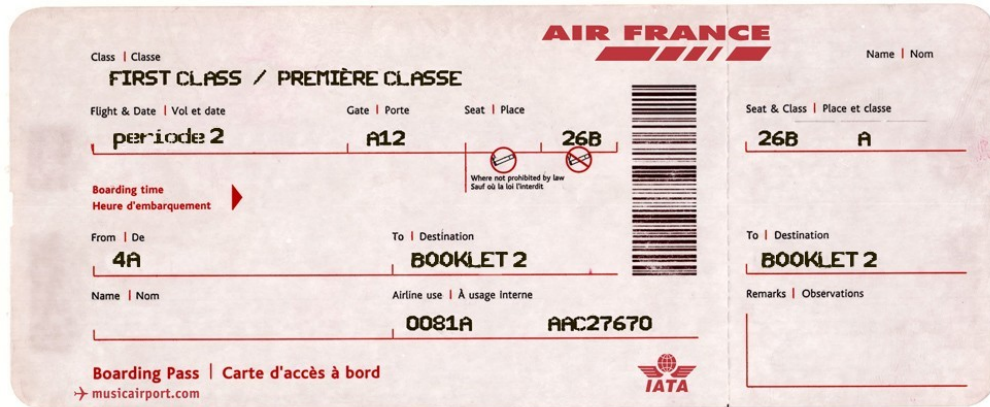




BOOKLET 2 : LET'S VISIT LONDON








PLAN DE TRAVAIL DE LA SEQUENCE



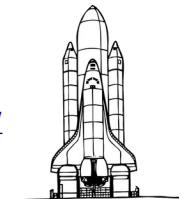
Tâches communes	Évaluations
<ul style="list-style-type: none"> -  <u>Tâche intermédiaire</u> : je vais enregistrer un itinéraire pour l'application audio du métro de Londres -  <u>Tâche finale</u> : je vais présenter un monument emblématique de Londres pour convaincre mes camarades d'y aller 	<ul style="list-style-type: none"> - <u>vocabulaire</u> : l'heure / les infos chiffrées d'une carte d'embarquement - <u>vocabulaire/culturel</u> : les activités et lieux d'une ville / les monuments importants de Londres - <u>grammaire</u> : décrire un lieu en utilisant le superlatif des adjectifs - <u>CO</u> : sur un monument de Londres

Activités en autonomie

 <p>revoir l'heure / les chiffres</p>	
 <p>les lieux et activités dans une ville / les monuments importants de Londres</p>	
 <p>- utiliser le superlatif - suggérer des activités</p>	
 <p>- comprendre une vidéo sur Londres - comprendre un enregistrement sur un monument de Londres</p>	

Avant le prochain vol...

- Pour aller plus loin, je peux :*
- emprunter les livres sur Londres de la sélection de la documentaliste
 - visiter virtuellement d'autres lieux de Londres : <https://360.visitlondon.com/>
 - lire des anecdotes sur Londres : <https://www.thelondonmother.net/london-facts-for-kids/>
 - rire avec Loïc Prigent : *British styles* sur youtube
 - faire l'*escape game* à Londres de l'avant-dernière page du booklet



STOP-OVER 1 : AT THE AIRPORT



<https://www.englishclub.com/english-for-work/airline-announcements.htm> (n°4)

who is speaking ?

where are we ?

what time is it ?

where to ?

are we late / on time / ahead of time ?

what's the weather like ?

WHAT YOU NEED BEFORE TRAVELLING ABROAD



1) LET'S REVISE : TELLING THE TIME



• En anglais, on distingue les heures avant midi et celles après midi.

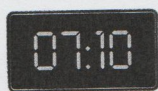
– *am* indique qu'il s'agit du **matin** (entre minuit et midi) : *It's 6am* = Il est 6 heures du matin.

– *pm* indique qu'il s'agit de l'**après-midi** ou du **soir** (entre midi et minuit) : *It's 6pm* = Il est 6 heures du soir (18 heures).

• Il existe deux façons de dire l'heure en anglais.

