

# *Projet pédagogique*

## *Oliver Twist*

*By Charles Dickens and Roman Polanski*

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# *Oliver Twist*

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## **I. Compétences travaillées (A2/B1) :**

**Lire et comprendre : Comprendre le sens général de documents écrits, repérer des informations ciblées pour réaliser une tâche.**

- Biographie de Charles Dickens.
- Site conçu pour des élèves sur l'ère victorienne (webquest).
- Extrait du roman de Charles Dickens.

**Ecrire : Renseigner un questionnaire, restituer une information avec ses propres mots, rendre compte de faits.**

- Questionnaire : associer le titre d'une nouvelle ou d'un roman de Dickens à sa traduction française.
- Fiche méthodologique sur les termes littéraires : Comprendre une définition et y associer le terme correspondant.
- Webquest : être capable de donner une définition en anglais à partir d'une lecture.

**Parler en continu : Décrire, raconter et expliquer.**

- Description de l'image du film.
- Raconter une scène du film.
- Donner son opinion : dire si on a aimé ou non le film et pouvoir justifier avec des phrases simples mais contenant des connecteurs logiques.

**Prendre part à une conversation : Demander et donner des informations, réagir à des sentiments et à les exprimer.**

- Activité sous forme d'"information gap" pour obtenir des renseignements sur les personnages principaux du film.
- Pouvoir réagir à l'exposé d'un camarade, exprimer son opinion.

**Ecouter et comprendre : Comprendre les points essentiels d'un message oral et comprendre pour réaliser une tâche, suivre une conversation en situation réelle.**

- Visionnage de scènes du film (non sous-titré) : Comprendre le sens de la scène en inférant le sens à travers les expressions des visages, les intonations de voix, et repérage des mots connus ou porteurs de sens pour inférer le sens global.
- Suivre le plan général d'un exposé court d'un camarade sur un même sujet de travail et pouvoir y réagir.

## **II. Objectifs méthodologiques et stratégies mises en place pour chaque activité langagière :**

### **Prise de parole en continu :**

- Description d'un document iconographique.
- Mobilisation des connaissances phonologiques, culturelles, lexicales et grammaticales liées au thème.

### **Interaction orale :**

- Expliquer, argumenter, justifier, donner son avis personnel lors de la phase de description d'images.

### **Lire et comprendre :**

- Mobiliser des références culturelles pour interpréter des éléments du message.
- Segmenter en unité de sens.
- Repérer des éléments significatifs permettant de reconstruire le sens du texte.

### **Ecouter et comprendre :**

- Utiliser les indices extralinguistiques visuels et sonores pour comprendre la scène du film.
- Déduire un sentiment à partir d'une intonation.
- S'appuyer sur des indices culturels pour comprendre.

### **Ecrire :**

- Identifier et retranscrire les points clés d'un texte informatif.
- Reformuler et hiérarchiser des informations.

### **Objectifs linguistiques (grammaticaux et lexicaux) :**

- Le prétérit.
- Les mots de liaison.
- Lexique lié au cinéma.
- Lexique spécifique lié à l'époque victorienne.
- Lexique de la description d'images.
- Petit glossaire de termes littéraires généraux.

### **Objectifs phonologiques :**

- Travail sur la musicalité de la langue pour inférer les sentiments des personnages, le sens de la scène lorsque la compréhension est difficile.

### **III. Les objectifs :**

#### **Tâches finales :**

Au cours de ce projet pédagogique, les élèves auront revu la méthodologie de la description d'images à travers la description de l'affiche du film. Comme tâche finale, nous leur demanderons de décrire la peinture d'Harold Copping « I want some more » qui fera écho à l'étude d'une scène du film et d'un extrait du livre. Ils devront aussi exprimer leur opinion. Vous trouverez une fiche d'évaluation de l'oral en dernière page.

L'un des objectifs est de permettre aux élèves d'établir des passerelles entre le contexte historique (la réalité) et une scène du film (la fiction).

