

Travail préliminaire d'analyse universitaire des supports:

Support 1: Picture : Oral storytelling is an ancient Indigenous art form which continues to this day.
<http://www.abc.net.au/radionational/programs/booksandarts/indigenous-storytelling/4807830>



This picture is used to introduce the new theme of the sequence. (the Art of Aboriginal storytelling)
Old man holding wood sticks. He wears a bush hat and has a long beard. He is probably old
There is bonfire in the middle of the bush, this picture was probably in the outback (remote area in the Australian desert, it can also be called the bush)
There are bare trees in the background, we are probably in the desert. There is red sand on the ground => barren landscape, remote, faraway, away from cities.
There is the shadow of a child in the background, standing
2 people on the right corner of the picture, they are probably the parents
Two children are listening to the hat man. They seem captivated : he might be telling them stories, but about what ? Thanks to wood sticks, we can guess that he is making some sound to go with his story ? We don't know.

Guess what they might be doing :

- Telling stories ?
- Which stories ?

The man on the left: an Aboriginal storyteller / an Aboriginal elder entitled to tell stories

Support 2: The Rainbow Serpent, published by Dick Roughsey in 1975, “Australian Children Classics” (manuel de 1ère Full Swing) (p. 21 de ce document)

The Rainbow Serpent is also known as Gooriallia, Ngalyod by the Gunwinggu and Borlung by the Miali.

- The Rainbow serpent is part of Australian Aboriginal mythology.

Diverse mythology : 900 language groups across the country and an impressive diversity of myths (language and myth: go together). Each language has its own stories and spirituality.

Many distinct Aboriginal languages, myths, beliefs → it is difficult to create a typology

Australian Aboriginal myths form the Dreaming (or the Dreamtime)

The Rainbow Serpent explains how mankind came into being, and how the Australian landscape was created.

Pan-Australian mythology: The Rainbow serpent is a common deity, a creator that is constant among Aboriginal mythology. It is an important Dreaming figure.

Variation of a common myth about a snake modelling the landscape. The term “rainbow Serpent” was coined by Radcliffe-Brown (British Anthropologist, in the 1920s)

- The Dreamtime: time before time. genesis: the origin of mode of formation of something.

No mention of “once upon a time” → it is a story but not a tale (**use of “when the world was young”**)

- Calm and motionless atmosphere l.3-4 → no signs of human life. Nothing repeated in the first sentence → accentuates feeling of desolation before the serpent wakes up. Immaterial /spiritual life only

Ternary rhythm : “Nothing moved. Nothing grew. Nothing flew”.

- When ? : **Vague temporality** “in the dreamtime l.3”, “one day” → timeless narration, out of time, and yet will always be relevant.

- Where ? **Vague geographical features** – it could be anywhere in Australia – and it could apply to any country, lakes, riverbeds, waterholes or creeks.

-The Rainbow Serpent awakens → she appears in the text no indication of how she came into being → part of mystery which is left unanswered (and how she was born is of no importance: what matters is her power of creation)

- Disruptive element: the serpent (and all the Western imagery associated to it)

Awaken from “her slumber”: she has been sleeping for a long time / she has always been there

- The Rainbow Serpent : a specific one (deictic “the”) She is a specific and unique deity. She is also powerful / giving orders to animals “come out” l.11. She makes laws “those who will keep my laws will be rewarded, I shall give them human form. Those who break my laws will be punished and turn to stone, never to walk the earth again” l.25-26 → she is the source of Aboriginal jurisprudence and even of the Aboriginal totemic system (“the Rainbow Serpent gave each of them their own **totem** of the animal, bird or reptile from whence they came. The tribes knew themselves by their totems” l.31-32)

-The Serpent is a “she” : frontiers between animal/women is porous. Human entity, not a simple animal + She is a woman: power of creation, she brings life to the world (and not a man) Woman: power of fertility, of life = Maker.

(cf connection to the land in Aboriginal culture: land and animals considered as “a second skin” for Aboriginal people)

- Rainbow : colourful, lively, dreamlike creature – invokes fantasy.

Yet in Western tradition, the serpent / snake has biblical connotations, it is associated with sin, evil, power, chaos (with the garden of eden → serpent triggered the expulsion of Adam and Eve from the garden / the serpent tempting Eve / → leading to the fall of man)

- How landscape was created: snake wandering and winding in the landscape “she left marks of her sleeping body and her winding tracks, shaping mountains and hills” 1.10

- Explanation of how rivers especially were created, thanks to frogs “the serpent tickled their stomachs and when the frogs laughed, the water ran all over the earth” 1.14-15.

- Many phrasal verbs in the text

To awake from
To come out from under
To Come out



Impression of **movement** → birth, emerging from the ground
+
Transformation, metamorphosis.

To curl up
To ran over
To spring up
To be turned to
To turn into

- Moving text, serpent-like text / alliteration in s ? / leaving marks of her sleeping body in the fabrics of the text. Printing the mark of her body in the landscape / winding marks. She is **shaping** the landscape.

Her moving is having an impact on the landscape / but also the movement that is peculiar to the animal itself (slithering snake)

Serpent slithering, frogs jumping, kangaroo boxing/ hoppinh (+having a pouch) kookaburra laughing... → each animal has a particular behaviour, maybe the pupils could use one of this feature to explain how the landscape was made.

- We don't really know why she is travelling far and wide and what she was doing there. doesn't really matter / what matters are her winding marks on the ground, her movement.

