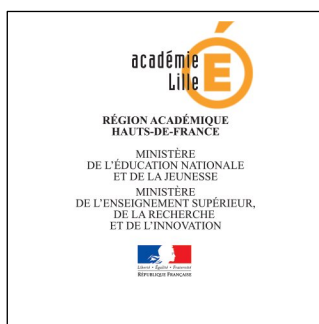
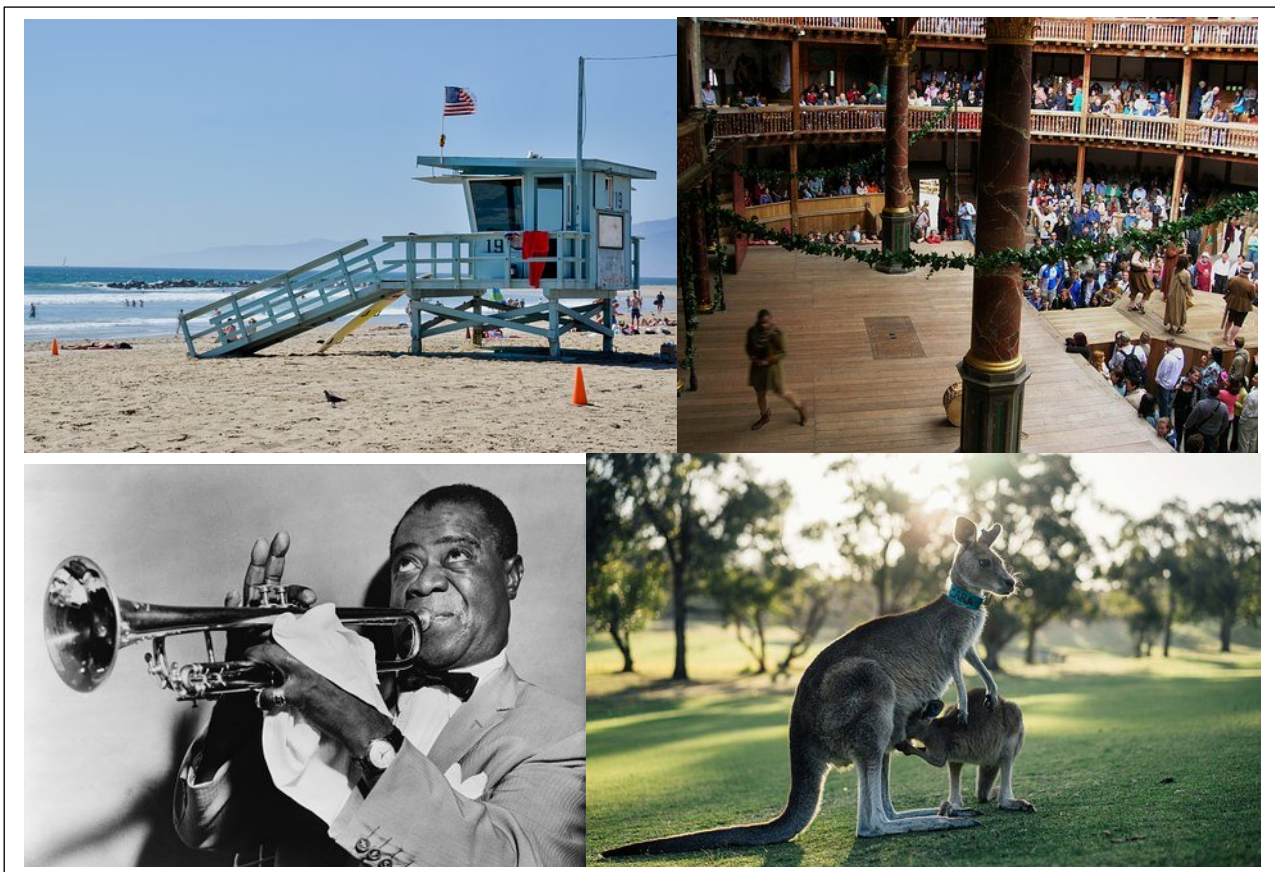


Carnet de jeux et d'apprentissage

Discipline : ANGLAIS

CLASSE DE 2^{nde}



Été 2020

Académie de Lille

L'académie de Lille met à la disposition, des élèves et des familles, des cahiers de soutien pour chaque niveau de collège et la classe de seconde et ce pour la quasi-totalité des disciplines.

Ils ont vocation à repréciser les attendus de chaque discipline, quelle que soit la classe et à vous proposer des révisions, des exercices et des activités ludiques.

Ils ont été conçus de sorte à permettre un travail en parfaite autonomie, en respectant les programmes officiels et en apportant un éclairage spécifique sur des points considérés comme essentiels.

Avant de vous lancer dans la réalisation de ces activités, ces quelques conseils peuvent vous aider :

- Programmez chaque jour, si cela vous est possible une séance de travail d'une durée d'une heure environ ;
- Travaillez toutes les disciplines en établissant un emploi du temps journalier ;
- Relisez dans vos cours ou sur internet la leçon qui se reporte aux activités proposées.
- Lisez bien chaque consigne avant de réaliser l'activité et cherchez le cas échéant le vocabulaire inconnu ;
- Exercez-vous à reformuler la consigne pour vous assurer de la bonne compréhension du travail à faire si besoin ;
- Vérifiez les réponses une fois les exercices terminés et éventuellement refaites les activités le lendemain si trop d'erreurs ont été constatées ; NB : presque toutes les réponses aux activités sont regroupées en fin de document.
- En complément, vous pouvez relire dans votre manuel scolaire ou votre cahier de cours, voire sur internet, la leçon correspondant à l'activité.

Nous vous souhaitons de prendre du plaisir dans la réalisation des activités proposées et une excellente année scolaire 2020-2021.

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Auteurs :

Emmanuelle Eveillé, Arnaud Palette, Olivier Mevaere, formateurs et chargés de mission d'inspection.



Attendus du niveau et focus sur les notions essentielles

En troisième j'apprends à	En seconde je consolide et j'apprends à
<p style="text-align: center;">ÉCOUTER ET COMPRENDRE</p> <ul style="list-style-type: none"> ✓ Comprendre des messages oraux et des documents sonores de nature et de complexité variables. Je suis capable de comprendre le sens général de documents vidéos et audios de différents formats (chansons, reportages, interviews...) ✓ Repérer des indices pertinents, extralinguistiques ou linguistiques, pour identifier la situation d'énonciation et déduire le sens d'un message. Je suis capable de déduire des informations en me concentrant sur le contexte de la situation, l'identité des personnes qui s'expriment, le(s) lieu(x) où l'action se passe ✓ Savoir lire des documents vidéo et savoir mettre en relation images et documents sonores. Je suis capable de bien prendre en compte ce que je vois dans une vidéo et de l'associer aux éléments que j'ai entendu pour comprendre le sens. <p style="text-align: center;">ÉCRIRE ET RÉAGIR A L'ÉCRIT</p> <ul style="list-style-type: none"> ✓ Mobiliser les outils pour écrire, corriger, modifier son écrit. 	<p style="text-align: center;">ÉCOUTER ET COMPRENDRE</p> <ul style="list-style-type: none"> ✓ Acquérir des stratégies de réception telles que la formulation d'hypothèses (en lien avec la situation de communication et/ou la typologie des documents), Je suis capable d'analyser le type de document, sa structure interne pour parvenir à une compréhension plus détaillée. ✓ Acquérir des stratégies telle que l'identification, l'inférence (confrontation d'indices), Je suis capable de mettre en lien les informations que j'ai comprises notamment pour déceler les différents points de vue dans un document. Je peux également m'appuyer sur les éléments que j'ai compris pour construire le sens de passages plus difficiles ✓ Acquérir des stratégies d'interprétation. Je suis capable d'analyser le but et la fonction d'un document ainsi que de déceler les intentions des personnes qui s'expriment. <p style="text-align: center;">ÉCRIRE ET RÉAGIR A L'ÉCRIT</p>

Je suis capable de m'appuyer sur du **vocabulaire et des expressions grammaticales connus** pour écrire des **textes et des messages clairs**.

- ✓ Reformuler un message, rendre compte, raconter, décrire, expliquer, argumenter.
Je suis capable d'écrire **différents formats de texte adaptés à la situation de communication**.

THÉMATIQUE CULTURELLE

Rencontres avec d'autres cultures

- ✓ Acquérir des stratégies de répétition ou paraphrase, d'adaptation du message, d'explicitation, d'illustration.

