

Anglais

Disciplines associées : histoire
Collège / A2 - B1

Dossier pédagogique

Au pays de la légende arthurienne
In the land of the Arthurian legend

Introduction

« La légende arthurienne »

L'histoire de la résistance des Celtes contre les envahisseurs anglo-saxons, en Grande Bretagne, a donné naissance au mythe du roi Arthur dont les aventures rassemblent divers éléments issus de traditions médiévales.

Depuis Chrétien de Troyes, les héros de la légende arthurienne n'ont cessé d'inspirer les artistes de toutes disciplines.

Voir aussi sur ce thème les revues *Textes et Documents pour la Classe* n° 959 et *TDC École* n° 21 « La légende arthurienne ».

Cette séquence pédagogique propose de découvrir et d'explorer les lieux mythiques du cycle arthurien.

SOMMAIRE

Objectifs - Supports	2
Scénario pédagogique	4
Fiche Enseignant 1	11
Fiche Élève 1	12
Fiche Corrigé 1	15
Fiche Élève 2	17
Fiche Corrigé 2	20
Fiche Élève 3	22
Fiche Corrigé 3	25
Fiche Élève 4	27
Fiche Corrigé 4	30
À propos	32

Anglais

Disciplines associées : histoire
Collège / A2 - B1

Dossier pédagogique

Au pays de la légende arthurienne
In the land of the Arthurian legend

Objectifs - Supports

Objectifs

Culturels

- Les lieux actuels liés à la légende arthurienne.

Communicatifs

- **Expression orale en continu** : décrire une photo, formuler une hypothèse et la justifier.
- **Interaction orale** : présenter des documents et poser des questions aux camarades pour obtenir les informations manquantes.
- **Compréhension écrite** : comprendre des textes informatifs courts.
- **Expression écrite** : rédiger un texte imaginaire où se serait passé un événement lié à Arthur sous forme de fiche.

Langagiers

- **Lexique** : objets et bâtiments du Moyen Âge, verbes d'action.
- **Grammaire** : le présent en « *ing* », le prétérit, le passif.

Transversaux

- Cette séquence sera de préférence proposée en classe de 4^e : le programme d'histoire aura déjà traité le Moyen Âge en 5^e et les élèves auront assez de lexique et de moyens linguistiques pour s'exprimer.

Documents supports

Document 1 : gravure de George (1854-1920) et Louis (1857-1926) Rhead, « A young man sings of fame » sur le lien direct, www.lib.rochester.edu/camelot/images/rhdsong.htm.

Document 2 : tableau d'Arthur Dixon (1893-1920), « The Youth Pulled it out Easily » sur le lien direct, www.lib.rochester.edu/CAMELOT/images/adyouth.htm.

Document 3 : tableau de James Archer (1823 – 1904), « The Death of King Arthur » sur l'encyclopédie collaborative *Wikipédia*, <http://fr.wikipedia.org/>, taper « The Death of King Arthur.jpg » dans la barre de recherche puis cliquer sur « *James Archer* ».

Document 4 : article sur « Winchester » sur le site *Hantsweb*. À l'adresse www.hants.gov.uk/, taper "The Great Hall and Round Table" dans la barre de recherche.

Document 5 : article sur « Bardsey Island » sur le site *Early British Kingdoms*, lien direct, www.earlybritishkingdoms.com/archaeology/bardsey.html.

Document 6 : article sur « Brocéliande » sur le site *France monthly*, lien direct, www.francemonthly.com/n/0106/index.php.

Document 7 : article sur « Bamburgh Castle » sur le site *Early British Kingdoms*, lien direct, www.earlybritishkingdoms.com/archaeology/bamburgh.html.

Document 8 : article sur « le roi Arthur » sur le site *Timeless Myths*, lien direct, www.timelessmyths.com/arthurian/arthur.html.

Document 9 : article sur « la dame du lac » sur le site *Britannia*, lien direct, www.britannia.com/history/biographies/nimue.html.

Document 10 : « Merlin » sur le lien direct, www.lib.rochester.edu/camelot/images/efbbaby.htm.

Document 11 : article sur « Lancelot » sur le site *The Camelot Projet*. À l'adresse www.lib.rochester.edu/CAMELOT/mainmenu.htm, cliquer sur « *Lancelot* ».

Anglais

Dossier pédagogique

Disciplines associées : histoire
Collège / A2 - B1

Au pays de la légende arthurienne
In the land of the Arthurian legend

Scénario pédagogique

Les objectifs énoncés sont ancrés sur les recommandations du *Cadre européen commun de référence pour les langues* (CECRL, Conseil de l'Europe, 2001) :

- **Culturels / Interculturels** : compétences générales - savoirs, aptitudes et savoir-faire, savoir-être et savoir-apprendre (cf. chapitre 5.1).
- **Communicatifs** : activités de communication langagière et stratégies, capacités traitées (cf. chapitre 4.4).
- **Langagiers** : compétences linguistiques, sociolinguistiques et pragmatiques (cf. chapitre 5.2 compétence spécifiques).

La séquence pédagogique se déroule en trois étapes qui peuvent correspondre à trois séances de cours.

Étape 1

Objectifs et dispositif préconisé

Les apprenants seront sensibilisés aux notions relatives au roi Arthur. L'approche se basera sur les commentaires oraux. Afin de fixer les nouveaux termes appris, des exercices lacunaires seront proposés.

Il est nécessaire d'avoir une salle multimédia pour cette première étape.

L'activité 4 nécessitera la répartition de la classe en huit groupes homogènes.

Activité 1- La Cour

Fiche enseignant 1

Document 1 : gravure de George (1854-1920) et Louis (1857-1926) Rhead, « A young man sings of fame » sur le lien direct,

www.lib.rochester.edu/camelot/images/rhdsong.htm.

La projection du premier document permet d'introduire les éléments essentiels : l'époque, la Table Ronde, Camelot, les personnages principaux (Arthur, Guenièvre, Lancelot et les chevaliers, Merlin et Viviane, la Dame du Lac). On demande aux élèves de décrire les éléments et les personnages qu'ils identifient : les élèves connaissent suffisamment l'histoire dans ses grandes lignes pour en parler de façon générale. Laisser les élèves s'exprimer librement dans un premier temps. Cette étape permet à la classe de vérifier le lexique connu tout en employant le présent de description, temps que les élèves manient sans difficulté, ce qui leur permet de se concentrer sur l'environnement historique et les mots à utiliser.