- How the text is organised:

- Before mankind 1.3 to 1. 2
- Birth of flora and fauna 1.12 to 1. 22
- Mankind creation 1.24- 27



Genesis

- Organisation of a lawful society + fair society / totemic society “the tribe knew themselves by their totems” 1.29-38

→ The myth is ending in harmony. There is a balance between among mankind, animals, and the land.

- Last part of the text: “the tribes lived together on the land given to them by the Rainbow Serpent (...) and knew the land would always be their, and no one should ever take it from them”.

→ foundation of Aboriginal spiritual connection to the land, considered as second skin / part of themselves. Deeper attachment to the land than Non-Indigenous people.

- Social organisation : population divided in tribe / tribal group / each one owning its territory and speaking their own language / having their own beliefs. (Aboriginal people are not living in tribal

groups today, but living in “communities” → essential evolution today, and living in cities today too).

- Lexical fields in the text : flora and fauna (kangaroo, emu, carpet snakes, mountains, hills, riverbeds, creeks, waterholes, lakes rivers)

Support 3 : Vidéo Youtube – The Rainbow Serpent told by the Man from the Story mountain.

Lien vers la vidéo <https://www.youtube.com/watch?v=1uDm6g-3PyE>

Etude de la vidéo à partir de 0:50 → 4:22.

Music de fond: tambours / djembé.

Man telling the “Rainbow Serpent”, to children maybe ?

Script:

It's one of the many stories that comes from the Australian Aboriginal people, / you are allowed to hear this story but not supposed to tell it unless you have received permission from an Aboriginal elder, or Aboriginal council, which I am lucky enough to have received, that's important that you know that, so here we go. /

The oldest story in the world, / in a nutshell, / the story itself is said to be at least 50 thousand years old, / his reasons for believing it are a lot older than that.

But even 50 000 years ago, / when these people gather together to share their stories in the desert of Australia, / the first thing they would have said is /

A long time ago, /

→ for this story begins before the stars were in the sky /

This story begins before the tree first ever grew /

Before the first of the birds ever flew /

Before the first of the fish ever swam, /

Before the first of the dingoes ever ran, /

In the very beginning of all things, / you might say before **time**, /but the Aboriginal people of Australia do not believe in time, time is man-made thing, tick tock to turn people into slaves, /

change is what is real, change marks all things / in human life and the natural world /

This story begins before the first change came, / and before change began, / everything was as it always had been

The oldest story in the world does say before the stars, before the moon, / before the mountains and the valleys were made, / the whole of the universe, everything was a vast emptiness. /

but within that emptiness there was one round red ball, the **earth**, /

The oldest story in the world does say the earth was always here, / but it did not look like the earth we know today, / there were no oceans, / no forests, / **everything** was red sand, red as blood and dry as our bones, for this sand it has never been touched by water,

there were no ripples upon the sand, or valleys or hills, the sand followed the curvature of the earth, perfect **symmetry**,

and underneath that **blood**, red sand, were all the dreamers, / the **ancestors**, / who created our world,

the first of all the trees, the first of all the Dingo dogs, the first of all the barracuda fish, the first of the koala, the first of the kookaburra, the first of the wind, and the first of the stars,

All things there first ancestors would below that dry sand dreaming of what they would be when

they awoke. /

And the first of all the dreams is to awaken is a vast serpent, **the rainbow serpent**, / so called because it was covered in scales and every single one of these serpent scales was a different colour to every other scale, /

every colour of the rainbow is here, shining upon its scale, stick this warrior shields and dazzling brighter than the sun, / the rainbow serpent awoke, / the rainbow serpent travel the smooth sand covered the surface of our earth /

so **heavy** the serpent was, so **vast**, so **long**, so **wide**, as the serpent travelled it pushed the sand **up** its body forming **valleys and winding hills** wherever so the serpent slept, / the sand would creak and groan below it, holding up its **mighty weight** and when the rainbow serpent travelled on, / a great dry ocean floor sat there, / in its sleeping place

The RS forged the hills and the valleys in the dry ocean floors

The RS was the first to awaken, (slow) following the Rainbow Serpent came all other manner of things, all the other ancestors awoke , but how ? Well, that's another story.

Story told by an Australian man (maybe Aboriginal ? We don't know, he is telling us that he was allowed to tell this story)

He is a creepy character: wearing a hat with shark teeth – In the background, a kind of wall covering / He is holding a wood stick, and using it to illustrate his storytelling.

He is also making gestures: to illustrate the valleys, mountains, birds flying the sky, the earth. He is combining gestures and words /

Non-verbal communication : his story is lively

Modulation of the tone of his voice

Fast diction

Accentuation of specific words (adjectives highlighting the vastness / height / power of the animal)

Repetition of specific structures : “**before the first of the**+ name of an endemic species **ever** +/ preterit form of the verb related to this animal”.

→ insists on the fact that it was during “the time before time”, in which traditional temporality doesn't apply

Possibles activités :

écouter une première fois le document.

What strikes you ? → the man dressed up as a creepy adventurer,

Diviser le document en plusieurs parties ; en segments de sens.

Accessories: hat / wood stick / shirt / wall clothing in the background / music at the beginning

He is moving quite a lot

Travailler sur le transcript :

1. Write where there is a pause in his speech + checking with the video.
2. Highlight the words he stresses. What is the impact of this accentuation ?
3. Rhythm / when does he slow down ? When does he accelerate his speech ? What impact does it have ?
4. Repetition ? Interesting structures ?

Training for reading, in groups of 3 or 4.

