

SEQUENCE -Liaison 3^e-2^e

Niveau du CECRL: A2/B1

Classe concernée: 2e

Axe d'étude: Le Passé dans le Présent

Thématique: Art de Vivre ensemble

Activités langagières privilégiées: Expression orale

Autres activités développées: Compréhension orale, compréhension écrite

Problématique: How is the British past kept alive today?

Supports:

- ° Documentaire vidéo: York, England Medieval Second City
- ° Article: Bayeux Tapestry loaned to Britain, by N. Slawson and M.Brown, January 17th, 2018 (Annexe 1)
- ° Film d'animation: The Animated Bayeux Tapestry [youtube.com/watch?v=bDaB-NNyM8o](https://www.youtube.com/watch?v=bDaB-NNyM8o)
- ° Extrait de "Reaching Boys, Teaching Boys", M. Reichert & R.Hawley (2010) (Annexe 2)

Objectifs grammaticaux	Objectifs lexicaux	Objectifs culturels	Objectifs pragmatiques
Temps de la narration : le prétérit Le Passif Le superlatif Hypothèses	Vocabulaire de la description l'analyse reformulation Expression du contraste Vocabulaire lié à la guerre aux voyages aux qualités humaines/sentiments à l'architecture aux échanges diplomatiques	Moment clé de l'histoire de la Grande-Bretagne Objet d'un échange symbolique entre 2 nations	Rendre compte d'un fait historique avec connecteurs logiques, respect de la chronologie et objectivité

1^{ER} VISIONNAGE

REPERAGE: TYPE OF DOC + TOPIC

A presentation of the city of York/ a travel guide by Rick Steve/ about the city of York, in England
+ Type of **city**? it's a medieval city. Walls, cathedral, narrow streets

2^e VISIONNAGE

Watch the video and **circles the names of the invaders** mentioned in the video:

The Romans – The Visigoths – the Vikings – the Anglo-Saxons – the Huns – the Normans

Watch again and put them in the chronological order (from the earliest to the most recent ones).

1 :

2 :

3 :

4 :

Ensuite **repérage des détails importants, pour chaque envahisseur :**

Romans : York = a provincial capital for them. Emperor Constantine was proclaimed here (in 306 AD)

Anglo-Saxons: arrived in the 5th century. York = the capital of their kingdom.

Vikings: an important trading centre.

Normans: the city= rich and important because of the wool trade/ England's second city with 9,000 inhabitants

York Minster identity card: repérage guidé (avec fiche) A2

What it is: a cathedral

Its style: it's a Gothic cathedral.

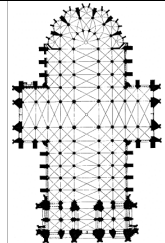
Age (approximately!): more than 1,000 years old

Capacity: 4,000

Its characteristic: what makes it unique?

It is Britain's largest Gothic church

° Match the pictures and the words:



The tower

The bell

The glass

The nave

Visiting the cathedral: Pick out some information about:

The bell: its weight? (10 tons) its nickname? ("Great Peter")

The nave: one of the widest Gothic nave in Europe

The central tower: its height? (200 feet high)

The stained glasses: more original medieval glasses than in the rest of England's churches

Sans fiche pour B1. Consigne donnée: Pick out as much information as you can about "York Minster": style/age/ Capacity/ the interior of the Cathedral / what makes it unique.

York Minster = the pride of York / inside the cathedral = what strikes the visitor = its spaciousness and brightness

On peut également envisager de faire travailler cette partie sans fiche, en partant de l'exercice lexical (matching exercise), et en donnant seulement des consignes de repérage A2/B1.

Recap. oral puis écrit en fin de parcours.

2 **Article: BAYEUX TAPESTRY BEING LOANED TO BRITAIN part 1**

Démarche possible :Introduction avec illustration + légende vidéo-projetée

Repérage: what it looks like/ what it is/ what it shows

Apport lexical:

At first sight = a coloured drawing/picture showing

Ships/ dragon-headed ships

Soldiers on foot or on horseback/ battle scenes/soldiers with weapons: swords and spears/ they have a shield and a coat of mail/ a helmet/ to fend off blows/ soldiers are lying on the ground

Focus on the caption: the Bayeux Tapestry

A tapestry = a piece of cloth with a picture sewn on it /

Embroidery / it shows the invasion of England by William the conqueror

Bayeux = a town in Normandy, in France

Découverte titre/date + introduction = 2 1ers §

Explicitation du sens de "loaned" en contexte

"Let it leave France" / loaned = lent / for the first time/

In 950 years = that's a first!

