

# Unit 2: ONLY IN THE UK

4ème

**Tâche finale :** : Two French people and Two English people are eating together in Paris, they compare England and France but the French people are getting very angry and think they are better. They will leave the table very angry.

|                              |   |
|------------------------------|---|
| <b>Objectif culturel :</b>   | Les stéréotypes Britanniques et français Comprendre que nous avons tous une vision stéréotypée des choses<br>Le Royaume Uni.<br>Reconnaitre le God Save the Queen   |
| <b>Tache intermédiaire :</b> | Write questions for the quiz : Are you a real Brit ?  |
| <b>CO :</b>                  | 1) God Save the Queen <a href="https://www.youtube.com/watch?v=XmGKB_Iy59k">https://www.youtube.com/watch?v=XmGKB_Iy59k</a><br>2) 10 facts about the UK<br><a href="https://www.youtube.com/watch?reload=9&amp;v=E1k0t3j2s6Y">https://www.youtube.com/watch?reload=9&amp;v=E1k0t3j2s6Y</a><br>3) Paul Taylor Stereotrip<br>4) The perfect French stereotype<br>5) Eval: audio de Bloggers |
| <b>CE :</b>                  | 1) British stereotypes<br>2) Quiz: How stereotypically British are you?<br>3) British Stereotypes <a href="https://www.tandem.net/british-stereotypes-fact-fiction">https://www.tandem.net/british-stereotypes-fact-fiction</a>   |
| <b>EE :</b>                  | 1) Are you a French stereotype?<br>2) Write questions for the quiz<br>3) British and French: are we so different?   |
| <b>EO</b>                    | 1) Cartoon: <u>A Brit</u> by French cartoonist Aurel<br>2) Picture: French stereotypes by Annie André   |
| <b>POI :</b>                 | 1) TF   |

## Objectifs communicationnels

|                                  |  |
|----------------------------------|--|
| <b>Objectifs grammaticaux :</b>  | L'expression du goût<br>Le présent simple<br>Les adverbes de fréquence<br>Les questions / mots interrogatifs |
| <b>Objectifs lexicaux :</b>      | - l'expression du goût<br>- les activités typiquement britanniques (eat fish and chips, play cricket)        |
| <b>Objectifs phonologiques :</b> | Lexique de la séquence   |

## Evaluations de la séquence

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| POI : Two French people and Two English people are eating together in Paris, they compare England and France but the French people are getting very angry and think they are better. They will leave the table very angry. |
| Evaluation formative : connaissances (EE + EO en classe) Evaluation finale : CO  |

## STEP 1: British and/or not British (4 séances)

| <b>Séance 1: welcome to the UK (obj: facts about the UK)</b> |  |
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| rituel   | Teacher's assistant  |
| Présentation du thème  | God Save the Queen (what is it? What country does it represent?) + mini brainstorming about the UK (voir quelles connaissances et quels stéréotypes)                       |
| CO 10 facts about the UK                                     | Visionnage de la video<br>+ à l'aide du doc : label the map<br>+ fill in the document  |
| Trace écrite   | Titre du chapitre<br>Phrases sur UK: The national anthem is entitled God Save the Queen.<br>The inhabitants are called the British. / England English etc...the symbols... |
| Objectifs  | Objectifs de la séquence   |
| <b>Hmk</b>   | <b>Connaitre les infos sur the UK + Ex Map</b>   |

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| <b>Séance 2: British Stereotypes + likes and dislikes</b> |   |
|---|---|
| Rituel :  | The assistant   |
| Recap   | The UK quiz (par groupes 7 questions en tout)   |
| EOI   | 1 élève par groupe sort de la classe<br>les autres regardent le cartoon A Brit by Aurel (French cartoonist)<br>30 secondes.<br>Retour des élèves et description du cartoon (fiche aide à EO)<br>Puis chaque élève dit ce qu'il a compris.   |
| EOI (class)<br>Puis pairwork                              | The cartoon focuses on British stereotypes: Can you imagine what they are here? (5 minutes max).<br>British people LIKE.../ They always... / I guess they / I suppose they)   |
| Mise en commun<br>Et<br>True or false ?                   | >>>> conclusion : these are stereotypes (things we believe represent the people from a particular place) Do you know other stereotypes?   |
| PRL   | Likes and Dislikes :Other verbs you know?<br>Doc à coller   |
| TE  | British stereotypes<br>Today we are talking about British stereotypes! We are commenting upon a cartoon by Aurel entitled A Brit!<br>According to conventional wisdom (la croyance Populaire), Brits are keen on drinking beer, they are very fond of football, they love their country and they can't bear the French. It always rains |