Je suis capable de **développer** davantage mes productions et d'utiliser différents éléments pour **argumenter, expliquer, donner mon point de vue**.

Je suis capable de mobiliser un **lexique et des expressions grammaticales plus variées** pour écrire des textes et messages **plus riches**.

- ✓ S'appuyer sur des connaissances culturelles ou interculturelles qui lui sont propres.

Je suis capable d'**utiliser le contenu culturel** de mes cours pour enrichir mes productions et mieux transmettre un message.

THÉMATIQUE CULTURELLE

L'art de vivre ensemble

Axe : Sport et société

1. Venice Beach



Venice Beach, California

- Look at the photograph above. Focus on :
 - ✓ the landscape
 - ✓ what people are doing
- On the web, locate :
 - ✓ California
 - ✓ Los Angeles
 - ✓ Venice Beach
- Visit the website : <https://www.westland.net/beachcam/> to get live images from Venice Beach



Word Bank

- | | | |
|---|--|---------------------------|
| • a wave : une vague | • to surf = to ride the waves | • sandy : de sable |
| • the sand : le sable | • to sunbathe = to bask in the sun | |
| • a landscape : un paysage | • to relax | |
| • outdoors activities : des activités de plein air | • to enjoy something : profiter de (<i>ex : to enjoy the sun</i>) | |
| • a hotspot : a popular place | | |
| • the coastline : la côte | | |

- **Mission:** write a short paragraph describing Venice Beach in a tourist guide.

2. Surfing

You are now going to watch a video entitled: *How surfboards connect us to nature*

Before starting:

- Read the title. Identify
 - the topic of the document
 - the goal of the document
 - Imagine the words you could hear in the document
-

Discovering the video:

Watch the video once: <https://www.youtube.com/watch?v=Zfneete-ZHY>



1. Identify the speaker and deduce his identity. Why was he chosen to make this presentation?
-
2. Here are the different parts of the presentation. Try and find their right order
 - a. the speaker **explains** simple notions about board design
 - b. the speaker **introduces** the different parts of a surfboard
 - c. he speaker **expresses** what people experience when they surf
 - d. the speaker **compares** surfing to other sensations
 - e. the speaker **summarises** the history of surfing
 3. What is the purpose of the video?
-

Part one: (start to 0.30s)

Tick the right answer:

To the speaker surfing is like :

- gliding boarding walking on water walking on air swimming flying
 fighting against a natural element being one with a natural element

Part two (0.30 to 1.20)

Find the different parts of a surfboard. Indicate the **materials** and their **use** if you can.



Part three (1.20 to 2.25)

Here is a timeline of the history of surfing. Find elements related to the different periods.

1200 AD	
James Cook's exploration of Hawaii (1780)	
Early colonisation of Hawaii	
Early 20th century	
Pre Second World War	
Post Second World War	

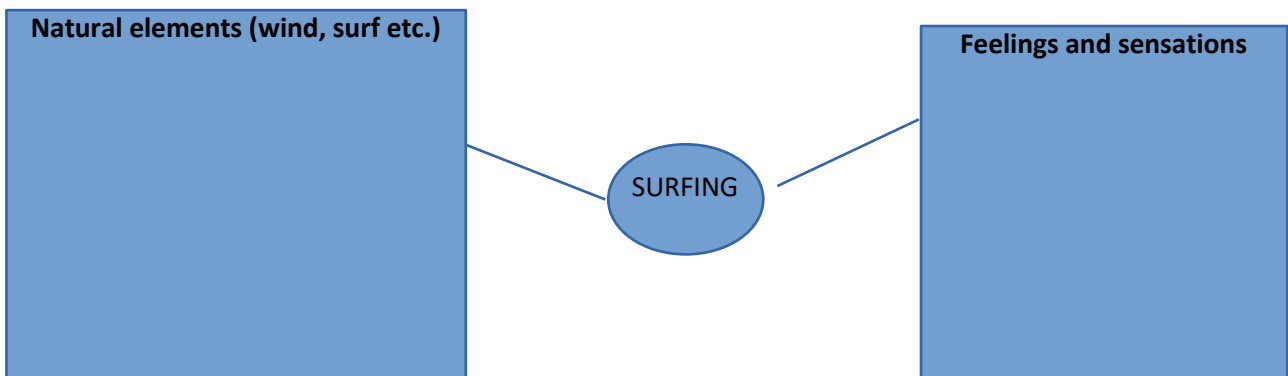
Part 4 (2.25 to 3.00)

Compare the features of longboards and shortboards

Longboards	Shortboards

Part 5 (3.00 to the end)

Finish the following mindmap using the pieces of information found in the last part of the video. You can also explain and analyse what you heard.



3. Focus grammaire : make + adjectif

Pour exprimer le résultat, on peut employer "make" à l'aide la structure suivante :

make (+ nom/pronom) + adjectif

Ex : Practice makes perfect.

Let's play!

1. Remets les éléments suivants en ordre pour former des phrases exprimant l'idée de cause

1. materials - and - surfboards - lighter - make - new technologies

2. fit - people - make - surfing

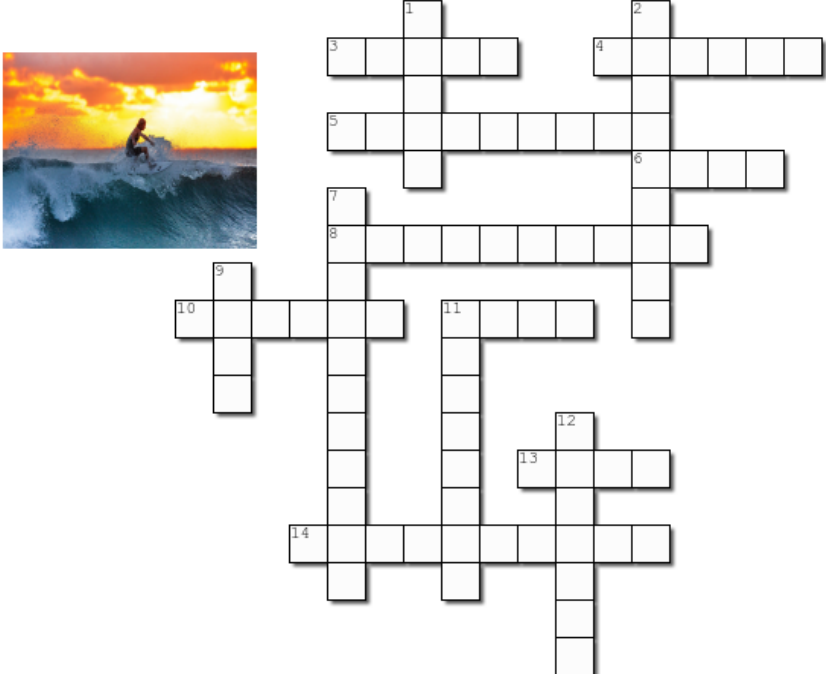
3. more - design - surfboards - efficient - make - board

2. Crossword Puzzle

Name: _____

Surfing USA

Use the words from our session to fill in this crossword puzzle



Created using the Crossword Maker on TheTeachersCorner.net

Horizontal

3. a verb describing what birds can do in the sky
4. part of the board that determines the type of wave you can take
5. name of the people who introduced surfing to Hawaiian
6. part of the board that makes it react differently
8. State where Venice Beach is located
10. first part of the last name of the Hawaiian who introduced surfing to the world
11. preterit of to sink
13. last name of the first European explorer to land in Hawaii
14. reaction of the first European explorer when he saw people surfing in Hawaii

Vertical

1. opposite of heavy
2. type of landscape found by the sea
7. reactions of the first Europeans missionaries when they saw people surf in Hawaii
9. what surfers ride
11. part of the board that makes it stronger
12. a popular place

3. Pronunciation Maze

En anglais la lettre i peut se prononcer de différentes manières :

- /ai/ comme dans *sky*
- /i:/ comme dans *beach* (son long)

- /i / comme dans *sunny* (son court)

Voici deux labyrinthes portant sur deux de ces **sons**. Trouve le chemin vers la sortie en allant sur les cases contenant le son similaire à celui indiqué dans le titre. Tu peux te déplacer horizontalement ou verticalement mais pas en diagonale. Lorsque le mot contient deux sons, celui que tu dois prendre en compte est souligné. Tu sèches ? Connectes toi au site <https://forvo.com/> pour entendre la prononciation du mot.

