

GLOBAL WARMING

SEQUENCE DE TRAVAIL DANS DIFFERENTES COMPETENCES

NIVEAU B1

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OBJECTIFS

COMPETENCES : COMPREHENSION ORALE / EXPRESSION ORALE en CONTINU et en INTERACTION / COMPREHENSION ECRITE

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.

Objectifs : être capable de comprendre un échange oral entre deux locuteurs anglophones ayant trait au domaine de l'environnement.

SOURCE : PODCAST #298 **Global Warming**

Christine talks about how global warming is affecting her island.

Disponible à l'adresse : <http://www.ello.org/english/0251/298-Chirstine-Warming.htm>

Pertinence du thème proposé : ce document, qui évoque les conséquences possibles du réchauffement climatique auxquelles la Papouasie Nouvelle Guinée est confrontée, peut amener des élèves guadeloupéens à réfléchir sur les mêmes conséquences en Guadeloupe.

Le document audio original (1'51'') est découpé en 3 parties (durée maximale : 1'04''). Chacune d'elles est l'objet d'exercices de **compréhension orale** qui constituent eux-mêmes le support pour **l'expression orale**.

Le choix de ce découpage tient à la difficulté qu'ont la plupart des élèves à se concentrer sur un document audio. En proposant des séquences brèves (de 17'' à 1'), l'attention de l'élève peut être sollicitée et la courte durée du document permet de multiples écoutes.

Deux évaluations sont proposées :

- La première porte directement sur les informations acquises au cours de la leçon.
- La deuxième est une évaluation de C.O. basée sur un autre support audio, inconnu des élèves disponible sur le site HEADS UP ENGLISH.com

Lien: http://www.headsupenglish.com/index.php?option=com_content&task=view&id=79&Itemid=29adsupenglish.com

DOCUMENT PROFESSEUR

PART 1 GLOBAL WARMING enregistrement 1 (17'')

C.O.

Activités proposées : Faire écouter l'enregistrement GLOBAL WARMING 1 et utiliser les informations recueillies pour compléter la carte. Faire remplir le questionnaire (*cf : Documents élèves / exercice 1*)

E.O. en interaction

Activité proposée : A partir des informations de la carte, faire intervenir oralement les élèves sur le pays de Kristine. Questions possibles : where is it located? / how far is it from Australia? / from Brisbane? / how large is it ? / what's the name of the ocean ?

C.O.

Activité proposée : exercice lacunaire (*cf : Documents élèves / exercice 2*). Permet

- une nouvelle écoute avec support écrit
- de vérifier la compréhension
- d'avoir une trace écrite pour les élèves

PART 2 GLOBAL WARMING enregistrement 2 (30'')

C.O.

Activité proposée : Faire écouter l'enregistrement GLOBAL WARMING 2 et faire compléter le QCM (*cf : Documents élèves / exercice 3*)

Porter les réponses au tableau et vérifier avec l'enregistrement.

Acquisition lexicale : la question "Which expression is pronounced 3 times?" amène à repérer le mot "tides", probablement inconnu des élèves, mais important pour la compréhension du phénomène de montée des eaux. Il sera donc utile d'analyser la phonétique [taɪdz] et d'en déduire l'orthographe.

C.E.

Activité proposée : Donner script GLOBAL WARMING 2 à remettre dans l'ordre. Faire vérifier avec l'enregistrement, et repérer le mot "tides". (*cf : Documents élèves / exercice 4*)

E.O. en continu

Activité proposée : A partir du script GLOBAL WARMING 2 faire reformuler oralement. Aide possible : Explain what the problem is in Papua New Guinea. What could be the consequences of global warming?

Réponse attendue : *Sea level can rise and villages can be flooded, so people will have to move, and migrate to other places.*

PART 3 GLOBAL WARMING enregistrement 3 (1'04'')

C.O.

Activités proposées : Exercice lacunaire. Faire écouter l'enregistrement GLOBAL WARMING 3 et faire compléter le document (*cf : Documents élèves / exercice 5*)

Porter les réponses au tableau et vérifier avec l'enregistrement.

