TH2 THE VICTORIAN AGE (LESSON ACTIVITIES)

INTRODUCTION

A TIME OF CHANGE

The 19th **century** was called the Victorian Age in England, under the reign of Queen Victoria. During that period, Britain became the richest and most powerful nation on the planet: the British Empire. It was also the time of the industrial revolution: new inventions and technologies, and cities were developed.

To describe the power of the British Empire, it is said "*The sun never sets on the British Empire*". Great Britain had colonies **all over** the world, so, **at any time,** there was always a part of the Empire where the sun was shining. **At that time**, huge colonies like Canada or Australia were part of the British Empire.

Great Britain organised the Great Exhibition of 1851. It took place in London, the Crystal Palace, named so because it was made of **iron** and **glass**. Six million people came from all over the world to visit the **exhibition**. They saw **the latest** great inventions **as well as** exotic products from colonies. Great Britain appeared as a world leader.

At that time of great prosperity for England, there were also millions of people who lived in terrible conditions. Their **sufferings** are well expressed by Charles Dickens's words in his **novel** *Oliver Twist*, when a young, **starving** boy who lives in a **workhouse** implores "*Please, Sir, I want some more.*" The **life expectancy** of a child born in a city was of only 27 years in the 19th century.

Match the English words with their French meaning:

century (n.) •	• à cette époque, en ces temps là
all over (adv.) •	• le/ la /les dernier(es), récent(es)
at any time (adv.) •	• verre
at that time (adv.)•	• souffrance(s)
iron (n.) •	• partout
glass (n.) •	• = hungry
exhibition (n.) •	• siècle
the latest (n.) •	• hospice de pauvres (XIXè siècle)
as well as •	• roman
suffering(s) (n.)•	• espérance de vie
starving (adj.) •	• à n'importe quell moment,
novel (n.) •	• fer
workhouse (n.) •	• exposition
life expectancy (n.) •	• ainsi qu

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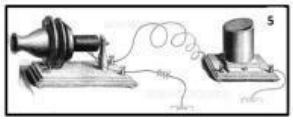
Associer une invention à sa définition et donner-lui un nom. Placer-les sur la frise chronologique.
the typewriter - the electric light bulb - the telephone - the Rocket - the telegraph - photography

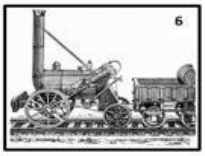

1


2


3


4


5


6

1837

William Cooke and Charles Wheastone designed A
……..
It was used to send coded messages.
It has a three in its year of birth.

1840

William Fox Talbot invented a form of ……..
that was called "the calotype".
It consisted in capturing portraits or landscapes.
It came after the second invention. C

1876

Alexander Bell is a famous inventor because he invented a way of communication called F
……..
It's not the last invention.

1829

George Stephenson designed
……..
It was an engine that worked with steam on railroads.
It's the ancestor of the train.
It came before the second invention. B

1873

Christopher Lathamn Sholes and Carlos Glidden were the designers of
……..
It was a machine with many letters and other symbols. E
It ends with a three in its year of birth.

1878

Joseph Swan invented a device that replaced the oil lamp, D
……..
It has two eights in its birthdate.

LIVEWORKSHEETS

LESSON1

THE VICTORIAN AGE & QUEEN VICTORIA

LIVEWORKSHEETS

THE VICTORIAN ERA

PART ① *CHANGING TIMES*

Before 1800, Britain was principally a rural society, dominated by agriculture. Under the reign of Queen Victoria, Britain changed a lot because of the Industrial Revolution. England turned from a rural and agricultural society into an industrial and urban society. Thanks to the invention of *the steam engine** and new machines, the British industry could develop.

New machines were invented that could replace people on *farms**. Consequently many people *were out of work* *and they had to move to the cities to find jobs in new industries.



the steam engine : la machine à vapeur **farm** : ferme **be out of work (v.)** : être sans emploi

→ **READ part** ① attentively, **PICK OUT** information and **COMPLETE** the chart below

Britain before and during Victoria's reign		
Situation in Britain	**Before 1800**	**After 1837**
	►..... ►.....	►..... ►..... ►.....
Inventions		►..... ►.....
	Positive & Negative effects	
	+	.....
	-	.....