Heure digitale

On dit d'abord l'heure puis les minutes.



seven ten



seven thirty



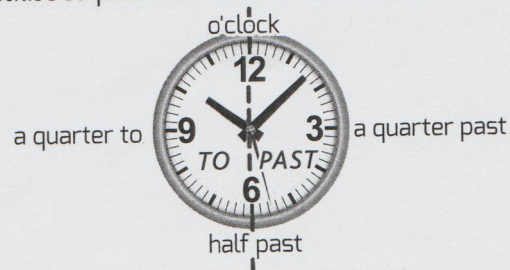
seven forty-five

Heure non digitale

On dit d'abord les minutes puis l'heure.

On utilise *past* pour les minutes de 1 à 30.

On utilise *to* pour les minutes de 31 à 59.



7:10

ten past seven

7:30

half past seven

7:45

a quarter to eight

⚠ On ne dépasse jamais le chiffre 12 pour indiquer l'heure en anglais !
Ex. : Pour dire qu'il est 20 heures, les Anglais disent qu'il est 8 heures du soir.

e-training for ANALOG times :

1) matching clocks and times x10 : <https://learningapps.org/2894835>

2) matching clocks and times - memory game : <https://learningapps.org/2405834>

3) writing the time x10 (NO "it's", NO "a") : <https://learningapps.org/9487239>

4) matching alarm clocks and times : <https://learningapps.org/1993359>

5) matching clocks OR alarm clocks and times : <https://learningapps.org/3813551>

6) matching clocks and times (audio) : <https://learningapps.org/5722348>

7) matching alarm clocks and times (audio) : <https://learningapps.org/1377982>

e-training for DIGITAL times :






8) matching digital times only : <https://www.learningapps.org/3813342>


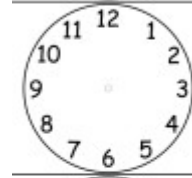
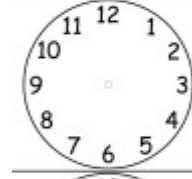


9) writing the time : <https://www.learningapps.org/3979108>

Recap' – write the times (analog AND digital) :

__ : __ a.m. <input type="checkbox"/> p.m. <input type="checkbox"/>
__ : __ a.m. <input type="checkbox"/> p.m. <input type="checkbox"/>
__ : __ a.m. <input type="checkbox"/> p.m. <input type="checkbox"/>
__ : __ a.m. <input type="checkbox"/> p.m. <input type="checkbox"/>
__ : __ a.m. <input type="checkbox"/> p.m. <input type="checkbox"/>

__ : __ a.m. <input type="checkbox"/> p.m. <input type="checkbox"/>
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__ : __ a.m. <input type="checkbox"/> p.m. <input type="checkbox"/>
__ : __ a.m. <input type="checkbox"/> p.m. <input type="checkbox"/>
__ : __ a.m. <input type="checkbox"/> p.m. <input type="checkbox"/>

Recap' – listen and complete (see grid in the tray) :

BALIBOM 3.5.mp3
BALIBOM 3.6.mp3

https://pedagogie.ac-reunion.fr/fileadmin/ANNEXES-ACADEMIQUES/03-PEDAGOGIE/02-COLLEGE/langues-vivantes/podcaz/PodCaz_A1-anglais/3.5.mp3



https://pedagogie.ac-reunion.fr/fileadmin/ANNEXES-ACADEMIQUES/03-PEDAGOGIE/02-COLLEGE/langues-vivantes/podcaz/PodCaz_A1-anglais/3.6.mp3

2) UNDERSTANDING BOARDING PASSES

You dropped some coffee on your return boarding pass

→ ask the airport staff on the missing information to complete it : *what is the ...*



Time to test yourself on your 1st stop-over :



1) on times

2) on airport information

https://pedagogie.ac-reunion.fr/fileadmin/ANNEXES-ACADEMIQUES/03-PEDAGOGIE/02-COLLEGE/langues-vivantes/podcaz/PodCaz_A1-anglais/3.8.mp3



STOP-OVER 2 : PLANNING THE VISIT

what to see / what to do :

memorising :

- on <https://quizlet.com/misscharrier/sets> (4°)
- playing with cards (see envelops)



STOP-OVER 3 : VISITING LONDON

<https://www.youtube.com/watch?v=45ETZ1xvHS0>



A) Watch the video and :