Support 4 : Interview with an Australian Storyteller Paul Taylor about Aboriginal Creation Stories Wyoming Public radio – May 2016.

Evaluation de réception.

Lien vers la vidéo : <https://www.youtube.com/watch?v=-2lqfAUgd34>

Ce support est utilisé pour une évaluation de réception (étudié jusqu'à 1:25)

“**Storyteller** Paul Taylor explains how he has become entrusted as a bearer of sacred Aboriginal Australian stories and explores what they mean to the modern world”.

Script :

Carolin: I'm Caroline Bamard and I'm here with our storyteller for this episode, Paul Taylor.
Welcome Paul

Paul :Thank you. Thanks for having me

C : I wanted to ask you, how did you get into this, how were you able to tell the story .? You are not Aboriginal but you are Australian, how did this come to be ?

P: I met an elder called Bill Hony and he was taking people out to his land and telling stories and this is very rare and still is with Aboriginal people that they would share their culture. We develop a friendship and I kept on coming year after year, that was 1990. And I kept coming back. So I teach anybody who wants to listen cause I think these stories have levels of meaning for everybody, but hum I love working with kids.

C : When you are telling kids these stories, what kind of reactions do you get ?

P: Their eyes get bigger and they start leaning forward and then they pay really close attention and they love it.

C: What's different between the Aboriginal understanding and maybe say a Western understanding of nature and our relation to it ?

P : In the Aboriginal way, the Dreamtime, it was all, the whole landscape was all spiritual.

American accent / Australian accent

Séance 1 - Documents supports

Key fact n°1

Title :

Australia is known as 'The Land Down Under' for its position in the southern hemisphere, and because it is south of the equator. Informally, Australia is also referred to as “Oz”, with its first three letters of the word “Australia”, “Aus”. Australians called themselves “Aussies” (pronounced /ozies/). The capital of the country, Canberra, is situated in the Australian Capital Territory. Australia is an island continent and the world's sixth largest country. It's a unique and diverse country in every way - in culture, population, climate, geography, and history. It has been colonised and discovered by European settlers in 1788, by the famous James Cook. First, Australia was established as a penal colony for British convicts. Many convicts were transported to the Land Down Under for petty crimes, such as stealing bread, or pickpocketing. Australia has also an important heritage from its indigenous people, which plays a defining role in the cultural landscape. Australia's population is roughly...

1) Read the paragraph and find a title that summarises it.

2) Fill in the chart with information from the text

Australia's nickname	
Australian's nickname	
Capital + state	
Discovery (when and who)	

3) There is one piece of information missing in your paragraph. Write one question to ask to group 2 about your missing information.

Question:

Answer

Key fact n°2

Title:

As of December 2014, Australia's population is roughly 23.6 million people. The country is divided into six states : New South Wales, Queensland, South Australia, Tasmania, Victoria and Western Australia, and two state territories: The Northern Territory and the Australian Capital Territory. The most populous states are New South Wales and Victoria, with their respective capitals, Sydney and Melbourne, the largest cities in Australia. Australia's population is concentrated along the coastal region of Australia from Adelaide to Cairns, with a small concentration around Perth, Western Australia. With a population of approximately 380,000 people and situated in the Australian Capital Territory, Canberra is roughly half way between the two largest cities Melbourne and Sydney. Australia is a huge continent but has a low population density. The weather of Australia is...

- 1) Read the paragraph and find a title that summarises it.
- 2) Fill in the chart with information from the text

Population	
States and States territories	
Most populous states	
Areas of population density	

- 3) There is one piece of information missing in your paragraph. Write one question to ask to group 3 about your missing information.

Question:

Answer:

Key fact n°3

Title :

The majority of Australia experiences temperate weather for most of the year. Australia experiences summer, autumn, winter, and spring. The northern states of Australia are typically warm all the time, with the southern states experiencing cool winters but rarely sub-zero temperatures. Located in the southern hemisphere, the seasons in Australia are the opposite of those in Europe: it's winter in Australia when it's summer in Europe. Australia has some of the world's most distinctive and diverse natural environments. It has an extraordinary level of biodiversity and it holds two third of the world's biodiversity. There are many endemic species, species which occur nowhere else on earth except in Australia: the kangaroo, the koala, the platypus, the wallaby... It has a unique wildlife, and spectacular landscapes, including many national parks. Informally, Australia is also called ...

- 1) Read the paragraph and find a title that summarises it.**
- 2) Fill in the chart with information from the text**

Weather in Northern and Southern states ?	
Difference between Europe and Australia	
Biodiversity	
Endemic species	

- 3) There is one piece of information missing in your paragraph. Write one question to ask to group 1 about your missing information.**

Question:
Answer:

Séance 2 – Aboriginal elder storytelling in the outback.

Activity 1.



Toolbox

A bonfire / a campfire : an open-air fire.

Wood sticks : thin pieces of wood

A bare tree : tree without leaves.

Elder: a person of greater age who holds knowledge

To sit cross-legged: to be sitting with knees bent and legs crossing each other.

To sit down in a circle.

Look at the picture and answer the following questions, in pairs:

- 1) Who are these people?
- 2) In your opinion, when was this picture taken?
- 3) Where are these people ?
- 4) Guess what they might be doing.

Séance 3 – Aboriginal storytelling and Aboriginal culture.

Aboriginal Culture: Key fact n° 1.