#### **Supports et outils utilisés :**

- Une scène du film de Roman Polanski.
- Un chapitre du livre de Charles Dickens.
- Internet pour effectuer une webquest sur l'époque victorienne.
- Deux images : l'affiche du film et la peinture d'Harold Copping « I want some more ».

#### **Objectifs culturels : Thème conducteur : « L'ici et l'ailleurs »**

- Découverte d'un célèbre écrivain britannique et...
- ... de sa période « l'ère victorienne ».



# WORSHEET n°1: Let's learn about the film "Oliver Twist"

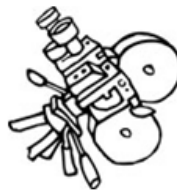
## I. PREPARATION TIME:

a) Look at the pictures and label them:

*a reel                  a movie director                  a clapboard                  an actor                  props*

*a video camera                  a costume                  a boom                  a cameraman*

*a screenplay                  make-up                  film crew                  lighting                  a movie set*



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b) Ask questions to your classmates (Students B) to fill in this grid:

- At first, read and understand the following information to be able to answer your classmates' questions.
- Then, prepare your own questions using these interrogative words: What? When? Who? How many? How? How old?

## STUDENT A

### Title: Oliver Twist

**Date of release:** October, 7<sup>th</sup>, 2005

**Director:** .....

**Date of publication (novel):** .....

**Writers:** ..... (novel) and Ronald Harwood (screenplay)

**Running time:** 130 minutes

**Genre:** .....

**Plot:** The scene takes place in the ..... century. Oliver Twist, a nine-year-old orphan, is sent to a workhouse where children are mistreated. Oliver runs away and goes to ..... He is welcomed by a gang of pickpockets who are trained to steal for their master...

**Awards:** three nominations

### **Starring:**

<i>Stage name:</i> Oliver Twist	Oliver is an orphan. He doesn't know his parents. He was born and brought up in poverty at <i>the Workhouse</i> , a special institution for orphans.
<i>Real name:</i> Barney Clark	Oliver has a lot of spirit and is courageous. However he's naive and doesn't see the bad side of people.
<i>Stage name:</i> The Artful Dodger	<ul style="list-style-type: none"> <li>• Occupation (= activity): .....</li> <li>• Real name: .....</li> <li>• Nickname: .....</li> <li>• Temper (2 adjectives): ..... and.....</li> </ul>
<i>Real name:</i> ..... .....	
<i>Stage name:</i> Lord Brownlow	Lord Brownlow is the old gentleman of the story. He is a wealthy London aristocrat whose main pastime is to collect old books.
<i>Real name:</i> Edward Hardwicke	He's an honourable and generous man.
<i>Stage name:</i> Nancy	<ul style="list-style-type: none"> <li>• Age: .....</li> <li>• Occupation: .....</li> <li>• Two bad things about her: .....</li> <li>• Two positive aspects: .....</li> <li>• Her partner's name: .....</li> <li>• His personality (2 adjectives) ..... and.....</li> </ul>
<i>Real name:</i> Leanne Row	
<i>Stage name:</i> Fagin	He is a middle-aged Londoner.
<i>Real name:</i> Ben Kingsley	He is the organiser of a gang of child criminals. In the past, he used to be a magician and now he attracts children thanks to his magic tricks.

Informations personnages:

[http://www.pedagogie.ac-nantes.fr/1172065529656/0/fiche\\_\\_ressourcepedagogique/&RH=1163503467281](http://www.pedagogie.ac-nantes.fr/1172065529656/0/fiche__ressourcepedagogique/&RH=1163503467281)

**STUDENT B**

**Title: Oliver Twist**

**Date of release:** .....

**Director:** Roman Polanski

**Date of publication (novel):** 1938

**Writers:** Charles Dickens (novel) and ..... (screenplay)

**Running time:** .....

**Genre:** Drama

**Plot:** The scene takes place in the nineteenth century. Oliver Twist, a .....-year-old orphan, is sent to a workhouse where children are mistreated. Oliver runs away and goes to London. He is welcomed by ..... who are trained to steal for their master...