MAZE N°1: / i /

START	California	heavy	wind	guide
illegal	coastline	stringer	sandy	to ride
to glide	light	naked	<u>i</u> llegal	sky
scandalised	Tahitians	tourist	to determine	sunny
mesmerised	Hawaii	to fly	Venice	FINISH

MAZE N°2: / ai /

START	wind	sandy	Venice	sunny
Hawai <u>i</u>	naked	ride	fly	sky
coastline	light	mesmerised	California	guide
tourist	illegal	scandalised	environment	heavy
naked	stringer	Ta <u>h</u> itian	to glide	FINISH

Corrigé

1. Venice Beach

Tourist guide

Venice Beach is a long sandy beach on the Californian coastline. It is situated / located in the City of Los Angeles. It attracts millions of visitors every year. People come all year round to bask in the sun, enjoy the beautiful landscape and relax. It is also a surfing hotspot where surfers from all over the world come to ride the waves. It is heaven for people who love outdoors activities.

2. Surfing

Discovering the video

1. Identify the speaker and deduce his identity. Why was he chosen to make this presentation?
The speaker is Yves Behar. He is a designer. Surfing is one of his favourite hobbies. He was chosen because he knows both about design and surfing.

2. Here are the different parts of the presentation. Try and find their right order

- d- the speaker **compares** surfing to other sensations
- b- the speaker **introduces** the different parts of a surfboard
- e- the speaker **summarises** the history of surfing
- a- the speaker **explains** simple notions about board design
- c- the speaker **expresses** what people experience when they surf

3. What is the goal of the video?

The video introduces basic notions about surfing and board design. It is **educational** and **informative**.

Part one

To the speaker, surfing is like **gliding**, walking on water, flying and being one with a natural element.

To glide : planer

Part two

The **stringer** is made of wood. It makes the board stronger.

The **tail** makes the board react differently.



The **core** element makes the board **float**. It is made out of foam. The **skin** that covers it made out of **resine** (epoxy, fiberglass).

The **rocker** determines the type of waves you can take.

Part three

1200 AD	Tahitians brought surfing to Hawaii
James Cook's exploration of Hawaii 1780	He was mesmerised by people of all ages surfing naked .
Hawaii early colonisation	Missionaries were scandalised by these practises and surfing became illegal and part of a counterculture .

Early 20th century	Duke Kahana Moku, former Olympic swimmer went around the world and demonstrated surfing. He then came back to Hawaii and started producing surfboards.
Pre Second World War	The boards were still long and heavy .
Post Second World War	New materials and new technology made the boards lighter, more accessible and cheaper.

to be mesmerised : être envouté **naked** : nu **heavy # light**

Part 4

Compare the features of longboards and shortboards

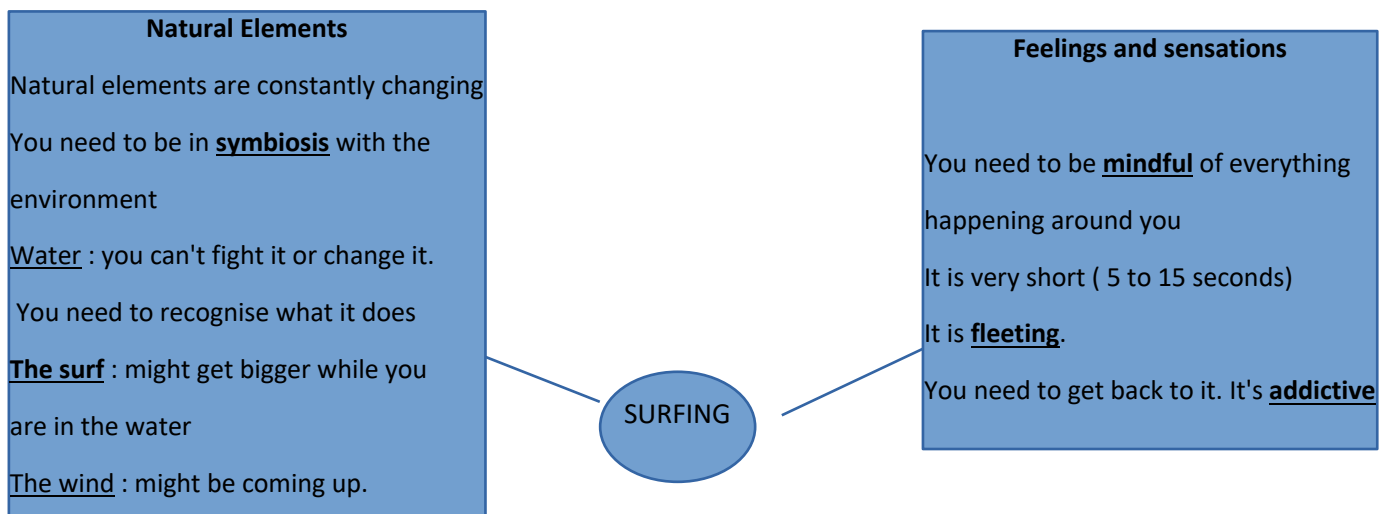
Longboards	Shortboards
<ul style="list-style-type: none"> • They are used on smaller waves. • They allow you to ride with style. • You can walk on the board. 	<ul style="list-style-type: none"> • They are faster. • They are harder to ride. • They sink under the body.

to allow someone to do something: permettre à quelqu'un de faire quelque chose

ex: Surfing allows you to feel free

to sink, sank, sunk: couler

Part 5



symbiosis = to be united with something **the surf**: the waves
to be mindful = to pay attention **fleeting** = very short

Let's play!

1. Remets les éléments suivants en ordre pour former des phrases exprimant l'idée de cause

1. New technologies and materials made surfboards lighter
2. Surfing makes people fit.
3. Board design makes surfboards more efficient

2. Crossword puzzle

Horizontal	Vertical
3. glide	1. light
4. rocker	2. coastline
5. Tahitians	7. scandalised
6. tail	9. wave
8. California	11. stringer
10. Kahana	12. hotspot
11. sunk	
13. Cook	
14. mesmerised	

3. Pronunciation mazes

MAZE N°1: / i /

START	California	heavy	wind	guide
illegal	coastline	stringer	sandy	to ride
to glide	light	naked	illegal	sky
scandalised	Tahitians	tourist	to determine	sunny
mesmerised	Hawaii	to fly	Venice	FINISH

MAZE N°2: / ai /

START	wind	sandy	Venice	sunny
Hawai	naked	ride	fly	sky
coastline	light	mesmerised	California	guide
tourist	illegal	scandalised	environment	heavy
naked	stringer	Tahitian	to glide	FINISH



Attendus du niveau et focus sur les notions essentielles

En seconde je consolide et j'apprends à

LIRE ET COMPRENDRE

- ✓ Acquérir des stratégies de réception telles que la formulation d'hypothèses (en lien avec la situation de communication et/ou la typologie des documents),
Je suis capable d'**analyser le type de document**, sa **structure interne** pour parvenir à une **compréhension plus détaillée**.
- ✓ Acquérir des stratégies telle que l'identification, l'inférence (confrontation d'indices),
Je suis capable de **mettre en lien les informations** que j'ai comprises notamment pour déceler les différents points de vue dans un document. Je peux également **m'appuyer sur les éléments que j'ai compris** pour construire le sens de passages plus difficiles
- ✓ Acquérir des stratégies d'interprétation.
Je suis capable d'**analyser le but et la fonction** d'un document ainsi que de **déceler les intentions** des personnes qui s'expriment.

ÉCRIRE ET RÉAGIR A L'ÉCRIT

- ✓ Acquérir des stratégies de répétition ou paraphrase, d'adaptation du message, d'explicitation, d'illustration.
Je suis capable de **développer** davantage mes productions et d'utiliser différents éléments pour **argumenter, expliquer, donner mon point de vue**.
Je suis capable de mobiliser un **lexique et des expressions grammaticales plus variées** pour écrire des textes et messages **plus riches**.
- ✓ S'appuyer sur des connaissances culturelles ou interculturelles qui lui sont propres.
Je suis capable d'**utiliser le contenu culturel** de mes cours pour enrichir mes productions et mieux transmettre un message.