Les mots-clés suivants sont écrits au tableau au fur et à mesure des besoins, ils sont prononcés et répétés (un exercice phonétique est prévu sur leur fiche) : *medieval castle – king – queen – knight – soldier – joker – waiter – stone column – dish –*

shield – weapon.

Pour cette activité orale, les élèves utiliseront des verbes d'action courants, au présent en « ing » : il pourra être nécessaire de leur redonner *carry, wear, serve* et *burn*.

Activité 2- Comment Arthur devint roi

Document 2 : tableau d'Arthur Dixon (1893-1920), « The Youth Pulled it out Easily » à partir du lien direct, www.lib.rochester.edu/CAMELOT/images/adyouth.htm.

Projeter ensuite le second document et attendre que les élèves s'expriment. S'ils ne réagissent pas, les guider en posant, par exemple, les trois questions suivantes :

Who is the young man? What is he doing? What did the legend say?

The young man is Arthur. He is trying to pull the sword from the stone. The legend said that the man who could take the sword was pure enough to/ could/ would become the king of England.

The name of the sword was Excalibur.

Activité 3- La quête

Document 3 : tableau de James Archer (1823 – 1904), « The Death of King Arthur » sur l'encyclopédie collaborative *Wikipédia*. À l'adresse <http://fr.wikipedia.org/> taper « The Death of King Arthur.jpg » dans la barre de recherche puis cliquer sur « *James Archer* ».

La projection du troisième document permet de donner des informations sur la quête du Graal, mission essentielle des Chevaliers de la Table Ronde. On demande cette fois aux élèves de poser des questions sur les éléments de l'image. On peut couper la classe en deux groupes, l'un posant les questions, l'autre proposant des réponses. On peut également imaginer que tous les élèves posent des questions à l'enseignant. Quelle que soit la méthode choisie, il faudra attirer l'attention des élèves sur deux détails, s'ils ne les ont pas vus seuls : le personnage transparent qui tient le calice, à gauche, et le bateau au loin. Merlin se trouve au second plan avec une femme. Il s'agit de la fée Viviane, la Dame du Lac, qui va emporter Arthur pour l'enterrer à Avalon. Il sera cependant important de bien dire aux élèves qu'il n'y a pas une mais des légendes, basées non pas sur un mais plusieurs textes, datant de plusieurs siècles et qu'il est probable que plusieurs chefs ou rois sont à l'origine de la légende du roi Arthur.

Exemples de questions et de réponses, certaines informations précises seront probablement données par l'enseignant :

Who is the man on the ground? It's King Arthur. He is dead (He was killed by Mordred, his own son).

Is Arthur alone? No, he isn't. There are four ladies around him.

Are they nervous? No, they aren't. They are calm or sad.

Do you know the name of Arthur's wife? Her name was Guinevere.

How do you know that two ladies are queens? They are wearing crowns.

Why is there a black boat in the sea? It's waiting for Arthur's body (it's going to take Merlin to the isle of Avalon where he will be buried).

Who can be the two people on the beach? The man has a beard: he can be Merlin.

The lady can be Viviane, the lady of the lake who took Arthur to Avalon.

What is there in the trees on the right of the picture? It's a hand holding a sort of golden glass. It's the chalice/ the grail. It was Arthur and his knights' quest.

Complément d'information : la légende dit que les quatre femmes qui accompagnèrent Arthur à Avalon sont :

- Morgan le Fay, demi-sœur du roi Arthur ;
- La reine de Northgalis, associée de la fée Morgane ;
- La reine des Wastelands, tante de Perceval ;
- Nimue qui emprisonna Merlin sous une pierre.

Fiches Élèves 1/2/3/4 – Partie 1

À la suite de cette activité orale, on proposera aux élèves des exercices écrits de vérification : deux exercices de phonétique, un exercice lexical et un texte lacunaire. Ce résumé de la légende arthurienne leur permettra de mieux comprendre les documents qu'ils vont consulter. Ceci constitue l'activité 1 des fiches distribuées aux élèves. Elle est commune à toutes les fiches alors que les autres activités seront différentes suivant les groupes.

Activité 4- Analyse de documents en groupe

En salle multimédia, on répartit la classe en huit groupes homogènes (deux groupes ayant à travailler sur la même fiche). Chaque groupe se voit attribuer une fiche (fiches 1 à 4 ci-dessous) : il faut que chaque groupe trouve des informations concernant un lieu et un personnage appartenant à la légende : sur chaque fiche figurent deux indices visuels (portions d'images figurant sur les pages Web) et les élèves devront identifier ce qu'ils ont sous les yeux. Les groupes disposent alors d'environ une demi-heure pour préparer les réponses aux questions posées sur leur fiche : leur préciser qu'ils peuvent citer exactement le passage du texte en ligne qui correspond à la réponse. Ils devront également noter trois mots dont ils ont eu besoin et qu'ils ne connaissaient pas ; ils les donneront par la suite à la classe lors de la mise en commun.

Après avoir effectué la recherche en ligne, les élèves doivent alternativement présenter leur document et poser des questions à leurs camarades des autres groupes lors de la mise en commun des observations.

On indique d'emblée aux élèves qu'ils pourront se servir d'un dictionnaire en ligne, comme celui du CNRS (<http://dico.isc.cnrs.fr/fr/index.html>) et qu'il est toujours possible de trouver la définition d'un mot en tapant simplement, dans un moteur de recherche comme *Google*, le mot recherché suivi du mot « *definition* » (sans accent en anglais).

Groupe 1 : La Table Ronde

Document 4 : article sur « Winchester » sur le site *Hantsweb*. À l'adresse www.hants.gov.uk/ taper « The Great Hall and Round Table » dans la barre de recherche.

Document 8 : article sur « le roi Arthur » sur le site *Timeless Myths*, lien direct, www.timelessmyths.com/arthurian/arthur.html

Fiche Élève 1**Fiche Corrigé 1**

Ce groupe va devoir chercher des informations dans deux pages web concernant l'une Winchester (lieu présumé de la Table Ronde), l'autre le roi Arthur. Leur fiche contient les illustrations suivantes, qu'ils devront identifier :

**Groupe 2 : La mort d'Arthur**

Document 5 : article sur « Bardsey Island » sur le site *Early British Kingdoms*

www.earlybritishkingdoms.com/archaeology/bardsey.html

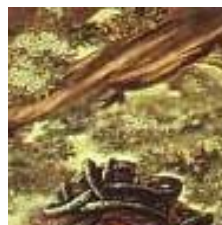
Document 9 : article sur « la dame du lac » sur le site *Britannia*

www.britannia.com/history/biographies/nimue.html

Fiche Élève 2**Fiche Corrigé 2**

Les deux pages web de ce groupe portent sur Bardsey Island (Avalon) et la Dame du Lac.