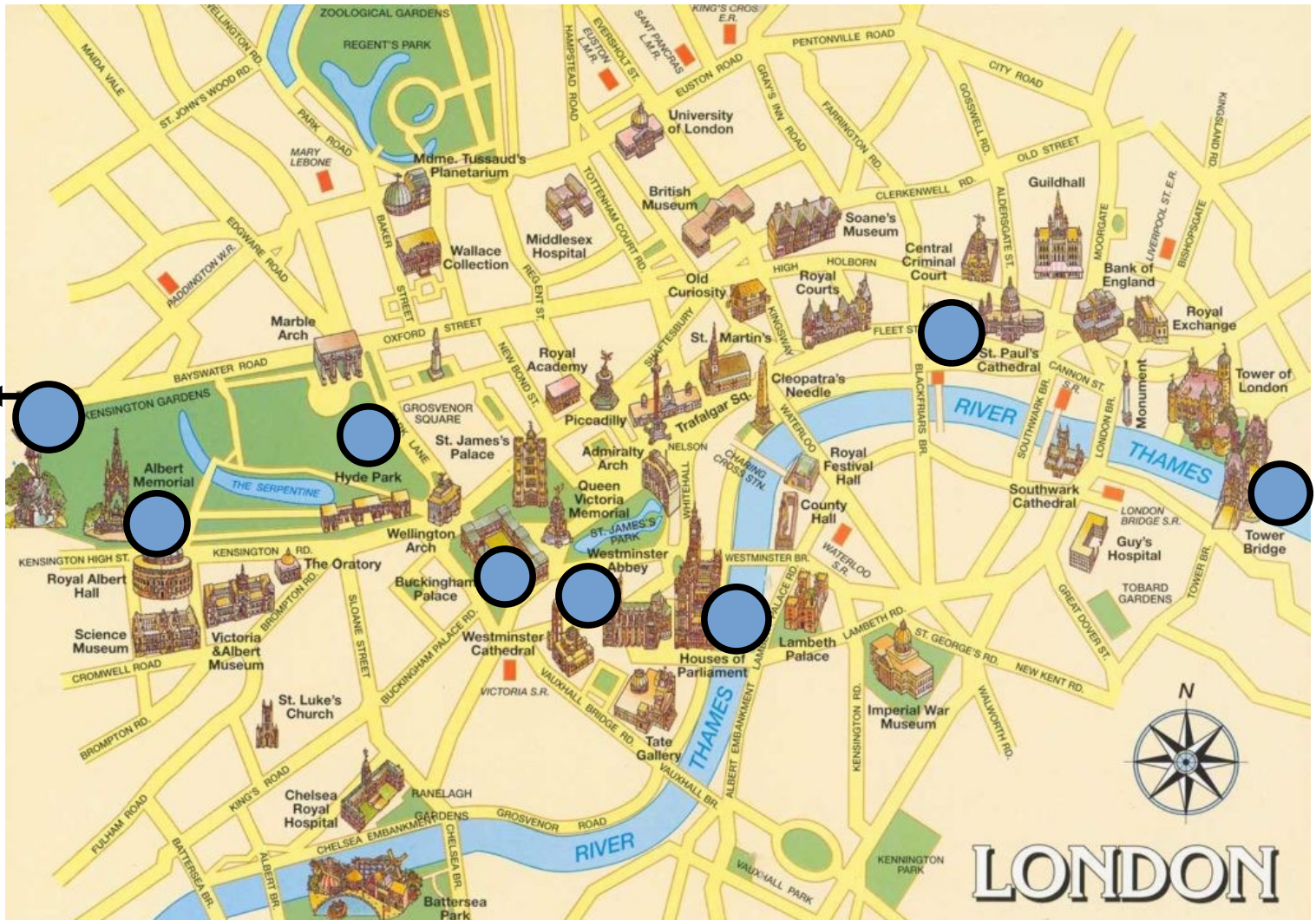
from 0'00 to 0'30 complete the introduction (see next page)
+ from 1'10 to 3'45 number from 1 to 8 the monuments you see



from 0'00 to 0'30 complete the introduction (see next page)
+ from 1'10 to 3'45 number from 1 to 8 the monuments you see and
match each monument with its description (see list next page)



from 0'00 to 0'30 complete the introduction (see next page)
+ from 1'10 to 3'45 number from 1 to 8 the monuments you see and
match each monument with its description (see list next page)
+ from 4'00 to 5'45 explain what the other landmarks are (next page)



http://myenglandtravel.com/images/London_Tourist_attractions_Map.jpg

*** INTRODUCTION - circle the right answer(s) :**

number of inhabitants in London : 8 / 9 / 10 million

it's the capital city of the : US / UK / England

it's been a financial / historical / educational / social / cultural center for hundreds of years