THÉMATIQUE CULTURELLE

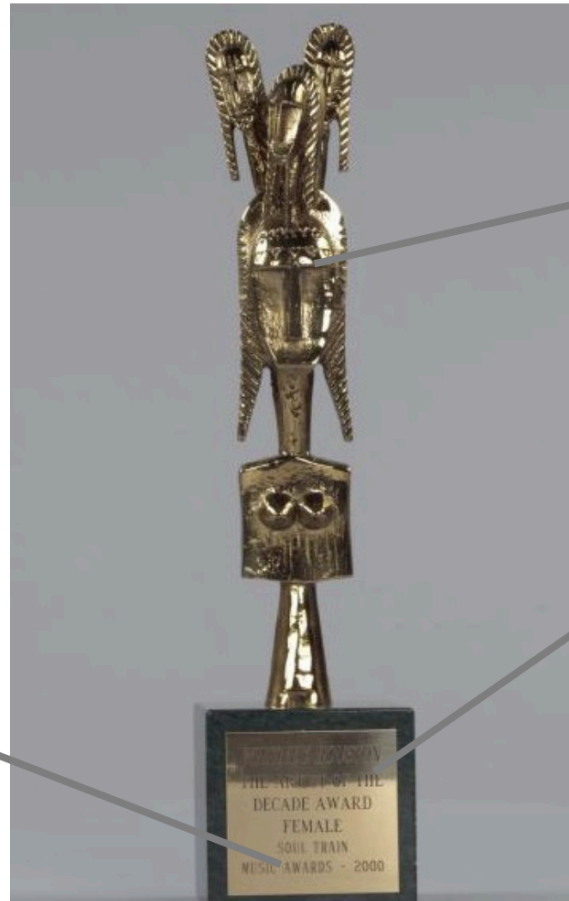
L'art de vivre ensemble

Axe : Le passé dans le présent

AFRICAN-AMERICAN MUSIC

1. The Mystery Object

Here is a picture of a mysterious object. You are going to investigate its **purpose** and **meaning** using different clues.



AFRICAN MASKS

<https://kids.britannica.com/kids/article/African-mask/602131>

WHITNEY HOUSTON

<https://www.britannica.com/biography/Whitney-Houston>

SOUL TRAIN

<https://kids.britannica.com/students/article/Soul-Train/626865>
<https://www.youtube.com/watch?v=VhhPkcTNYEM>

Soul Train Award For Female artist of the Decade given to Whitney Houston in 2000. Collection of the Smithsonian National Museum of African American History and Culture

2. Vocabulary

a. Fill in the table to summarize what you learnt about the object above using the following phrases:

- part of traditional rituals in America
- Contributed to the prestige of black culture in **mainstream** America
- Won many **awards** for her musical career
- a **best-selling** music **performer**
- a **hit** T.V. show **featuring** African-American artists
- presented black culture as **upbeat**, exciting and **vibrant**
- Often worn by dancers in ceremonies including songs and prayers.

African Masks	Whitney Houston	Soul train
• •	• •	• • •

b. Press release.

Arista record is releasing a new CD **celebrating** Whitney Houston's career, but the person in charge of the press release did not do a very good job. Correct and improve the press release using vocabulary from the previous section:

best-selling / mainstream / vibrant / performer / hit / to feature / upbeat

ARISTA RECORDS

Press Release

Whitney Houston was a ~~popular~~ singer. Her music was ~~full of life~~ and made people ~~happy~~. She was so successful that many of her songs are now part of ~~ordinary~~ culture. This is the reason why Arista Records has decided to release a new album ~~containing~~ some

3. History Detective

a. Read the following text to understand the design choices for the Soul Train trophy.

THE ROOTS OF AFRICAN-AMERICAN MUSIC

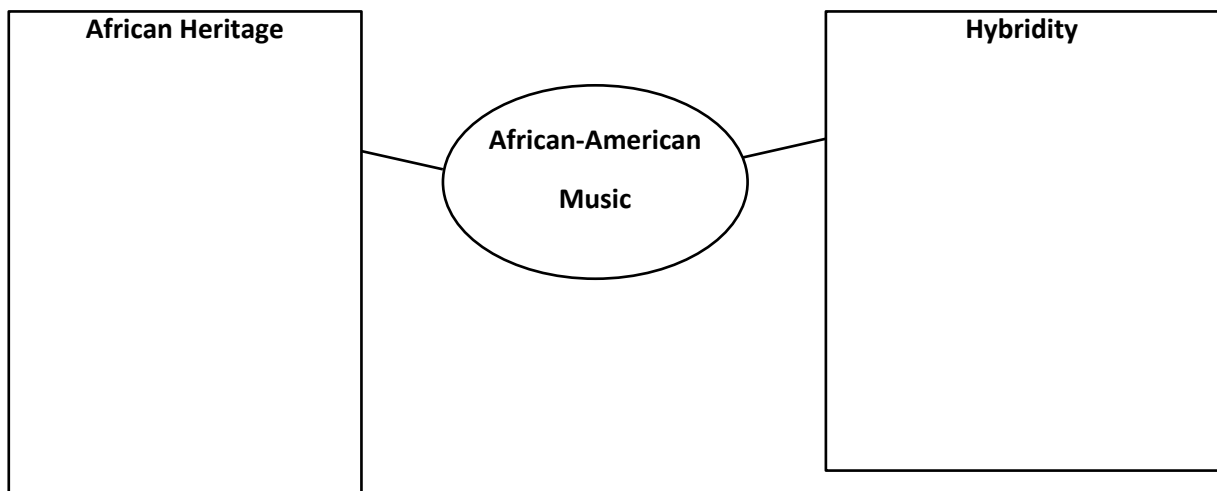
The most distinctive features of African-American musical traditions can be traced back in some form or other to Africa. Many of the expressive performance practices seen as synonymous with African-American music, including blue notes and call-and-response, have their roots in techniques originally developed in western and central Africa before arriving to the United States via the Middle Passage. Over the centuries, African-American musicians have drawn on the ancestral connection to Africa as a source of pride and inspiration.

HYBRIDIZATION

Although the African elements of African-American musical culture remain strong, the music of African-Americans is a hybrid of the musical traditions of Africa, Europe, and Native American cultures, along with other influences from around the world. This process, which began in the 17th century with the arrival of the first enslaved Africans at Jamestown, continues into the present as black musicians continue to draw on diverse influences to create new sounds. It is this hybridity that makes African-American music a distinctly American phenomenon.

Adapted from: <https://music.si.edu/story/musical-crossroads>

b. Fill in the following mind map to organise the ideas in the text



4. Solving the case

Mission: You are the **curator**¹ of the National Museum of African-American History and Culture in Washington D.C.. Create a presentation of Whitney Houston's soul train award. You will explain to the visitors the **choices made by the designer**.

- ✓ introduce the object and its purpose (function)
- ✓ introduce the artist the award honored

¹a person who takes care of collections and exhibitions in a museum or a gallery

- ✓ explain the design choices by linking it to what you learnt about the origins of African-American music

5. Controversy

- a. Read the following text about the reactions Whitney Houston received when she was awarded her first soul train award.

Soul Train founder Don Cornelius launched the Soul Train Music Awards in 1987 to recognize achievements in black music. At the 1988 awards ceremony, some audience members booed Whitney Houston, apparently questioning her authenticity, believing her musical talents and successful image were “too pop” or “too white” and not aligned within the canon of “black” music.

Appearing on *The Arsenio Hall Show* in 1991, Houston spoke about the booing, “I got a lot of flak about I sing too white. . . I think that maybe that’s where it comes from... I grew up on Soul Train just like every other black kid, you know? . . . I do sing the way God intended for me to sing and I’m using what he gave me and I’m using it to the best of my ability.” Less than ten years later, at the Soul Train Music Awards in 2000, Houston was honored as Female Artist of the Decade.

<https://music.si.edu/story/musical-crossroads>

- b. Conceding

Linking words to concede

Although: bien que **Even though/ Even if:** même si

Despite / In spite of: malgré

This is a statement² from Whitney's agent. Fill in the blanks using linking words to concede:

_____ Whitney was honored by a soul train award, some people felt that she did not respect the roots of African-American music. _____ of her success, some people booed her on stage. These people need to remember that _____ African-American music celebrates the legacy of African music

²a statement = a declaration

it is also a hybrid form of art. It is a rich mix of African, European and Native American traditions. We hope that _____ these criticisms people will continue to appreciate Whitney's contribution.