Les illustrations qu'ils devront identifier sont les suivantes :

**Groupe 3 : La légende en Bretagne**

Document 6 : article sur « Brocéliande » sur le site France monthly

www.francemonthly.com/n/0106/index.php

Document 10 : « Merlin »

www.lib.rochester.edu/camelot/images/efbbaby.htm.

Fiche Élève 3**Fiche Corrigé 3**

Ce groupe va devoir trouver des informations dans deux pages concernant Brocéliande et Merlin, et identifier les deux images suivantes :



Groupe 4 : Le plus célèbre des chevaliers

Document 7 : article sur « Bamburgh Castle » sur le site *Early British Kingdoms*
www.earlybritishkingdoms.com/archaeology/bamburgh.html

Document 11 : article sur « Lancelot » sur le site *The Camelot Projet*. À l'adresse
www.lib.rochester.edu/CAMELOT/mainmenu.htm cliquer sur « Lancelot ».

Fiche Élève 4

Fiche Corrigé 4

Ce groupe va se documenter sur « Bamburgh Castle » et « Lancelot ». Leurs indices visuels seront :



Étape 2

Objectifs

Cette étape permet de réactiver les éléments vus lors de la séance précédente ainsi qu'une présentation des fiches remplies. Cette présentation peut se faire de manière individuelle ou bien par plusieurs rapporteurs. Ainsi on peut évaluer apprenant par apprenant ou bien apprécier un travail d'équipe.

Activité 5

La deuxième séance commence par l'interrogation sur les acquis du cours précédent.

Puis, chaque groupe a quelques minutes pour présenter oralement à la classe les indices visuels qu'il avait, ce qu'ils représentaient et en quoi ils étaient reliés à la légende arthurienne. Dans la mesure où chaque fiche porte sur deux sujets (un lieu et une personne), il est possible d'avoir deux rapporteurs de deux groupes différents pour chaque fiche. Cette intervention orale fera l'objet d'une évaluation.

On relève alors les fiches (une par groupe ou une par élève) qui peuvent également être notées.

Étape 3

Objectif

Cette dernière étape permet aux apprenants de fixer tous les éléments vus lors des séances précédentes grâce à un travail d'imagination qui pourra se faire : individuellement ou en groupe, en classe ou à la maison.

Activité 6

On demande aux élèves d'inventer un lieu où se serait passé un événement lié à Arthur. Ils devront faire une fiche complète sous forme d'article de journal, contenant un titre, un chapeau, une illustration (dessin, photo, image inventée ou réelle), un texte (au prétérit) racontant comment eux, journalistes, ont découvert ce lieu, ce qui

s'y est passé (événement fictif), quel personnage de la légende (connu ou inventé) est intervenu, les conséquences de cet événement. L'article précisera sur une carte où se situe ce lieu, s'il est possible de le voir, et éventuellement le prix des visites, etc. Si les élèves ont peu d'inspiration, on pourra leur suggérer des objets « trouvés lors de fouilles » ou à l'occasion d'une randonnée, tels qu'une écaille de dragon ou le manche d'une épée où seraient gravées les lettres « Exca »... ou bien encore un parchemin médiéval, une enluminure, un morceau de couronne... Ils devront utiliser les mots-clés donnés lors de l'activité 1. On peut leur demander d'en utiliser certains obligatoirement. Cette tâche sera évaluée. Elle peut être effectuée en groupe ou individuellement, en classe ou à la maison. Et peut, à nouveau, faire l'objet d'une intervention orale en classe, pour les élèves n'ayant jusqu'à présent pas eu l'occasion de s'exprimer en continu.

Prolongements éventuels

Pour les élèves

Il est possible de signaler aux élèves qui s'y intéressent quelques autres lieux existants, liés à la légende :

- Article sur « River Glen » sur le site *Early British Kingdoms*
www.earlybritishkingdoms.com/arthur/kabattles.html.

Située dans le Lincolnshire, c'est l'endroit où s'est déroulée, peut-être, la première grande bataille d'Arthur contre les Saxons.

- Article sur « Le Mont St Michel » sur le site *King Arthur*
www.kingarthursknights.com/structures/michaelsmount.asp.

- Vidéo « Monty Python And The Holy Grail » sur *Youtube*. À l'adresse www.youtube.com/ taper « Monty Python And The Holy Grail – The black night » dans la barre de recherche.

- Jeu de piste « Les châteaux forts »
www.cndp.fr/secondaire/interdiscipline/jeuxdepiste/chateauxforts/presentation.htm.

Ce jeu de piste sur le Web, en interdisciplinarité histoire-anglais, permet aux élèves de percevoir les caractéristiques du château fort, ses fonctions, son évolution, les points communs entre les châteaux forts en France et en Grande-Bretagne.

Pour l'enseignant

- Le Moyen Âge en classe de 5^e à l'adresse www.cndp.fr/lesScripts/bandeau/bandeau.asp?bas=http://www.cndp.fr/secondaire/interdiscipline/arthur/accueil.htm.

Une expérience interdisciplinaire a été menée en anglais, histoire, maths, technologie et français. Elle est décrite dans ce dossier qui comprend également des fiches pédagogiques et leurs corrigés.

En anglais, les activités tournent autour de la Table Ronde.

- The Camelot Project à l'adresse www.lib.rochester.edu/camelot/cphome.stm.

Ce site est le fruit d'une recherche menée à l'Université de Rochester, dans l'état de New-York, depuis 1995. Il met à disposition une base de données très fournie concernant le sujet : les textes, des images et des bibliographies.

- Arthurian Legend à l'adresse www.arthurian-legend.com/.

Ce site en anglais, bien illustré, présente la légende de façon simple et complète. Il

précise par exemple de façon synthétique quelles sont les sources qui constituent la légende.

Anglais

Dossier pédagogique

Disciplines associées : histoire
Collège / A2 - B1

Au pays de la légende arthurienne
In the land of the Arthurian legend

Fiche Enseignant 1

Let's recap!

a) What letters aren't pronounced in the following words? Cross them.

KNIGHT – COLUMN – SOLDIER – LIGHT – ARTHUR – CASTLE

b) Write the names that correspond to these phonetic translations.

