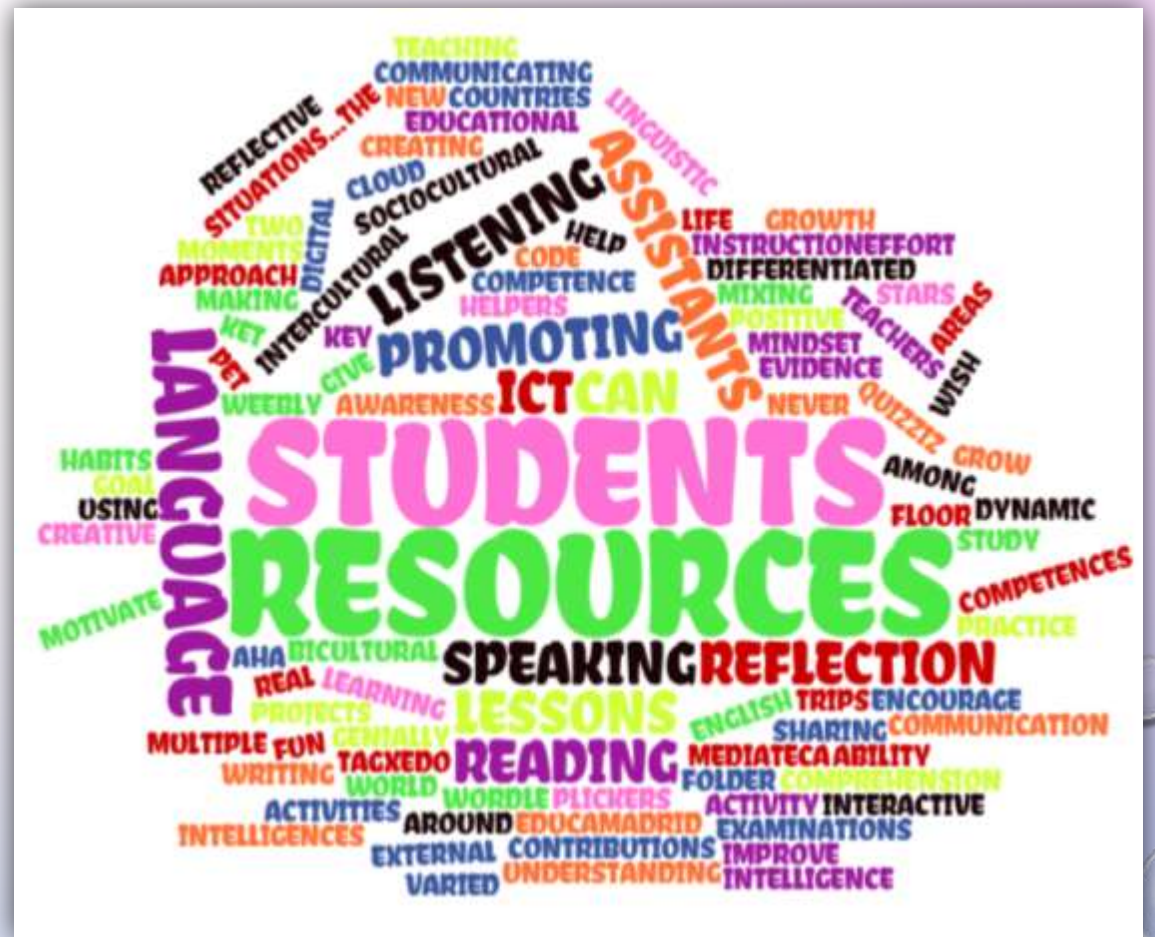


GETTING READY FOR PET & KET IN YEAR 6



4th Session:
INTERCULTURAL AWARENESS

Lucía Ábalos Álvarez

COURSE PLANNING

1. FIRST SESSION: MONDAY 24th SEPTEMBER

LISTENING AND READING ACTIVITIES CAN BE FUN!

2. SECOND SESSION: WEDNESDAY 26th SEPTEMBER

**COMMUNICATING IN REAL LIFE SITUATIONS...
THE FLOOR IS YOURS!**

3. THIRD SESSION: MONDAY 1st OCTOBER

YOU CAN GROW YOUR INTELLIGENCE WITH EFFORT!