PART ② *THE WORKHOUSES*

It was places where poor people who could live, work and earn money. There were also orphans or abandoned children. People were obliged to wear a special uniform. Consequently everyone outside knew they were poor and lived in the workhouse. They ate *tasteless** food and the same day after day. Men, women and children were forced to work hard and they often did unpleasant jobs. Children were often sold to work in factories or mines.



→ **READ part** ② attentively, then **PICK OUT** information about "Workhouses"

►**WHO** were the workhouses **FOR** ? (**2 solutions**)

▪ ..... ▪ .....

► **WHY** this place ? - .. ..

► **In the workhouses the living conditions were** comfortable ❑ terrible ❑ **JUSTIFY** with **6** elements from the documents:

- ..... - .....

- ..... - .....

- ..... - .....

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PART ③ *POOR CHILDREN IN VICTORIAN TIMES – CHILDREN AT WORK*

Many Victorian children were poor and had to work to help their families. Children were often forced to work *as soon as** they could walk, that meant at the age of 5. For many families, it was more important for a child to bring home a salary than to go to school. Children worked on city streets and sold things such as flowers, *matches** and *ribbons**. Boys had to clean the roads of *horse-dung**. Children worked on *farms**, in homes as servants and in *factories** .
The Industrial Revolution created new jobs in factories and mines. Many of these jobs were done by children for many reasons:

- Children were *cheap* labour* (a child was paid less than an adult) .
- Children didn't *complain** so they were easier to discipline.
- These jobs *required** small size and nimble fingers.





tasteless : sans goût **as soon as:** dès que **a match** : une allumette **a farm** : une ferme **horse-dung** : crottin de cheval
a ribbon : un ruban **a factory** : une usine **cheap** : bon marché **labour** : main-d'oeuvre **a slave** : un esclave
complain (v.): se plaindre **require (v.)**: exiger

→ **READ <u>part</u> ③** attentively , collect information about "**Child labour in Victorian times**" .

► **IDENTIFY** poor children's obligations (**2 solutions**)

- ..... - .....

► **IDENTIFY** people's opinion about child labour (**2 solutions**) - ..... - .....

► **IDENTIFY** the different types of jobs children had to do

.....

.....

► **IDENTIFY** the reasons to use children / child labour.

.....

.....

PART ④ *THE WORKING CONDITIONS*

Children were used as *slaves** in *textile mills** and mines. They had to work very long hours, often 18 hours a day, with little breaks and fresh air. When they *fell asleep**, their employers beat them. When they *were ill**, they couldn't see a doctor or they didn't get paid. Most of their jobs were dirty and dangerous so they were often *injured** and they sometimes even died.

a factory : une usine **a textile mill** : une usine de textile **fall asleep (v.)**: s'endormir
be ill : être malade **injured** : blessé





→ **READ <u>part</u> ④** attentively, then **COLLECT** information about "**the working conditions**"

The working conditions were pleasant ❑ unpleasant ❑ awful ❑ **JUSTIFY** with elements form the document

The children's obligations (jobs)	The way children were considered and treated (conditions)
▪	.....
▪	.....
▪	.....
	.....
	.....

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Let's sum up and learn ! **VICTORIAN ENGLAND**

→ **READ** and **COMPLETE** the sentences with **propositions**

1 **The Victorian Period**
(polluted - Industrial – agricultural – industrial – dies - urban – machines– awful– filthy– diseases – rural – shortage)

→ Britain changed a lot because of the ..... Revolution.

→ Britain turned from a ..... and..... society into an .....

and ..... society.

→ New ..... were invented.

2 **working-class in Victorian times** (uniform — poor– unpleasant – abandoned – workhouses – earn money)

→ .....or ..... children had to stay in.....where they had to live,

work and ..... .

They were obliged to wear a ..... and they were forced to do hard and .....jobs

3&4 **Child labour during the Victorian era.** (farms– dirty – support– forced– factories – terrible – homes – slaves – dangerous – salary – adults – beaten– injured)

→ Poor children had to work to .....their families. People considered it was more important to

bring a .....than to go to school.

→ They were ..... to start working as soon as they could walk, at about 5 years old.

→ They had to work on ....., in ..... as servants, in ..... ,

in mines and textile mills.

→ They were employed in.....conditions and they were treated as ..... :

- They had to work as hard as ..... , often 18 hours a day with little breaks.

