

PROJET PEDAGOGIQUE

**NEW HORIZONS**

Idéalement, les activités prévues en distanciel seront ordonnées en s'appuyant sur un Padlet, sur Moodle, sur Genially, ou encore sur MBN en présentant les étapes de chaque séance.

|   |   |
|---|---|
| <b>Public visé</b>  | 2 <sup>de</sup> Bac Pro   |
| <b>Niveau du CECRL</b>  | A2+ vers B1   |
| <b>Contexte et situations</b>                                     | Vie quotidienne, personnelle, sociale et citoyenne  |
| <b>Thèmes d'études</b>  | <ul style="list-style-type: none"> <li>• géographie et démographie (grandes villes, habitat, population, langues parlées etc.) ;</li> <li>• emblèmes, drapeaux, hymnes ;</li> <li>• traditions, us et coutumes.</li> </ul>  |
| <b>Activité langagière dominante</b>                              | Production orale en continu   |
| <b>Activités langagières sollicitées</b>                          | Réception orale et écrite<br><br>Production orale   |
| <b>Compétences transversales développées</b>                      | <ul style="list-style-type: none"> <li>- extraire les informations principales d'un texte</li> <li>- Travailler en groupe</li> <li>- Mener des recherches documentaires</li> <li>- Écoute de l'autre et socialisation</li> </ul>  |
| <b>Scénario</b>   | Your class has won a competition and decides to use the money to organize a school trip abroad. Present your dream destination to your classmates who will vote for the most attractive one.  |
| <b>Tâche finale</b>   | Présenter un pays à l'oral à l'aide d'un poster   |
| <b>Pré-requis</b>   | Décrire une affiche - le présent simple – les chiffres  |
| <b>Ressources et outils numériques</b>                            | QR codes, vidéos en ligne, Quizlet, LearningApps  |
| <b>Contenus phonologiques, syntaxiques, lexicaux et culturels</b> | <p>Contenus lexicaux : les adjectifs de nationalité – les grands nombres</p> <p>Contenus culturels : le drapeau australien – informations générales sur l'Australie – les symboles australiens</p> <p>Contenus phonologiques : prononcer correctement les adjectifs de nationalités + les amorces de phrases pour présenter un pays</p> |
| <b>Recherches engagées par les élèves</b>                         | <ul style="list-style-type: none"> <li>- Informations générales sur l'Australie</li> <li>- Informations sur le pays choisi</li> </ul>   |
| <b>Principes pédagogiques mis en oeuvre</b>                       | <ul style="list-style-type: none"> <li>- Pédagogie collaborative</li> <li>- Ouverture internationale</li> </ul>   |

| SEANCES   | PRESENTIEL   | Présentiel /<br>distanciel /<br>identique<br>présentiel et<br>distanciel   | DISTANCIEL  |
|---|--|--|---|
| <p>LESSON 1:<br/>Countries, continents and nationalities</p> <hr/> <p><b>Objectifs :</b><br/><b>Présenter le projet et acquérir le vocabulaire thématique (countries, nationalities and continents)</b></p> | <ul style="list-style-type: none"> <li>- <b>Class-Work :</b> EOC – Lancement à partir du poster «The travel company » : type of document / description / topic / destinations / symbols / flags in the background...What is your dream destination? Présentation de la tâche finale (present a foreign country)</li> <li>- <b>Individual work :</b> Ex 1- match the flags with the corresponding countries</li> <li>- <b>Class-Work:</b> Ex 2/3 - Name the 7 continents. Write the names of the countries from the previous exercise in the correct continent and locate them on the map.</li> <li>- <b>Pair Work:</b> Ex 4 - countries and nationalities (fill in the gaps + practice the pronunciation)</li> <li>-</li> <li>- <b>Individual work:</b> Ex 5 - EOC Tell the class where you come from ?</li> </ul> | <p>Poster “The travel company”</p> <p>Questionnaire à élaborer pour la réflexion personnelle guidée</p> <p>Countries, continents and nationalities Ex 1 à 4</p> <p>Le même document sera proposé en distanciel, mais avec des aides ou liens vers des sites permettant une auto-correction (cf colonne distanciel)</p> | <ul style="list-style-type: none"> <li>- Réflexion personnelle guidée sur le poster EE (What type of document is it? Describe it precisely. What is the main theme?..)</li> <li>- Ex 1 « match the flags » avec autocorrection grâce au site <a href="https://www.worldometers.info/geography/flags-of-the-world/">https://www.worldometers.info/geography/flags-of-the-world/</a></li> <li>- Ex 2/3 « Countries and continents »<br/>Help : <a href="https://www.countries-ofthe-world.com/continents-of-the-world.html">https://www.countries-ofthe-world.com/continents-of-the-world.html</a></li> <li>- Ex 4 « countries and nationalities » à faire à l'aide de la vidéo <a href="https://www.youtube.com/watch?v=BLHnUch3pD0&amp;feature=emb_logo">https://www.youtube.com/watch?v=BLHnUch3pD0&amp;feature=emb_logo</a></li> <li>- Ex 5 EE Where do you come from ? ou EO enregistrement à envoyer au professeur</li> </ul> |
| <p>LESSON 2: FACTS AND FIGURES ABOUT AUSTRALIA</p> <hr/> <p><b>Objectifs :</b><br/><b>Rechercher et comprendre des données géographiques chiffrées sur l’Australie</b></p>                                  | <ul style="list-style-type: none"> <li>- <b>CW</b> <b>EOI</b> : look at the map and the flag and answer the questions</li> <li>- <b>IW:</b> <b>CE</b> follow the links and find the information</li> <li>- <b>IW – Focus (1):</b> useful sentences to present a country + pronounce them!</li> <li>- <b>CW – Focus (2):</b> numbers</li> </ul>   | <p>Facts and figures about Australia</p> <p>LearningApps<br/>quizlet</p>   | <ul style="list-style-type: none"> <li>-EE answer the questions</li> <li>-CE find the information</li> <li>-Focus (1) useful sentences to present a country<br/>Correction avec LearningApps: <a href="https://learningapps.org/display?v=pkc70b5qc20">https://learningapps.org/display?v=pkc70b5qc20</a><br/>+ quizlet pour les prononcer <a href="https://quizlet.com/_7we88s?x=1qqt&amp;i=mcnxb">https://quizlet.com/_7we88s?x=1qqt&amp;i=mcnxb</a></li> <li>-Focus (2) Numbers –</li> </ul>   |