Camelot – Guinevere – Lancelot – Merlin – round – queen – Arthur – castle – sword – shield

c) Here is the statue of King Arthur. Associate the following definitions with their numbers on the picture.

sword: 3, shield: 1, helmet: 5, gloves: 4, coat of armour: 6, coat of mail: 2.

d) Complete the following summary of Arthur's legend with the 12 following words:
castle – fight – Guinevere – heroes – historians – King – stone – sword – the 6th century – the Holy Grail – the Round Table – waiting

When Arthur pulled out the sword, Excalibur, from the stone where Merlin had put it, he knew he was the King the people were waiting for. He married Guinevere and lived in the castle of Camelot. He decided to fight against the Saxon invaders with his "Knights of the Round Table". With them he also tried to find the Holy Grail, a legendary cup which contained Jesus' blood.

Many different texts tell Arthur's story but historians don't know if he really existed. There are manuscripts which mention a real king in the 6th century but many adventures and heroes in this legend were invented in the 12th century.

NOM	PRENOM	CLASSE	DATE
-----	--------	--------	------

Anglais

Dossier pédagogique

Disciplines associées : histoire
Collège / A2 - B1

Au pays de la légende arthurienne
In the land of the Arthurian legend

Fiche Élève 1

Partie 1 (commune à tous les groupes)

Let's recap!

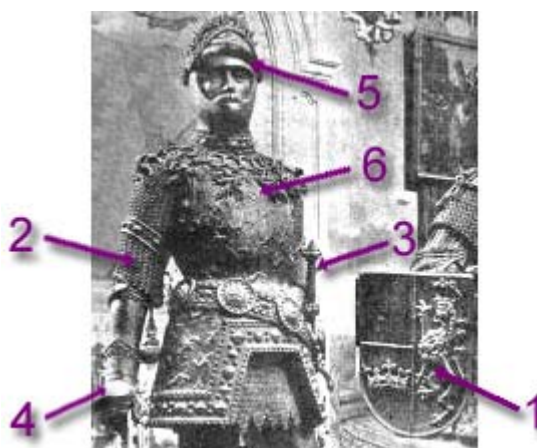
a) What letters aren't pronounced in the following words? Cross them.
KNIGHT – COLUMN – SOLDIER – LIGHT – ARTHUR – CASTLE

b) Write the names that correspond to these phonetic translations.

/'kæmələʊt/: /'gwɪnɪviə/: /'lɑ mɪsələʊt/:
/'mɜ :lɪn/: /raʊnd/: /kwɪ m/:
/'ɑ :θə/: /'kɑ :sl/: /sɔ :d/:
/ʃɪ :ld/:

c) Here is the statue of King Arthur. Associate the following definitions with their numbers on the picture.

- A sword is a sort of big knife. It's number...
- A shield is a big metal plate that a soldier carried on his arm. It's number...
- Soldiers wore a helmet to protect their head. It's number...
- They wore metal gloves on their hands. It's number...
- To protect their body, they wore a coat of armour. It's number...
- Under their coat of armour they had a coat of mail. It's number...



d) Complete the following summary of Arthur's legend with the 12 following words:
castle – fight – Guinevere – heroes – historians – King – stone – sword – the 6th century – the Holy Grail – the Round Table – waiting
When Arthur pulled out the, Excalibur, from the where Merlin had put it, he knew he was the the people were for. He married and lived in the of Camelot. He decided to against the Saxon invaders with his "Knights of

.....”. With them he also tried to find, a legendary cup which contained Jesus’ blood. Many different texts tell Arthur’s story but don’t know if he really existed. There are manuscripts which mention a real king in but many adventures and in this legend were invented later, in the 12th century.


Partie 2 du Groupe 1

On the Web...

A famous place

Go to:

Document 4 : article sur « Winchester » sur le site *Hantsweb*. À l’adresse www.hants.gov.uk/ taper “The Great Hall and Round Table” dans la barre de recherche.

<p>Clue n°1:</p> 	<p>What is it?</p> <p>Where can we find it?</p> <p>In the legend it corresponds to</p>
---	--


Read the first 4 paragraphs of the Web page and find the answers to these questions:

1. When was the Table really built?
2. Why can’t it be the real “Round Table”?
3. What is written around the Table?
4. How heavy and how wide is the Table?
5. How old was Arthur when he became King?
6. Why was the Table round?

A famous hero

Go to:

Document 8 : article sur « le roi Arthur » sur le site *Timeless Myths* www.timelessmyths.com/arthurian/arthur.html

<p>Clue n°2:</p> 	<p>What is it?</p> <p>What does the word Rex mean?</p> <p>Where can it be found?</p> <p>Which Arthurian hero does it refer to?</p>
--	--

Read the paragraph entitled “Rise and Fall of Arthur“ on the Web page and give the name of:

1. A book that mentions Arthur:
2. The nine countries that formed Arthur’s empire:
3. Arthur ‘s foster-brother :
4. The country where Arthur lived when he was a child:
5. The two animals that represented Arthur:

Look at the pictures on the Web page and find what other famous king Arthur was associated with.

What common points did the two kings have?

Now write three words you learnt doing this work with their translation into French:

Anglais

Disciplines associées : histoire
Collège / A2 - B1

Dossier pédagogique

Au pays de la légende arthurienne
In the land of the Arthurian legend

Fiche Corrigé 1

Corrigé de la partie 1 (commune à tous les groupes)

Let's recap!

a) What letters aren't pronounced in the following words? Cross them.

KNIGHT – COLUMN – SOLDIER – LIGHT – ARTHUR – CASTLE

b) Write the names that correspond to these phonetic translations.

Camelot – Guinevere – Lancelot – Merlin – round – queen – Arthur – castle – sword – shield

c) Here is the statue of King Arthur. Associate the following definitions with their numbers on the picture.

sword: 3, shield: 1, helmet: 5, gloves: 4, coat of armour: 6, coat of mail: 2.

d) Complete the following summary of Arthur's legend with the 12 following words:
castle – fight – Guinevere – heroes – historians – King – stone – sword – the 6th century – the Holy Grail – the Round Table – waiting

When Arthur pulled out the sword, Excalibur, from the stone where Merlin had put it, he knew he was the King the people were waiting for. He married Guinevere and lived in the castle of Camelot. He decided to fight against the Saxon invaders with his "Knights of the Round Table". With them he also tried to find the Holy Grail, a legendary cup which contained Jesus' blood.

Many different texts tell Arthur's story but historians don't know if he really existed. There are manuscripts which mention a real king in the 6th century but many adventures and heroes in this legend were invented in the 12th century.