6. African-American music and desegregation

Watch this video: <https://www.weo.fr/video/terminale-lgt-anglais-music-and-desagregation/>

Learn about:

- another era of African-American music
- another African-American performer

Revise:

- Collecting and using pieces of information in texts
- Creating mindmaps to organise content



a. Word puzzle

Look for the following word in the puzzle below:

Verbs: (to) honor, (to) celebrate, (to) feature

Adjectives: hit, mainstream, vibrant, upbeat

Nouns: heritage, roots, legacy, performer, curator, statement



b. Quiz

1-The name of a T.V show featuring African-American artists

- a) The soul Ramp
- b) The Foul Train
- c) The Soul Train

2- An African-American artist who wrote about the experience of desegregation

- a) Beyoncé
- b) Nina Simone
- c) Whitney Houston

3- A technique used in African-American music to create rhythm

- a) Question and answer
- b) Question and response
- c) Call and response

4- A technique used in African-American music especially in jazz

- a) Blue note
- b) Low note
- c) Red note

5- An African-American artist who started singing in church as a child

- a) Nina Simone
- b) Whitney Houston
- c) Lizzo

BONUS : you can follow up by watching the lesson about Nina Simone, the African-American singer in the TV lesson :

-> Music and desegregation (cycle Tle) : <https://www.weo.fr/video/terminale-lgt-anglais-music-and-desegregation/>



Vocabulary

African Masks	Whitney Houston	Soul train
<ul style="list-style-type: none"> part of traditional rituals in America Often worn by dancers in ceremonies including songs and prayers. 	<ul style="list-style-type: none"> a best-selling musical performer Won many awards for her musical career. 	<ul style="list-style-type: none"> a hit T.V. show featuring African-American artists. Presented black culture as upbeat, exciting and vibrant. Contributed to the prestige of black culture in mainstream America.

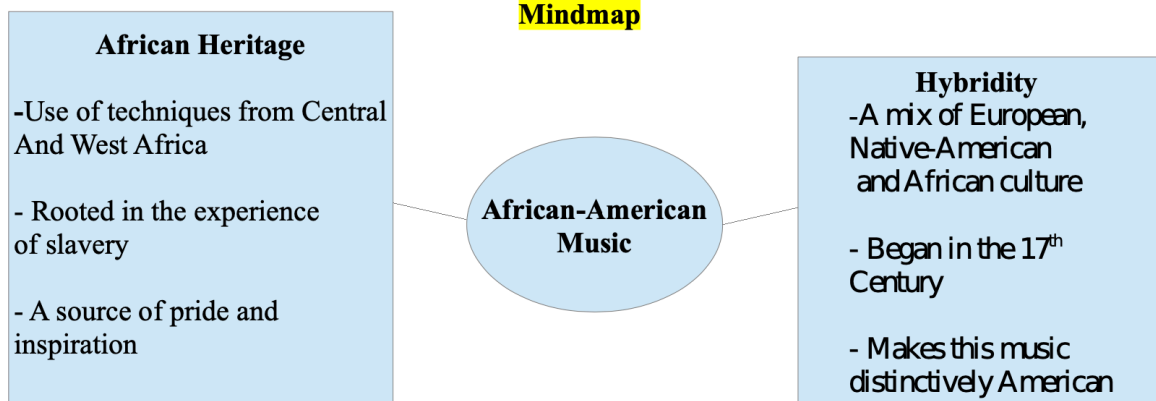
Press Release

ARISTA RECORDS

Press Release

Whitney Houston was a ~~popular singer~~. Her music was ~~full of life~~
~~best-selling performer~~ vibrant
and made people ~~happy~~. She was so successful that many of her
songs are now part of ~~ordinary~~ mainstream culture. This is the reason why
Arista Records has decided to release a new album ~~containing~~ some
featuring
of her ~~popular~~ songs. We wish to honor her memory and share her
hit
legacy with a new generation of fans.

Mindmap



Presentation

This is the **trophy** Whitney Houston received at the Soul Train Awards in 2000. This ceremony is directly inspired by the **hit** T.V. show Soul Train and **honors** African-American **performers** in the music industry. The designer chose to use African ceremonial masks to show the **roots** and **legacy** of African culture in **mainstream** American music. **Call-and-response** and **blue notes** are still techniques at the heart of today's African-American music. It is also a way to **celebrate** the **legacy** of slaves who kept their musical traditions alive and the rich African cultural **heritage** that is still **vibrant** today.

Statement

Even though / Even if Whitney was honored by a soul train award, some people felt that she did not respect the roots of African-American music. **In spite of her** success, some people booed her on stage. These people need to remember that **although** African-American music celebrates the legacy of black music it is also a hybrid form of art. It is a rich mix of African, European and Native American traditions. We hope that **despite** these criticisms people will continue to appreciate Whitney's contribution.

Quiz

1-c

2-b

3-c

4-a

5-b



Attendus du niveau

ÉCOUTER, VISIONNER ET COMPRENDRE B1 :

Peut comprendre les points principaux des bulletins d'information radiophoniques et de documents enregistrés simples, sur un sujet familier, si le débit est assez lent et la langue relativement articulée.

LIRE ET COMPRENDRE B1 :

Peut comprendre la description de lieux, d'événements, de sentiments explicitement exprimés dans des articles de magazines rédigés dans un langage courant.

Focus sur des notions essentielles

Comprendre un dialogue

Repérer l'accent expressif et le sens qu'il véhicule (de la forme au sens)

Organiser son discours : les connecteurs logiques

THEMATIQUE CULTURELLE : l'art de vivre ensemble

Axe culturel : la création et le rapport aux arts

- Découvrir un monument : The Globe Theatre (visite virtuelle)
- Découvrir un personnage emblématique : Shakespeare

Follow this link to watch the video:

<http://learnenglish.britishcouncil.org/general-english/word-on-the-street/shakespeare/shakespeare-scene-1>



A. MAIN INFORMATION

1. Watch the video from the beginning to the end and answer the following questions.

a. In which town are Ashlie and Steven?

b. Near which famous monument are they?

c. Why is this monument famous?

d. What is Steven's news?

2. What is the video about? (tick the right answers ✓)

It gives information about when the place was built	
It mentions which shows you must see in London	
It shows the replica of costumes actors used to wear	
It deals with a particularly famous tourist attraction	
It explains why the place was rebuilt	
It shows Steven on stage performing a play	

B. GOING A BIT FURTHER

Watch the video again.

1. More information about Steven.

a. Would Steven have liked to live in Shakespeare's time? Why? Why not?

b. What can we deduce about Steven?

c. Is he interested in the guide's explanations? Why? Why not?

d. Pick out an adjective from the following list which best describes Steven's attitude. Justify your answer.
self-confident / grumpy / nervous / quiet / shy /

2. More information about Ashlie.

Right or wrong? Justify.

a. She has never been to the Globe. RIGHT WRONG

b. She's got no sense of humour. RIGHT WRONG

c. She is very happy about Steven's news. RIGHT WRONG

3. More information about the place.

a. What is the name of the place?

b. What happened in the late 1500s?

c. Name one of the owners of the original place

d. What happened in 1613? Why?

e. What was so special about the role of women?

4. Complete each sentence with the correct link word from the list.

instead of / unlike / as / in order to / although

a. Steven is late / he apologizes.

b. Steven is just starting as an actor / he already thinks he was born to be a star.

c. Steven went to the Globe / collect his costume.

d. Listening to the tour guide / Steven decided to pick up his costume.

e. Steven / Ashlie have never been to the Globe theatre.

5. a. Here are a few sentences from the beginning of the video. Listen to this passage again and underline the words (one or two in each sentence) that are particularly stressed.

Stephen: [...] I've been offered a real acting job.

Ashlie: Well, that's fantastic. What's the job? [...]

Ashlie: Oh Stephen, I'm so pleased, that is great news. [...]

Ashlie: The Globe! That is where Shakespeare's plays were performed in London. I have always wanted to go to the Globe. I'll come with you.

Stephen: This is my big chance. Every actor wants to be in a Shakespeare play.

Ashlie: I can't believe you got a proper job as an actor.

Stephen: Can't believe it? Really?

Ashlie: No, honestly. It's great. I'm really impressed.

5. b. From what you have found, write down the stressed word corresponding to what the character wants to say.

The character is	ASHLIE	STEPHEN
ENTHUSIASTIC		
CONFIRMING THE INFORMATION		
SURPRISED		
QUESTIONING		
ATTRACTING ATTENTION TO SOMETHING PARTICULAR		

Let's play!

