish box
- 3 doctor teacher parent engineer
- 4 onion orange carrot spinach
- 5 Turkey England Irish Italy
- 6 hat coat gloves ring



Oliver



Fagin



Sikes

.....

.....

.....

.....



the Dodger



Nancy



Mr Brownlow

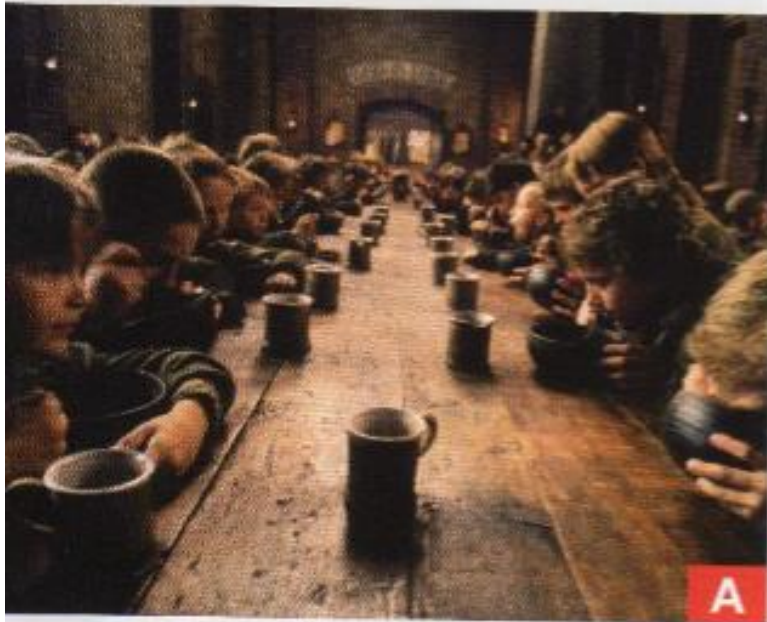
.....

.....

.....

.....

Kind
 Honest
 Young
 Evil
 Friendly
 Cruel
 Thin
 Tall
 Angry
 Poor
 Alone
 Sad
 Luck
 Miser
 terrified



Look at the still A and answer the questions.

- 1 What's happening and where?
- 2 How are the characters feeling?
- 3 What page of the story could this still refer to?



Look at the still B and answer the questions.

- 1 Why is Oliver running away?
- 2 Who is the gentleman running after Oliver?
- 3 What has just happened?
- 4 What will happen next?

Look at the still C and answer the questions.

- 1 Who are the characters?
- 2 Where are they?
- 3 What is Fagin saying to the boys?
- 4 Is Fagin similar to the description in the story? Why or why not?



Look at the still D and answer the questions.

- 1 Who are the characters?
- 2 What is happening?
- 3 What is Bill Sikes saying to Oliver?
- 4 How does Oliver feel?
- 5 What is going to happen next?





Close shot or Close up (CU) - a shot taken from a close distance so that the object appears relatively large and fills the entire frame. In human terms, a close up might show someone's face.



High angle - the camera is positioned above and looks down on the subject. A high angle image often has the effect of making the subject appear weak or vulnerable.



Long shot or Wide shot (LS or WS) - a shot taken from a greater distance so that the object appears relatively small in the frame. A long shot can convey setting or context. In human terms, a long shot might encompass someone's whole body and the surrounding

area. An extreme long shot might encompass an entire cityscape or skyline.



Low angle - the camera is positioned below and looks up at the subject. A low angle image often has the effect of making the subject appear powerful or ominous.



Medium shot (MS) - a shot that usually frames objects so that they appear equivalent to a normal visual perspective. In human terms, a medium shot might show a person from the waist up.



Normal angle - the camera is positioned at chest height and makes the subject appear neutral



BBC

Presents

Charles Dickens

Read by Liza Tarbuck as Mrs Jellyby.



PROJET FINAL



A l'aide d'un dictionnaire et de mon cahier, je prépare ma présentation orale (*la vie de Charles Dickens*).

EN AP, en demi-groupe

- Je regarde la vidéo sans le son.
- J'effectue un séquençage (combien de temps dure chaque plan, quelle est l'idée associée).

En AP, en travail de groupe

- Je rédige, à partir du séquençage, le récit de la vie de Charles Dickens.
- Je présenterai ma production aux autres groupes.

SEQUENCE 4

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La classe d'anglais

Accueil | Infos pratiques | Approfondir le cours | Ressources | Teaching tips | Photos | Livre d'or

Edito

Je m'appelle Amélie Beney et suis professeur d'anglais au collège Marcel Pagnol de St Ouen l'Aumône (95310) depuis septembre 2008. Time flies ! :)

Ce site est destiné à mes élèves mais aussi à mes collègues de langues. Vous êtes en effet de plus en plus nombreux à faire vivre le site et je vous en remercie ! Merci aussi au passage pour vos messages sur le livre d'or !

Derniers commentaires

0 5 10

LIVRE D'OR
Merci Amélie pour la qualité et la créativité de votre site. Je suis maître auxiliaire en anglais (...)

LIVRE D'OR
Simply amazing !!!! On m'a proposé de tutorer notre nouveau collègue stagiaire américain et tout (...)

LIVRE D'OR
Merci à vous tous pour vos commentaires et bonne rentrée à tous !

Bienvenue sur le site de la classe d'anglais !

Merci à vous tous d'être toujours plus nombreux à visiter le site depuis 2008 ! A ce jour, voici le nombre de visites et tout autant de MERCI de ma part :

Articles les plus vus

- Séquence 1 - Let me introduce myself (vu 60551 fois)
- Les verbes irréguliers (vu 45890 fois)
- Séquence 2 - The USA and Thanksgiving (vu 36188 fois)
- Séquence 3 - Jobs and careers (vu 26916 fois)
- 3ème (vu 26850 fois)

Bienvenue Amélie Beney

Se déconnecter
Espace rédacteurs

Follow me!

Amélie Beney



Amélie Beney



Miss Beney



Les langues vivantes à Pagnol