Corrigé de la partie 2 du Groupe 1

On the Web...

A famous place

Clue n°1:

What is it? It's a part of a big round painting: it's the globe and sword in Arthur's hand. It's at the top of the circle.

Where can we find it? We can find it in the Great Hall in Winchester.

In the legend it corresponds to the Round Table.

Read the first 4 paragraphs of the Web page and find the answers to these questions:

7. When was the Table really built? It was built in the 14th Century.

8. Why can't it be the real "Round Table"? Because the first written accounts of the Arthurian story appeared in 1130 in Geoffrey of Monmouth's 'History of the Kings of Britain', two centuries before this Table was built.
9. What is written around the Table? The names of the 24 knights are written around the edge.
10. How heavy and how wide is the Table? It weighs 1200kg. It's 5.5 meter wide in diameter.
11. How old was Arthur when he became King? He was 15 when he was crowned at Silchester.
12. Why was the Table round? Arthur seated his knights at a round table so that all should be equal.

A famous hero

Clue n°2:

What is it? It's a part of a Mosaic.

What does the word Rex mean? It means King in Latin.

Where can it be found? This mosaic can be found in Italy.

Which Arthurian hero does it refer to? It refers to King Arthur.

Read the paragraph entitled "Rise and Fall of Arthur" on the Web page and give the name of:

6. A book that mentions Arthur: *Historia regum Britanniae*.
7. The nine countries that formed Arthur's empire: Wales, Scotland, Ireland, Norway, Denmark, Germany, Brittany, Normandy and Gaul.
8. Arthur's foster-brother: Kay.
9. The country where Arthur lived when he was a child: Brittany.
10. The two animals that represented Arthur: the red dragon and the boar.

Look at the pictures on the Web page and find what other famous king Arthur was associated with.

Charlemagne.

What common points did the two kings have? They both had an empire, they both fought to defend their territory, they both had a group of knights (the Twelve Peers, for Charlemagne) and both were very famous in medieval tales.

NOM	PRENOM	CLASSE	DATE
-----	--------	--------	------

Anglais

Dossier pédagogique

Disciplines associées : histoire
Collège / A2 - B1

Au pays de la légende arthurienne
In the land of the Arthurian legend

Fiche Élève 2

Partie 1 (commune à tous les groupes)

Let's recap!

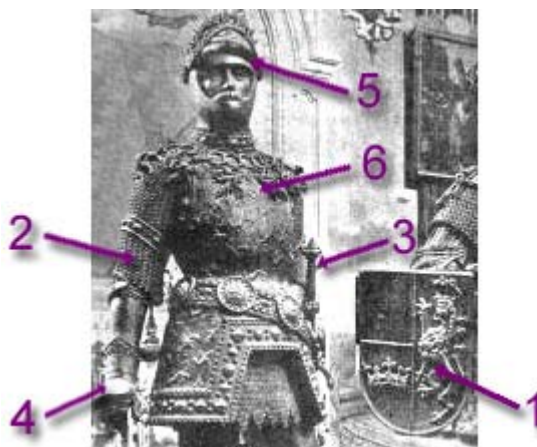
a) What letters aren't pronounced in the following words? Cross them.
KNIGHT – COLUMN – SOLDIER – LIGHT – ARTHUR – CASTLE

b) Write the names that correspond to these phonetic translations.

/'kæmələʊt/: /'gwɪnɪviə/: /'lɑ mɪsələʊt/:
/'mɜ :lɪn/: /raʊnd/: /kwɪ m/:
/'ɑ :θə/: /'kɑ :sl/: /sɔ :d/:
/ʃɪ :ld/:

c) Here is the statue of King Arthur. Associate the following definitions with their numbers on the picture.

- A sword is a sort of big knife. It's number...
- A shield is a big metal plate that a soldier carried on his arm. It's number...
- Soldiers wore a helmet to protect their head. It's number...
- They wore metal gloves on their hands. It's number...
- To protect their body, they wore a coat of armour. It's number...
- Under their coat of armour they had a coat of mail. It's number...



d) Complete the following summary of Arthur's legend with the 12 following words: castle - fight - Guinevere - heroes - historians - King - stone - sword - the 6th century - the Holy Grail - the Round Table - waiting

When Arthur pulled out the, Excalibur, from the where Merlin had put it, he knew he was the the people were for. He married and lived in the of Camelot. He decided to against the Saxon invaders with his "Knights of

.....”. With them he also tried to find, a legendary cup which contained Jesus’ blood. Many different texts tell Arthur’s story but don’t know if he really existed.

There are manuscripts which mention a real king in but many adventures and in this legend were invented later, in the 12th century.


Partie 2 du Groupe 2

On the Web...

A famous place

Go to:

Document 5 : article sur « Bardsey Island » sur le site *Early British Kingdoms*
www.earlybritishkingdoms.com/archaeology/bardsey.html

<p>Clue n°1</p> 	<p>What is it?</p> <p>Where can we find it?</p> <p>In the legend the place corresponds to</p>
--	---

Read the paragraph “Tradition” in the Web page and find the answers to these questions:

1. This place is related to two heroes. Who are they?
2. The tradition pretends one of these two heroes is still on the island. Who is it?
3. Where is he/she exactly? What is he/she doing?

Now read the paragraph “The theory” in the Web page and find the answers to these questions:

1. Who brought also Arthur to this island? What for?
2. In the Middle-Ages, there was a greenhouse in the monastery on the island. What was its medical use?
3. What other unique particularity has Bardsey island?

A famous hero

Go to:

Document 9 : article sur « la dame du lac » sur le site *Britannia*
www.britannia.com/history/biographies/nimue.html

<p>Clue n°2:</p>	<p>What is it?</p> <p>Where can it be found?</p> <p>Which Arthurian hero does it refer to?</p>
------------------	--



Read the first two paragraphs in the Web page and find the answers to these questions:

1. Which knight did she look after when he was a child?
2. What did the Lady of the Lake give Arthur?
3. In what country and region did she meet Merlin?
4. What were Merlin's feelings for her?
5. What did he teach her?
6. What did she do with Arthur's sword when he died?
7. Burne-Jones' painting illustrates...
 - a) The Lady of the Lake looking after the knight.
 - b) The Lady of the Lake learning magic with Merlin.
 - c) The Lady of the Lake telling Arthur about his sword.