1. Which plays by Shakespeare are these famous quotes from? Write the letter corresponding to the play in the boxes.

1. 'To be or not to be: that is the question.'
2. 'All the world's a stage and the men and women merely players.'
3. 'A horse! A horse! My kingdom for a horse!'
4. 'What's in a name? That which we call a rose. By any other word would smell as sweet.'
5. 'All that glitters is not gold.'

a. As you like it
b. Hamlet
c. The Merchant of Venice
d. Richard III
e. Romeo and Juliet

2. Take a virtual tour of Shakespeare's Globe and then answer the quiz.

<https://www.shakespearesglobe.com/discover/about-us/virtual-tour/#virtual-tour>



QUIZ

a. The original Globe in the 16th century was:

- very popular a failure unknown to Londoners

b. The first play by Shakespeare to be performed in 1599 was:

- Romeo and Juliet Macbeth Julius Caesar

c. The people standing in the yard, in front of the stage, were called:

- the Standlings the Groundlings the Tiredlings

d. The central panel in the ceiling hides:

- a trapdoor a disco ball a projector

e. Each performance ended with:

- a joke a juggling performance a lively dance

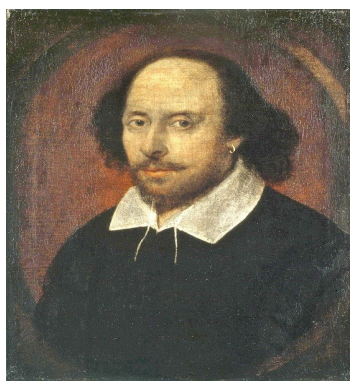
f. The New Globe is the first building in London since 1666 to have:

- a thatched roof a spiral staircase a fire extinguisher

3. Follow this link and collect information to complete the file below.

<https://www.shakespearesglobe.com/discover/shakespeares-world/william-shakespeare/>





First Name:	
Family Name:	
Date of birth:	
Place of birth:	
Date of death:	
Name of spouse:	
Number of children:	
Name(s) of the child /children:	
Occupation(s):	
Number of plays:	
Number of sonnets:	

A. MAIN INFORMATION

1. Watch the video from the beginning to the end and answer the following questions.

- a. In which town are Ashlie and Steven?
They are in London.
- b. Near which famous monument are they?
They are near the Globe.
- c. Why is this monument famous?
Because it is where Shakespeare's plays were performed in London.
- d. What is Steven's news?
He has been offered a job as an actor.

2. What is the video about?

It gives information about when the place was built
~~It mentions which shows you must see in London~~
It shows the replica of costumes actors used to wear
It deals with a particularly famous tourist attraction
~~It explains why the place was rebuilt~~
It shows Steven on stage performing a play

B. GETTING A BIT FURTHER

Watch the video again.

1. More information about Steven

a. Would Steven have liked to live in Shakespeare's time? Why? Why not?

No, he wouldn't because there was no mobile phone, no computer, no social networks.

b. What can we deduce about Steven?

He must be addicted to his mobile phone / social media. He may find it hard not to use his phone.

c. Is he interested in the guide's explanations? Why? Why not?

He doesn't seem to be very interested and he says he is not « into history » which means he doesn't really like this subject.

d. Pick out an adjective from the following list which best describes Steven's attitude. justify your answer.

self-confident / grumpy / nervous / quiet / shy /

Stephen is self-confident because although he has not stated performing yet, he is convinced that he has a lot of talent and that he was born to be a star.

2. More information about Ashlie

Right or wrong? Justify.

- a. She has never been to the Globe RIGHT WRONG

I have always wanted to go to the Globe

b. **She's got no sense of humour** **RIGHT** **WRONG**

To be or not to be late

c. **She is very happy about Steven's news** **RIGHT** **WRONG**

That's fantastic / I'm really impressed

3. More information about the place.

a. **What is the name of the place?**

The place is called the Globe

b. **What happened in the late 1500s?**

The original Globe was built.

c. **Name one of the owners of the original place**

One of the owner of the original place was Shakespeare.

d. **What happened in 1613? Why?**

The first Globe burnt down during a performance because the stage cannon set fire to the roof.

e. **What was so special about the role of women?**

They were played by men or boys.

4. Complete each sentence with the correct link word from the list

instead of / unlike / as / in order to / although

a. **AS** Steven is late, he apologizes.

b. **ALTHOUGH** Steven is just starting as an actor, he already thinks he was born to be a star.

c. Steven went to the Globe **IN ORDER TO** collect his costume.

d. **INSTEAD OF** listening to the tour guide, Steven decided to pick up his costume.

e. **UNLIKE** Steven, Ashlie has never been to the Globe theatre

5. a. Here are a few sentences from the beginning of the video. Listen to this passage again and tick the box under a word that is particularly stressed.

Stephen: [...] I've been offered a real acting job.

Ashlie: Well, that's **fantastic**. What's the job?

Ashlie: Oh Stephen, I'm **so** pleased, that **is** great news.

Ashlie: The **Globe!** **That** is where Shakespeare's plays were performed in London. I have

always wanted to go to the Globe. I'll come with you.

Stephen: **This** is my **big** chance. Every actor wants to be in a Shakespeare play.

Ashlie: I can't **believe** you got a proper job as an actor.

Stephen: Can't **believe** it? **Really**?

Ashlie: No, honestly. **It's** great. I'm **really** impressed.

5.b. From what you have found, write down the stressed word corresponding to what the character wants to say.

The character is	ASHLIE	STEPHEN
ENTHUSIASTIC	Fantastic so (pleased) always really	real (acting job) big (chance)
CONFIRMING THE INFORMATION	(That) is (great news)	
SURPRISED	(I can't) believe	(can't) believe it?
QUESTIONING	The Globe !	Really?
ATTRACTING ATTENTION TO SOMETHING PARTICULAR	That (is where Shakespeare...) I (can't believe) It's (great)	This (is my big chance)

Let's play!

1. Which plays by Shakespeare are these famous quotes from? Write the letter corresponding to the play in the boxes

- | | |
|--|---|
| 1. 'To be or not to be: that is the question' | b |
| 2. 'All the world's a stage and the men and women merely players' | a |
| 3. 'A horse! A horse! My kingdom for a horse!' | d |
| 4. 'What's in a name? That which we call a rose
By any other word would smell as sweet' | e |
| 5. 'All that glitters is not gold' | c |

2. Take a virtual tour of Shakespeare's Globe and then answer the quiz.

<https://www.shakespearesglobe.com/discover/about-us/virtual-tour/#virtual-tour>

QUIZ

a. The original Globe in the 16th century was:

very popular a failure unknown to Londoners

b. The first play by Shakespeare to be performed in 1599 was:

Romeo and Juliet Mac Beth Julius Caesar

c. The people standing in the yard, in front of the stage, were called:

the Standlings the Groundlings the Tiredlings

d. The central panel in the ceiling hides:

a trapdoor a disco ball a projector

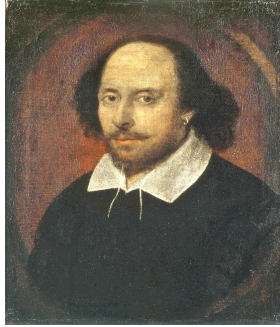
e. Each performance ended with:

a joke a juggling performance a lively dance

f. The New Globe is the first building in London since 1666 to have:

a thatched roof a spiral staircase a fire extinguisher

3. Follow this link and collect information to complete the file below.



First Name: William
Family Name: Shakespeare
Date of birth: ??/??/1564
Place of birth: Stratford upon Avon
Date of death: 23/04/1616
Name of spouse: Ann Hathaway
Number of children: 3
Name(s) of the child /children: Suzanna, Hamnet, Judith
Occupation(s): actor / poet / playwright/ businessman
Number of plays: 40
Number of sonnets: 154



Attendus du niveau

En seconde je consolide et j'apprends à :

LIRE ET COMPRENDRE

- ✓ Acquérir des stratégies de réception telles que la formulation d'hypothèses (en lien avec la situation de communication et/ou la typologie des documents),
Je suis capable d'**analyser le type de document**, sa **structure interne** pour parvenir à une **compréhension plus détaillée**.
- ✓ Acquérir des stratégies telle que l'identification, l'inférence (confrontation d'indices),
Je suis capable de **mettre en lien les informations** que j'ai comprises notamment pour déceler les différents points de vue dans un document. Je peux également **m'appuyer sur les éléments que j'ai compris** pour construire le sens de passages plus difficiles
- ✓ Acquérir des stratégies d'interprétation.
Je suis capable d'**analyser le but et la fonction** d'un document ainsi que de **déceler les intentions** des personnes qui s'expriment.