C.E.

Donner questionnaire (*cf : Documents élèves / exercice 6*) qui permet d'approfondir la compréhension du script GLOBAL WARMING 3.

PART 4 THE KYOTO PROTOCOL

C.E.

Donner texte “The Kyoto Protocol–now the Kyoto Treaty”.

Objectif: sensibiliser les élèves aux mesures planétaires mises en place pour lutter contre le réchauffement climatique.

Activité proposée: Travail exclusivement de compréhension écrite. Répondre à des questions en français sur le Protocole de Kyoto. (*cf : Documents élèves / exercice7*)

TEST 1

Le test proposé vise, dans sa première partie, à évaluer l’acquisition lexicale et la maîtrise des structures rencontrées dans les exercices d’apprentissage. Puis, dans la seconde partie à évaluer les connaissances acquises, dans une expression écrite acceptable.

TEST 2

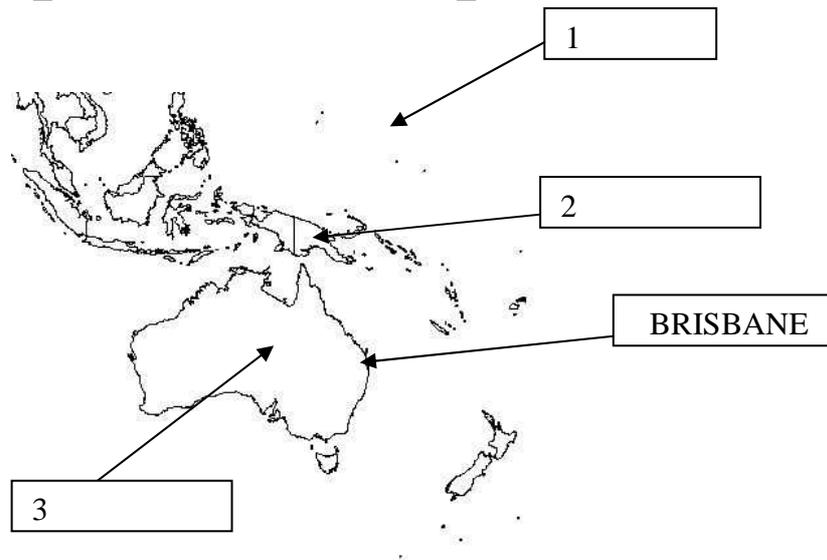
Ce test de Compréhension Orale a pour objectif d’évaluer la capacité des élèves à repérer des informations sur le thème connu, maintenant, du réchauffement climatique par le biais d’un QCM et d’un exercice lacunaire.

DOCUMENTS ELEVES

Exercise 1

Listen to Kristine and fill in the boxes below :

1 the name of an ocean 2 the name of Kristine's country 3 the name of a country



Now answer the following two questions :

How long does it take to fly from 2 to Brisbane? _____

How long does it take to sail from 2 to 3? _____

Exercise 2

FILL IN THE GAPS :

Todd: Kristine you're from Papua New Guinea

Kristine: Yes, we're a small island in the South Pacific.

Todd: And that is _____ Australia?

Kristine: Just _____ Australia.

Todd: Like how far is it from Australia?

Kristine: To Brisbane it's 3 hours by plane. To the _____ of Australia it's about an hour and a half by boat.

Exercise 3

MCQ

- Global warming can be a problem for Kristine's island.
- Global warming is not a problem for Kristine's island.
- Homes and villages are built far from the water.
- People built homes and villages around the water.
- People don't have drinking water.
- People import their food from Australia.
- There's no food on the island.
- People get their food from the ocean.
- Houses are closed.
- Houses are near the water.

Which expression is pronounced 3 times? : _____

Exercise 4

1. Kristine: Oh, absolutely, because we're surrounded by water, obviously it creates a problem when the tides rise.
2. Todd: Oh, OK. We were talking earlier about global warming and how this can be a problem for your island.
3. Kristine: Close to the water or on the water
4. Todd: Because the tides rise, and the water...
5. Todd: The people put their houses close to the water.
6. Kristine: The tides rise, and a lot of people build their homes and villages around the water....cause the ocean is where we get our food from, most of our costal villages are based there, so, yeah!