Now write three words you learnt doing this work with their translation into French:

Anglais

Disciplines associées : histoire
Collège / A2 - B1

Dossier pédagogique

Au pays de la légende arthurienne
In the land of the Arthurian legend

Fiche Corrigé 2

Corrigé de la partie 1 (commune à tous les groupes)

Let's recap!

a) What letters aren't pronounced in the following words? Cross them.

KNIGHT – COLUMN – SOLDIER – LIGHT – ARTHUR – CASTLE

b) Write the names that correspond to these phonetic translations.

Camelot – Guinevere – Lancelot – Merlin – round – queen – Arthur – castle – sword – shield

c) Here is the statue of King Arthur. Associate the following definitions with their numbers on the picture.

sword: 3, shield: 1, helmet: 5, gloves: 4, coat of armour: 6, coat of mail: 2.

d) Complete the following summary of Arthur's legend with the 12 following words:
castle – fight – Guinevere – heroes – historians – King – stone – sword – the 6th century – the Holy Grail – the Round Table – waiting

When Arthur pulled out the sword, Excalibur, from the stone where Merlin had put it, he knew he was the King the people were waiting for. He married Guinevere and lived in the castle of Camelot. He decided to fight against the Saxon invaders with his "Knights of the Round Table". With them he also tried to find the Holy Grail, a legendary cup which contained Jesus' blood.

Many different texts tell Arthur's story but historians don't know if he really existed. There are manuscripts which mention a real king in the 6th century but many adventures and heroes in this legend were invented in the 12th century.

Corrigé de la partie 2 du Groupe 2

On the Web...

A famous place

Clue n°1

What is it? It's a lighthouse.

Where can we find it? On the isle of Bardsey.

In the legend the place corresponds to The isle of Avalon.

Read the paragraph "Tradition" in the Web page and find the answers to these questions:

1. This place is related to two heroes. Who are they? Merlin and the Lady of the Lake.
2. The tradition pretends one of these two heroes is still on the island. Who is it?
Merlin.
3. Where is he/she exactly? What is he/she doing? He is resting in a magical glass castle.

Now read the paragraph "The theory" in the Web page and find the answers to these

questions:

1. Who brought also Arthur to this island? What for? Morgan Le Fay brought him there to heal him after the battle of Camlann.
2. In the Middle-Ages, there was a greenhouse in the monastery on the island. What was its medical use? Infirmary patients could recuperate in solarium-like conditions.
3. What other unique particularity has Bardsey Island? There is an Apple Tree which has recently been identified as a unique breed. Today, its apples are the rarest in the world.

A famous hero

Clue n°2:

What is it? It's the lady's hair. It's a snake in the lady's hair.

Where can it be found? On a painting by Burn-Jones "The beguiling of Merlin".

Which Arthurian hero does it refer to? The Lady of the Lake.

Read the first two paragraphs in the Web page and find the answers to these questions:

1. Which knight did she look after when he was a child? Lancelot.
2. What did the Lady of the Lake give Arthur? She gave him his magical sword.
3. In what country and region did she meet Merlin? In France/Gaul, in Brittany.
4. What were Merlin's feelings for her? He was deeply in love with her.
5. What did he teach her? He agreed to teach her all his mystical powers.
6. What did she do with Arthur's sword when he died? She reclaimed it and threw it back into her lake. / Excalibur was hurled back to misty waters.
7. Burne-Jones' painting illustrates...

The Lady of the Lake learning magic with Merlin.

NOM	PRENOM	CLASSE	DATE
-----	--------	--------	------

Anglais

Dossier pédagogique

Disciplines associées : histoire
Collège / A2 - B1

Au pays de la légende arthurienne
In the land of the Arthurian legend

Fiche Élève 3

Partie 1 (commune à tous les groupes)

Let's recap!

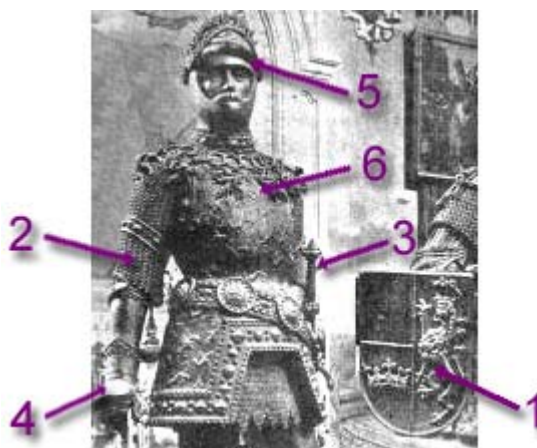
a) What letters aren't pronounced in the following words? Cross them.
KNIGHT – COLUMN – SOLDIER – LIGHT – ARTHUR -CASTLE

b) Write the names that correspond to these phonetic translations.

/ˈkæmələʊt/:..... /ˈɡwɪnɪviə/:..... /ˈlɑ mɪsələʊt/:.....
/ˈmɜː lɪn/:..... /raʊnd/:..... /kwɪ m/:.....
/ɑ :θə/:..... /ˈkɑ :sl/:..... /sɔ :d/:.....
/ʃɪ :ld/:.....

c) Here is the statue of King Arthur. Associate the following definitions with their numbers on the picture.

- A sword is a sort of big knife. It's number...
- A shield is a big metal plate that a soldier carried on his arm. It's number...
- Soldiers wore a helmet to protect their head. It's number...
- They wore metal gloves on their hands. It's number...
- To protect their body, they wore a coat of armour. It's number...
- Under their coat of armour they had a coat of mail. It's number...



d) Complete the following summary of Arthur's legend with the 12 following words: castle - fight - Guinevere - heroes - historians - King - stone - sword - the 6th century - the Holy Grail - the Round Table - waiting

When Arthur pulled out the, Excalibur, from the where Merlin had put it, he knew he was the the people were for. He married and lived in the of Camelot. He decided to against the Saxon invaders with his "Knights of

.....”. With them he also tried to find, a legendary cup which contained Jesus’ blood. Many different texts tell Arthur’s story but don’t know if he really existed.

There are manuscripts which mention a real king in but many adventures and in this legend were invented later, in the 12th century.

Partie 2 du Groupe 3


On the Web...

A famous place

Go to:

Document 6 : article sur « Brocéliande » sur le site France monthly

www.francemonthly.com/n/0106/index.php

<p>Clue n°1</p> 	<p>What is it?</p> <p>In what region, in what country can we find it?</p> <p>In the legend the forest was already called</p>
--	--

Read the paragraph “The Valley-of-No-Return, Gateway to the World of Legends“ in the Web page and find the answers to these questions:

1. Why does the place look mysterious?
2. Who lived in this part of the Forest of Broceliande?
3. Why was the place called the Valley-of-No-Return?