ÉCRIRE ET RÉAGIR A L'ÉCRIT

- ✓ Acquérir des stratégies de répétition ou paraphrase, d'adaptation du message, d'explicitation, d'illustration.
Je suis capable de **développer** davantage mes productions et d'utiliser différents éléments pour **argumenter, expliquer, donner mon point de vue**.
Je suis capable de mobiliser un **lexique et des expressions grammaticales plus variées** pour écrire des textes et messages **plus riches**.
- ✓ S'appuyer sur des connaissances culturelles ou interculturelles qui lui sont propres.
Je suis capable d'**utiliser le contenu culturel** de mes cours pour enrichir mes productions et mieux transmettre un message.

Focus sur des notions essentielles

L'art de vivre ensemble

Axe culturel : Le passé dans le présent

AUSTRALIA

GENERAL CONTEXT OF YOUR PROJECT

The famous magazine National Geographic has opened a special contest³ for young wannabe⁴ journalists. While reading this magazine, you see the following advert:

WIN A TWO-WEEK TRIP TO AUSTRALIA

The National Geographic is looking for new journalistic talents! The writer of the best article on Australia will win a two-week trip in this fabulous country!

You are immediately interested as you have always wanted to go there. You decide to participate in the contest. But there is a big problem, you don't know anything about this country, and you don't know what to write about!

You thus decide to start an investigation.

1 – THE AUSTRALIAN FLAG

You first search on the web for the Australian flag but you don't understand its meaning.



You look at the flag and read about its *symbolism* by following the link below:

<https://www.pmc.gov.au/government/australian-national-flag>



A. Match the different elements with their location on the flag:

- | | | |
|--------------------------------------|---|----------------------------|
| The Union Jack (United Kingdom Flag) | • | • On the right |
| The Southern cross | • | • In the lower left corner |
| Commonwealth or Federation star | • | • In the upper left corner |

³ A contest : un concours

⁴ A wannabe journalist : qui aspire à devenir journaliste

**B. Read the text again and explain the symbols of each element by filling in the blanks in the text below:
Use the following words to fill in the blanks. Conjugate the verbs in the SIMPLE PRESENT.**

Australia / former (= ex) / To stand for (=to represent) / points / colony / states / constellation

The Union Jack _____ the fact that Australia is a _____ British
_____. The seven _____ of the Federation star symbolize the different
_____ of Australia. The Southern cross is a _____ that people
can see only from _____.

Great! I understand the flag better now! So, Australia was colonized by the British! I really need to know more about that before I can start writing my article.

2 – AUSTRALIAN HISTORY

You watch a video about it by following the link below:

<https://www.weo.fr/video/cycle-terminal-anglais-australia/>



You decide to concentrate on very precise passages:

A. Watch from 1:25 to 1:40

- a. Concentrate only on *stressed*⁵ words that you already know and write them down in the following table.

--

- b. You hear a proper noun⁶ but you don't quite understand it. Among the following names, circle the correct one.

Captain Hook – Captain Cook – Captain Nook – Captain Look

- c. Look at your words in the table above (a-) and associate them with the image you see. Make logical links between them to better understand who this person was, what he did and why. Write a few sentences to explain this.

B. Watch from 1:55 to 2:20

Vocabulary: *To forage = chercher de la nourriture*

⁵ Stressed = accentué

⁶ A proper noun : un nom propre

Find information about the “savages” that lived in Australia before Captain Cook discovered it by filling in the table below:

Name given to this people ⁷	
Time when the first traces of this people were found	
Main activities	
Information about their culture	

C. Watch from 3:50 to 5:12: Concentrate on the “gloomy⁸ episode” of British colonization mentioned called the 'stolen generations'.

a. Circle the correct period mentioned:

From 1789 to 1969 / From 1829 to 1949 / From 1869 to 1969 / From 1865 to 1965

b. Write all the stressed words associated with the word ‘children’ in the table below:

Vocabulary: *light = clair; a shade = un ton; ancestry = ascendance; mindset = état d’esprit; skin = la peau; until = jusque; proper: correct, bon*

--

c. Recap: Imagine you explain to a friend what you just understood about the attitude of the British towards Aboriginal children during this period.

After your explanation, express your reactions to this by using the appropriate phrases among the following: *I am astonished (étonné) / I am impressed (impressionné) / I am shocked / I am stunned (abasourdi).*

Explain why you react like that.

Write approximately 70 words.

D. Watch from 5:20 to 5:35

a. From the stressed words you understand and the images you see, explain the change in the attitude of the Australian government.

⁷ A people : un peuple

⁸ Gloomy : sombre

b. You see the aboriginal Flag and follow the link below to know more about it:

<https://aiatsis.gov.au/explore/articles/aboriginal-flag>



1. Match the different elements with their location on the flag.

- | | | | | |
|-----------------|---|--|---|---------------|
| Black rectangle | · | | · | In the middle |
| Red rectangle | · | | · | At the top |
| Yellow circle | · | | · | At the bottom |

2. Read the text about the Aboriginal flag and explain the symbols of each element by filling in the blanks in the text below **using words from the text.**

<https://aiatsis.gov.au/explore/articles/aboriginal-flag>



The black rectangle represents the _____ people of Australia. The red rectangle stands for the _____. The yellow circle symbolizes the _____ to the land and the sun.

After watching the historical part of the video, one passage attracted your attention from 6:20 to 7:00.

3- PETER GARETT

Continue to watch the video about Australia: <https://www.weo.fr/video/cycle-terminal-anglais-australia/> In the passage from 6:20 to 7:00, pick out all the information given about Peter Garrett and write them in the table below:



--

You listened to the analysis of the song 'Beds are burning' from 6:40 to 8:35 and then wanted to listen to other songs from the band. Your investigation led you to listen to the song 'the Dead Heart'.

4- THE DEAD HEART, SONG BY THE BAND MIDNIGHT OIL, 1984 (AUTHOR: PETER GARETT)

Be careful : you're going to watch 2 videos in turn (Australia from Wéo + Song The Dead Heart)



A. Watch the following video clip: https://www.youtube.com/watch?v=16bFBzx7I_0

- a. Watch the beginning again **and then** go back to the previous video (<https://www.weo.fr/video/cycle-terminal-anglais-australia/>) from 8:40 to 9:30.



Explain:

- The name of the rock you can see: _____
- Where it is situated: _____
- Its size: _____
- The reason why it is important for Aborigines: _____

- b. Watch the video clip of the song 'the Dead Heart' again from 00:58 to 1:01 and go back to the previous video from 9:32 to 10:15 (<https://www.weo.fr/video/cycle-terminal-anglais-australia/>)

Explain:

- The attitude of white people: _____
- What happened in October 2019: _____

B. Watch the video clip of 'the Dead Heart' again from 00:43 to 1:35 and then go back to the previous video (<https://www.weo.fr/video/cycle-terminal-anglais-australia/>) from 2:45 to 3:50.

Explain what these images refer to:

A- Now concentrate on the lyrics⁹ of the song. https://www.youtube.com/watch?v=16bFBzx7I_0

- a. Listen to the first verse (from 00:43 to 00:53).

Fill in the grid below:

⁹ Lyrics : les paroles

Subject pronoun	Auxiliary	Verb	Object pronoun	Complement
We	don't			
We	don't			
				Customs (= <i>coutumes</i>)
	Don't			Tongue (= <i>language</i>)
		Came / took		

- **Say who** the 'subject pronoun' and the 'object pronoun' refer to:

Analyse the message:

- What episodes of Australian history does the singer Peter Garrett refer to here? **Circle** the right answer:

The referendum for Aboriginal rights

The British colonization

The reconciliation

The Stolen generations (remember above 2- Australian History, C)

- What does the singer denounce?

b. Listen to the chorus. (from 1:17 to 1:30):

Circle the stressed words you understand:

1st line: marry / carry / funny / charts / parts / hearts / lines / poetry / shoe / flue / through / true / country / fantasy / autonomy

2nd line: that / fat / hat / cannot / shot / lost / hot / stolen / no land / flown / woken

3rd line: hollow / low / show / follow / steps / race / stamps / steaks / tapestry / ancestry / honesty / democracy

4th line: sat / shout / that / cannot / shall not / should not / fallen / spoken / chosen / broken

Let's play

A. Word puzzle: MUSIC!

Look for the following words in the puzzle below:

AUDIENCE: public

BAND: groupe

BASS: basse

CHORUS: refrain

DRUMS: batterie

GUITAR: guitare

INSTRUMENT: instrument

KEYBOARD: clavier

LYRICS: paroles

RECORD: enregistreur

RHYTHM: rythme

STAGE: scène

VERSE: couplet



B. Protest singers & protest songs

- a. Use the internet to write the names of the following protest singers / bands under the right picture.

