

I'm a globetrotter
PROJET PAR GROUPES DE COMPETENCES POUR LES SECONDES
Mémoire / Sentiment d'appartenance/ Création

Tâches Finales :

A1-A2- : You Create a poster promoting New Zealand for a travel agency

Instructions :

1./20

- A small map+ an itinerary
- Best places to visit (3)+3 photos
- activities to do
- short comments from two tourists who have already visited the country+photos
- name and address of the travel agency + phone number

Time : 1 hour and a half

A2 / B1 : Interaction (3 pupils : a couple + the travel agent)

1.You are planning a trip to New Zealand. You go to a travel agency and ask the travel agent for information about your trip . Ask the travel agent about :

- the dates /the length of the stay + the price
- the clothes + the temperatures + the best season to go there
- the places to visit
- the activities to do

2.You are a travel agent specialised in trips to New Zealand. Customers arrive. they plan to go to New Zealand. Give them information about :

- the dates /the length of the stay +the price
- the clothes +the temperatures +the best season to go there
- the places to visit + the reasons(travel agent)
- the various activities to do there

time: 5 minutes to 7 minutes

Déroulement :

1. video 100% New Zealand (CO + EO)
2. Thrill seekers text (CE) + [évaluation de 10mn sur le vocabulaire et définitions](#) + [doc icono sur Sir Hilary](#)
3. video 100% New Zealand (EO) : Forever young song, freeze frames : honesty box, Nose pressing)
4. Pair work : Gap game on New Zealand + places / cities to visit
5. The best place to live (CO) ou à travailler en groupes / quinzaine
6. (→the English couple interview (entraînement CO))
7. New Zealand: recherches internet + points cardinaux

Famous film : the piano (1993) Jane Campion

Most known writer : Katherine Mansfield "the garden party"

Maori traditions : nose pressing / rubbing (greeting) ; Haka dance (Maori war dance, used to scare off the enemies during the battles between tribes)

Info :

www.tourism.net.nz

<http://history-nz.org>

type on GOOGLE : famous places New zealand

Conseils pour la tâche finale

A l'écrit

Avant de rédiger un texte, il faut :

- Se poser la question : quel est le type de travail demandé ?
- Il faut identifier le contexte : quel est le public visé ?
- Il faut réfléchir à l'organisation des idées du texte (les noter avant au brouillon, mobiliser ses connaissances : se remémorer le vocabulaire, la méthodologie, les connaissances culturelles)
- Il faut réfléchir aux différentes parties qui vont composer mon poster

Après la rédaction d'un texte, il faut :

- Relire pour corriger (orthographe des mots, temps, syntaxe, etc.)
- Vérifier si on a répondu à tous les critères de la consigne

A l'oral (dialogue)

Avant de passer à l'oral :

- Il faut bien réfléchir à la consigne et ses critères : à qui je parle, dans quelle situation, à quel sujet, dans quel but ?
- Il faut se préparer : en préparant correctement les mini-tâches orales qui m'auront été confiées par le professeur et en apprenant le lexique et les expressions types régulièrement
- Il faut écrire des mots clés, ne pas tout rédiger pour me détacher de mes notes
- Il faut que je sois créatif
- Il faut que je sois convaincant en imaginant cette situation dans un contexte réel, se poser la question : que dirais-je si je me trouvais vraiment dans une agence de voyage ?

Pendant le passage à l'oral :

- je dois veiller à regarder mon partenaire
- je dois imaginer les gestes et expressions du visage qui accompagnent mes paroles
- je dois parler distinctement
- je dois respecter le schéma intonatif adéquat (question, affirmation, surprise, etc.)
- je dois être capable de répondre de manière improvisée si j'ai oublié mes notes (car j'ai mobilisé suffisamment de connaissances , de lexique pour trouver une réponse.)
- je peux hésiter en utilisant des gap fillers (er..., well...,)
- je dois penser à saluer mon / mes interlocuteurs en fin de discussion

ACTIVITIES

PRL : sur transparent

- Observez les phrases et dites quels sont les deux verbes plusieurs fois répétés

HEAR SEE

- Traduisez –les . Ils font partie des verbes communément appelés verbes de
- Citez d'autres exemples de verbes de perception en français ou en anglais.
SMELL – LISTEN- TASTE, etc.
- Comment se construisent-ils ?
- Pourquoi y-a-t-il la forme ing au verbe qui suit ?

Elle donne une valeur descriptive : l'action est vue dans son déroulement.

VOCABULARY MEMO: Fiche que les élèves complètent à la maison ou en classe s'ils ont le temps

HOMEWORK : Complete the chart with the new words or expressions related to :

ACTIVITIES	TRAVELLING
In the air on the sea on earth	NOUNS VERBS ADJECTIVES
HOLIDAYS	CLOTHING
GREETINGS	DANGER / THRILL
On arrival : Good morning, Sir. Good morning, Mr Smith. Good afternoon, Madam. Good afternoon, Mrs Smith. Good evening, Miss. Good evening, Ms Jones. On departure: Goodbye I hope to see you again soon Enjoy your trip!	
NATURE	New structures

Champ lexical : extreme sports

Faits de langue : relatif who/ which / that

Linguistique : he runs the risk of+vb-ing / risks +vb-ing / consist of +vb-ing

Méthodologie: savoir faire une introduction/ Rédiger un paragraphe à partir d'éléments donnés

- I- Voc . Remember as many words as you can about nature ou test /10 . Faire écrire 10 mots + traduction
OU Utiliser une photo similaire et demander aux élèves de décrire le lieu en utilisant there is / there are
+ I see +vb -ing
Groupe A2-B1 : leur demander de le faire à l'oral après un test de vocabulaire sur un document
similaire (photo)
- II - Correction du homework sur transparent **ou correction sur rétroprojecteur à partir d'une copie d'élève**

The video showed an island emerging from the ocean (as if it had just been created). I saw the water withdrawing from the land. There were high green trees and misty forests. I saw many white clouds hanging around very high mountains. This country was a green land with valleys, whitewater rivers, lakes and falls. It looked mysterious, pure and wild, like a deserted island, since I couldn't see any life on it...