*** number the monuments from 1 to 8 on the map**

*** match each monument with its description :**

<i>Tower Bridge</i>	<i>Royal Parks</i>	<i>Westminster Abbey</i>	<i>Houses of Parliament + Big Ben</i>
<i>Buckingham Palace</i>	<i>Kensington Palace</i>	<i>Saint Paul's Cathedral</i>	<i>The Albert Memorial + The Royal Albert Hall</i>

- symbol of London's rapid expansion during the Industrial Revolution
- home of Princess Diana and Prince Charles
- official residence of Queen Elizabeth II
- where kings and queens have been crowned, married, buried
- a reminder (memory) of Queen Victoria's love for her husband Prince Albert
- former (ex-) private hunting grounds for the Royal family, now open for everyone
- rebuilt after the Great Fire of 1666
- clock tower chiming every hour on the hour

*** give details (3 each) on these other London landmarks :**

Carnaby Street :

Portobello Road Market :

The British Museum :

The London Eye :

Time to test yourself on your 2nd+3rd stop-overs :



B) Now, listen to this girl and note down the 5 monuments she is going to visit :

https://www.audio-lingua.eu/IMG/mp3/next_holidays_-_london_michaela.mp3



- 1.
- 2.
- 3.
- 4.
- 5.

= which adjectives has she used to describe the monuments ?

- 1.
- 2.
- 3.
- 4.
- 5.



YOUR TURN



*** Complete with the superlative of the adjective given :**

1) The Houses of Parliament is (impressive) building in London and one of (beautiful).

2) The Shard is (high) building but (good) way to admire the view is London Eye.

3) London is not (sunny) place in the UK but it is not (bad) place to live !

4) Hyde Park is (big) park and the Thames is (long) river in the UK .

5) The Tower of London is (old) castle in the city and (famous) fortress in the country.

6) The British Museum is (interesting) museum because there are Egyptian mummies and the Rosetta Stone - it is one of (visited) museum in the city.

*** Describe the place/person with the superlative of adjectives you chose :**



Buckingham Palace is ...



The Queen is ...

.....

.....

.....

*** e-training :** <https://learningapps.org/3007369> (activities 1 to 4)

C) Listen and complete the grid you chose (then stick it below) :



<https://www.youtube.com/watch?v=utFOmyAeGsk>
(videojug video but audio only – selection operated by the teacher)



Time to test yourself on your 3rd stop-over :



<https://www.youtube.com/watch?v=v7ZacBfC9O8>
(videojug video but audio only – selection operated by the teacher)