**Awards:** ..... nominations

**Starring:**

<i>Stage name:</i> Oliver Twist <i>Real name:</i> ..... .....	<ul style="list-style-type: none"><li>• Place of birth: .....</li><li>• His main quality: .....</li><li>• His main defect: .....</li></ul>
<i>Stage name:</i> The Artful Dodger <i>Real name:</i> Harry Eden	He is a young pickpocket in the services of Fagin. He's the leading member of the young gang. His real name is Jack Dawkins but he is commonly known as 'the Artful Dodger'. He is young and lively.
<i>Stage name:</i> ..... ..... <i>Real name:</i> Edward Hardwicke	<ul style="list-style-type: none"><li>• Social position: .....</li><li>• Main hobby (= pastime): .....</li><li>• Qualities (2 adjectives): ..... and.....</li></ul>
<i>Stage name:</i> ..... <i>Real name:</i> ..... .....	She is twenty years old. She has lived in the street all her life and she is a prostitute. She is a liar and steals people all the time. Yet she's nice and generous. She is Bill Sykes' partner. This man is violent and brutal.
<i>Stage name:</i> Fagin <i>Real name:</i> Ben Kingsley	<ul style="list-style-type: none"><li>• Age: .....</li><li>• Native town: .....</li><li>• Activity now: .....</li><li>• Activity formerly (=before): .....</li></ul> <p>.....</p>

Who was this man?

Read the following biography and underline all the words you understand:



Charles Dickens /ˈtʃɑːrlz ˈdɪkɪnz/ was born on February 7, 1812 in Portsmouth, England, to John and Elizabeth Dickens. He was the second of eight children.

In 1822, the family moved to London, where his father worked as a clerk in the Navy Pay Office. He had problems to save money and brought his family to financial disaster. In 1824, he was imprisoned for debt. Charles was the oldest of the Dickens children.

So, he was withdrawn from school and sent to work in a shoe-dye factory. His mother and his brothers and sisters joined John Dickens in prison.

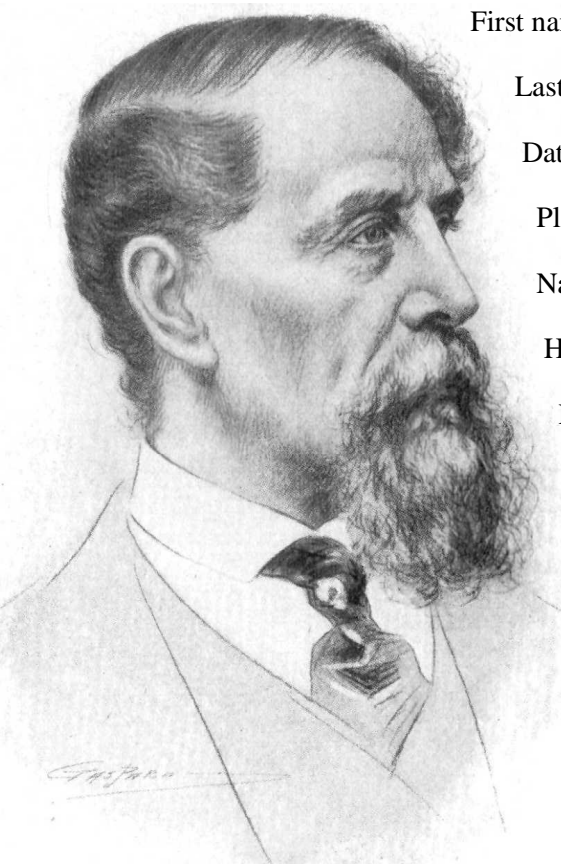
During this period, Charles lived alone and considered it was the most terrible experience of his life. When the family fortunes improved, Charles went back to school, after which he became an office boy, a reporter and finally an author. With **Pickwick Papers** (1836-7) he became immediately famous. In a few years he was easily the most popular and respected writer of his time.