|  |  |  |  |
|--|--|--|--|
|  | <ul style="list-style-type: none"> <li>- <b>IW</b> ex training session</li> <li>- <b>CW</b> – Try and read big numbers</li> <li>- <b>IW - EOC</b>: use the chart about Australia and present the country orally</li> </ul>   | <b>LearningApps</b>  | <p>Training session Ex 1 LearningApps<br/> <a href="https://learningapps.org/display?v=pkgaoscvi20">https://learningapps.org/display?v=pkgaoscvi20</a></p> <p>Ex 2 et 3 à envoyer au professeur</p> <p>-EE Use the chart about Australia and write a short paragraph to present the country. Write the numbers in full letters!</p>  |
| <p>LESSON 3:<br/>AUSSIE SYMBOLS</p> <p><b>Objectifs :</b><br/> <b>Rechercher et comprendre des informations sur les symboles australiens</b></p>                           | <ul style="list-style-type: none"> <li>- <b>GW</b> : CE en groupe (5 supports différents)</li> <li>- <b>EOC</b> / CO : présentation des symboles par chaque groupe + le reste de la classe prend des notes dans le tableau fourni</li> </ul>   | <p><b>Aussie symbols</b></p> <p><b>Grille d'écoute</b></p> | <ul style="list-style-type: none"> <li>- <b>CE</b> Faire des groupes de 3 élèves et proposer un FRAMAPAD par groupe pour que chacun fasse part de ses réponses avant qu'un document final unique ne soit envoyé au professeur</li> <li>- <b>EOC</b> Un diaporama sonorisé par symbole. Chaque élève du groupe prendra en charge 3 phrases qu'il enregistrera sur une diapositive du diaporama. Un élève désigné fera parvenir le travail terminé au professeur. On peut demander aux élèves de ne pas mentionner le nom du symbole dans leurs enregistrements, qui pourraient être utilisés avec le groupe en présentiel pour rebrasser les symboles australiens.</li> </ul> |
| <p>LESSON 4:<br/>UNDERSTANDING A VIDEO PRESENTING A COUNTRY</p> <p><b>Objectif :</b><br/> <b>Comprendre et extraire l'information d'un reportage vidéo sur un pays</b></p> | <p><b>IW</b></p> <ul style="list-style-type: none"> <li>- CO video + take notes + find the right figures</li> <li>- EOC : use all the things you have learned so far to present Australia orally (enregistrement)</li> </ul>   | <b>Understanding a video</b>                               | <p>Travail identique à celui du présentiel -</p> <p>Mise à disposition de la correction une fois le travail effectué pour que l'EOC soit préparée sur de bonnes bases.</p>   |
| <p>LESSON 5: FINAL MISSION</p> <p><b>Réalisation de la tâche finale</b></p> <p><b>Auto évaluation et interévaluation</b></p>   | <ul style="list-style-type: none"> <li>➤ <b>Etape 1</b> : Choisissez un pays et faites les recherches nécessaires pour le présenter</li> <li>➤ <b>Etape 2</b> : Préparez un poster sur le pays choisi. Celui-ci ne comportera que des mots clés. Ajoutez-y une carte du pays, son drapeau ainsi qu'au moins 3 images avec</li> </ul> | <b>Mission : Present a foreign country</b>                 | <p>Les élèves en distanciel préparent un diaporama sonorisé OU un poster numérique (avec <a href="https://www.canva.com">https://www.canva.com</a> par exemple) et envoient un enregistrement</p>  |