Exercise 5 Listen and fill in the gaps.

Todd: Oh, OK. So what do you think about global warming? I mean, what do you think should be _____?

Kristine: Um, like we were talking about it earlier, I am very for the _____ Protocol I think that industrial countries, industrialized _____ need to act now before there's too _____, how do you say?, before even more _____ is done. Obviously being from a small country where people aren't _____ about these things we don't realize what is really happening, but we are really starting to _____ now and we and other small nations have spoken out about it and it's good to know that _____ countries are doing something about it, and I think thing needs to be done now, rather than waiting, which is happening with _____ which are under economical stress right now...they haven't done enough... they know the _____, they know they're _____ for it. We're the ones who are _____ because of it even though we don't add to it. Yeah, so I think they should do something.

Exercise 6 Now answer the following questions :

What do you know about the Kyoto Protocol?

What is the problem with Papoua New Guinea?

According to Kristine :

Why are governments waiting instead of reacting to the problem?

Who's responsible for global warming?

Who mostly suffers from global warming?

The Kyoto Protocol - now the Kyoto Treaty

The Kyoto Protocol is an agreement between countries to reduce the amount of greenhouse gases their countries produce. The wording of this agreement was written and voted on in Kyoto, Japan on 11th December 1997 and came into force on February 16th 2005 when Russia joined.

They agreed to reduce greenhouse gases: carbon dioxide (CO₂); methane (CH₄); and nitrous dioxide (N₂O), by a percentage of the levels produced in 1990, before 2012. They also agreed to reduce hydrofluorocarbons (HFCs), perfluorocarbons (PFCs) and sulphur hexafluoride (SF₆). Each country has a different target based on their industrialisation and economic health.

The Protocol only came into effect, and a 'Treaty', when countries accounting for 55% of greenhouse gas emissions in the world signed up to the Protocol. In practice this means it wouldn't work without the agreement of one of the two biggest countries: Russia and USA. The USA have refused to sign, but Russia have now signed meaning that the Treaty has come into force and the targets set for reducing greenhouse gas emissions by all the countries signing are now legally binding on them.

Each country's target is not totally rigid, because there are plans to allow countries who are well within their target to sell their 'carbon credits' to countries who were struggling to meet their targets. This is 'emission trading'.

Lisez le texte ci-dessus et répondez aux questions :

Où et quand le protocole de Kyoto a-t-il été signé? _____

Que s'est-il passé le 16 Février 2005? _____

En quoi consiste ce protocole? _____

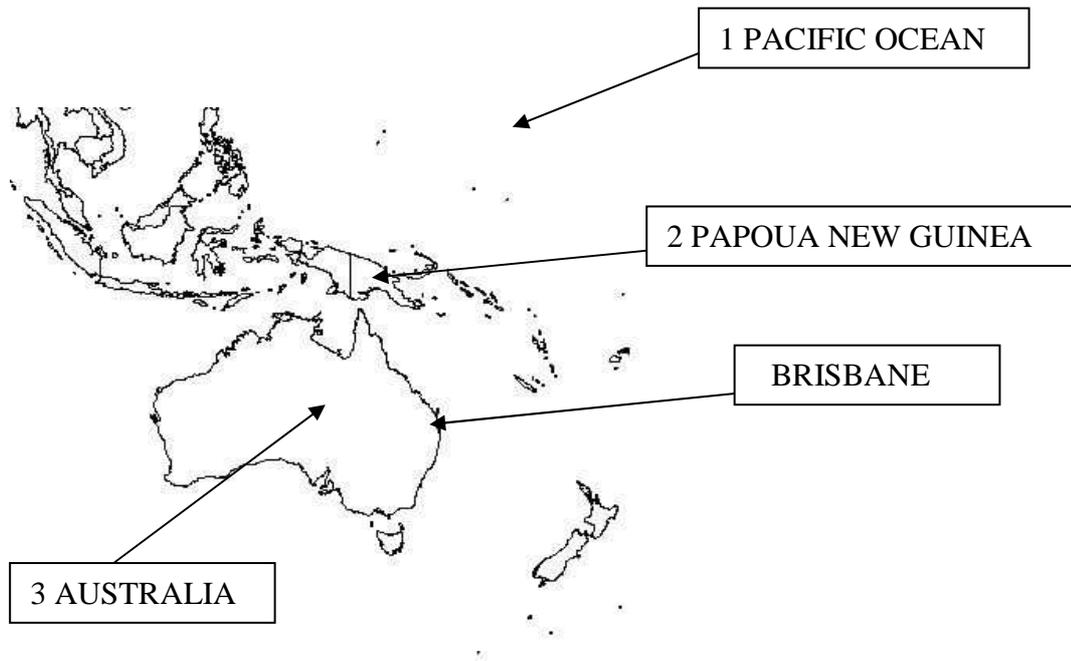
Tous les pays ont-ils les mêmes objectifs? _____