- They were often ..... when they fell asleep.

- They couldn't see a doctor or they didn't get paid.

- Their jobs were .....and ....., so they were often.....
and they even died.

LIVEWORKSHEETS

GRAMMAR CORNER

Le prétérit simple (1)



(1) *Under the reign of Queen Victoria, Britain changed a lot because of Industrial Revolution.*
(2) *Children worked on city streets and sold things such as flowers, matches* and ribbons.*
(3) *Children didn't complain* so they were easier to discipline.*

→ Ces phrases sont toutes au futur ❍ présent ❍ passé ❍ que l'on appelle le _____

→ On utilise le _____ pour parler de _____ _____ sans liens avec le _____ (événement passé, conte, histoire, souvenir, biographie,...).

A la forme affirmative, on ajoute la terminaison _____ à la base verbale si le verbe est _____.

Les verbes _____ ne se terminent pas en général par _____.

Modiffications orthographiques : try → _____ stop → _____ decide → _____

→ A la forme négative, on utilise l'auxiliaire _____ auquel on ajoute la négation _____ (forme contractée : _____) . Le verbe est sous forme de _____ _____.

A la forme _____, on utilise l'auxiliaire _____ :

Ex : Where did the children work?

→ Be ne fonctionne pas comme les autres verbes. Comme *be* est lui-même un _____, il porte la _____ et devient _____ ou _____ à la forme négative au prétérit.

LIVEWORKSHEETS

EXERCICES DU POLYCOPIE

1 **Conjugue le verbe entre parenthèses au prétérit.**

1. I (*not go*) ..... to the Rochester Festival last year.
2. Where ..... they (*see*) ..... their friends yesterday?
3. They (*visit*) ..... the Dickens Museum in London. They (*say*) ..... it (*be*) ..... very interesting.
4. She (*work*) ..... a lot at the factory when she (*be*) ..... young.
5. What ..... you (*do*) ..... last weekend?

2) Regarde les dessins et raconte ce que Vanessa a fait hier.



a) 8:00 am



b) 8 :30 am



c) 12 :00 pm



d) 4 :00 pm
(voir un film au cinéma)

a) _____

b) _____

c) _____

d) _____

3) **Mettre les phrases à la forme négative :**

a) Tom ate at the cafeteria yesterday.

b) My parents went to the supermarket after work.

c) The children visited the museum Wednesday afternoon.

LIVEWORKSHEETS

4) Poser la question sur la partie soulignée :

a) Tom ate a pizza at the cafeteria yesterday.

b) My parents went to the supermarket after work.

c) The children visited the museum Wednesday afternoon.

LIVEWORKSHEETS

EXERCICES DU LIVRE Bp°32

1 Conjugue les verbes au prétérit simple. Traduis les phrases en français.

a. Yesterday, Peter and Josh (*visit*) the British Museum in London.

Traduire :

b. In the 19th century, poor people (*live*) in terrible conditions.

Traduire :

c. When he (*become*) famous, Charles Dickens (*go*) to many different countries and he (*read*) his books out loud to people.

Traduire :

d. When Victoria (*become*) Queen?

Traduire :

e. They (*not / be*) very happy. They (*not / like*) their weekend in London.

Traduire :

LIVEWORKSHEETS

3 **Retrouve les questions qui ont provoqué ces réponses.**

a. I went *to London* yesterday.

b. *My sister* was with me and we had a lot of fun.

c. We didn't visit the British Museum *because it was closed*.

d. We stayed *three* days.

e. We came back home on *Monday*.

4 **Ecris ce que ces personnages n'ont pas pu faire hier ainsi que ce qu'ils ont dû faire à la place, puis traduis les phrases en français.**

a. Mary (*not go to London → stay home with her mother*)

b. Josh (*not play soccer → prepare a presentation on Charles Dickens*)

c. Henry (*not visit the British Museum → go home early*)

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2 **Écoute les verbes suivants et classe-les en fonction de la prononciation de la terminaison *-ed* du prétérit.**

hoped – changed– started – liked – worked – tried – arrived – talked –

asked – moved – wanted – reached – died – looked – lived

ed → [t]	ed → [d]	ed → [id]

LIVEWORKSHEETS

LIVEWORKSHEETS

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