|  |  |                                      |  |
|--|--|--------------------------------------|--|
|  | <p>leurs légendes (des lieux, plats typiques par expl.)</p> <p>➤ <b>Etape 3</b> : Préparez une présentation orale. Vous présenterez le pays que vous avez choisi à votre classe en utilisant votre poster comme support.</p> <p>Les élèves s'auto-évaluent à l'aide de la grille fournie avant de faire leur exposé devant la classe.</p> <p>Interévaluation par les pairs</p> |                                      |  |
| <p>LESSON 6:</p> <p><b>Remédiation et prolongation</b></p> | <p>En prenant appui sur l'interévaluation, proposition d'améliorer sa prestation</p> <p>Proposer un quiz "guess the country" à partir des pays choisis par les élèves</p>  | <p><b>Quiz guess the country</b></p> | <p>En prenant appui sur la fiche corrective, proposition d'améliorer sa prestation.</p> <p>Proposer un quiz "guess the country" à partir des pays choisis par les élèves</p> |

WARMING UP !



**The travel company**

**PROMO PACKAGE**

**LONDON**  
4 Days 3 Nights  
Price starts at \$2,300



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Price starts at \$1,300



**NEW YORK**  
3 Days 2 Nights  
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**PARIS**  
4 Days 3 Nights  
Price starts at \$2,000



What is your dream destination ?

**CONTACT US AT (303) 526 3654**





# LESSON 1: Countries, continents and nationalities

|   |   |  |
|---|---|--|
|  <p>Brazil</p> |    |    |
|                |    |    |
|               |   |   |
|              |  |  |
|              |  |  |
|              |  |  |
|              |  |  |

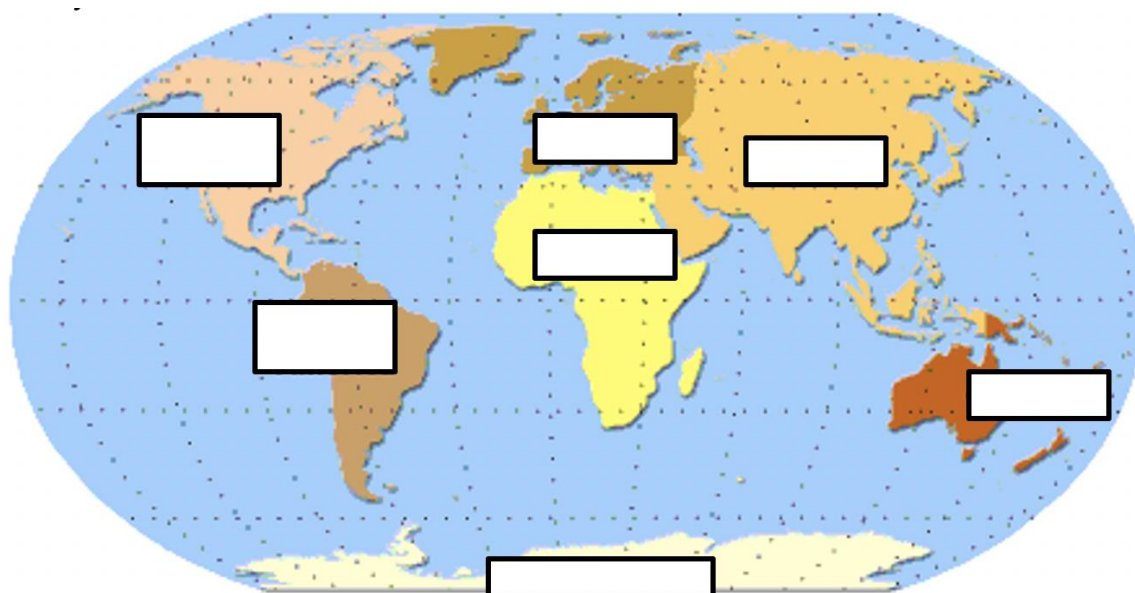


**1) Write the name of the country below the correct flag.**

- |           |         |              |
|-----------|---------|--------------|
| Brazil    | Egypt   | Japan        |
| Argentina | France  | Mexico       |
| Australia | Germany | New Zealand  |
| Canada    | India   | Peru         |
| Chile     | Ireland | South Africa |
| China     | Italy   | South Korea  |

**2) Continents : name the 7 continents of the world!**

**3) Write the names of the countries from question 1 in the correct continent and locate them on the above map.**



| Africa         | Asia | Europe   | North America | South America | Oceania       |
|----------------|------|----------|---------------|---------------|---------------|
| - South Africa | -    | - The UK | -             | -             | - New Zealand |
| -              | -    | -        | -             | -             | -             |

**4) Nationalities: fill in the gaps in the table of countries and nationalities. Work in pairs.**

➤ Ending is -ese:

| Country | Nationality |
|---------|-------------|
|         | Chinese     |
| Japan   |             |

➤ Ending is *-an*:

|             |               |
|-------------|---------------|
| Argentina   | Argentinean   |
| Australia   |               |
|             | Brazilian     |
|             | Canadian      |
|             | Chilean       |
|             | Egyptian      |
|             | German        |
| India       |               |
| Italy       |               |
| Mexico      |               |
|             | Peruvian      |
|             | South African |
| South Korea |               |
| The USA     | American      |

➤ Other:

|         |               |
|---------|---------------|
|         | French        |
| Ireland | Irish         |
|         | New Zealander |
|         | Swiss         |
| The UK  | British       |

Use the online dictionary <https://www.wordreference.com> to check your answers and the pronunciation of the nationality adjectives. Practice with your neighbour (“You come from Ireland.” → “I’m Irish!”).