In the page, find...


1. What sort of tomb there is on Merlin’s tomb:
2. What the Spring of Youth gives:
3. What romantic meeting happened near the Barenton Spring:

A famous hero

Go to:

Document 10: « Merlin »

www.lib.rochester.edu/camelot/images/efbbaby.htm.

<p>Clue n°2:</p> 	<p>What is it?</p> <p>Where can it be found?</p> <p>Which Arthurian hero does it show? Where?</p>
--	---

Analyse the Web page and find the answers to these questions:

1. This document is... a painting? a sketch? an engraving? a cartoon? a watercolour? a sculpture?
2. Who are George and Louis Rhead?
3. How is Merlin presented in the text under the image?
4. The flying character represents... The fairy Vivian who wanted to seduce Merlin? King Arthur listening to Merlin? Lancelot learning how to fly?
5. Merlin was a very powerful wizard and he studied many subjects. Find in the picture an object for each subject of the following list:

Music:	Astronomy:
Literature:	Geometry:
Time:	Travelling:

Now write three words you learnt doing this work with their translation into French:

Anglais

Disciplines associées : histoire
Collège / A2 - B1

Dossier pédagogique

Au pays de la légende arthurienne
In the land of the Arthurian legend

Fiche Corrigé 3

Corrigé de la partie 1 (commune à tous les groupes)

Let's recap!

a) What letters aren't pronounced in the following words? Cross them.

KNIGHT – COLUMN – SOLDIER – LIGHT – ARTHUR – CASTLE

b) Write the names that correspond to these phonetic translations.

Camelot – Guinevere – Lancelot – Merlin – round – queen – Arthur – castle – sword – shield

c) Here is the statue of King Arthur. Associate the following definitions with their numbers on the picture.

sword: 3, shield: 1, helmet: 5, gloves: 4, coat of armour: 6, coat of mail: 2.

d) Complete the following summary of Arthur's legend with the 12 following words:
castle – fight – Guinevere – heroes – historians – King – stone – sword – the 6th century – the Holy Grail – the Round Table – waiting

When Arthur pulled out the sword, Excalibur, from the stone where Merlin had put it, he knew he was the King the people were waiting for. He married Guinevere and lived in the castle of Camelot. He decided to fight against the Saxon invaders with his "Knights of the Round Table". With them he also tried to find the Holy Grail, a legendary cup which contained Jesus' blood.

Many different texts tell Arthur's story but historians don't know if he really existed. There are manuscripts which mention a real king in the 6th century but many adventures and heroes in this legend were invented in the 12th century.

Corrigé de la partie du Groupe 3

On the Web...

A famous place

Clue n°1

What is it? A part of a tree / a branch/ a tree trunk.

In what region, in what country can we find it? In Brittany, France.

In the legend the forest was already called The Forest of Broceliande.

Read the paragraph "The Valley-of-No-Return, Gateway to the World of Legends " in the Web page and find the answers to these questions:

- Why does the place look mysterious? There is fog. The rocks are red and the waters are turbulent and deep. Paths multiply to transform into a labyrinth.

5. Who lived in this part of the Forest of Broceliande? Morgan le Fay did.
6. Why was the place called the Valley-of-No-Return? Because Morgan imprisoned knights in an air bubble or petrified them. They could not return.

In the page, find...

1. What sort of tomb there is on Merlin's tomb: a dolmen
2. What the Spring of Youth gives: eternal youth
3. What romantic meeting happened near the Barenton Spring: Merlin met the fairy Vivian and fell madly in love with her.

A famous hero

Clue n°2:

What is it? It's a part of a lamp.

Where can it be found? In the top left corner of a black and white illustration. In a book by Tennyson, *Idylls of the King*: Vivien, Elaine, Enid, Guinevere.

Which Arthurian hero does it show? Where? It shows Merlin in his study.

Analyse the Web page and find the answers to these questions:

6. This document is an engraving.
7. Who are George and Louis Rhead? The artists who made this engraving.
8. How is Merlin presented in the text under the image? As the most famous man of all times
9. The flying character represents the fairy Vivian who wanted to seduce Merlin.
10. Merlin was a very powerful wizard and he studied many subjects. Find in the picture an object for each subject of the following list:

Music: a (Celtic) harp	Astronomy: a globe with zodiacal signs, a telescope
Literature: books	Geometry: a compass, a T-square, a protractor
Time: an hourglass	Travelling: the model of a ship

NOM	PRENOM	CLASSE	DATE
-----	--------	--------	------

Anglais

Dossier pédagogique

Disciplines associées : histoire
Collège / A2 - B1

Au pays de la légende arthurienne
In the land of the Arthurian legend

Fiche Élève 4

Partie 1 (commune à tous les groupes)

Let's recap!

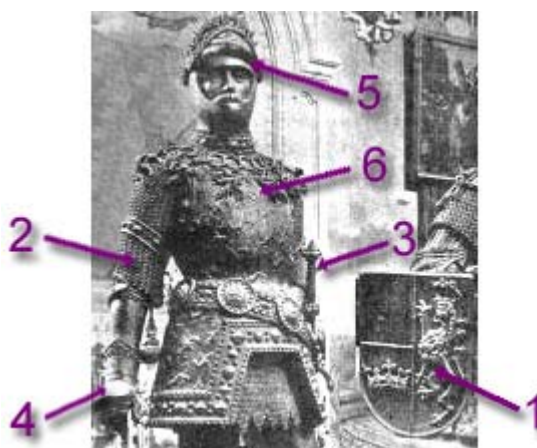
a) What letters aren't pronounced in the following words? Cross them.
KNIGHT – COLUMN – SOLDIER – LIGHT – ARTHUR -CASTLE

b) Write the names that correspond to these phonetic translations.

/'kæmələʊt/: /'gwɪnɪviə/: /'lɑ mɪsələʊt/:
/'mɜ :lɪn/: /raʊnd/: /kwɪ m/:
/'ɑ :θə/: /'kɑ :sl/: /sɔ :d/:
/ʃɪ :ld/:

c) Here is the statue of King Arthur. Associate the following definitions with their numbers on the picture.