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|   | in the UK and men always carry an umbrella with them. They are usually well-dressed and they are quite posh and reserved. They usually wear a bowler hat and a suit with a white shirt |
| PRL   | Les verbes de goûts + nom / ou + Bving   |
| HMK correction en autonomie<br>(1 fiche par ilot) | L'élève responsable demande la fiche + another one reports on his group. (Map by Eleonore)   |
| Hmk   | <b>Savoir présenter le Brit connaître la règle des verbes de goûts + les verbes + Ex sur les verbes de goûts</b>   |

| <b>Séance 3: British stereotypes are partly true</b> |  |
|--|--|
| Rituel :   | The assistant  |
| Rebrassage   | Cartoon -British Stereotypes<br>Likes and synonyms   |
| HMK correction                                       | Les verbes de goûts, les drapeaux  |
| Anticipation   | Anticipation : Screenshot de la page youtube de Jake<br>What is the document ? What can you tell about the person and the channel ? Write 3 words that we will probably hear in the video.<br><br>+ trace écrite : It is a youtube video entitled British Stereotypes. The boy is Jaik Pound. He is young maybe 13. It was released in 2012. |
| CO   | Write the words you understand<br>2eme étape aide en fonction du niveau de l'élève (individuel)<br>(Fiche stereotypes B)   |
| prolongement   | Souligner NEVER et ALWAYS dans les phrases CO : what other frequency adverb do you know ?<br>Clic sur génially : rewrite the sentences using a frequency adverb  |
| Trace écrite   | <b>How often do British people...</b><br>+ adverbes de fréquence   |
| HMK :  | Ex sur les adverbes de fréquence   |
| Correction du HMK                                    | <b>Ex sur les verbes de goûts</b>  |

| <b>Séance 4: British stereotypes are partly true</b> |  |
|--|--|
| Rebrassage   | Morpions adverbes de fréquence   |
| HMK correction                                       | Ex adverbes de fréquence + ex goûts si pas finis séance 3  |
| CE   | British Stereotypes  |
| PRL  | Le présent simple + ex sur la prononciation du 's'   |
| HMK  | Finir fiche PRL si pas finie / Prépare 5 stéréotypes sur la reine que tu imagines ou que tu connais. Ex : I think the Queen often eats crumpets for breakfast.<br>s'entraîner à prononcer les 's' de la 3 <sup>e</sup> pers du sing.<br>TEST au prochain cours (revoir le voca UK Facts + les stéréotypes) |

## STEP 2: How stereotypically British are you? (3 séances)

| <b>Séance 5: How stereotypically British are you?</b> |   |
|---|---|
| Rebrassage  | Audio Paul Taylor stereotrip (5 British stereotypes)<br>What are they? (correction en video) What other stereotypes do you remember?  |
| TEST  | Test de connaissances (UK)  |
| HMK correction  | Ex sur le présent + phrases sur la Reine  |
| CE  | Read and do the quiz<br>1- read the questions together<br>2- answer the questions (individually) and compare with a friend  |
| The results   | Individually and together   |
| HMK   | <b>Apprendre les questions 1, 3, 6, 7 du quiz par cœur</b><br><b>Séance très longue prévoir une répartition sur 2 cours peut-être</b><br><b>et donner la carte mentale voca à compléter</b> |

## Séance 6: Can you quiz a Brit?

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| Rituel : | The assistant   |
| TEST     | 4 questions (5 minutes) à l'oral  |
|          | Projection de 6 questions du quiz : classement (do / en Be)<br>Glissement des phrases sur Génially                    |
| PRL      | Les questions et les mots interro   |
| EE       | Imagine other questions for a quiz about British stereotypes<br>(group work)<br>Support coulissant poser une question |
| TE       | Les questions   |
| Hmk      | Apprendre la règle des questions et les mots interro<br>EX sur les questions  |

## Séance 7: Create your own quiz!

|                   |   |
|-------------------|---|
| Rituel            | The assistant   |
| Correction du HMK | Ex sur les questions  |
| Mini mission      | Create your own quiz (fiche question words) (30 min)                |
| EO                | Si temps : on mixez les groupes pour se poser les questions du quiz |
|                   |   |
|                   |   |

## STEP 3: British and French, so different? (3 séances)

| <b>Séance 8: Are you a French stereotype?</b> |   |
|---|---|
| Rituel :                                      | the assistant   |
| Anticipation                                  | French stereotypes: brainstorming   |
| EO  | Infographie by Annie André: les élèves formulent des phrases  |
| CO  | Brainstorming: French stereotypes (doc)   |
| CO  | The perfect French stereotype (pas de WKS)<br>Listen and take notes<br>(in groups peut-être compréhension tournante avec fiche commune) |
| TE  | French stereotypes  |
| Hmk   | Ex Are you a French stereotype<br>Connaitre la leçon, savoir parler des stéréotypes français.   |

| <b>Séance 9: British and French, are we so different?</b> |  |
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| Rituel  | The assistant  |
| Recap   | <b>Video?</b> 'ce que les anglais pensent des français) long, traduit mais fun jusqu'à 1'40 !<br>+ les élèves recap aussi ce qu'ils savent de la leçon |
| HMK Correction  | French stereotypes   |
| CE  | What is the difference between the English and the French culture?   |
| PRL   | Le comparatif  |
| Hmk   | Apprendre la leçon et Faire la fiche exo sur le comparatif   |

## Séance 10: British and French, are we so different?

|                |  |
|----------------|--|
| Rituel         | The assistant  |
| Recap          | Britain vs France<br>+ TE  |
| HMK Correction | Ex sur les comparatifs   |
| CE             | What is the difference between the English and the French culture? |
| PRL            | Le comparatif  |
| Hmk            | <b>Apprendre la leçon et Faire la fiche exo sur le comparatif</b>  |







## Séance 9: EVALUATION FINALE

Prévoir une heure pour rédaction du dialogue en binômes.