5) Complete these sentences, so they are true for you:

- I live in ..... (continent)
- I’m from ..... (country)
- I’m ..... (nationality)



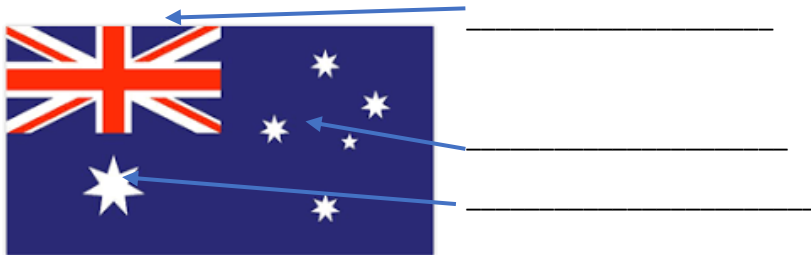




## LESSON 2: FACTS AND FIGURES ABOUT AUSTRALIA

### 1. Look at the map and answer the following questions:




- Where is Australia located?
- How many provinces are there in the country? Name them!
- What is the name of the capital city?
- What are the characteristics of the flag?



*Need help?* <https://www.youtube.com/watch?v=ynHllx5RgtI> (0'36-0'55)

### 2. Follow this link and find information about Australia:

<https://www.thinkingaustralia.com/about-australia/facts-and-figures/>

|  |  | Useful sentence |
|--|--|-----------------|
| 1. Area                           |  |                 |
| 2. Population  |  |                 |
| 3. Currency                       |  |                 |
| 4. Largest city  |  |                 |
| 5. Highest point (name + height)  |  |                 |
| 6. Longest river (name + length)   |  |                 |
| 7. Australia Day   |  |                 |

### 3. Useful sentences to present a country:

Read the following sentences and choose the ones you could use to give the information from the above chart. Complete the grid above with the right letters. Mind the intruders!

- |  |  |
|--|--|
| A. People pay with...                          | F. There are ..... inhabitants.                      |
| B. The country covers an area of...            | G. This event is celebrated every year on ... (date) |
| C. It is ..... kilometers long.                | H. It is ..... meters high.                          |
| D. .... is a traditional music instrument.     | I. The largest city, ..... is located....            |
| E. The most popular tourist attractions are... |  |

Time to practice pronunciation! [https://quizlet.com/\\_7we88s?x=1qq&i=mcn&b](https://quizlet.com/_7we88s?x=1qq&i=mcn&b)



# BIG NUMBERS

## Training session !

1/ Associez les nombres et leur écriture :

- |              |  |
|--------------|--|
| a. 1,080     | 1. Eight million four hundred and fifty-three thousand |
| b. 895       | 2. Eighteen thousand four hundred and five             |
| c. 8,453,000 | 3. One thousand and eighty                             |
| d. 1,180,000 | 4. One million one hundred and eighty thousand         |
| e. 18,405    | 5. Eight hundred and ninety-five                       |

2/ Ecrivez les nombres suivants en chiffres :

- a. two million =
- b. seventy-eight per cent =
- c. six thousand three hundred and fifteen =
- d. four hundred and fifty-two

3/ Ecrivez les nombres suivants en toutes lettres:

- a. 1,785
- b. 98 %
- c. 234,015
- d. 561, 084, 230

**Table of Cardinal Numbers from 1 through 1,000,000**

|    |       |    |           |    |              |           |                |
|----|-------|----|-----------|----|--------------|-----------|----------------|
| 1  | one   | 11 | eleven    | 21 | twenty-one   | 31        | thirty-one     |
| 2  | two   | 12 | twelve    | 22 | twenty-two   | 40        | forty          |
| 3  | three | 13 | thirteen  | 23 | twenty-three | 50        | fifty          |
| 4  | four  | 14 | fourteen  | 24 | twenty-four  | 60        | sixty          |
| 5  | five  | 15 | fifteen   | 25 | twenty-five  | 70        | seventy        |
| 6  | six   | 16 | sixteen   | 26 | twenty-six   | 80        | eighty         |
| 7  | seven | 17 | seventeen | 27 | twenty-seven | 90        | ninety         |
| 8  | eight | 18 | eighteen  | 28 | twenty-eight | 100       | a/one hundred  |
| 9  | nine  | 19 | nineteen  | 29 | twenty-nine  | 1,000     | a/one thousand |
| 10 | ten   | 20 | twenty    | 30 | thirty       | 1,000,000 | a/one million  |