Title:

Rachel Hébrard – Séquence Pédagogique 2nde

The Aboriginal people are the native inhabitants of Australia. They are believed to be descendants of the first group of humans to migrate out of Africa about 60,000 years ago. They are the first human inhabitants of Australia. Aboriginal Australians were nomadic hunter-gathers. They travelled from place to place hunting animals and gathering fruits, nuts, and insects they ate. The first European settlement of Australia was in January 1788, when the First Fleet sailed into Botany Bay. The country was established as a penal colony, where convicts from Britain were transported for minor crimes. When the first European settlers arrived in Australia in 1788, it is estimated that there were approximately 770,000 Aboriginal people in about 250 tribal groups. They spoke 700 different languages. Each tribe had its own territory, traditions, beliefs and language. The Aboriginals have one of the oldest civilisations in the world. Today, they represent 3% of Australia's population. Such a drastic reduction in population was due in large part to the arrival of introduced diseases. The British colonisers brought diseases which the Indigenous people had no natural resistance against. Other factors causing the Indigenous population decline were murder or mass killing, at the hands of the British and Europeans.

Aboriginal Culture: Key fact n°2

Title:



Dreamtime painting, "Wayamba the turtle" by Peter Mulcahy

The Dreaming (or Dreamtime) is a term used to describe “the time before time”, the time of the creation of the world in Australian Aboriginal mythology, when ancient spirit ancestors emerged from beneath the earth and from the sky to create land forms and all living thing. The Dreamtime stories set down the laws for social and moral order and establish customs. In these stories, the landscape, animals and people are connected. The Dreaming is also illustrated in Australian Aboriginal art, one of the oldest living art traditions in the world. Aboriginal people express and identify with their spirituality in different ways. These include community gatherings, songs, dance, and painting. A key story of the Dreaming is that of “The Rainbow Serpent”, which is believed to have created riverbeds, creeks and lagoons as it moved across the country. Aboriginal people have never used a written language and to pass these stories on, Aboriginal people talk. This is what we call oral tradition.

Aboriginal Culture: Key fact n°3

Title:



Storytelling around the campfire, Northern Territory.

Aboriginal cultures have long passed on knowledge from generation to generation through oral traditions, including storytelling. Storytelling is a traditional method used to teach about cultural beliefs, values, customs, rituals, history, practices, relationships, and ways of life. Aboriginal storytelling is a foundation for learning and relationship building. The most important qualities of Aboriginal culture is language and stories. Telling stories is how Aboriginal people pass on the history and teachings of their ancestors. Teaching in the form of stories is an integral part of their identity as a people and as a nation.

Aboriginal storytelling involves expert use of the voice, vocal and body expression, intonation, the use of verbal imagery, facial animation, context, plot and character development.

Worksheets correspondant au key fact about Aboriginal culture:

Aboriginal Culture: Key fact n°1

Title :

1. In the text, find synonyms for:

Indigenous population :

Nomadic people who live by fishing and hunting :

Travel by ship :

Clan :

Sickness :

2. Answer the following questions:

- a. When did Aboriginal people migrate to Australia ?
- b. How was their society organised ?
- c. How many Aboriginal inhabitants were there when Europeans settlers arrived in Australia ?
- d. What is the proportion of Aboriginal population in Australia today ?

3. Find a title that summarises your text.

4. There is one missing piece of information in each of the answers here. Write the question to find out the answer.

▣ **Question 1 :**

Answer 1 : is the centre of Aboriginal spirituality.

▣ **Question 2 :**

Answer 2 : Aboriginal people pass on the history and teaching of their ancestors by.....

▣ **Question 3 :**

Answer 3 :is an Australian Aboriginal myth which explains the creation of the world, mankind and how landscapes were formed.

Aboriginal Culture: Key fact n° 2

Title:

1) **In the text, find synonyms for:**

Under:

Traditions :

Countryside :

Religious beliefs :

People, members of a community, meeting in one place :

2. Answer the following question.

- a. What is the Dreaming ?
- b. Name the elements of the Dreaming.
- c. Why do Aboriginal people tell Dreaming stories ?
- d. Name one famous Dreaming story and explain what it is.

3. Find a title that summarises your text.

4. There is one missing piece of information in each of the answers here. Write the question to find out the answer

▣ **Question 1 :**

Answer 1 : is the centre of Aboriginal spirituality.

▣ **Question 2 :**

Answer 2 : Aboriginal people pass on the history and teaching of their ancestors by.....

▣ **Question 3 :**

Answer 3 : Aboriginal people arrived in Australiayears ago.

Aboriginal Culture: Key fact n°3

Title:

1) In the text, find synonyms for :

Understanding :

To communicate something to someone, such as knowledge, history :

Basis :

Suppose :

2. Answer the following questions:

- a. What is the most important feature of Aboriginal culture ?
- b. Why do Aboriginal people tell stories ?
- c. What does Aboriginal storytelling involve ?
- d. Write in your own words the definition of Aboriginal storytelling.

3. Find a title that summarises your text.

4. There is one missing piece of information in each of the answers here. Write the question to find out the answer.

▣ **Question 1** :

Answer 1 : is the centre of Aboriginal spirituality.

▣ **Question 2** :

Answer 2 : Aboriginal people arrived in Australiaago.

▣ **Question 3** :

Answer 3 :is an Australian Aboriginal myth which explains the creation of the world, mankind and how landscapes were formed.