It has been estimated that one out of every ten persons in Victorian England was a Dickens reader.

**Oliver Twist** (1837), **Nicholas Nickleby** (1838-9) and **The Old Curiosity Shop** (1840-41) were huge successes. He also wrote **A Christmas Carol** (1843), **The Chimes** (1844), **The Cricket on the Hearth** (1845), **David Copperfield** (1849), **Bleak House** (1852-3), **Hard Times** (1854), **A Tale of Two Cities** (1859), **Great Expectations** (1860-1) and **Our mutual Friend** (1864) completed his major works. Dickens married Catherine Hogarth. They had ten children but they separated in 1858. Charles Dickens died suddenly at home on June 9, 1870. He was buried in Westminster Abbey.



**Complete Dickens' identity card:**



First name: .....

Last name: .....

Date of birth: .....

Place of birth: .....

Nationality: .....

His father's name: .....

His mother's name: .....

His father's job: .....

Dickens' jobs: .....

His wife's name: .....

Number of children: .....

Date of death: .....

[http://www.gutenberg.org/files/12933/12933-h/12933-h.htm#CHARLES\\_DICKENS](http://www.gutenberg.org/files/12933/12933-h/12933-h.htm#CHARLES_DICKENS)

**Dickens's famous books: find the corresponding titles in English:**

TITLES IN FRENCH	TITLES IN ENGLISH
Les Aventures de Mr Pickwick	
Conte de Noël	
Le Carillon	
Le Grillon du Foyer	
Les Temps Difficiles	
Les Grandes Espérances	
Notre Ami Commun	

**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 :**

- > **Poetry/Fantasy** <
- > **Drama/Plays** <
- > **Science Fiction** <
- > **Biography** <
- > **Fables/Myths** <
- > **Short Stories** <
- > **Novel** <

<b>GENRES</b>	<b>Characteristics</b>
	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.

## WORSHEET n°3: Victorian times “Webquest”

**1) Go to visit the following site and answer the questions:**

<http://www.woodlandsjunior.kent.sch.uk/Homework/victorians.html>

**2) Questions:**

a) Give the dates of the Victorian period: .....

b) How many years did Queen Victoria stay on the throne?  
.....

c) Why was this period important for British people?  
.....

d) What became popular under Queen Victoria's reign?  
.....

e) Who worked in many British households? Try to give a short definition in English:  
.....  
.....  
.....  
.....

**Complete the following text:**

Britain became the most ..... and .....  
country in the world. At the end of the century, people had ..... People  
changed their ways of lives because many ..... and  
..... were built. People could travel more easily thanks to the  
..... Three major things were also invented:  
..... and .....and  
.....

**3) Now, click on the index “THE POOR”, read the page and explain in English the differences between poor and rich people:**

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**4) What was a workhouse? Give the definition in English:**

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

**Worksheet n°4: Let's study the film poster!**



[news.bbc.co.uk/.../newsnight/review/4293954.stm](http://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)

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

- 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?

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## Worksheet n°5: 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!**