Extra help and training : <https://www.youtube.com/watch?v=OlqPvAzKOpM>



## BIG NUMBERS







Try and read these big numbers!

|          |          |          |          |          |
|----------|----------|----------|----------|----------|
| 140,342  | 114, 314 | 114, 344 | 616, 966 | 660, 656 |
| 660,566  | 219, 029 | 417, 317 | 470, 317 | 82, 214  |
| 290, 229 | 219, 129 | 417, 370 | 470, 360 | 82, 240  |
| 83, 214  | 15, 260  | 50, 260  | 15, 216  | 150, 216 |
| 999, 113 | 999, 130 | 919, 113 | 919, 130 | 16, 250  |



## LESSON 3: AUSSIE SYMBOLS

LISTEN TO YOUR CLASSMATES AND FILL IN THIS CHART ABOUT AUSSIE SYMBOLS

| SYMBOL   | WHAT IS IT ? | INTERESTING INFORMATION |  LINKS TO FOLLOW FOR EXTRA INFORMATION (VIDEOS)  |
|--|--------------|-------------------------|---|
|  <b>A</b>   |              |                         | <a href="https://www.youtube.com/watch?v=xUADPqYbnvI">https://www.youtube.com/watch?v=xUADPqYbnvI</a>   |
|  <b>B</b>   |              |                         | <a href="https://www.youtube.com/watch?v=86dzkJEF5ZM">https://www.youtube.com/watch?v=86dzkJEF5ZM</a>   |
|  <b>C</b>   |              |                         | <a href="https://www.youtube.com/watch?v=Fc5gbHgkURO">https://www.youtube.com/watch?v=Fc5gbHgkURO</a>   |
|  <b>D</b>  |              |                         | <a href="https://www.nationalgeographic.com/animals/mammals/k/koala/">https://www.nationalgeographic.com/animals/mammals/k/koala/</a>   |
|  <b>E</b> |              |                         | <a href="https://www.youtube.com/watch?v=yG9ZX1FS20A&amp;list=RDyG9ZX1FS20A&amp;start_radio=1">https://www.youtube.com/watch?v=yG9ZX1FS20A&amp;list=RDyG9ZX1FS20A&amp;start_radio=1</a> |

## GROUP A

**READ THE TEXT, ANSWER THE QUESTIONS AND USE THE INFORMATION YOU GOT TO PRESENT**

### **THIS AUSSIE SYMBOL TO YOUR CLASSMATES**



#### **Uluru or Ayers Rock?**

**Uluru** ( pronounced Ool-a-roo ) is a massive rock located in Australia. Uluru is the name that the native people of Australia gave to this beautiful place, and to them, Uluru is a sacred place. In 1873, an English-born explorer named William Gosse found the rock and named it after an important Australian politician, Sir Henry Ayers. He decided the place should be called **Ayers Rock**.

The government decided to keep both names. The official title of the rock is, Uluru Ayers Rock.

#### **Uluru Facts**

Scientists think Uluru formed 600 million years ago!

Uluru is made of **sandstone**. The process of oxidization - where parts of the rock are changed by the air - give the rock its amazing orange color. Sandstone is a soft rock, and caves have formed at the bottom because of the way the rain lands on it. There are paintings in the caves made by the native people.

This rocky place is almost 1,150 feet tall, and people think there is much more of it hidden beneath the ground. If you wanted to hike around the base of Uluru, it would take you about three and a half hours !

Uluru is listed as a UNESCO World Heritage Site and has been permanently closed to climbing since October 26, 2019.

Wordbox:

Sandstone = grès

Adapted from <https://study.com/academy/lesson/uluru-facts-lesson-for-kids.html>



<https://www.youtube.com/watch?v=xUADPqYbnvI>



## GROUP B

**READ THE TEXT, ANSWER THE QUESTIONS AND USE THE INFORMATION YOU GOT TO PRESENT**

### **THIS AUSSIE SYMBOL TO YOUR CLASSMATES**



A boomerang is a curved throwing stick. People use boomerangs as toys or as weapons. The Aboriginal peoples of Australia, have long used boomerangs for animal hunting and warfare.

There are two types of boomerangs: returning boomerangs and nonreturning boomerangs. Returning boomerangs are lightweight and have a special curved shape. A returning boomerang flies in a circle and comes back to the thrower. People use returning boomerangs for sporting events and as toys.

Non-returning boomerangs are not toys. Ancient peoples used them for killing prey or enemies. This type of boomerang is much straighter than a returning boomerang. It cuts through the air in a wobbly way.

The first boomerangs were made from a single piece of **carved** wood. The carver heated the wood in hot ashes and then bent it to get the right shape. Today boomerangs used for sports are often made of **plywood** or fiberglass.