- I- Etude du texte *Thrill seekers* groupe A2 + étude doc iconographique Sir Hilary

Groupe A2	Compétence dominante : CE/EE	Groupe A2- B1 compétence dominante CO / EO
1. Identify the document from the layout.		1. Identify the document ⇨ noter au tableau N O D T (nature – origin-date-topic)+TE
2. <i>According to the subhead, what is the major risk a thrill seeker runs?</i>		2. Describe asking for the words you need I would like to know how you say What's the English for Note du vocabulaire au tableau → permet de revoir voc nature and landscape
3. Now read the first sentence of each paragraph. Then say what <i>thrill seekers</i> means and what the text is about.		3. What is their job?
4. + intro au tableau Thrill seekers are people who like dangerous/ extreme sports and who look for / seek high sensations/ who look for death-defying / dangerous activities		4. What is a rock climber? Rock climbers are people who ...
5. Highlight all the words related to thrill and danger		5. What equipment do you need to go rockclimbing ? Liste au tableau
NOUNS VERBS ADJECTIVES		Def + which ou that : Rockclimbing is an extreme sport that / which requires a special equipment : It is an activity that consists in +BV-ing
6. List the extreme sports mentioned in the text . Then propose a definition for bungee jumper + extreme sports Extreme sports : white-water rafting- climbing – sky surfing- radical free skiing- bungee jumping – A bungee jumper is someone who throws himself off high cranes or high bridges with an elastic cord attached to their ankles.		5. Can everybody practise rock climbing? Why not? Because it's dangerous / hazardous/ risky Because you can die, you can fall, you can break your leg Because it is difficult to breathe You can freeze
7. Now say what the following activities consist of. + correction Voir exo Bungee jumping is an activity that consists of throwing oneself off high bridges or cranes . Sky surfing is an activity which consists of jumping off a plane Radical free skiing is an activity that consists in skiing off cliffs.		6. So it is an extreme sport. Do you know other extreme sports? Water skiing- base jumping- bungee jumping- kite surfing- mountain biking- parachute jumping- radical free skiing.
8. List the reasons why people feel such an appeal to extreme sports. Use like + synonyms. Leur demander de les énumérer avant de commencer l'exercice Be keen on / be fond of / be fans of/ be interested in have new experiences flirt with death feel an adrenaline buzz escape the routine seek out challenges risk their lives go beyond their limits		5. Where do you think they are exactly ? ⇨ Mount Everest
9. Match the English with the French equivalent Water skiing le saut à l'élastique Base jumping ski extrême Bungee jumping		6. Look at their face expressions? What can you deduce? Proud of themselves- triumphant – victorious – although exhausted – overjoyed- because they've reached their goal. 7. Rock climbing is a dangerous sport. So why do you think more and more people do extreme sports? have new experiences flirt with death feel an adrenaline buzz escape the routine seek out challenges risk their lives go beyond their limits
		8. HW : Learn the lesson. Read the document about Sir Hilary . Imagine five questions a journalist would like to ask him. Get ready for the answers. You will have to act out the interview next time. +FICHE voc à compléter.



Nouns	adjectives	Verbs and expressions
Pioneer Daredevils Goal / aim / purpose Spirit of adventure Determination Strength Courage / nerve Achievement Challenge Adrenalin buzz Proud	Death-defying / fearless Adventurous ; risky determined strong Courageous / brave Challenging Thrilling/ exciting	To break a record Be attracted To go beyond one's limits To escape the routine To be confronted with danger To prove sth To achieve one's goal To take up a challenge To risk one's life (vb-ing)

IV - PRL

Pronoms relatifs antécédant humain/ non humain

II- Homework . Activities du workbook p.22 + Complete your vocabulary sheet (extreme sports)

Classify them : in the air / in the sea / on earth

GPA2/B1 Get ready! Interview. Learn the lesson + read the information below about Sir Hilary so as to be able to play the role of a journalist who wants to interview the rock climber after his fabulous adventure or To play the role of Sir Hilary. Read and learn GREETINGS on your vocabulary sheet.

GP A2 EE: même document au groupe A1 et leur demander de traiter sujet en tâche écrite. Ce qui permet d'aborder ou de revoir la méthodologie du dialogue

Everest conquered !

29 May 1953- Edmund Hilary, helped by Sherpa Norgay, was the first man to climb the 8,848 metre Mount Everest, Nepal. The team used more than a hundred sherpa porters to carry all the food and equipment up the mountain. It took seven weeks to go from the base camp to the top. The trip down took only three days.

The climbers got their energy from hot tea with lots of sugar. Sleeping at such heights is difficult so they didn't sleep much. From the top the climbers could see at least 150 km in every direction. At 8850metres,Mount Everest is the highest mountain in the world.



Variante possible à cette séance car les élèves en imaginant les dangers pourraient être amenés à utiliser la probabilité

? 5 : What are the possible dangers ?

- They might fall into the abyss
 - They can die
 - They might get hurt
 - They may break their leg or arm
 - They may get frozen!
 - ⇒ They must be careful
 - They may find it hard to breathe
- + PRL alors sur la probabilité et la forte probabilité

C'est en fait ce qui s'est produit : les élèves ont imaginé les dangers et donné les réponses ci-dessus

How to write a dialogue

Some advice...

Start your dialogue with the following beginning:

It was 10 o'clock in the morning. Mr John Smith, the journalist working for the *Herald Tribune* news paper , was ready to interview Sir Hilary after his extraordinary climb to Mount Everest.