Pourquoi le protocole est-il devenu un traité? _____

Quel pays n'a pas signé le protocole ? _____

CORRIGES

Exercise 1



Now answer the following two questions :

How long does it take to fly from 2 to Brisbane? 3 HOURS

How long does it take to sail from 2 to 3? 1 HOUR AND A HALF

Exercise 2

Todd : Kristine you're from Papua New Guinea

Kristine : Yes, we're a small island in the South Pacific.

Todd : And that is **near** Australia?

Kristine : Just **above** Australia.

Todd : Like how far is it from Australia?

Kristine : To Brisbane it's 3 hours by plane. To the **tip** of Australia it's about an hour and a half by boat.

Exercise 3

MCQ

Global warming can be a problem for Kristine's island.

Global warming is not a problem for Kristine's island.

Homes and villages are built far from the water.

People built homes and villages around the water.

People don't have drinking water.

People import their food from Australia.

There's no food on the island.

People get their food from the ocean.

Houses are closed.

Houses are near the water.

Which expression is pronounced 3 times? : TIDE(S)

Exercise 4

2	1	4	6	5	3
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Exercice 5

Todd: Oh, OK. We were talking earlier about global warming and how this can be a problem for your island.

Kristine: Oh, absolutely, because we're surrounded by water, obviously it creates a problem when the tides rise.

Todd: Because the tides rise, and the water...

Kristine: The tides rise, and a lot of people build their homes and villages around the water....cause the ocean is where we get our food from, most of our costal villages are based there, so, yeah!

Todd: The people put their houses close to the water.

Kristine: Close to the water or on the water

Todd: Oh, OK. So what do you think about global warming? I mean, what do you think should be **done**?

Kristine: Um, like we were talking about it earlier, I am very for the **Kyoto** Protocol I think that industrial countries, industrialized **countries** need to act now before there's too **much**, how do you say?, before even more **damage** is done. Obviously being from a small country where people aren't **educated** about these things we don't realize what is really happening, but we are really starting to **realize** now and we and other small nations have spoken out about it and it's good to know that **bigger** countries are doing something about it, and I think thing needs to be done now, rather than waiting, which is happening with **governments** which are under economical stress right now...they haven't done enough... they know the **situation**, they know they're **responsible** for it. We're the ones who are suffering because of it even though we don't add to it. Yeah, so I think they should do something.

Exercice 6

What do you know about the Kyoto Protocol?

What is the problem with Papoua New Guinea? *People don't know about environmental problems and the Kyoto Protocol.*

According to Kristine: why are governments waiting instead of reacting to the problem ? *Because they are under economical stress*

Who's responsible for global warming? *Industrialized countries*

Who suffers from global warming? *Small countries like Papua New Guinea*

Exercice 7

Où et quand à été signé le protocole de Kyoto ? *A Kyoto, au Japon, le 11 décembre 1997*

Que s'est-il passé le 16 Février 2005 ? *La Russie a accepté le protocole qui est devenu le traité de Kyoto.*

En quoi consiste ce protocole ? *Réduction des gaz à effet de serre*

Tous les pays ont-ils les mêmes objectifs? *Non, ceux-ci dépendent de leur santé économique et de leur industrialisation.*

Pourquoi le protocole est-il devenu un traité ? *Lorsque la Russie adhère au protocole en 2005, les pays signataires comptent alors pour 55% des émissions de gaz à effet de serre.*

Quel pays n'a pas signé le protocole ? *Les Etats-Unis d'Amérique.*

TEST 1

First Name :

LAST NAME:

Date :

Say it in English : (10 pts)

La Dominique est proche de la Guadeloupe.