#### **Wordbox :**

To carve : tailler

Plywood : contreplaqué

Adapted from <https://kids.britannica.com/kids/article/boomerang/400088>



<https://www.youtube.com/watch?v=86dzkJEF5ZM>

## GROUPE C

**READ THE TEXT, ANSWER THE QUESTIONS AND USE THE INFORMATION YOU GOT TO PRESENT**

### **THIS AUSSIE SYMBOL TO YOUR CLASSMATES**



**Aboriginal dot painting** is a well recognised style used by Australian Aboriginal artists. Emerging in the 1970s, it has become a medium for telling stories and enlivening culture.

**Aboriginal art** is [art](#) made by [indigenous Australian](#) people. It includes work made in many different ways including painting on leaves, wood carving, rock carving, sculpting, ceremonial clothing and sand painting. Aboriginal art is closely linked to religious ceremonies or rituals. It is an important part of the world's oldest continuous cultural tradition, based on [totems](#) and the [Dreaming](#). All the designs, [painted](#) or [drawn](#), have a story behind them.

Dot painting is made up of small dots of paint colours like yellow (representing the sun), brown (the soil), red (desert sand) and white (the clouds and the sky). These are traditional Aboriginal colours. Dot paintings can be painted on anything, including on rocks, in caves, etc. The paintings were mostly images of animals or lakes. Stories and legends were shown on caves and rocks.

Adapted from [https://kids.kiddle.co/Aboriginal\\_art#Dot\\_painting](https://kids.kiddle.co/Aboriginal_art#Dot_painting)



<https://www.youtube.com/watch?v=Fc5gbHgkUR0>

## GROUPE D

READ THE TEXT, ANSWER THE QUESTIONS AND USE THE INFORMATION YOU GOT TO PRESENT

### THIS AUSSIE SYMBOL TO YOUR CLASSMATES



- **Size:** Average 72cm for females and 78cm for males
- **Habitat :** Forests and woodland
- **Species :** Phascolarctos cinereus
- **Found:** Eastern parts of Australia
- **Diet :** Leaves, mainly of eucalyptus
- **Age:** Male koalas live for about 10 years, while female koalas can live for up to 15 years

## Koala Facts

Despite the common title 'koala bear', koalas are actually marsupials and not bears. The word koala comes from an aboriginal word that means 'does not drink'. Although there is just one species koalas found in the southern parts of Australia are considerably larger and have thicker fur than those in the north. They are mostly nocturnal, sleeping for up to 18 to 20 hours a day to conserve energy.

There are over 600 varieties of eucalyptus, also known as gum trees. These leaves do not have a high nutritional value and are toxic to most other animals. They also take a long time to digest, which is partly why koalas spend so much time sleeping.

Koalas communicate with each other by making a range of noises, including a sound like a loud **snore** and a **belch**. Koala young are known as joeys. The joey stays in its mother's pouch for about 6 or 7 months drinking only milk.

WORDBOX :

A belch : un rot

Adapted from: <https://www.thinkingaustralia.com/animal/koala/>



<https://www.nationalgeographic.com/animals/mammals/k/koala/>

GROUP E

READ THE TEXT, ANSWER THE QUESTIONS AND USE THE INFORMATION YOU GOT TO PRESENT

THIS AUSSIE SYMBOL TO YOUR CLASSMATES



## The Didgeridoo

The best known of all Aboriginal musical instruments is the didgeridoo.

### 10 Didgeridoo Facts

1. Possibly the world's oldest musical instrument.
2. A wind instrument originally found in Arnhem Land, Northern Australia.
3. Is made from **limbs** and tree trunks **hollowed** out by termites (insects).
4. Is cut to an average length of 1.3 metres and cleaned out with a stick or hot coals.
5. Was used as an accompaniment to chants and songs.
6. Produces a **low-pitch**, resonant sound with complex rhythmic patterns.
7. In some tribal groups only played by men but in most groups by men, women and children.
8. Traditional forms of the didgeridoo were found right across the Australian Northern Territory.
9. The Didgeridoo is the sound of Australia.
10. If the earth had a voice it would be the sound of the Didgeridoo.

WORDBOX :

Limb : branche

To hollow : creuser, évider

[https://www.aboriginalart.com.au/didgeridoo/what\\_is.html](https://www.aboriginalart.com.au/didgeridoo/what_is.html)



[https://www.youtube.com/watch?v=yG9ZX1FS20A&list=RDyG9ZX1FS20A&start\\_radio=1](https://www.youtube.com/watch?v=yG9ZX1FS20A&list=RDyG9ZX1FS20A&start_radio=1)

### QUESTIONNAIRE A:

1. What is ULURU AYERS ROCK?
2. Give the origins of this name.
3. How old is ULURU AYERS ROCK?
4. What is this massive rock made of? And what color is it?
5. How high is the rock?
6. What can you find at the bottom of the rock?
7. How long does it take to hike around it?
8. Explain how this place is protected?