"Good morning, Sir Hilary. " The journalist said , smiling.

- Use quotation marks (" ") every time a character speaks
- Begin a new line every time a character speaks
- ⚡ : no hyphens (-), just quotation marks
- Use introductory verbs
 Ask : enquire - wonder (se demander)
 Say : answer – declare- add (ajouter)- reply- exclaim- tell (s.o)
- Use contractions
 Don't- doesn't- didn't- won't- wouldn't-
- Use gap fillers : *Well... / You know.../ er...*
- Use short answers : *Yes, I do. / No, I don't // Yes, I did. No, I didn't.etc.*
- Vocabulary : use your vocabulary sheet(Greetings- extreme sports- appropriate new expression)

Fiche bilan donnée à l'élève pour une auto-évaluation . + à coller sur copie

TEACHER	CHECKING ONE'S WORK	STUDENT	
1. – I have written the subject of the dialogue on my copy		<input type="checkbox"/>	<input type="checkbox"/>
2. -I have written about 100 words		<input type="checkbox"/>	<input type="checkbox"/>
3. -I have respected the rules of punctuation		<input type="checkbox"/>	<input type="checkbox"/>
4. Written expression			
- I have used different introductory verbs		<input type="checkbox"/>	<input type="checkbox"/>
- I have used gap fillers		<input type="checkbox"/>	<input type="checkbox"/>
- I have used contractions		<input type="checkbox"/>	<input type="checkbox"/>
- I have used appropriate vocabulary		<input type="checkbox"/>	<input type="checkbox"/>
- I have used new expressions		<input type="checkbox"/>	<input type="checkbox"/>
- I have respected the instructions of the teacher		<input type="checkbox"/>	<input type="checkbox"/>
5. Ideas			
- I have used relevant information		<input type="checkbox"/>	<input type="checkbox"/>
- I have tried to ask relevant questions		<input type="checkbox"/>	<input type="checkbox"/>
- I have tried to make the dialogue sound real		<input type="checkbox"/>	<input type="checkbox"/>
- I have used short answers (Yes, I do; No, we didn't. Yes, it was!)		<input type="checkbox"/>	<input type="checkbox"/>



Oral interaction (interview)

1. Sit face to face : you have to look at each other
2. Speak loudly
3. Use the appropriate rhythm (not too fast!)
4. Do not hesitate to make gestures to convince
5. Use the appropriate intonation (↑↓)
6. If you have forgotten what to say, you can invent and use gap fillers (well..., er..., etc)
7. Use as many new expressions and words as you can to enrich your oral production
8. Be inventive

Useful words and expression. Choose the most appropriate one(s).

-To show that you are interested in the conversation

- Do you understand/ see what I mean?
- ...If you see what I mean...
- Do you understand ?
- Do I make myself clear

-To show that you react to what you are said or asked:

- Really?
- I see.
- Oh, yes!
- Hum.../ Aha...
- How interesting!
- I know / I see what you mean
- Could you say that again, please?
- No! (surprise)

FICHE A COLLER SUR COPIE

ORAL INTERACTION

STUDENT

TEACHER

- | | | |
|---|--------------------------|--------------------------|
| 1. I have greeted my partner | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I have shaken his or her hand | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I have shown and asked him to take a seat | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I have thanked my guest for accepting the interview | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. I have announced the reason why I did want to interview him | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I have asked relevant questions / I have given relevant answers | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I have used gap fillers to make the interview sound real (well..., I see..., er..., really?) | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. I have used short answers (Yes, I do; No, we didn't. Yes, it was!) | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. I have used new vocabulary and expressions | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. I have used appropriate grammar (tenses ,syntax, correct questions) | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. I have spoken loud enough | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. I have looked at my partner while speaking | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. I have used the appropriate intonation | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. I have used the appropriate rhythm | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. I haven't read my notes | <input type="checkbox"/> | <input type="checkbox"/> |

BONUS

- | | | |
|---|--------------------------|--------------------------|
| 16. I have been able to invent or add new information or express new feelings | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|

Champs lexicaux : sports and activities / talking about fun , happiness
Culturel: honesty box, nose pressing in New Zealand
Linguistique: go hiking, go swimming, etc.// The ad aims at showing that , the message conveyed is that
Méthodologie: être capable de trouver le message publicitaire à travers l'étude de l'image et du son (chanson)
 Rebrassage du présent be-ing (présent de description)

I – Vérification de la fiche vocabulaire + correction de l'exercice in the air – in the sea – on earth ➔ va permettre d'aborder le 2^{ème} segment de la publicité 100% pure New Zealand.

II- Evaluation orale sur l'interview à préparer
 ➔ donner une fiche aux autres élèves d'évaluation avec des critères simples + noter les bonnes questions
 ➔ corriger les questions

III- Etude du 2^{ème} segment publicitaire

Groupe A2	GRUPE A2 – B1
1. Watch the video and list the activities that can be done in that country. + correction You can go... Sunbathing cycling swimming horse riding hiking You can play ... RUGBY 2. Watch again and complete your list	1. Idem 2. idem

IV- Etude du segment 2 de la publicité pour les deux groupes.