Midnight Oil / Bob Dylan / Rage against the machine / The Sex Pistols / The Smiths / Bruce Springsteen / John Lennon / U2





b. Use the internet to match each song with the correct artist and the correct message.

Song	Artist	message
1 - Sunday Bloody Sunday	A - Rage against the machine	a- Give Aborigines their rights back in Australia
2 - Meat is murder	B - U2	b- Denounces the killing of Irish citizens by the British army in Northern Ireland
3 - Born in the USA	C - The Smiths	c- Denounces the neglect of Vietnam War veterans by the American State
4 - Beds are burning	D - Bruce Springsteen	d- Denounces the slaughter ¹⁰ of animals for food
5 - God Save the queen	E - Bob Dylan	e- Message of peace
6 - Killing in the name	F - John Lennon	f- Addresses the changes in American society in the 1960's
7 - The Times they are a-changin'	G - Midnight Oil	g- Expresses how abandoned the British youth felt in the 1970 by the British government
8 - Imagine	H - The Sex Pistols	h- Denounces racism and the Ku Klux Klan

Song	Artist	message

¹⁰ Slaughter : massacre

Corrigés

1 – THE AUSTRALIAN FLAG

A. Match the different elements with their location on the flag.

The Union Jack (United Kingdom Flag) • On the right
The Southern cross • in the lower left corner
Commonwealth or Federation star • In the upper left corner

B. Read the text again and explain the symbols of each element by filling in the blanks in the text below. Use the following words to fill in the blanks.

The Union Jack *stands for* the fact that Australia is a *former* British *colony*. The seven *points* of the Federation star symbolize the different *states* of Australia. The Southern cross is a *constellation* that people can see only from *Australia*.

2- AUSTRALIAN HISTORY

A. Watch from 1:25 to 1:40

- a. Concentrate only on stressed words that you already know and write them down in the following table.

Arrived – United Kingdom – 1788 - didn't see – houses – British crown – inhabited - savages

- b. *Captain Hook* – ***Captain Cook*** – *Captain Nook* – *Captain Look*
- c. *Captain Cook* was an explorer who *arrived* in Australia in 1788. As he *saw* no houses, he *thought* it was *inhabited* only by savages and *decided* that this place would belong to the British Crown.

B. Watch from 1:55 to 2:20

Name given to this people ¹¹	Aborigines
Time when the first traces of this people were found	150,000 years ago
Main activities	Hunting, fishing, foraging
Information about their culture	Based on legends that explain the creation of life in Australia

C. Watch from 3:50 to 5:12

- a. *From 1789 to 1969 / From 1829 to 1949 / **From 1869 to 1969** / From 1865 to 1965*
- b. Write all the stressed words you hear associated with the word 'children' in the table below:

Aboriginal children - lighter shade / dark - considered – British ancestry – not always / case – taken / families - educated - missionary camps - far away - family Mindset - children - deserved - proper education Children – skin – lightest – adopted – white families Others – kept in camps – until 18 - never saw / families again
--

¹¹ A people : un peuple

c. Recap:

From 1869 to 1969, the British *took away* from their families Aboriginal children who *had* a lighter skin colour to educate them in missionary camps. Because of their lighter skin colour, they *thought* they *had* British origins and *wanted* them to receive an education given by whites. Some *were adopted* by white families and others *were kept* in camps until they *were* 18.

I am shocked and appalled by this attitude because it is totally inhumane to do such a thing.

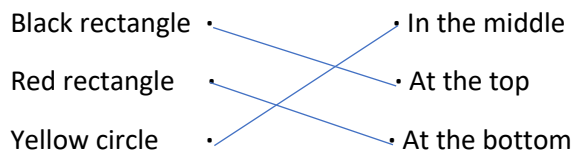
Remarque:

En rouge : les verbes au prétérit simple à la voix active.

En vert : les verbes au prétérit simple à la voix passive.

D. Watch from 5:20 to 5:50

- a. They *recognized* their mistakes and they *wanted* to reconcile the Aboriginal population with the descendants of British settlers.
- b. You can see the aboriginal flag.
- 1. Match the different elements with their location on the flag.



- 2. The black rectangle represents the *Aboriginal* people of Australia. The red rectangle stands for the *ochre colour of the Earth*. The yellow circle symbolizes the *spiritual relation* to the land and the sun.

3- PETER GARETT

MP: member of Parliament Rock star A politician An activist
--

4- THE DEAD HEART

A. The video clip

- The name of the rock you can see: *Uluru*
- Where it is situated: *right in the middle of the country in the desert called the 'Outback'*.
- Its size : *348 m high, 2.4 km wide, 3.6 km long, 9;8 km circumference.*
- The reason why it is important for Aborigines: *spiritual heritage of Anangu people.*

1) Watch the video clip of 'the Dead Heart'

- The attitude of white people : *They climb the rock in disrespect of the Anangus' rights to it.*
- What happened in October 2019: *Climbing was banned out of respect for the Anangus' traditions.*

2) Explain what these images refer to:

They refer to Aboriginal paintings characterized by dots and squiggles¹². They were used as maps.

¹² Squiggles : gribouillis

A- Now concentrate on the lyrics of the song.

a. Listen to the first verse (from 00:43 to 00:53).

Subject pronoun	Auxiliary	Verb	Object pronoun	Complement
We	don't	Serve	Your	country
We	don't	Know	Your	king
		Know	your	Customs (= coutumes)
	Don't	Speak	your	Tongue (= language)
White man		Came / took		everyone

Say who the 'subject pronoun' and the 'object pronoun' refer to.

We = *Aborigines*

Your = *The British*

Analyse the message:

- What episodes of Australian history does the singer Peter Garrett refer to here? Circle the right answer:

-> The British colonization

-> The Stolen generations (remember above 2 – C)

- What does the singer denounce?

He denounces the fact that when they colonized Australia, the whites imposed their language and their customs on the Aborigines. Besides, they also stole their land and took away children from their families during the period of the 'stolen generations' (1869-1969).

b. Listen to the chorus. (from 1:17 to 1:30):

1st line: marry / carry / funny / charts / parts / hearts / lines / poetry / shoe / flue / through / true / country / fantasy / autonomy

2nd line: that / fat / hat / cannot / shot / lost / hot / stolen / no land / flown / woken

3rd line: hollow / low / show / follow / steps / race / stamps / steaks / tapestry / ancestry / honesty / democracy

4th line: sat / shout / that / cannot / shall not / should not / fallen / spoken / chosen / broken

Analyse the message: Circle the right answers in the following suggestions:

- Even if the whites colonized them, the Aborigines will continue to perpetuate their traditions: colonization cannot break that.
- The love for their country will stay in their hearts forever: the whites cannot steal that.

5- YOUR PROJECT

Exemple de production possible :

The stolen people

Have you ever wondered why the Union Jack is on the Australian flag? Because Australia is a former British colony of course! But do you know that another flag exists? It is not an official one but represents a somewhat forgotten population called the Aborigines. Its black top part represents their black skin and its red bottom part the ochre colour of their desert.

It is this desert that the British **stole** from them when they **colonized** the country, but not only! When they **arrived**, they **considered** them as 'Savages' and **did not give** much respect to their traditions and culture. **In addition to that**, for nearly a hundred years, between 1869 and 1969, they even **took away** from their families the Aboriginal children whose skin colour was lighter than others to give them what they **called** a "proper education".

However, some people **defended** their rights. One of the best examples is Peter Garrett, a politician, an activist but also a Rock Star! **Indeed**, the singer of the band 'Midnight Oil' **wrote** many songs to denounce the way the Aborigines were treated. In his song 'The dead heart' for example, he not only denounces the inhumane conditions of the colonization but also supports the Aboriginal population by singing a chorus in which he says the British **did not manage** to break their traditions and the love for their country.

Thanks to activists like Peter Garrett, the Australian government has now started a policy of reconciliation whose purpose is to have Aborigines and descendants of British settlers work together, which is a great hope for the future!

LET'S PLAY : Protest songs

Protest singers

1 : John Lennon **2** : Bob Dylan (and Joan Baez) **3** : Rage against the machine **4** : The Sex Pistols
5 : The Smiths **6** : U2 **7** : Bruce Springsteen **8** : Midnight Oil

Protest songs

1 – B – b

2 – C – d

3 – D – c

4 – G – a

5 – H – g

6 – A – h

7 – E – f

8 – F – e