Repérage mot utilisé pour "tapestry" = artefact

Evènement montré "the Battle of Hastings", 1066 = a battle between the Norman-French army Of William, the Duke of Normandy and an English army

Division de la classe en 2 groupes

- 1 groupe (A2) qui se concentre sur la 1ère partie : *The Bayeux Tapestry*

Repérage éléments d'information sur la tapisserie: its size/ language that can be read on it /who wanted that tapestry? / The characters who are represented on the tapestry: name of the leaders/physical appearance/victors or losers? /

Names of the 3 memorable episodes represented on that tapestry:

A bad sign:

Boats:

Somebody's death:

après repérage, préparer recap. oral pour présentation à l'autre groupe.

1 groupe (B1) qui se concentre sur la 2e partie: **the symbol of the Bayeux Tapestry and the loan**

Repérage et reformulation: The Bayeux Tapestry today: what it represents for the two countries “the strength in UK-French relations after Brexit” = to maintain relations/ to make them stronger / to strengthen the links between the two countries

Why the loan is very important: “a gesture of extraordinary generosity” + “proof of the deep ties that link our countries” = a symbol/ symbolic / highly symbolic/ a privileged relationship between the UK and France

The role played by the British Museum: “the contender to show the tapestry”

= a competitor “other contenders to host it”/
“ would be honoured and delighted to display
display the tapestry”

= would like to have the tapestry (within
their walls)

après repérage, préparer recap. oral pour présentation à l'autre groupe.

TE

Homework: Notes cahier + recherche sur 'The Rosetta Stone': what it is /what is written on it/ who was it found by/ where it can be seen

www.ancientegypt.co.uk/writing/rosetta.html

www.history.com/news/what-is-the-rosetta-stone

3 **Article : BAYEUX TAPESTRY BEING LOANED TO BRITAIN part 2**

Warming-up: the Bayeux Tapestry (presentation) + what it symbolizes+ the loan

Mise en commun recherche sur 'The Rosetta Stone'

Focus on: avant dernier §: «reciprocal loan»/ reformulation: if the tapestry is sent to the UK, the Rosetta Stone could be sent to France (It was first found by a French soldier who was part of Napoleon Bonaparte's Egypt campaign (1799) and later came into the possession of the British after they defeated the French in Egypt (1801).

vers B2 Focus on : dernier §: According to some historians, the Tapestry was made in Kent , in England; so, sending it to England is = a «homecoming» = a return to its home country = subject to debate “ a debate that is set to reignite”

What does that suggest in terms of relationships between the 2 countries? Competition/rivalry

The Animated Bayeux Tapestry: travail avec lecteurs mp4

2 mots sont donnés: an oath = a formal promise to be loyal to a person or a country / betrayal = disloyalty, treason (to betray = to break one's promise)

Pour A2 : petit questionnaire sur les évènements clés montrés sur la tapisserie

1. In England, January 6th, 1066 is a very important date for Harold. Why?
2. What is William's reaction when he learns what Harold has done?
3. What does William decide to do?
4. What do they load their boats (=ships) with before leaving?
5. Who is killed before Harold?
6. a. What is the outcome (=issue) of the battle for William and the Normans?
b. Is William a hero for you or not? Why or Why not?

Pour B1: travail à partir d'une citation de l'article : “It(= the tapestry) shows how William the Conqueror crossed the Channel to seize the crown from King Harold ». Explication du verbe “seize” (=take possession of). Explain how William did this after watching the animation film.

+ How is William portrayed during the course of the events?

Classe divisée en 2 groupes travaillant sur une partie du texte chacun

Agencement du texte remanié comme ci-dessous :

G1 A2

The teacher said that we were to have a different lesson that day.

He took us all to the drama theatre and passed out a plastic sword and shield and we lined up on the stage.

The teacher explained that we were going to re-enact the Battle of Hastings.

Throughout the lesson, we re-enacted the battle, half the class as Normans, and the other half as Saxons, with the teacher giving step by step analysis of the battle while we acted out what he said.

By the end of the lesson we had finished the battle and had even seen a death scene from a student.