Groupe A2	GRUPE A2 – B1
1. <i>Watch the people. How old are they?</i> There are both young and old people. People who are in their forties. 2. <i>Look at their faces? Look at their face expression</i> They all look happy, delighted, joyful, enthusiastic, thrill, excited You can breathe free 3. <i>Honesty box. Watch and read what is written. Describe what the woman is doing.</i> The young woman is riding a bicycle and walking towards a vending machine. She takes an apple and puts a coin in the slot. So it is an honesty box:→ "help yourself, pay and go" : you take an apple, you pay for it, you put a coin in the box slot . 4. <i>Nose pressing. Describe what the New Zealander and tourist are doing.</i> They press their noses to say Hello or Goodbye : it's an affectionate, confident and respectful greeting.	idem
Tolerance – tolerant Respect / respectful Friendship / brotherhood Affectionate / hug	
6. <i>What about the music ? What does the song say ?</i> "forever young" "I want to live forever young" 7. <i>Listen again and count how many times the words forever , young and live are repeated. What for?</i> 8. <i>What is the message conveyed in this ad?</i> The advertiser aims at showing that ... The message conveyed is that... : It is a country where you have fun and you can stay forever young. You can make the most of life You can lapse into a second childhood You can enjoy life and remain forever young 9. <i>Write out a paragraph with your notes. Use link-words</i>	

Objectif culturel : caractéristiques de la Nouvelle Zélande (habitants, animaux, climat, situation géographique, etc.)

Linguistique : asking questions for specific information

Grammaire : la forme interrogative

Pré-requis : connaître les pronoms interrogatifs + forme interrogative

Compétences visées

- savoir rechercher une info dans un texte (scanning)
- savoir poser des questions
- savoir réagir en interaction

I- Correction du HW séance 3.

de la trace écrite avec la possibilité de prendre une trace écrite en exemple sur un transparent et de corriger avec les élèves. Pour gagner du temps, leur donner ensuite la trace écrite photocopiée si nécessaire.

II- Etude d'un document sur la Nouvelle Zélande en interaction orale.

Mise en œuvre

Supports : 2 documents sur la Nouvelle Zélande.+ Textes à trous .

- Constituer des groupes de 5 élèves, avec un co-teacher. Deux élèves ont le document complet . Les deux autres élèves n'ont pas toutes les informations.

- Pour que l'exercice ne soit pas trop long :

1 groupe qui travaille sur la première partie du texte

1 groupe qui travaille sur la deuxième partie

1 groupe qui travaille sur le document concernant les températures et les vêtements.

- Pour chaque groupe un co-teacher (choisir les meilleurs élèves) qui va essayer de corriger lorsqu'il entend une erreur dans les questions et qui vérifie que les élèves ne parlent pas français.

Rappeler aux élèves que ces barres compteront pour l'évaluation trimestrielle de l'auto-évaluation de l'oral

Temps : 20 mn pour lire et poser les questions

- **Avant de commencer l'exercice, demander aux élèves de rappeler comment on pose une question en anglais**

Réponses attendues : AUX + SUJ+ VB / ? +AUX+SUJ+VB + PREP

- **PRL** .Lorsque les groupes ont terminé l'exercice d'interaction, on fait corriger les questions au tableau par les co-teachers. Le groupe leur dicte les réponses. Le professeur se charge de corriger s'il y a des erreurs au tableau.

Puis, PRL sur transparent

HOMEWORK : Your mother checks if you know your lesson well : She asks you questions on NZ / you answer

→ 15 min de **recap en interaction / evaluation** la séance suivante

Tirage au sort mère ou ado

Le reste de la classe ⇨

1 groupe élève repère les questions et note s'il y a des erreurs : '**You should have said...**'

1 groupe élève repère les réponses fausses : '**You should have said...**' / '**You were wrong because you said Instead of....**'

Tableau à partir duquel les élèves peuvent faire un résumé avec les idées essentielles OU créer un dialogue.

NEW ZEALAND	
Ask questions about ...	Make sentences to answer ...
situation	2000 km southeast of Australia in the Pacific ocean
Original Maori name for NZ ?	Aoteaora (for the mass of white clouds hovering the island)
Capital city	Wellington
Most populated city	Auckland (+ 1 Million inhabitants)
Number of inhabitants	About 4 M people : 80 % white Europeans ; 15 % Maori ; 5 % others
Currency (monetary unit)	New Zealand Dollar
languages	English + Maori
Most famous animals?	YES ! The Kiwi (flightless bird) + sheep (numerous)
Any official sports ?	YES ! rugby, cricket, yachting
Maori arrival on the island ?	In 700 A.D (Anno Domini)
1 st European settlers' arrival ?	Mainly after 1769 after Captain Cook explored the main island
Independance from...?	From the British in 1931 (Westminster Treaty)
Women's right to vote	In 1883
Temperatures	20-30° in summer ; 10-15° in winter
Seasons	Inverted compared with Europe
Recommended clothes	Informal and relaxed : warm clothes + raincoat recommended
Flight time from France	25 hours
Jetlag from France ?	12 hours

RAPPEL

En règle générale, pour poser une question en anglais, je dois respecter la construction suivante :

(.....) + + + + (.....)

- Pour poser une question **au présent**, j'utilise l'auxiliaire ou

Exemple :

- Pour poser une question **au passé**, j'utilise l'auxiliaire

Exemple :

- Avec l'expression **il y a** : + nom au singulier
..... + nom au pluriel

- Pour poser une question sur le **nombre**, j'utilise l'expression : avec un nom au pluriel

Exemple :

- Lorsque j'ai **une préposition**, je dois la placer de phrase.

Exemple 1 :

2 :

Correction des questions attendues (en gras celles notées au tableau)

Where is NZ situated ?

What is the original Maori name for NZ ?

What is the capital city ?

What is the most populated city ?

How many inhabitants are there in NZ ?

What is the monetary unit / currency of the country ?

What is the political regime ?

What are the official languages ?

Is there any national / famous animal ?

What are the most popular sports ? **Are there any national sports ?**

When did the Maori arrive on the island ?

When did the first settlers arrive on the island ?

When and who did they gain their independance from ?

When did women get the right to vote ?

What are the temperatures in summer ? in winter ?

Are the seasons in NZ different from Europe ?

What clothes are recommended for a trip to NZ ? **What clothes do we need to go to NZ ?**

How long does it take to fly to NZ ?

