

# VIDEO TIME

## Unit 9 Let's Move!

Date: .....

Class: .....

Name: .....



### A look at "Journeys to School" around the world

**Titre de la vidéo\***: A Look at "Journeys to School" Around the World – de Unesco

**Lien** : <https://youtube.com/watch?v=MxBfqd639BE>

**Durée** : 1'51"

**Sous-titres** : non

\*à saisir dans le moteur de recherche si le lien ne fonctionne pas

#### Part 1 Watch the video in full with the sound off.

##### ■ Choisissez la bonne affirmation.

a. Le document est :

☐ un extrait de film

☐ un diaporama

☐ un clip vidéo.

b. Le sujet du document est :

☐ le modernisme des transports scolaires

☐ les difficultés et dangers sur les trajets scolaires.

#### Part 2 Watch the video from the beginning to 1:10 with the sound on.

##### ■ Cochez ce que vous voyez.

a. ☐ many children and teens

☐ many working people

☐ tourists

b. ☐ a big city

☐ many different landscapes<sup>1</sup>

☐ the seaside

c. ☐ everybody is on a bus

☐ there are many means of transports

☐ everybody is walking

d. ☐ there are futurist buildings

☐ some places are in ruins

e. ☐ some look very poor

☐ the children carry a backpack<sup>2</sup>

☐ some are well-dressed

f. ☐ they are playing in a film

☐ they are on their way to school

1. des paysages; 2 un sac à dos

##### ■ Cochez les moyens de locomotion utilisés par les différents enfants.

☐ by train

☐ by car

☐ by bus

☐ on foot

☐ by scooter

☐ by boat

☐ by bike

☐ by underground

☐ by tram

☐ on animal back

### Part 3 Watch the video again from the beginning to 0:40.

#### ■ Complétez cet extrait de la vidéo avec les éléments suivants.

*braving – ethnicity – natural hazards – icy wastes – an education – neighborhoods – set off on their journeys – stand in the way*

Every day, in their quest to get ....., children .....to school.  
For some, it is just a stroll around the corner; for others, it means ..... deserts,  
rivers, .....or ..... marked by conflict.

These children want an education. Poverty, gender, ....., conflict or  
.....should not .....

#### ■ Reliez les équivalents.

- |  |                       |   |
|--|-----------------------|---|
| <i>les risques naturels</i>                | <input type="radio"/> | <input type="radio"/> a. braving                            |
| <i>dans leur désir de suivre des cours</i> | <input type="radio"/> | <input type="radio"/> b. in their quest to get an education |
| <i>des déserts de glace</i>                | <input type="radio"/> | <input type="radio"/> c. ethnicity                          |
| <i>être des obstacles</i>                  | <input type="radio"/> | <input type="radio"/> d. neighborhoods                      |
| <i>faire face à</i>                        | <input type="radio"/> | <input type="radio"/> e. set off on their journeys          |
| <i>l'identité ethnique</i>                 | <input type="radio"/> | <input type="radio"/> f. natural hazards                    |
| <i>des quartiers</i>                       | <input type="radio"/> | <input type="radio"/> g. stand in the way                   |
| <i>se mettent en route</i>                 | <input type="radio"/> | <input type="radio"/> h. icy wastes                         |

### Part 4 Watch the video from 0:41 to 01:26.

#### ■ Reportez les informations concernant le trajet des enfants pour se rendre à l'école.

	Geographic origin	Means of transports	Journey time
Elizabeth			
Hamel			
Fabricio			
Esmeralda and Patricia			

#### ■ Classez les détails de ce que chacun des enfants affronte sur le chemin de l'école.

*slum<sup>3</sup> – bombed houses – desert – canyons – forests (3. bidonville)*

	Elizabeth	Hamel	Fabricio	Esmeralda & Patricia
Poverty				
Natural hazards				
Conflict				

### Part 5 Watch the video from 1:31 to 1:50.

#### ■ Encadrez les termes que vous entendez pour compléter la conclusion du document.

These photos remind<sup>4</sup> us of the *importance / imbalance / impertinence* of *inserting / informing / ensuring* that children *every way / everywhere / anywhere* are able to *ignore school / go to school / give up school*.

*Edition / Duplication / Education* is a human right.

As Nelson Mandela once said "Education is the most *powerful / colourful / stressful* weapon<sup>5</sup> you can use to *range / change / arrange* the world."

4. rappeler ; 5. une arme