

Semaine 3 : du 6 au 10 Avril 2020

Hello Kids, j'espère que tenez toujours le coup. Cette semaine nous continuons dans notre thématique de la Révolution Industrielle, avec en arrière plan, un travail sur le prétérit. Nous avons fini la semaine dernière avec la biographie de Charles Dickens et découvert ses œuvres principales. Parmi celles-ci, il y avait Oliver Twist. Concentrons-nous cette semaine sur cette œuvre.

Lundi 6 Avril : Fiche 1

Faire la fiche. Chercher tout le vocabulaire que vous ne connaissez pas et notez-le partie vocabulaire. Ce vocabulaire est à apprendre.

Mardi 7 Avril : Fiche 2

Let's study the film poster !

Partie exercice vous répondez aux questions sur l'affiche du film, en anglais bien-sûr.

Mercredi 8 Avril : Pas d'anglais aujourd'hui on se repose.

Jeudi 9 Avril : Fiche 3

Compréhension Ecrite : Oliver Twist, an excerpt. (Un extrait d'Oliver Twist)

Lire le texte. Chercher tout le vocabulaire que vous ne connaissez pas et notez-le partie vocabulaire. Répondre aux questions.

Vendredi 10 Avril : Le texte n'était pas facile hier. On fait une petite pause avec Oliver Twist (peut-être un dernier document sur le sujet la semaine prochaine). Donc grammaire aujourd'hui. On lâche un petit peu la révolution industrielle, on s'entraîne à former des questions au prétérit. Attention, rappelez-vous de votre leçon, dans les questions, après *did* le verbe doit être à l'infinitif.

Do you know the literary genres in English ?

1. Match these English literary terms to their French equivalents:

- | | | | |
|---------------|---|---|-------------|
| Poetry | • | • | Romans |
| Fantasy | • | • | Nouvelles |
| Short stories | • | • | Contes |
| Novels | • | • | Fantastique |
| Drama / plays | • | • | Poésie |
| Tales | • | • | Théâtre |

2. Read the following definitions and find the literary genres which correspond to each of them :

Fables
 short stories
 Poetry
 Novel

science fiction

Biography
 Myths
 Fantasy
 Drama/Plays

GENRES	Characteristics
	A long prose narrative that usually portrays imaginary characters and events
	A book about a famous person's life
	A short fictitious story intended to teach a lesson and in which animals speak and act like human beings
	A legend often describing the adventures of a superhuman being that attempts to describe the origins of something
	A written work that tells a story through action and speech and is meant to be acted on a stage
	A short prose narrative that usually portrays imaginary characters and events
	Writing usually with a rhythm that repeats
	A work of literature set in an unreal world often with superhuman characters and monsters
	A fictitious story based on scientific principals.

Worksheet n°2 Let's study the film poster!



news.bbc.co.uk/.../newsnight/review/4293954.stm

I. Let's introduce the document!

Complete this short text with the words given below:

novel – entitled – directed – film poster – composed - character

This document is a The movie is
 Oliver Twist and was adapted from an English
 by Charles Dickens. The film was
 by Roman Polanski. I can deduce that Oliver Twist is also the name of the main
 This poster is of three parts.

II. Let's describe the document! Answer the following questions:

The three parts of the film poster:

In the background :

- What can you see in the background of the picture?

.....

- Where does the scene take place? (place / city / country)

.....

Mardi 7 Avril

- When does the scene take place?

.....
.....

In the foreground:

- Who is the focus of the photograph?

.....
.....

- What is Oliver doing? Why? (Imagine!)

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

- How old may he be?

.....
.....

- What is he wearing?

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

- What can you infer about his social status?

.....
.....

- He looks ... (circle the adjectives corresponding to his countenance) :

Relaxed – worried – scared – tired – happy – anxious

In the bottom right-hand corner :

- What can you see in the bottom right-hand corner?

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

- Why is "*Oliver Twist*" written in big letters?

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

Worksheet n°3: Reading Comprehension

Oliver Twist, an excerpt

The evening arrived; the boys took their places. The master, in his cook's uniform, stationed himself at the copper; his pauper assistants ranged themselves behind him; the gruel was served out; and a long grace was said over the short commons. The gruel disappeared; the boys whispered each other, and winked at Oliver; while his next neighbours nudged him.

Child as he was, he was desperate with hunger, and reckless with misery. He rose from the table; and advancing to the master, basin and spoon in hand, said: somewhat alarmed at his own temerity:

"Please, sir, I want some more."

The master was a fat, healthy man; but he turned very pale. He gazed in stupefied astonishment on the small rebel for some seconds, and then clung for support to the copper. The assistants were paralysed with wonder; the boys with fear. "What!" said the master at length, in a faint voice. "Please, sir," replied Oliver, "I want some more." The master aimed a blow at Oliver's head with the ladle; pinioned him in his arms; and shrieked aloud for the beadle.

The board were sitting in solemn conclave, when Mr. Bumble rushed into the room in great excitement, and addressing the gentleman in the high chair, said, "Mr. Limbkins, I beg your pardon, sir! Oliver Twist has asked for more!" There was a general start. Horror was depicted on every countenance. "For (r)more!" said Mr. Limbkins. "Compose yourself, Bumble, and answer me distinctly. Do I understand that he asked for more, after he had eaten the supper allotted by the dietary?" "He did, sir," replied Bumble. "That boy will be hung," said the gentleman in the white waistcoat. "I know that boy will be hung."

From Oliver Twist, (chapter two), by Charles Dickens, 1838.

copper (12): chaudière

wink (14): faire un clin d'œil

reckless (15): poussé par la misère

pinion (113): retenir de force

gruel (12): bouillie d'avoine

nudge (14): donner un coup de coude

ladle (113): louche

beadle (114): bedeau

Read the excerpt and do the following exercises

I. Underline all the transparent words in the text:

II. Complete without making full sentences:

Nature of the document:

Author:

Date:

Who?	Where?	When?	What?

III. Find the synonyms!

- | | | | |
|-----------------------|---|---|---------------|
| desperate with hunger | . | . | a bowl |
| rose | . | . | an expression |
| a basin | . | . | starving |
| gazed | . | . | stood up |
| a countenance | . | . | looked |

IV. Answer the following questions making full sentences:

- 1) Where does the scene take place?
- 2) What are the boys doing?
- 3) What does Oliver want?
- 4) Explain the master's reaction:
.....
.....
- 5) Imagine what will happen next:
.....
.....
.....
.....

Past Tense – Irregular Verbs – Information Questions

Use the correct question word (who, what, where, when, why, how much) to make questions in the simple past tense. The underlined words are the answers to the questions.

Ex. She bought the toy at Wal-Mart.
Where did she buy the toy?

1. _____
They left the office at 6:00.

2. _____
She didn't go to work because she was sick.

3. _____
I spent \$80.00 on groceries.

4. _____ * *
Rosa spoke to the boss.

6. _____
She said "hello" to me.

7. _____
I felt sick yesterday.

8. _____
The sun rose at 6:45 A.M. yesterday.

9. _____
She wore a beautiful dress to the party.

10. _____
The meeting took place in Room 29.