Aboriginal Culture: Key fact n°4

Title :

1) In the text, find synonyms for:

To possess something :

Ground :

A product :

Maintain :

A useful or valuable thing :

To be interconnected :

Intense :

2) Answer the following questions about the text:

- a. Who are non-Indigenous people and how do they consider the land ?
- b. How do Aboriginal people consider their land ?
- c. How is Aboriginal culture linked to the land ?
- d. Why do Aboriginal people must care for their land ?

3) Find a title that summarises your text.

4) There is one missing piece of information in each of the answers here. Write the question to find out the answer

■ **Question 2** :

Answer 2 : Aboriginal people pass on the history and teaching of their ancestors by.....

■ **Question 2** :

Answer 2 : Aboriginal people arrived in Australia years ago.

■ **Question 3** :

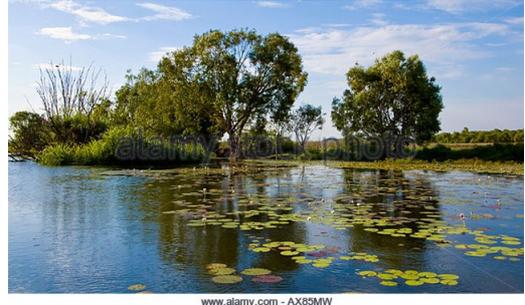
Answer 3 : is an Australian Aboriginal myth which explains the creation of the world, mankind and how landscapes were formed.

Séance 4 - Australian Landscapes

Australian Landscapes:

Activity 1: Match the corresponding words with the following images:

Waterfall – Waterhole – Billabong – Lagoon – Desert – Pillars – Cliffs – Stream – Rainforest – Fern – Rock – Mountain range – Water lilies – Creek – Ocean – Sea – Sand



Séance 4 – Explore Australian landmarks

TEXT A

The range is part of the Purnululu national Park in Kimberley. It looks like beehives in the Australian bush. Probably the most spectacular feature of the Bungle Bungle is the very distinctive tiger-striped skin, caused by differences in the layers of sandstone. For many thousands of years, the Bungle Bungle has had cultural significance to the Aboriginal people, yet it was only in 1983, after a widespread media promotion, that this hidden jewel of the Kimberley was exposed to the rest of the world. Prior to this, the only people that knew of the Bungle Bungle were the local Aboriginal people. The origin of the name (often referred to as the Bungle Bungles) is not known, although some have suggested that is a reference to Bundle Bundle, a Kimberley grass.

Text B

World Heritage-listed Uluru is one of Australia's most iconic symbols. Located in the heart of the red center, Uluru is a spectacular rock formation. The traditional owners of Uluru, the Anangu, believe this landscape was created by their ancestors at the beginning of time. They believe that a giant lost boomerang, after many sandstorms, turned into the enormous rock. Since it is a sacred site, visitors must not climb it. The spectacular red rock is million years old. Uluru is about 450 kilometres from Alice Springs, the nearest major town. Uluru is 348 metres high and is higher than the Eiffel Tower in Paris ! In the 1870s, the Europeans explored the centre and William Gosse named the rock « Ayers Rock » after a politician, Sir Henry Ayers. The Aboriginal name of the rock is « Uluru » and the English name « Ayers Rock ».

TEXT C

The Blue Mountains is a famous national park and is situated near Sydney. The Blue Mountains are densely populated by Eucalyptus trees and the atmosphere is filled with droplets of oil. With light, water, and dust, it creates rays of light predominantly blue in colour. That's why it has been named the "Blue" Mountains. The most famous rock formation in the park is the Three Sisters. They are three high rocks, of more than 900 meters high. According to one Aboriginal legend, the rock pillars were once three beautiful sisters who were turned into stone by a powerful tribal elder. The women had fallen in love with three brothers from another tribe but were forbidden to marry them. The brothers decided to capture the three sisters, causing a major battle, and the elder turned the women into stone to protect them. He had wanted to reverse the spell when the battle was over, but was killed himself. He couldn't reverse the spell to return the women to their former beauty and the sisters remain in their magnificent rock state as an eternal reminder of this battle.

TEXT D

The Pinnacles are situated in the Nambung National Park, North of Perth, and is one of Western Australia's best known landscapes. There, thousands of huge limestone pillars rise from sand dunes and resemble a landscape from another planet. The Pinnacles were relatively unknown until the 1960s for tourists.. The origins of the pillars are unknown. But there are many legends attached to it. This place was called the Devil's place : young men were told not to come here as they would disappear into the sinking sands. But some did not listen to their elders, and when they got here, they vanished into the dunes. The legend says that the pinnacles are the fingertips of men disappearing into the dunes, trying to drag themselves out of the sand. Some say that Aboriginal people avoid the Pinnacles. They think they're fossilised ghosts, a view which might come from the landscape which is exposed to wind and provides no place to rest.

Séance 5 – Australian endemic species

Murray cod: Carnivorous, predatory freshwater fish. It is only living in the Murray Darling in the interior of southeastern Australia. It is the largest exclusively freshwater fish in Australia and one of the largest in the world.

Dingo: A wild dog that can only be found in Australia. The dingo is the largest terrestrial predator in Australia. They live in grassland but also in deserts. They make their dens in deserted rabbit holes. They are efficient hunters. Their fur is short and soft, and their colours range from sandy to reddish brown.

Emu: It is the second largest living bird by its height. It looks like an ostrich. Flightless birds, they have long neck and legs. They can sprint. They eat a variety of plants and insects. They make different sounds whether they are male or female: the female makes a “boom boom” sound and males grunt like pigs. They don't make these sounds when they are young, they whistle.