- A sword is a sort of big knife. It's number...
- A shield is a big metal plate that a soldier carried on his arm. It's number...
- Soldiers wore a helmet to protect their head. It's number...
- They wore metal gloves on their hands. It's number...
- To protect their body, they wore a coat of armour. It's number...
- Under their coat of armour they had a coat of mail. It's number...



d) Complete the following summary of Arthur's legend with the 12 following words:
castle – fight – Guinevere – heroes – historians – King – stone – sword – the 6th century – the Holy Grail – the Round Table – waiting
When Arthur pulled out the, Excalibur, from the where Merlin had put it, he knew he was the the people were for. He married and lived in the of Camelot. He decided to against the Saxon invaders with his "Knights of

.....”. With them he also tried to find, a legendary cup which contained Jesus’ blood. Many different texts tell Arthur’s story but don’t know if he really existed. There are manuscripts which mention a real king in but many adventures and in this legend were invented later, in the 12th century.


Partie 2 du Groupe 4

On the Web...

A famous place

Go to:

Document 7 : article sur « Bamburgh Castle » sur le site *Early British Kingdoms* www.earlybritishkingdoms.com/archaeology/bamburgh.html

<p>Clue n°1</p> 	<p>What is it?</p> <p>Where can we find it?</p> <p>In the legend it corresponds to.....</p>
---	---


Read the paragraph entitled “The tradition” in the Web page and find the answers to these questions:

1. What was the first name of this castle?
2. What happened to the knights who tried to enter the castle?
3. How did Lancelot manage to enter the castle?
4. After he freed the prisoners what name did he give the castle?
5. What couple were his most famous visitors? What’s their name in French?
6. Who did Lancelot fall in love with?
7. Where did Lancelot die and where was he buried?

A famous hero

Go to:

Document 11 : article sur « Lancelot » sur le site *The Camelot Projet*. À l’adresse www.lib.rochester.edu/CAMELOT/mainmenu.htm cliquer sur « Lancelot ».

<p>Clue n°2:</p> 	<p>What is it?</p> <p>What can this portion be found? In a medieval painting? In a 20th century painting? In an engraving? In a watercolour?</p> <p>Which Arthurian hero does it refer to?</p>
--	---

Read the first paragraph in the Web page and find the answers to these questions:

1. Why was Lancelot called “Lancelot of the lake”?
2. His quest for the Holy Grail was not successful because:
 - a) he committed adultery and was not pure enough.
 - b) he was not strong.
 - c) he wasn't the son of a king.
3. What was the name of Lancelot's son with Elaine?

Now click on the painting corresponding to Clue n°2:

1. How do we know Lancelot wasn't too late to save Guinevere?
2. Are the colours of the paintings essentially warm colours or cold colours?
Why?
3. Guinevere was condemned to be burnt because... she was a witch? She had betrayed Arthur? She had stolen a horse?

Now write three words you learnt doing this work with their translation into French:

Anglais

Dossier pédagogique

Disciplines associées : histoire
Collège / A2 - B1

Au pays de la légende arthurienne
In the land of the Arthurian legend

Fiche Corrigé 4

Corrigé de la partie 1 (commune à tous les groupes)

Let's recap!

a) What letters aren't pronounced in the following words? Cross them.

KNIGHT – COLUMN – SOLDIER – LIGHT – ARTHUR – CASTLE

b) Write the names that correspond to these phonetic translations.

Camelot – Guinevere – Lancelot – Merlin – round – queen – Arthur – castle – sword – shield

c) Here is the statue of King Arthur. Associate the following definitions with their numbers on the picture.

sword: 3, shield: 1, helmet: 5, gloves: 4, coat of armour: 6, coat of mail: 2.

d) Complete the following summary of Arthur's legend with the 12 following words:
castle – fight – Guinevere – heroes – historians – King – stone – sword – the 6th century – the Holy Grail – the Round Table – waiting

When Arthur pulled out the sword, Excalibur, from the stone where Merlin had put it, he knew he was the King the people were waiting for. He married Guinevere and lived in the castle of Camelot. He decided to fight against the Saxon invaders with his "Knights of the Round Table". With them he also tried to find the Holy Grail, a legendary cup which contained Jesus' blood.

Many different texts tell Arthur's story but historians don't know if he really existed. There are manuscripts which mention a real king in the 6th century but many adventures and heroes in this legend were invented in the 12th century.

Activité 2 du Groupe 4

On the Web...

A famous place

Clue n°1

What is it? It's a part of the wall of a castle. It's the base of the external wall of the castle.

Where can we find it? It's the castle of Bamburgh, in England.

In the legend it corresponds to Lancelot's castle/ Joyous Guard.

Read the paragraph entitled "The tradition" in the Web page and find the answers to these questions:

1. What was the first name of this castle? Dolorous Guard.
2. What happened to the knights who tried to enter the castle? They had to fight 20 evil knights. They were never successful and were locked up in the nearby Dolorous Prison.
3. How did Lancelot manage to enter the castle? He defeated the 20 knights with the help of several magical shields.
4. After he freed the prisoners what name did he give the castle? Lancelot decided to rename the place as Joyous Guard.
5. What couple were his most famous visitors? What's their name in French? Tristram and Isolde, known in French as Tristan et Yseult.
6. Who did Lancelot fall in love with? Queen Guinevere, Arthur's wife.
7. Where did Lancelot die and where was he buried? He died in France and was buried in Joyous Guard (Bamburgh castle).

A famous hero

Clue n°2:

What is it? It's the hair of a lady.

What can this portion be found? In a 20th century painting.

Which Arthurian hero does it refer to? Lancelot and Guinevere

Read the first paragraph in the Web page and find the answers to these questions:

1. Why was Lancelot called "Lancelot of the lake"? Because he was raised by the Lady of the Lake.
2. His quest for the Holy Grail was not successful because
a) he committed adultery and was not pure enough.
3. What was the name of Lancelot's son with Elaine? Galahad.

Now click on the painting corresponding to Clue n°2:

1. How do we know Lancelot wasn't too late to save Guinevere? The fire hasn't started yet. / The wood isn't on fire yet.
2. Are the colours of the paintings essentially warm colours or cold colours? Why? Warm colours to evoke the fire.
3. Guinevere was condemned to be burnt because she had betrayed Arthur.

Anglais

Disciplines associées : histoire
Collège / A2 - B1

Dossier pédagogique

Au pays de la légende arthurienne
In the land of the Arthurian legend

À propos

Conception : Marie-Line Périllat-Mercerot, Claude Renucci (CNDP)

Réalisation : Pôle Langues - FLES (CNDP/direction de l'édition)

Intégration technique : François Thibaud

Intégration éditoriale : Danièle Merrien

Auteure : Marie-Line Périllat-Mercerot, professeure d'anglais, académie de Paris