### QUESTIONNAIRE B:

1. What is a boomerang?
2. What do Aboriginal people use boomerangs for?
3. Quote the two types of boomerangs.
4. Give the features of boomerangs used as toys.
5. Give the features of boomerangs used as a weapon.
6. What were the first boomerangs made of?
7. In the past, how did the carver do to give the boomerang the right shape?
8. What are boomerangs made of nowadays?



### QUESTIONNAIRE C:

1. What type of art is presented in this document?
2. Which artists practice it?
3. When did the first pieces of art appear?
4. What is this art used for?
5. What colors are used in dot painting and what do they represent?
6. On which materials can dot painting be painted on.
7. What do dot paintings represent most of the time?



### QUESTIONNAIRE D:

1. Where do koalas live?
2. What are the koala's eating habits?
3. Which animal family does the koala belong to?
4. Where does the word "koala" come from?
5. What is the koala's main activity?
6. Why do koalas spend so much time sleeping?
7. How do koalas communicate?
8. Explain what is a joey.



### QUESTIONNAIRE E:

1. What is a didgeridoo?
2. What is it made of?
3. Explain how the chosen piece of wood is cleaned.
4. How old is the instrument?
5. How tall is the instrument?
6. What type of sounds does it produce?
7. Who is allowed to play the didgeridoo?



# LESSON 4: UNDERSTANDING A VIDEO PRESENTING A COUNTRY



Objectif : Comprendre et extraire l'information d'un reportage vidéo sur un pays

<https://urlz.fr/c25y>

## PART 1 : WATCH THE WHOLE VIDEO

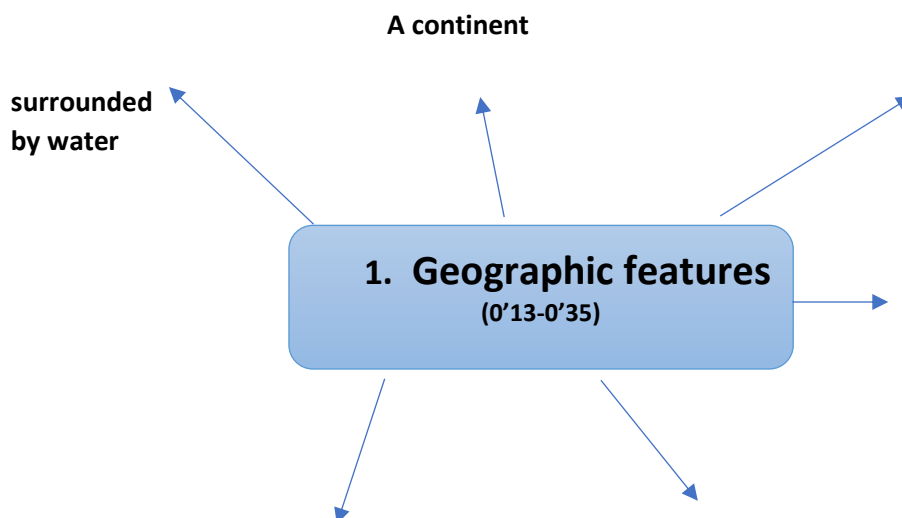
- A. What type of document is it ?  interview       conversation       documentary
- B. Who is speaking ?
- C. What is the document about?
- D. Write down at least 10 words you can hear in the video

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

E. Watch again and try and find the different topics approached in the video

- geographic features       economy of the country       history of the country
- typical food/drinks       places to visit       climate information
- activities to do       school system       typical animals

## PART 2 : WATCH SOME PRECISE SECTIONS OF THE VIDEO AS MANY TIMES AS YOU NEED. TAKE NOTES !

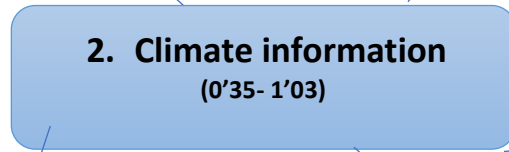






Temperatures....

Stars....

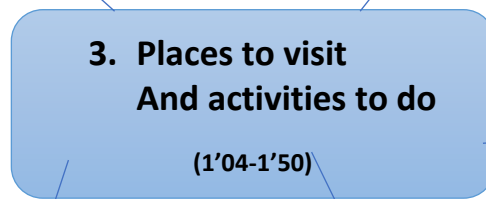


Seasons...



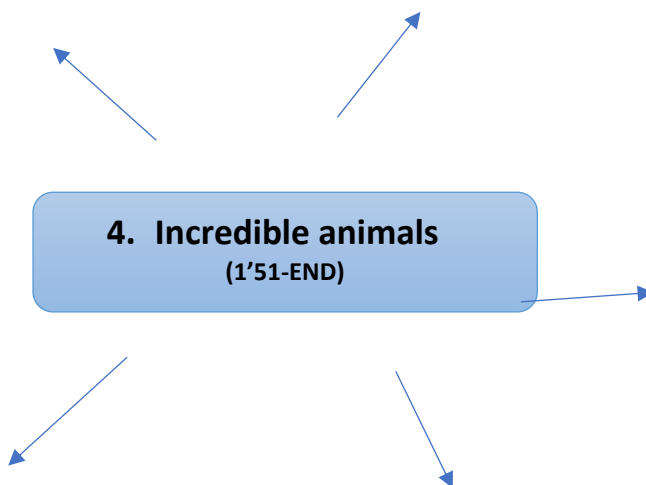
Deserts

(ex: The Great Victoria desert)