Echidna : or spiny anteaters (mammal feeding on ants and termites). It is an egg-laying animal. With the platypus, they are the only living mammals that lay eggs. They live in Australia and in New Guinea. They have coarse black and brown hairs and spine . They resemble hedgehogs and porcupines. They have an elongated snout, that they use both as a nose and as a mouth.

Platypus: Semi-aquatic egg-laying mammal. They have a waterproof fur, flat tail (also used as a fat storage). It has snake-like venom, webbed-feet like a frog, a duck-like snout, and it lays eggs like a bird. Their mouth on the underside of their snout. Platypus growls.

Wombat : It is a marsupial (a mammal of an order whose members are born incompletely developed and are typically carried and suckled in a pouch on the mother's belly). They have a shabby tail. They dig burrow system with their rodent-like front teeth. They have a backward pouch to carry their younger ones. They are mainly crepuscular and nocturnal, and herbivores. They are making hissing sounds when angry.

Kangaroo : It is a marsupial too. They have powerful hind legs, and a long tail for balance. The tail is also used as a tripod. They got a pouch on their belly, for their joey to finish postnatal development. They are hopping as a means of locomotion. They box when fighting and they are able to swim. They live in mobs (groups of 10 individuals).

Opossum : It is a marsupial. They are nocturnal, living in trees, eating leaves (of Eucalyptus trees but not only). They have a prehensile tail (capable of grasping, of holding something). They have a bushy tail, round eyes. They have a solitary lifestyle. Their dens are in tree hollows or caves but can also be made in roofs of houses. They vocalise with clicks and grunts.

Koala : It is a Marsupial. Their closest relatives are the wombat. They look like a little bear, with furry ears. They have sharp claws well adapted for climbing trees. They eat eucalyptus only. They inhabit eucalyptus woodland. Their diet is limited in nutrients and caloric content, thus they are sedentary and sleep up to 20h a day. They are asocial. They also have a pouch, like the kangaroo, the wombat, the possum. They have few natural predators. They have small eyes and bad vision, which is relatively unusual for marsupials.

Séance 6 – The myth of creation : The Rainbow Serpent + worksheet.

In the Dreamtime, all earth lay sleeping. Nothing moved. Nothing grew. Nothing flew.

One day, the Rainbow Serpent awoke from her slumber and came out from under the ground.

She travelled far and wide, and eventually grew tired and curled up and slept. She left marks of her sleeping body and her winding tracks. Then she returned to the place where she had first appeared, and called to the frogs, "Come out!"

The frogs came out slow because their bellies were heavy with water, which they had stored in their sleep. The Rainbow Serpent tickled their stomachs and when the frogs laughed, water ran all over the earth to fill the tracks of the Rainbow Serpent's wanderings. This is how lakes and rivers were formed.

With water, trees and grass sprang up. Also all animals awoke and followed the Rainbow Serpent across the land. They were happy on earth and each lived and gathered food with his own tribe. Some animals lived in rocks, others on the plains and others in trees and in the air.

The Rainbow Serpent made laws that they all were to obey, but some became quarrelsome and made trouble. The Rainbow Serpent said, "those who keep my laws will be rewarded; I shall give them human form. Those who break my laws will be punished and turned to stone, never to walk the earth again."

The lawbreakers became stone and turned into mountains and hills, but those who kept the laws were turned into human form. The Rainbow Serpent gave each of them their own totem of the animal, bird or reptile from whence they came. The tribes knew themselves by their totems. Kangaroo, emu, carpet snake, and many, many more. So no one would starve, the Rainbow Serpent ruled that no man should eat of his totem, but only of other totems. This way there was food for everyone.

The tribes lived together on the land given to them by the Rainbow Serpent, or Mother of Life, and knew the land would always be theirs, and no one should ever take it from them.

Adapted from The Rainbows Serpent, 1975, Australian Children's Classic by Dick Roughsey.

The Rainbow Serpent by Dick Roughsey.

1) Read the text and classify words referring to:

Fauna	Landscape	Classical elements

2) In the text, find synonyms for the following verbs :

- To wake up
- To emerge : (two verbs)
- To fold into a ball :
- To overflow :
- To grow :
- To transform :
- To steal :

3) What is the common point between these verbal forms ?

4) Who is the main character of the text ?

5) Which pronoun is used to talk about the main character ? Justify with quotes.

6) Which word would you associate with the main character in this text ? Circle the element and justify with a quote.

danger
threat goodness
sin aggressive
hurt justice
birth poison
powerful evil
venom
creation