Is there a jetlag between France and NZ ?

NEW ZEALAND	
Ask questions about ...	Make sentences to answer ...
Situation	2000 km southeast of Australia in the Pacific ocean
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Capital city	Wellington
Most populated city	Auckland (+ 1 Million inhabitants)
Number of inhabitants	About 4 M people : 80 % white Europeans ; 15 % Maori ; 5 % others
Currency (monetary unit)	New Zealand Dollar
Political regime	Parliamentary democracy + Constitutional monarchy → monarch + governor general + prime Minister
Monarch	Queen Elisabeth II
Official languages	English + Maori
Any national animal ?	YES ! The Kiwi (flightless bird) + sheep (numerous)
Any official sports ?	YES ! rugby, cricket, yachting
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Seasons Doc 2

The north of New Zealand is subtropical and the south temperate. The warmest months are December, January and February, and the coldest June, July and August.

In summer, the average maximum temperature ranges between 20-30°C and in winter between 10-15°C. You can check on weather conditions in New Zealand on the New Zealand [Met Service website](#)

While these temperatures are the norm, the weather in New Zealand can change unexpectedly as cold fronts or tropical cyclones quickly blow in. Because of this, you should be prepared for sudden changes in weather and temperature, particularly if you're going hiking or doing other outdoor activities.

Recommended Clothing

Dress is informal and relaxed on most occasions. Smart casual clothes are acceptable at most restaurants and night-spots. Men are generally not expected to wear suits and ties, except in a few of the top formal bars and restaurants in major cities.

In summer a jacket and sweater should be included in your luggage should the weather turn cooler or you visit higher altitudes. You can expect some rain, so also include a light rainproof jacket or coat. If visiting between May and September, pack warm winter garments and layer your clothing.

Seasons

The north of New Zealand is subtropical and the south temperate. The warmest months are _____, _____ and _____, and the coldest _____, _____ and _____.

In summer, the temperature ranges between _____ and in winter between _____. You can check on weather conditions in New Zealand on the New Zealand [Met Service website](#)

While these temperatures are the norm, the weather in New Zealand can change unexpectedly as cold fronts or tropical cyclones quickly blow in. Because of this, you should be prepared for _____, _____, _____, particularly if you're going hiking or doing other outdoor activities.

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Phonétique: être capable de reconnaître différents accents (américain, australien, suédois)

Grammatical : les comparatifs et superlatifs// rebrassage des pronoms relatifs/ Adjectifs de nationalités

Linguistique : describing people and their country

Lexique : describing people and places

Source :www.ello.org

1.Listen . Guess what the people are talking about.

➡ their country, about travels

2.Listen again and complete the following chart

3. Pupil A/B/C/D/E/F recaps what he/she has understood by making sentences + TE

4. What is the nature of this document? Which question were the people asked?

♠1. Listen and complete the chart.

2 After completing the chart, guess the country and the location of the cities(« ? »)

3.Use your notes to tell the class what you have understood EO

I've understood that speaker 1 is Swedish / a Swede, that he lives in Gothenburg, which is located on the west coast of Sweden.He loves his home city since he says that there are wonderful beaches,and that people there are very nice.

➡un élève par speaker. Faire répéter une deuxième fois par un élève plus faible

4.PRL

Les superlatifs et les comparatifs

PRL sur transparent ou livre Mission (workbook+ book)

HW . Group A2 EE .

➡ Imagine the dialogue between a speaker of your choice + the journalist. About 80 – 100 words.+ Fiche méthodologique et bilan

Les élèves ne savent pas qui sera leur partenaire⇒ plus spontané

HW. Groupe A2-B1 EO

- ➡ Imagine you are interviewed by an Englishman or woman who has to record interviews of French teenagers for the making of a new French school book. The topic is *What French students think about their country* .He or she has to ask you questions to know more about the people, the activities, the places. Use the new adjectives and expressions + comparatives you've learnt in the lesson. Imagine the questions+ answers

Script

Samir, Sweden

In my country, in Sweden, of course, I'd have to say my home country, my home city Gothenburg. It's the **West Coast**, and it has the best beaches, and I think it's the best city because the people are all so polite, and they're not like the capital city we have, because the people there is **more busy** and don't talk to people, and in my city Gothenburg, yeah, that's the best city to live in.

Liz, Sweden

The best place to live in Sweden is definitely the West Coast because the people. They are friendlier and **more open** and during the summer in Sweden it's beautiful, the West Coast.

Mike, United States

Well, I'm from California, and I really love my home state. It's got big cities. It's got great beaches. It's got mountains, snow, hot weather, cold weather, everything you want is there. Sure the East Coast is beautiful, down south is very interesting, but I'm happy with California.

Nydja, United States

I actually **happen to** live in the best place to live in the country which is Northern Virginia outside of **D.C.** It's very **diverse** and there's **great** universities there, and there are a lot of different

kind s of people to meet, and a **million things** to do for whoever, whatever interest happens to be.

Demelza, Australia

I think the best place to live if you want to have a cultural experience and meet lots of people is Melbourne, but if you like beaches and the sun, I would say my home town, Perth.