+

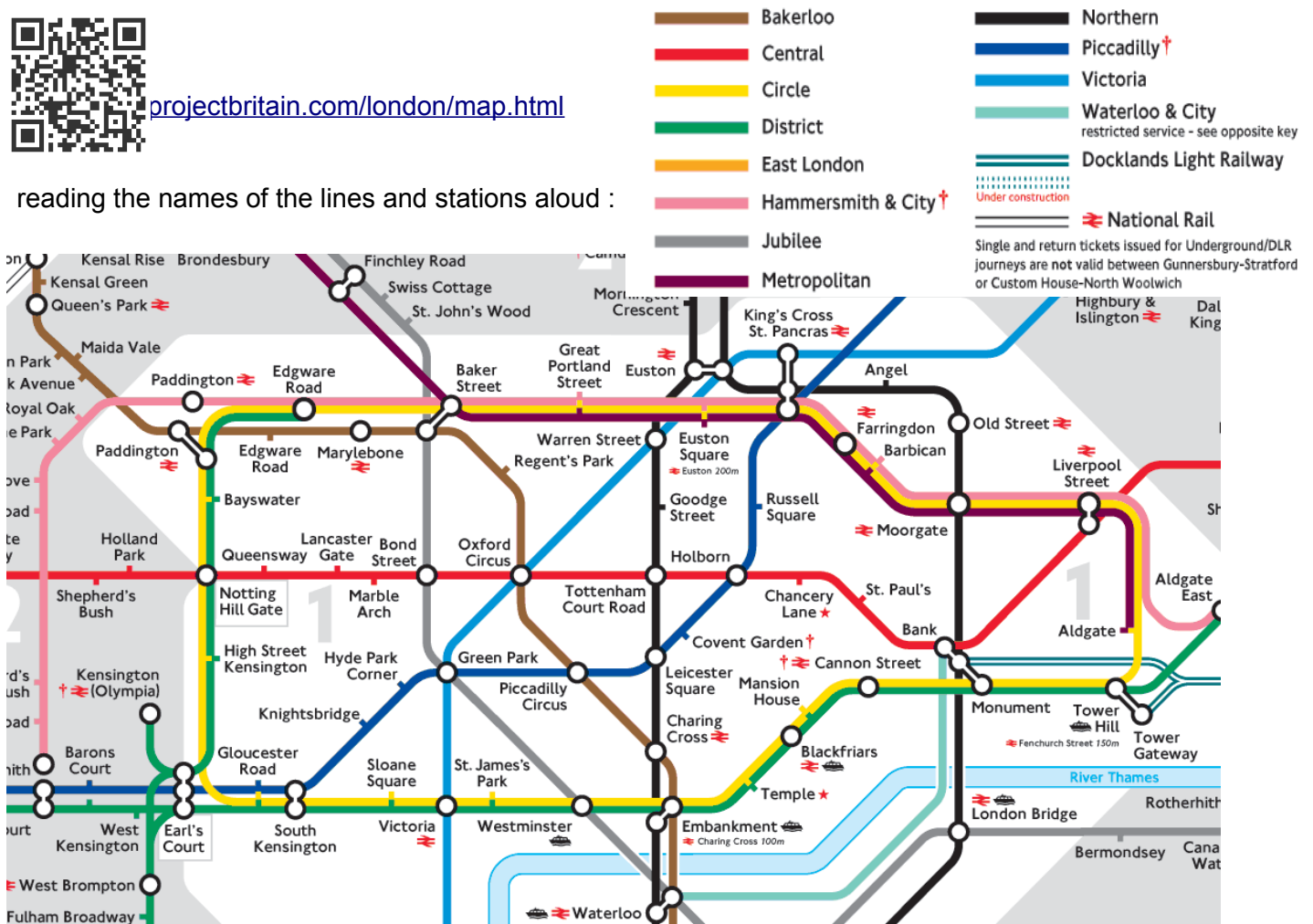


STOP-OVER 4 : TRAVELLING AROUND LONDON



projectbritain.com/london/map.html

reading the names of the lines and stations aloud :



→ <https://www.youtube.com/watch?v=mVU79ki9ftc>



→ giving an itinerary :

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→ training (envelops)

Time to test yourself on your 4th stop-over :



script



cards



cards



STOP-OVER 5 : SUGGESTING VISITS



1) Listen and fill in the blanks :

<https://www.esl-lab.com/easy/sightseeing-tours/>

A : So, what do you want to do tomorrow ?

B : Well, _____ at the city guide here.

Here's something interesting. _____ the art museum in the morning ?

A : OK, I like that idea. And where do you want to eat lunch ?

B : _____ to an Indian restaurant ? (...)

A : That's sounds great, and after that, _____ the zoo ?

B : (...) I'm not really interested in going there.

A : Really ?

B : Yeah. _____ shopping instead ? (...)

A : I only have 50 dollars left in cash.

B : No problem. _____ your credit card to pay for my new clothes !



→ _____ = ?

2) Match the phrases and their translations :

Let's + **verb** (*go/visit...*) *
Why don't we + **verb** ? *
How about + **verb-ING** ? *
What do you think about + **verb-ING** ?*
You can/could + **verb** *
You should + **verb** *

* pourquoi on ne ... ?
* = impératif (*allons/visitons...*)
* et si/et pourquoi pas ... ?
* que penses-tu de ... ?
* tu devrais ...
* tu peux/pourrais ...