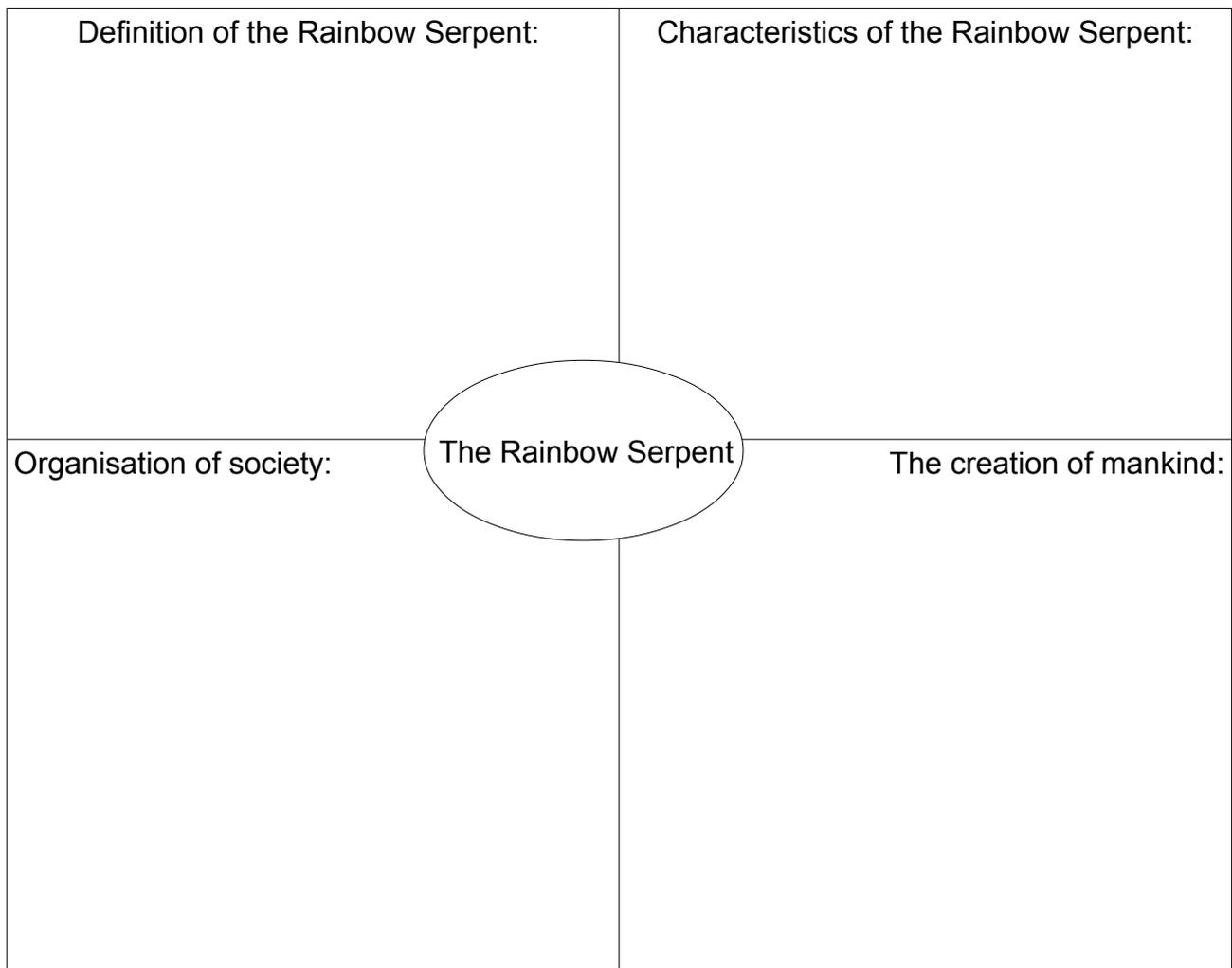
1. _____
2. _____
3. _____
4. _____
5. _____

7) Do we have a positive or negative view of the serpent in the text ? Justify with quotes.

8) Which part of the text would you entitle :

- Before mankind
- Landscape creation
- Mankind creation
- Organisation of society

9) Fill in the following categories with keywords and ideas from the text:



Séance 7 – Tache intermédiaire - Creative Writing –

Write a story beginning with...

How the Kangaroo Got Her Pouch - A Wiradjuri Story from New South Wales

“When the world was young,, the gentle Kangaroo Mother, like all mothers, was always looking after Joey, her young baby. Young Joey was like most children. As soon as his mothers back was turned, hed disappear to do his own thing, and Joey's mother constantly had to look for him. One day, as the gentle Kangaroo Mother was in the plains feeding and looking after young Joey, a weak, old, wobbly wombat came walking along in her direction...”

“So, that's how kangaroo gained pouches, way back when the world was young.”

Critères de réussites – Tache Intermédiaire Séquence 3 – Write a story beginning with...

	Non encore acquis	En cours d'acquisition	Acquis
Maitrise du prétérit et du present perfect	Aucune tentative ou tentatives non réussies.	Tentatives réussies malgré de fréquentes erreurs.	Utilisation réussie du prétérit et du present perfect.
Maitrise des verbes composés (phrasal verbs)	Aucune réemploi des verbes composés dans la narration.	Quelques rares réemplois de verbes composés dans la narration malgré des erreurs concernant les prépositions.	De nombreux réemplois des verbes composés dans la narration.
Cohérence et cohésion du discours	Aucun emploi de connecteurs élémentaires.	Les groupes de mots sont reliés par des connecteurs simples et élémentaires.	Les groupes de mots sont reliés et le discours est fluide.
Etendue linguistique	Le vocabulaire est élémentaire et composé d'expressions simples. Il manque de richesse, ce qui entraîne des limites d'expression.	Le vocabulaire est approprié, élémentaire et composé de brèves expressions courantes, ce qui entraîne souvent des répétitions.	Bonne maitrise du vocabulaire élémentaire

Séance 10 activité de lecture avec “The Boomerang and Alinga the Lizard Man”.

The Boomerang and Alinga, the Lizard Man

*A Story from Uluru (Ayers Rock) in the Northern Territory - Retold with permission by
Francis Firebrace*

AT THE BEGINNING OF TIME, Alinga, the Lizard Man, was a powerful warrior. Alinga was respected throughout the land for his exceptional skill in boomerang throwing. Such a giant was Alinga and so powerful was his special boomerang, that sometimes when he threw it, the boomerang would take weeks to come back, sometimes even months. That's how far he could throw the weapon.