Nick, Australia

The best place to live in my country - easy - Tasmania. Tasmania is where I am from, is a beautiful island with many mountains, so it has very good hiking. It's a nice city with really nice views of the ocean

2 After completing the chart, guess the country and the location of the cities(« ? »)

	country	City / state/ island	Situated in...	Reasons for □ it
Speaker 1				
Speaker 2				
Speaker 3				
Speaker 4				
Speaker 5		1 : 2 :	1 : ? 2 : ?	
Speaker 6	?:	Tasmania		

	country	City / state	Situated in...	Reasons for □ it
Speaker 1	Sweden	Gothenburg	West coast	People → polite, ≠ capital city : busy+ mute, withdrawn, uncommunicative
Speaker 2	Sweden		West coast	People → friendlier, open
Speaker 3	USA	California	1 East coast 2 Down south	Big cities → Everything you want is there Snow, mountains, hot and cold weather
Speaker 4	USA	North Virginia		Diverse Great universities People to meet Millions things to do
Speaker 5		Melbourne Perth		Culture Meet people Beaches+ sun
Speaker 6		Tasmania		Mountains, hiking Trees Nice cities, nice view on the ocean

seance 6 : l'm a globetrotter : NEW ZEALAND
salle ordi – recherche sur New Zealand.com

Lexique : les points cardinaux, situer un lieu par rapport à un autre
Culturel : découvrir trois villes importantes de la Nouvelle Zélande
 ⇒ Permet de revoir le vocabulaire des sports de l'extrême, de la nature, des comparatifs et superlatifs
Linguistique : situating a place on a map

- I- GROUP A2/B1 :évaluation orale des dialogues + Collecte de certains dialogues écrits
 GROUP A1/A2 : collecte de certaines productions
- II- Pre-warming activity . Brainstorming sur New Zealand. Ecrire au tableau New Zealand et leur demander de dire tout ce don't ils se rappellent.

III- Cardinal points

5. Watch the document. What can you tell me about it?

⇒ A map of New Zealand

6. Imagine you plan to visit the country ; You want to know more about some special places. You look at a map.

A- Do the first exercise to situate the main cities+ Correction

B- Pair work.You'll log on New Zealand. Com to browse for 3 most famous places :

- Check where they are situated.
- Find what they are famous for
- Find out the activities you can do over there
- Check how many hours you'll need to fly to NZ
- Find out the jetlag (France- New Zealand)

GROUP A1/ A2: You'll write out a paragraph for each city and I will collect it at the end of the hour.

GROUP A2/B1 : pair-work .Get ready to report to the class on the cities you have chosen

A.Practise

CARDINAL POINTS

Nouns	Adjectives
West	Western
East	Eastern
North	Northern
South	Southern

Examples : Spain is **to the east of** Portugal OR it is **east of** Portugal

Saint -Vallier is **in the east of** France OR it is **eastern** France

Now compare and situate the first place with the second one:

- 1.New Zealand / Australia
- 2.Auckland / Wellington
- 3.Greymouth/ New Zealand
- 4.Queenstown / Rotorura
- 5.Timaru / New Zealand



- 1:
- 2:
- 3:
- 4:
- 5:

IV- HW :

A2 : apprendre les informations principales sur les villes choisies + cardinal points

B1 : Recopier les informations au propre sur le cahier + apprendre les informations principales sur chaque ville.photos pour tâchef.



WRITTEN EXPRESSION

CHECKING ONE'S WORK : writing out a paragraph

- I have introduced the topic (This is ...)
- I have paid attention to the logical structure of my paragraph
- I have paid attention to develop my ideas in a logical order
- I have used linking words to link my ideas
- I have paid attention to the beginning and ending of my paragraph
- I have eliminated redundant words or expressions
- I have enriched my writing with relevant ideas
- I have paid attention to :
 - . the vocabulary (new and appropriate words)
 - . the grammar (tenses, new structures)
 - . the syntax

Si le temps

Séance 7: CO – The English couple interview

Script :

Woman : ok, we're ? from Sheffield England

Man : visually stunning, just visually stunning

Woman : I've just been blown out of my mind : I've loved the mountains, the lakes, the colour, the textures, the birds...

Man : I've loved the forests, totally bloomy... while walking through these hundreds and hundreds years-old trees...

Woman : We've done amazing whale-watching trips : we saw whales, dolphins, albatros –which I've never imagined I would see... I was incredibly amazed by the opportunities I've never taken anywhere else in the world

Man : this is alien almost, it's so different ! It's hope-lifting, just as you saw God. It makes you feel better. It's awesome ! It's awesome!

Off voice : so what do you say UK ? Start planning YOUR New Zealand holiday NOW at Newzealand.com

Background sounds :

Forever Young music / instrumental

A man and a woman interacting, rather old or middle-aged

Excited / delighted / laughing out loud

Lively

Laughters

An off voice : it's an ad promoting tourism in New Zealand, based on tourists' testimony / experience

New Zealand is an island country in the south-western Pacific Ocean comprising two main **landmasses** (the North Island and the South Island), and numerous smaller islands

The majority of New Zealand's population is of **European descent**; the indigenous **Māori are the largest minority**. Asians and non-Māori Polynesians are also significant minority groups, especially in urban areas. The most commonly spoken language is English.

Elizabeth II, as the Queen of New Zealand, is the country's head of state and is represented by a Governor-General, and executive political power is exercised by the Cabinet of New Zealand.

SPORTS in New Zealand

Sport in New Zealand largely reflects its British colonial heritage. Some of the most popular sports in New Zealand, namely rugby, cricket and **netball**, are primarily played in Commonwealth of Nations countries. Sport is very popular in New Zealand and despite New Zealand being a very small nation, it has enjoyed great success in many sports notably Rugby Union (The national sport) and also Rugby League, Cricket, Americas Cup Sailing, Netball, motorsport and many other sports.