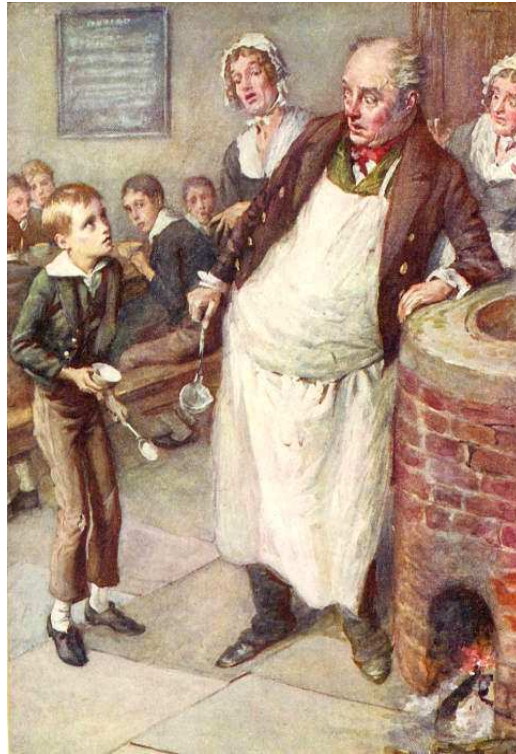
- desperate with hunger . . . . . a bowl
- rose . . . . . an expression
- a basin . . . . . starving
- gazed . . . . . stood up
- a countenance . . . . . looked

**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: .....

## WHO WAS OLIVER TWIST?

Look carefully at the following document:



“Oliver asks for more” Harold Copping, England, second half of the 19<sup>th</sup> century

<http://www.victorianweb.org/art/illustration/copping/15.html>

### I. Introduction: Tick the correct answers:

- This document is:** a newspaper article  an iconographic document  an ad   
**This document is:** an illustration  a painting  a watercolour   
**It was created during:** the 1750s  the Victorian era  the 1950s   
**The author was:** French  Dutch  German  English   
**The author was:** Turner  Copping  Bacon  Warhol   
**This document is the illustration of:** a book  a TV show  a radio programme   
**The author of the book is:** Charles Dickens  Joseph Conrad  Shakespeare

### II. Describe the iconographic document using the methodology you already know:

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**III. Analysis: Answer the questions:**

What is the title of this document?

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Who are the main characters?

.....

What has Oliver got in his hands?

.....

What is Oliver doing?

.....

What does he want?

.....

Why?

.....

Describe him (physical appearance and countenance):

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What can you infer about his feelings?

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Describe the cook (physical appearance).

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What can you say about the relationships between Oliver and the cook? Use the comparative form and link words expressing opposition to express your ideas.

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Who can you see in the background of the picture?

.....

What are they doing?

.....

**IV. Conclusion: Explain this quotation in your own words: "I want some more":**

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**\*Fiche d'évaluation de l'oral : S'exprimer à partir d'un document iconographique\***

**Evaluation des compétences suivantes:**

- Je peux décrire ou présenter simplement des gens, dire ce que j'aime ou pas par des courtes séries d'expressions ou de phrases non articulées. (A2)
- Prendre la parole devant un auditoire pour décrire et expliquer. (B1)
- Je peux faire un bref exposé élémentaire à partir de quelques notes seulement. (A2)
- Restituer une information avec ses propres mots, éventuellement à partir de notes. (B1)
- Exprimer des sentiments, une opinion personnelle. (B1)

**Grille d'évaluation chiffrée:**

Critères	Barème
<b>Méthodologie</b> <b>Je suis capable de ...</b>	<b>/ 10</b>
Dire de quel type de document il s'agit et d'en préciser l'auteur	/ 1
Préciser la date, le mouvement artistique.	/ 1
Décrire le document (localisation, personnages, objets, couleurs)	/ 4
Faire une analyse simple et courte de l'œuvre. Tentative d'interprétation.	/ 2
Exprimer mon opinion (dire pourquoi j'aime ou je n'aime pas l'œuvre choisie).	/ 2
<b>Maîtrise de la langue</b>	<b>/ 6</b>
Je maîtrise le lexique de la description d'images.	/ 2
Mes phrases sont bien construites. L'ordre des mots est correct.	/ 2
<b>Oral : Je suis capable de ...</b>	<b>/ 4</b>
Parler sans lire mes notes. Je suis à l'aise.	/ 1
Enchaîner mes idées de manière fluide et cohérente.	/ 1
Veiller à la prononciation tout en me concentrant sur mon travail de description.	/ 2

**Bilan final :** J'ai été capable de décrire ce document iconographique.



A2+ / B1