4. Incredible animals

(1'51-END)



### PART 3 : FIGURES ABOUT AUSTRALIA

Watch the full video again and find the following figures :

- a. Area of the country :
- b. Number of stars you can see in the Outback on clear nights :
- c. Height of Uluru Mount :
- d. Number of fish species in the Great Barrier Reef :
- e. Number of reptile species :
- f. Population :

### PART 4 : PRESENT AUSTRALIA ORALLY

#### USING THE ELEMENTS FROM YOUR WORKSHEET !

Now you know a lot about Australia! Use the elements from your worksheet as well as the elements from lesson 2 to give a detailed presentation about Australia.

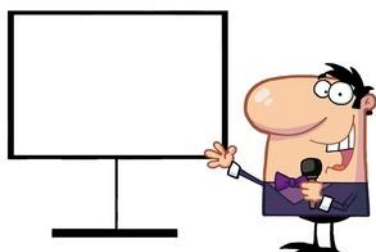
You can use the following expressions if needed:

1. Let me present you....
2. It's located in...
3. It covers an area of ..... square miles.
4. The capital city is...
5. In Australia, there are ..... people and they speak .....
6. The climate is...
7. Lots of places are worth visiting, for example ..... where you can...
8. You can meet different animals such as ....
9. ...

## MISSION :

### PRESENT A FOREIGN COUNTRY (Production Orale en Continu)

*Présenter un pays étranger à partir d'un poster que vous réaliserez*



#### AIDES :

- Dictionnaire en ligne : **wordreference** frçs/angl
- Travaillez sur des docs en anglais (English Wikipedia)
- Travaillez la prononciation : <http://www.fromtexttospeech.com>
- Evitez l'utilisation abusive du traducteur...

➤ **Tâche 1 :** Choisissez un pays et recherchez sur internet les informations suivantes :




|  |  |
|--|--|
| 1. Country (nom du pays)   |  |
| 2. Precise location (Europe, Asia...)  |  |
| 3. Area in square kilometers   |  |
| 4. Population  |  |
| 5. Capital city  |  |
| 6. Other important cities  |  |
| 7. Official language   |  |
| 8. Currency  |  |
| 9. Flag  |  |
| 10. Famous places to visit / activities (X3)                                 |  |
| 11. Typical food / Typical drink(s)  |  |
| 12. Sport(s)   |  |
| 13. Other information (point culminant, hymne national, célébrités...) BONUS |  |

- **Tâche 2 :** Préparez un poster sur le pays que vous avez choisi. Celui-ci ne comportera que des mots clés. Ajoutez-y une carte du pays, son drapeau ainsi qu'au moins 3 images avec leurs légendes (des lieux, plats typiques par expl.)
- **Tâche 3 :** Préparez une présentation orale. Vous présenterez le pays que vous avez choisi à votre classe en utilisant votre poster comme support.
- La classe votera pour la destination la plus attrayante !



## ASSESSMENT GRID : PRESENT A FOREIGN COUNTRY

NAME :

### MY PRESENTATION (EOC)

| J'ai réussi à ...  |  |  |  |
|--|---|---|---|
| Démarrer mon exposé par une <b>phrase d'introduction</b>   | 2   | 1   | 0   |
| <b>Organiser</b> mon exposé  | 1   | 0.5   | 0   |
| Donner des <b>informations chiffrées</b> (nombre d'habitants, superficie...)   | 4   | 3-2-1   | 0   |
| Présenter des <b>infos générales sur le pays</b> (localisation, capitale, devise, villes importantes, langue officielle, drapeau, sites touristiques, sports, plats typiques...) | 6-5   | 4-3   | 2-1-0   |
| Utiliser une <b>prononciation</b> correcte   | 4-3   | 2-1   | 0   |
| Utiliser un <b>anglais fluide</b>  | 2   | 1   | 0   |
| Parler pendant <b>1 minute</b>   | 1   | 0.5   | 0   |
| <b>BONUS</b>   | 2   | 1   | 0   |
| <b>TOTAL</b>   | ..... / 20  |   |   |

### MY POSTER

|   | OUI<br> | NON<br> | Points   |
|---|--|--|----------|
| <b>J'ai respecté la consigne : mon poster contient</b>                |  |  |          |
| - Des mots clés (= pas de phrase)                                     |  |  | ... / 1  |
| - Une carte du pays présenté  |  |  | ... / 1  |
| - Son drapeau   |  |  | ... / 1  |
| - Au moins 3 images légendées   |  |  | ... / 3  |
| <b>Mon poster est soigné et donne envie de visiter le pays choisi</b> |  |  | ... / 4  |
| <b>Total</b>  |  |  | ... / 10 |