Saint-Martin est au-dessus de la Guadeloupe.

A combien se situe la Martinique de la Guadeloupe ?

Il faut 4 heures par bateau de Pointe à Pitre à Fort de France.

Saint-Martin est à une heure d'avion de la Guadeloupe.

About the interview : (10 pts) Answer the following questions. **Make full sentences.**

Where does Kristine live? (2 pts)

Where is her country located (give 2 pieces of information)? (2 pts)

Why is global warming a danger for people living on islands? (2 pts)

What can be the consequences on people living in these regions? (2 pts)

According to Kristine, who is responsible for damages caused by global warming? (1 pt)

A Japanese city gave its name to an agreement, what is the name of this agreement? (1 pt)

CORRIGE TEST 1

Say it in English :

La Dominique est proche de la Guadeloupe. *Dominica is close to / near / next to Guadeloupe*

Saint-Martin est au-dessus de la Guadeloupe. *Saint-Martin is above Guadeloupe.*

A combien se situe la Martinique de la Guadeloupe ? *How far is Martinique from Guadeloupe?*

Il faut 4 heures par bateau de Pointe à Pitre à Fort de France. *It's 4 hrs by boat from PaP to FdF*

Saint-Martin est à une heure d'avion de la Guadeloupe. *It's 1 hour by plane to St Martin.*

About the interview :

Where does Kristine live? *Papua New Guinea*

Where is her country located (give 2 pieces of information)? *In the South Pacific / near Australia*

Why is global warming a danger for people living on islands? *Because they can be flooded by high tides/ hurricanes / tsunami*

What can be the consequences on people living in these regions? *They can die / they'll have to migrate*

According to Kristine, who is responsible for damages caused by global warming? *Big industrialized countries*

A Japanese city gave its name to an agreement, what is the name of this agreement? *Kyoto protocol*

TEST 2

SCRIPT

Global warming

[GLOBAL WARMING UFO heads up English ADAPTED.wav](#)

By 2020, the U.S. will emit even more greenhouse gases than it does now, a recent report submitted to the U.N. stated. The United States, one of the world's largest polluters, already releases 25% of all pollutants responsible for global warming. What's worse, more and more scientists are concluding that global warming cannot be stopped. At best, we can limit how much the Earth will warm, as well as for how long. But even if all countries were to stop their greenhouse gas emissions tomorrow, temperatures would still rise.

In the future, global warming will severely affect the U.S. and its economy. Opponents say that the U.S. needs to do more, as its current policy only slows the growth rate of carbon dioxide and other gases. The Bush administration doesn't have any policies enacted to actually reduce emissions.

At present, scientists are working to improve renewable energy resources, such as wind and solar power.

The U.S. government spends \$3 billion annually to research new technology, and \$2 billion on climate research.

Ufo science could combat global warming

[GLOBAL WARMING UFO heads up English Adapted 2.wav](#)

But maybe the answer to global warming is simpler. Paul Hellyer, a former Canadian defense minister from the 1960s, called on all governments to come clean on UFOs. With the use of alien technology, he explained, we could eliminate the burning of fossil fuels within a generation. Those spacecrafts have traveled immense distances to visit our planet, and so they must be equipped with advanced engines and energy systems.

UFOs have definitely crashed here, Hellyer said, pointing to the 1947 crash at Roswell as an example. Governments have alien technology secreted away. We could save our planet if only governments released the information

TEST of ORAL UNDERSTANDING

LAST NAME :

First Name:

Date:

1st PART MCQ Listen to the document and tick the most appropriate answers.