3) Train on those 2 monuments :



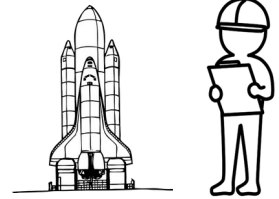
4) What would you suggest to me ?



1. My dog attacks people. →
2. I always get headaches (*maux de tête*). →
3. I don't like the food served at the canteen. →
4. I hate winter. →
5. My car is making a strange noise . →

5) e-training : <https://learningapps.org/7236707> and [/2768908](https://learningapps.org/2768908)

TIME FOR AN ESCAPE GAME... IN LONDON...



<https://view.genial.ly/5e8dcf70124be30da503534d> (by Séverine Vivier)

Buckingham Palace

number of rooms :

how do you get there ? By calling a taxi → name of London taxis :

Big Ben

it's NOT the name of the clock but the

The Underground

* when did the London Underground start running ? in _ _ _ _

* what is the slang name for the London Underground ? the _ _ _ _

* how many stations does it have ? _ _ _

→ #1 code to crack _ _ _ _ ! → which station are you asked to go to ? _ _ _ _ _

The Tower of London

give the English for :

- des bijoux :

- une couronne :

- les gardiens de la Tour de Londres :

- une tour :

- un corbeau :

Name of the famous bridge near the Tower of London : _ _ _ _ _
over the RIVER _ _ _ _ _

Address of the Prime Minister :

Hamleys

= it's one of the biggest TOY SHOP / BOY SHOP / JOY SHOP in the world.

examples of things you can buy there :

London Parks

examples of animals you can see there :

The London Eye

* how do you say "une grande roue" in English ? a _ _ _ _ _

* what is the other name of the London eye? the _ _ _ _ _

* how high is the London eye ? _ _ _ metres

* what do you get when you are on it ? you get a

→ #2 code to crack _ _ _ _ !

14 THE QUEEN'S CORGIS WERE IN ONE OF THE 32 _ _ _ _ _ OF THE WHEEL !!!!



FINAL TEST – Preparation Time

With your group, create an infographic on a famous London landmark in order to convince your friends to visit it :

- respect the 4 items of the *videojug* documents already studied
- include a virtual tour
- give the itinerary from Victoria tube station to your landmark
- use *suggesting* phrases and some *superlatives* on adjectives

FICHE DE TRAVAIL – CDI

3 ROLES TOURNANTS / 3 SEANCES

LE LECTEUR : celui qui lit et trouve les infos

- dans les docs suggérés par **Esidoc**
- sur <http://projectbritain.com/london/>
- dans les encyclopédies *Universalis* (via i-cart) ou <https://kids.britannica.com/> ou <https://simple.wikipedia.org>

LE SCRIPT : celui qui prend en note les infos et les ressources à inscrire ci-dessous

- LIVRE : titre + auteur + cote
- MAGAZINE : nom + n° + date + page
- SITE INTERNET : http:// complet

L'INFOGRAPHISTE : celui qui prépare l'infographie avec des images libres de droits

- dans la barre de recherche, taper <https://www.diagrams.net/> → START NOW
- FILE > OPEN FROM ... > DEVICE
- aller chercher ma trame dans "groupes – 4a/4b – travail – anglais – booklet 2 : Untitled Diagram.drawio"
- compléter (attention, pour les images, c'est du *drag and drop* / glisser-déposer)
- **ENREGISTRER** vos modifications mais ATTENTION : RENOMMER votre projet .drawio avec vos **3prénoms.drawio** et le **DEPLACER** de "téléchargements" à "booklet 2" du réseau
- une fois votre projet totalemant abouti, convertissez-le en .pdf :
FILE > EXPORT AS > PDF > EXPORT > DEVICE > enregistrer, mais encore une fois, RENOMMER votre projet avec vos **3prénoms.drawio.pdf** et le **déplacer** de "téléchargements" à "booklet 2" du réseau

LANDMARK :

1) What is it ?

- quelques infos pour décrire votre endroit (utilisez des adjectifs au superlatif)

2) History ?

- quelques infos pour expliquer l'intérêt du lieu (utilisez des façons de suggérer)

3) Where is it ?

- métro(s) le(s) plus près
- itinéraire depuis Victoria Station pour s'y rendre

4) Further information :

- jours + heures d'ouverture
- prix
- site internet

SOURCES