New Zealand's most popular sport is rugby union, the national sport. Other popular sports include cricket, which is considered the national summer sport, rugby league, basketball, soccer and netball (the top ranking female sport by participation); golf, tennis, **rowing** and a variety of water sports, particularly **sailing**. Snow sports such as skiing and **snowboarding** are also popular

AUCKLAND

The **Auckland metropolitan area**, in the North Island of New Zealand, is the largest and most populous urban area in the country with a population of over 1.4 million residents, 31 percent of the country's population. Auckland lies on and around an **isthmus**, less than two kilometres wide at its narrowest point, between **Mangere Inlet** and the **Tamaki River**

The isthmus was settled by **Māori** around 1350 and was valued for its rich and fertile land. Many *pā* (fortified villages) were created, mainly on the volcanic peaks. Māori population in the area is estimated at about 20,000 people before the arrival of Europeans

Lifestyle :Positive aspects of Auckland life are its mild **climate**, **plentiful employment and educational opportunities**, as well as **numerous leisure facilities**. Meanwhile, traffic problems, the lack of good public transport, and increasing housing costs have been cited by many Aucklanders as among the strongest negative factors of living there, together with crime. Nonetheless, Auckland ranks 4th equal in a survey of the quality of life of 215 major cities of the world . In 2006, Auckland placed 23rd on the **UBS** list of the world's richest cities.

Auckland is popularly known **as the "City of Sails"** because the harbour is often dotted with hundreds of yachts and has more per capita than any other city in the world, with around 135,000 yachts and **launches**. About one in three Auckland households owns a boat.

The most popular sports in Auckland are rugby union and cricket, with soccer, rugby league and netball also widely played and followed. Auckland has a considerable number of rugby union and cricket grounds, and venues for motorsports, tennis, badminton, netball, swimming, soccer, rugby league, and many other sports.

WELLINGTON

Wellington is the **capital city** and third most populous urban area of New Zealand. The urban area is situated on the southwestern tip of the country's North Island, and lies between Cook Strait and the Rimutaka Range. It is home to 389,700 residents, with an additional 3,700 residents living in the surrounding rural areas.

In **1865**, Wellington became the **capital city** of New Zealand, replacing **Auckland**, where **William Hobson** had placed the capital in **1841**.

The Wellington urban area is the major population centre of the southern North Island, and is the seat of the Wellington Region - which in addition to the urban area covers the Kapiti Coast and Wairarapa. The urban area includes four cities: Wellington City, on the peninsula between Cook Strait and Wellington Harbour, contains the central business district and about half of Wellington's population; Porirua City on Porirua Harbour to the north is notable for its large Māori and Pacific Island communities; Lower Hutt City and Upper Hutt City are largely suburban areas to the northeast, together known as the Hutt Valley.

Wellington suffered serious damage in a series of earthquakes in 1848 and from another earthquake in 1855. The 1855 Wairarapa earthquake occurred on a fault to the north and east of Wellington

Wellington is the home to:

- The Hurricanes - Super 14 rugby team representing the Lower North Island, primarily based in Wellington
- Wellington Lions - ITM Cup rugby team
- Wellington Phoenix FC - football (soccer) club playing in the Australasian A-League, the only fully professional football club in New Zealand
- Team Wellington - Wellington's club in the semi-professional New Zealand Football Championship
- Central Pulse - netball team representing the Lower North Island in the ANZ Championship, primarily based in Wellington
- Wellington Firebirds and Wellington Blaze - men's and women's cricket teams
- Wellington Saints - basketball team competing in New Zealand's National Basketball League

GREYMOUTH

is the largest town in the West Coast region on the South Island of New Zealand, and the seat of the Grey District Council. The population of the whole Grey District is 13,850, which accounts for 42% of the West Coast's inhabitants

The town is located at the mouth of the Grey River, on a narrow coastal plain close to the foot of the Southern Alps. Māori had lived in Greymouth for considerable time before European settlement.

The first European to visit the site of what is now Greymouth was Thomas Brunner in 1846.

On 10 March 2005, a major tornado, which started as a waterspout, made landfall in Blaketown, a suburb of Greymouth.

On 19 November 2010, there was an explosion at the Pike River Mine, trapping 29 miners.

The town's major industries include fishing, mining, forestry, and ecotourism, the latter two of these industries holding an uneasy relationship with each other. The Pancake Rocks at Punakaiki, 45 km to the north are a popular local tourist attraction, while many also pass through on the route to or from the glaciers to the south.

Sports: rugby, cricket, badminton, cycling

QUEENSTOWN

Queenstown is a resort town in Otago in the south-west of New Zealand's South Island. It is built around an inlet called Queenstown Bay on Lake Wakatipu, a long thin Z-shaped lake formed by glacial processes, and has spectacular views of nearby mountains.

The Queenstown-Lakes District has an estimated resident population of 27,800.

There are various apocryphal accounts of how the town was named, the most popular suggesting that a local gold digger exclaimed that the town was "fit for Queen Victoria". It is now known for its commerce-oriented tourism, especially adventure and ski tourism. It is popular with young international and New Zealand travellers alike.

A resort town, Queenstown is a centre for adventure tourism. Skiing, jet boating, whitewater rafting, bungy jumping, mountain biking, skateboarding, tramping and fly fishing are all strong promotional themes.

In recent years, Queenstown's hostels have become a popular destination for tourists from all over the world.

Queenstown provides adventure tourism during the day and a vibrant nightlife scene during the evenings.

Queenstown is also gaining popularity as a honeymoon destination.

ROTORUA

Rotorua (from Māori: Te Rotorua-nui-a-Kahumatamomoe, "The second great lake of Kahumatamomoe") is a city on the southern shores of the lake of the same name, in the Bay of Plenty region of the North Island of New Zealand. The city is the seat of the Rotorua District, a territorial authority encompassing the city and several other nearby towns. Rotorua city has an estimated permanent population of 55,900, with the Rotorua district having a total estimated population of 68,600[3]. The city is in the heart of the North Island, just 60 kilometres (37 mi) south of Tauranga, 80 kilometres (50 mi) north of Taupo, 105 kilometres (65 mi) east of Hamilton, and 230 kilometres (140 mi) southeast of Auckland. Rotorua is a major destination for both domestic and international tourists; the tourism industry is by far the largest industry in the district. The city is known for its geothermal activity, and features geysers – notably the Pohutu Geyser at Whakarewarewa – and hot mud pools. This thermal activity is sourced to the Rotorua caldera, on which the city lies. Rotorua is home to the largest tertiary institute outside of the university centres, the Waiariki Institute of Technology.