One day Alinga took his great boomerang and decided to throw it as far as he could, just to see how far it could go. He threw the boomerang with such force that it disappeared for weeks. The weeks turned into months, the months into years. Still the boomerang did not return. Finally, he could not wait any longer for its return, so he decided to go search for it.

He walked across vast areas of the desert country, up in the Northern Territory, hunting without success for his boomerang. While he was searching for his boomerang he had many escapades and adventures, during which he created a lot of special features of the landscape. He finally found it: it was stuck fast in the ground.

The giant weapon was turned into the enormous rock, right in the centre of Australia. Alinga wanted his boomerang back, so he cut the rock in half. The rock was left flat, and Alinga got his boomerang back. The rock was left there and Alinga returned to his people. Today you can still see Uluru, the enormous rock, just as it was formed in the desert, back at the beginning of time.

Adapted from p.45, “Gadi Mirrabooka : Australian Aboriginal Tales from the Dreaming”, Helen F. McKay, Retold by Pauline E. McLeod, Francis Firebrace Jones, and June E. Barker, Libraries unlimited, Englewood, Colorado, 2001.

Grille d'évaluation Tache Finale Séquence 3 – Production Ecrite et Production Orale.

- Composante de la tache finale relative à la formulation : Production écrite.

Compétences	A1	A2	B1	B2
Etendue linguistique	Le vocabulaire est élémentaire et composé d'expressions simples. Il manque de richesse, ce qui entraîne des limites d'expression.	Le vocabulaire est approprié, élémentaire et composé de brèves expressions courantes, ce qui entraîne souvent des répétitions.	La gamme de langue est assez étendue, périphrases et vocabulaire limité qui mène parfois à des répétitions ou des difficultés de formulation. Bonne maîtrise du vocabulaire élémentaire	Bonne gamme de vocabulaire, variation des formulations pour éviter des répétitions fréquentes, malgré quelques hésitations et usage de périphrases.
	1	2	3	4
Correction grammaticale	Contrôle limité des structures syntaxiques et de formes grammaticales simples appartenant à un répertoire mémorisé. Les erreurs sont nombreuses.	Utilisation des structures simples correctement mais des erreurs élémentaires (temps, oubli d'accord). Le sens général reste clair.	Bon contrôle général malgré l'influence de la langue maternelle. Malgré d'occasionnelles erreurs, le sens général reste clair.	Assez bon contrôle grammatical, ne fait pas de fautes conduisant à des malentendus. Utilisation de structures complexes.
	1	2	3	4
Cohérence du discours	Les groupes de mots sont reliés avec des connecteurs élémentaires tels que « et » ou « alors »	Les groupes de mots sont reliés avec des connecteurs simples et/ou les plus fréquents. (« et », « mais », « parce que ») afin de raconter une histoire.	Les séries d'éléments courts, simples et distincts sont reliés en un discours qui s'enchaîne.	Un grande variété de mots de liaison est utilisée avec efficacité pour marquer clairement les relations entre les idées.
	1	2	3	4
Développement thématique	Pas de descripteurs disponibles.	Peut raconter une histoire ou décrire quelque chose avec une liste de points successifs	Peut avec une relative aisance raconter quelque chose de simple et de linéaire.	Peut faire un récit clair en développant les points importants à l'aide de détails et de d'exemples significatifs.
	1	2	3	4

- Composante articulatoire de la tache finale : production écrite, Lire un texte à haute voix.

Compétences	A1	A2	B1	B2
Maitrise du système phonologique	La prononciation d'un répertoire très limité d'expressions et de mots mémorisés est compréhensible avec quelque effort pour un locuteur natif habitué aux locuteurs du groupe linguistique de l'apprenant/utilisateur.	La prononciation est en général suffisamment claire pour être comprise malgré un net accent étranger mais l'interlocuteur devra parfois faire répéter.	La prononciation est clairement intelligible même si un accent étranger est quelquefois perceptible et si des erreurs de prononciation proviennent occasionnellement.	A acquis une prononciation et une intonation claires et naturelles.

	1	2	3	4
Utilisation de traits prosodiques lors de la lecture du texte (rythme, qualité de voix, insistance)	<p>Le rythme de lecture est trop rapide et la ponctuation du texte n'est pas respectée. Requier beaucoup d'efforts de la part de l'auditeur.</p> <p>L'intonation manque de dynamisme.</p> <p>Lecture monotone et sans insistance sur les mots porteurs de sens.</p>	<p>Le rythme de lecture est relativement adapté et, malgré de fréquents oublis, le lecteur a pris en compte la ponctuation du texte. Requier des efforts de la part de l'auditeur.</p> <p>L'intonation manque légèrement de dynamisme.</p> <p>Lecture assez monotone et de quelques mots porteurs de sens du récit sont accentués.</p>	<p>Malgré d'occasionnelles oublis de respect de ponctuation, le rythme de lecture est adapté. Peu d'efforts sont nécessaires de la part de l'auditeur.</p> <p>L'intonation est légèrement dynamique.</p> <p>Malgré d'occasionnels oublis, la lecture est vivante et les mots porteurs de sens accentués.</p>	<p>Le rythme de lecture est adapté selon la ponctuation du texte. Très peu d'efforts sont nécessaires de la part de l'auditeur.</p> <p>L'intonation est dynamique.</p> <p>La lecture est dynamique, vivante et les mots porteurs de sens sont accentués de façon correcte.</p>
	1	2	3	4