The U.S. will emit more greenhouse gases by 2020 2025 2030

The United States produces less pollution than other countries.
 more pollution than other countries.
 as much pollution as other countries.

- The U.S. is responsible for producing 25% of global warming.
- The U.S. is responsible for producing all the pollutants responsible for global warming.
- The U.S. is responsible for producing 25% of all pollutants responsible for global warming.

According to scientists with technology we could stop global warming.
 with technology we could reduce global warming.
 it's impossible to stop global warming.

- Temperatures would not change even if we reduced the production of greenhouse gas.
- Temperatures would rise even if we reduced the production of greenhouse gas.
- Temperatures would go down if we reduced the production of greenhouse gas.

- Global warming will damage the American economy.
- Global warming is not a problem for the US economy.
- Global warming is a good opportunity for the US economy.

- Scientists are, now, trying to improve renewable energy sources.
- Scientists will try to improve renewable energy sources.
- Scientists have been working to improve renewable energy sources for a long time.

- Wind and solar power are expensive energy sources.
- Wind and solar power can be renewed.
- Wind and solar power are non-renewable energy resources.

- Every month, the U.S. government spends \$3 billion to research new technology.
- Every month, the U.S. government spends \$3 million to research new technology.
- Every year, the U.S. government spends \$3 billion to research new technology.

- The U.S. government spends a lot of money on climate research.
- The U.S. government spends \$20 billion on climate research.
- The U.S. government spends \$2 billion on reducing global warming.

2nd PART Listen to the document and fill in the gaps.

UFO SCIENCE COULD COMBAT GLOBAL WARMING

But maybe the _____ to global warming is simpler. Paul Hellyer, a former Canadian defense minister from the _____s, called on all governments to come clean on UFOs. With the use of alien _____, he explained, we could eliminate the burning of fossil fuels within a _____. Those spacecrafts have _____ immense distances to visit our planet, and so they _____ be equipped with advanced engines and energy _____.

_____ have definitely crashed here, Hellyer said, pointing to the _____ crash at Roswell as an example. Governments have alien technology secreted away. We could _____ our planet if only governments released the information.

CORRIGE TEST 2

The U.S. will emit more greenhouse gases by 2020 2025 2030

The United States produces less pollution than other countries
 more pollution than other countries
 as much pollution as other countries

the U.S. is responsible for producing 25% of global warming
 the U.S. is responsible for producing all the pollutants responsible for global warming
 the U.S. is responsible for producing 25% of all pollutants responsible for global warming

According to scientists with technology we could stop global warming
 with technology we could reduce global warming
 it's impossible to stop global warming

Temperatures would not change even if we reduced the production of greenhouse gas
 Temperatures would rise even if we reduced the production of greenhouse gas
 Temperatures would go down if we reduced the production of greenhouse gas

Global warming will damage the American economy
 Global warming is not a problem for the US economy
 Global warming is a good opportunity for the US economy

Scientists are, now, trying to improve renewable energy sources
 Scientists will try to improve renewable energy sources
 Scientists have been working to improve renewable energy sources for a long time.

Wind and solar power are expensive energy sources
 Wind and solar power can be renewed
 Wind and solar power are non-renewable energy resources

Every month, the U.S. government spends \$3 billion to research new technology
 Every month, the U.S. government spends \$3 million to research new technology
 Every year, the U.S. government spends \$3 billion to research new technology

The U.S. government spends a lot of money on climate research.
 The U.S. government spends \$20 billion on climate research.
 The U.S. government \$2 billion on reducing global warming.

2nd PART

Fill in the gaps.

But maybe the **answer** to global warming is simpler. Paul Hellyer, a former Canadian defense minister from the **1960s**, called on all governments to come clean on UFOs. With the use of alien **technology**, he explained, we could eliminate the burning of fossil fuels within a **generation**. Those spacecrafts have **traveled** immense distances to visit our planet, and so they **must** be equipped with advanced engines and energy **systems**.

UFOs have definitely crashed here, Hellyer said, pointing to the **1947** crash at Roswell as an example. Governments have alien technology secreted away. We could **save** our planet if only governments released the information