The name *Rotorua* comes from Māori, the full name being *Te Rotorua-nui-a-Kahumatamomoe*; *roto* means lake and *rua* two - *Rotorua* thus meaning 'Second lake'.

TIMARU

Timaru (Pronounced "Tim-a-roo") is a major port city in the southern Canterbury region of New Zealand, located 160 kilometres south of Christchurch.

The Timaru District is a territorial authority of 42,867 people.

Timaru has been constructed on rolling hills created from the lava flows of the extinct Mt Horrible volcano, which last erupted many thousands of years ago. The result is that most of the main streets are undulating, a clear contrast with the flat landscape of the Canterbury Plains to the north.

Timaru has a dry temperate climate. Temperatures are warm in summer and cold in winter.

Timaru is one of the major cargo ports of the South Island, with a number of light manufacturing plants associated with the export and import trade. Many of these producers are concerned with processing, packing, and distributing meat, dairy and other agricultural produce.

Timaru is the second largest fishing port in New Zealand. Timaru has a comprehensive range of community sporting facilities designed to international standards for rugby, tennis, yachting, swimming, netball, cricket, golf, hockey, croquet and bowls. Aorangi Park is Timaru's major sporting venue. The Council also operates two swimming pools.

Football, rugby, golf...

Surfing Patiti Point, near Timaru city, has a left-hand reef break, which operates very consistently in any swell from the east or south.

Jack's Point (3 km south of Timaru) has both left and right-hand reef breaks at high tide, as does Lighthouse Reef, a short walk to the south. Southerly swells produce super-heavyweight monster breakers along the Timaru coast, which are only suitable for top-gun surfers.

Grille d'évaluation du poster

	A2	points	B1	points
Réalisation de la tâche	- Respecte la consigne (A bien apporté une carte, deux photos de touristes, trois photos représentant trois villes de Nouvelle Zélande)	1	- Respecte la consigne et a cherché des documents originaux, bien adaptés à la situation.	2
	- Respecte toutes les données de la consigne malgré des maladresses dans la mise en page	1	- Respecte toutes les données de la consigne et fait preuve d'originalité et d'imagination pour la mise en page	2
Composantes linguistiques (lexique, grammaire, syntaxe)	- répertoire lexical de mots et expressions très courants	1	- lexique adapté, réemploi de mots nouveaux correct et approprié	2
	- emploi de structures ou d'expressions nouvelles malgré des erreurs	2	- emploi de structures riches et variées vues en classe.	3
	- utilisation de structures grammaticales simples, erreurs élémentaires fréquentes mais qui ne gênent pas la compréhension	2	- correction grammaticale suffisante dans l'emploi de structures courantes	3
	- emploi du présent / du passé avec quelques erreurs de conjugaison élémentaires	1	- emploi du présent / du passé adapté, assez bonne maîtrise de la conjugaison .	2
	- parvient à exprimer ses idées, même si les phrases sont parfois calquées sur le français.	1	- rédige des phrases dans une syntaxe correcte	2
- la ponctuation est présente mais manque de rigueur et nuit parfois au sens	0.5	- la ponctuation est utilisée à bon escient	1	
contenu	- réutilisation de connaissances très basiques sur les villes (situation géographique , sports)	1	- réutilisation de connaissances assez complètes sur la Nouvelle Zélande	2
	- réutilisation de connaissances sur la Nouvelle Zélande mais mal adaptées au contexte	0.5	- réutilisation de connaissances tout à fait adaptées au contexte	1
	Niveau A2	/ 11	Niveau B1	/20

Les élèves ayant atteint le niveau A2 peuvent obtenir jusqu'à 11 points et ceux ayant atteint le niveau B1 jusqu'à 20 points.

Certains élèves auront éventuellement des points dans A2 et dans B1, cela signifiera que certains sont entre les deux niveaux, que B1 n'est pas encore tout à fait atteint.

EVALUATION DE L'INTERACTION ORALE NEW ZEALAND
TACHE FINALE

	A respecté toutes les données de la consigne : The dates Length of stay Price Clothes Temperatures Best season Places to visit Reasons activities	A2 .../4	A respecté toutes les données de la consigne : The dates Length of stay Price Clothes Temperatures Best season Places to visit Reasons activities + informations supplémentaires	B1 ... /6
DISCOURS	-Est capable de parler pendant 2mn -traite le sujet sous forme de liste de points, récite.	.../4 ../ 2	-Est capable de parler plus de trois minutes -produit un énoncé suivi, avec de l'aisance	.../6 .../4
LEXIQUE	-parvient à transmettre son message à l'aide d'un vocabulaire simple -réutilise le lexique nouveau et structures nouvelles avec des erreurs	../2 .../ 2	-utilise un vocabulaire suffisant, adapté au sujet proposé et avec peu d'erreurs. -réutilise le lexique nouveau et structures nouvelles avec peu d'erreurs.	.../5 .../ 4-6
GRAMMAIRE	-peut utiliser une grammaire simple.	.../2	-peut utiliser une correction grammaticale suffisante	.../3-5
PHONETIQUE	-prononciation suffisamment claire pour être comprise mais des erreurs d'accentuation, d'intonation fréquentes.	.../2	-prononciation correcte, bonne intonation, rythme adapté.	.../4
IMPLICATION PERSONNELLE	-a encore tendance à réciter - prise en compte de l'interlocuteur difficile - hésite s'il y a un imprévu	.../2	-prise d'initiative -prise en compte de l'interlocuteur -est capable de réagir à l'imprévu	.../4
	Total	../40	total	.../40