G2 B1

The history teacher had been given the cursed Friday afternoon lesson which normally consisted of pupils talking among themselves and discussing what they were going to do at the weekend while the teacher valiantly tried to get through the material of the lesson in vain. However the teacher said that we were to have a different lesson that day (...).

By the end of the lesson (...) I hadn't realised that history could be so interesting. I know that the lesson was etched onto my brain because when I took an exam I remembered the lesson vividly.

Déroulement possible

Pour G1 A2

Anticipation à partir d'une image : Réactivation lexicale liée à la guerre / scène de bataille : soldiers who are preparing for a battle with helmets, swords, shields ...

+ **Caption**: " A Re-enactment of the Battle of Hastings"

to re-enact/re-enactment of the Battle of Hastings

to play a role/ to wear period costumes/ to stage a scene



Puis **avec texte**: **focus on: Where/who/what**

At the drama theatre/a teacher and his pupils/they are re-enacting the Battle of

Hastings step by step on the stage/ explaining the different steps / how things happened

Pour G2 B1

Repérage: Kind of narration? A first-person narration/maybe an autobiography/an excerpt from an autobiographical novel

Who/When/What? The narrator remembers one day at school/ a particular day / it was on a Friday afternoon/ On that day the history teacher gave them a different lesson / an interesting one “so interesting” “etched onto my brain”= engraved on his memory.
The narrator still remembers it very well.

Repérage difference beginning/end of the lesson

At first the pupils = not enthusiastic at all “the cursed Friday afternoon”/ usually the day when pupils talked about their plans for the weekend, were not willing to have a history lesson

Then, the narrator/pupil = interested/ finds the lesson interesting
= a memorable/ an unforgettable lesson

Emission d’hypothèses: why such a reaction/ Imagine what the lesson was like

Perhaps the teacher invited a special guest / they may have watched a film/
a documentary dealing with/about ... / Maybe the pupils interviewed a famous person

Chaque groupe prépare un recap. et désigne un médiateur qui va rendre compte de ce qu’ils ont lu. Le médiateur du Groupe 2 (B1) est celui qui commence. Celui du groupe 1 (A2) expliquera dans quel lieu cette séance s’est déroulée et ce que les élèves ont fait de si particulier ce jour-là.

+ Reason why the narrator found it so interesting = active/not passive/play a role / bring to life a historical event/ vivid(ly)/ go back in time/wear a period costume/ put oneself in somebody’s place/ helps pupils to understand the lesson better...

TE

Homework: revoir notes cahier + which historical event would you personally like to re-enact and why?

5 Warming-up: the memorable history lesson + mise en commun question

Final Task: Oral task 1h préparation / enregistrement hors séance

1. [Present a British medieval city \(A2\)](#)

Where it is located /its size/ number of inhabitants/ the impact of the past on the city: some famous historical sites (2 or 3)

Noms proposés: Bath/Oxford/Canterbury/Chester/Winchester

Bath: unusualhistoricals.blogspot.com/2012/06/forgotten-cities-medieval-bath.html

Oxford: british-history.ac.uk/vch/oxon/vol4/pp1-2

Canterbury: [canterbury.co.uk / primaryfacts.com/2989/canterbury-facts-and-information](http://canterbury.co.uk/primaryfacts.com/2989/canterbury-facts-and-information)

Chester : philandgarth.com/chester-north-west-england

Winchester : lewis-school.co.uk/days-out-guide/visit-winchester-one-of-englands-finest.

Or

2. You are the presenter of a weekly radio programme and today you are talking about

[The Battle of Waterloo: One of the decisive battles of the World \(B1\)](#)

You relate the main facts: when/who/reasons for the battle/the outcome/ and you explain why it was considered as an important battle.

Battle of Waterloo facts and information: primaryfacts.com/3108/Battle-of-waterloo-facts-and-information

Battle of Waterloo in 2 minutes: youtube.com/watch?v=N8c-VtXwBtI

Battle of Waterloo facts for kids: [kids.kiddle.co/Battle of Waterloo](http://kids.kiddle.co/Battle_of_Waterloo)

Battle of Waterloo-kids kids : britannica.com/kids/article/Battle-of-Waterloo/476334

How the Battle of Waterloo changed the World : news.nationalgeographic.com/2015/06/150616-waterloo-napoleon-wellington