4. FOURTH SESSION: MONDAY 3rd OCTOBER

INTERCULTURAL AWARENESS

5. FIFTH SESSION: MONDAY 8th OCTOBER

SHARING ICT RESOURCES AMONG TEACHERS

COURSE TIMETABLE

17.00-19.00

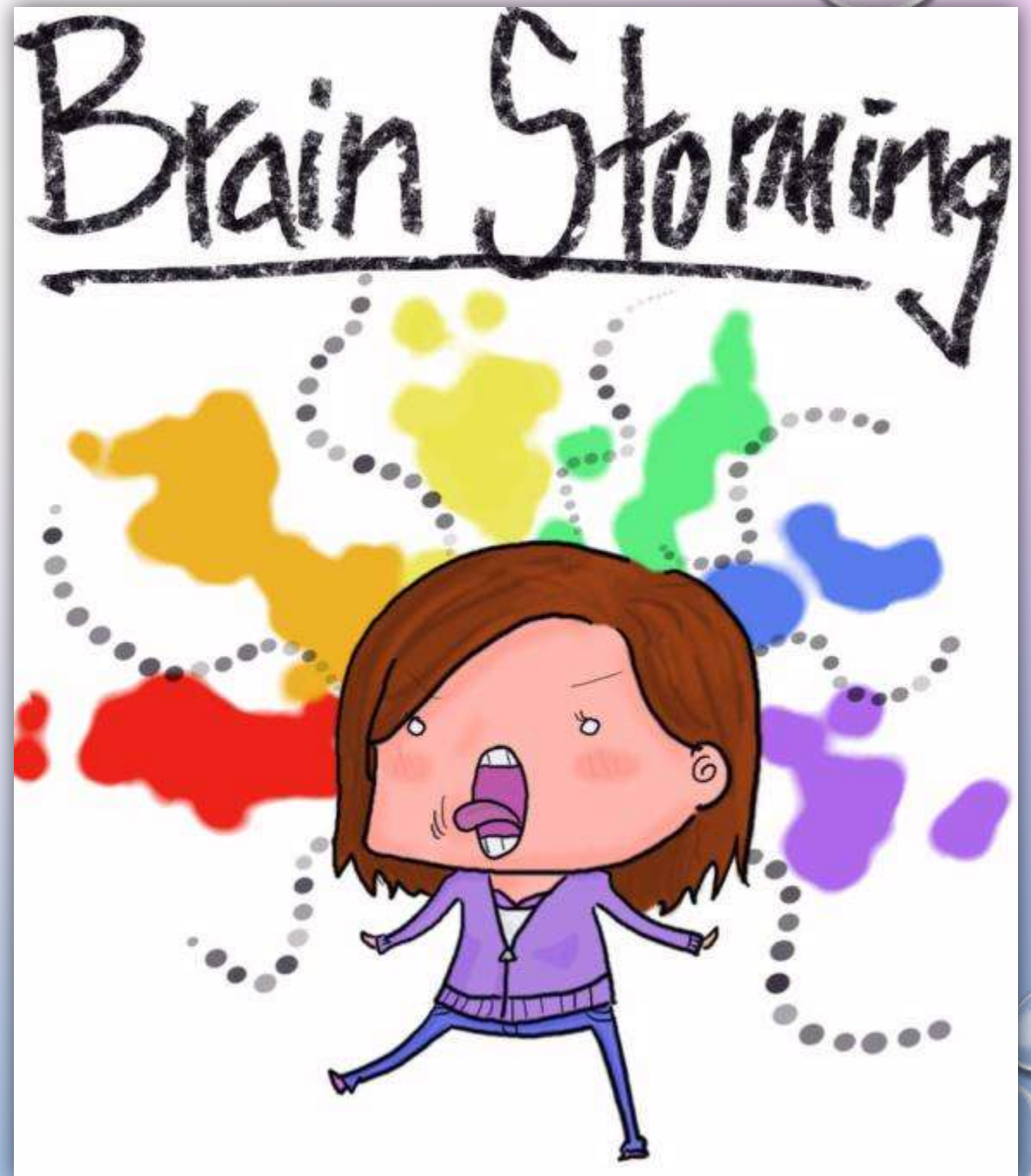
19.00-19.15: BREAK

19.20-20.30

INTERCULTURAL AWARENESS

1. REFLECTION ON PROMOTING THE INTERCULTURAL COMPETENCE
2. LANGUAGE ASSISTANTS AS SOCIOCULTURAL HELPERS
3. WHAT CAN ASSISTANTS DO TO PROMOTE INTERCULTURAL AWARENESS?
4. PROJECTS TO LEARN ABOUT ENGLISH SPEAKING COUNTRIES
5. MAKING THE MOST OF OUR TRIPS AROUND THE WORLD
6. REFLECTIONS AND “AHA” MOMENTS

1. REFLECTION





INTERCULTURAL AWARENESS

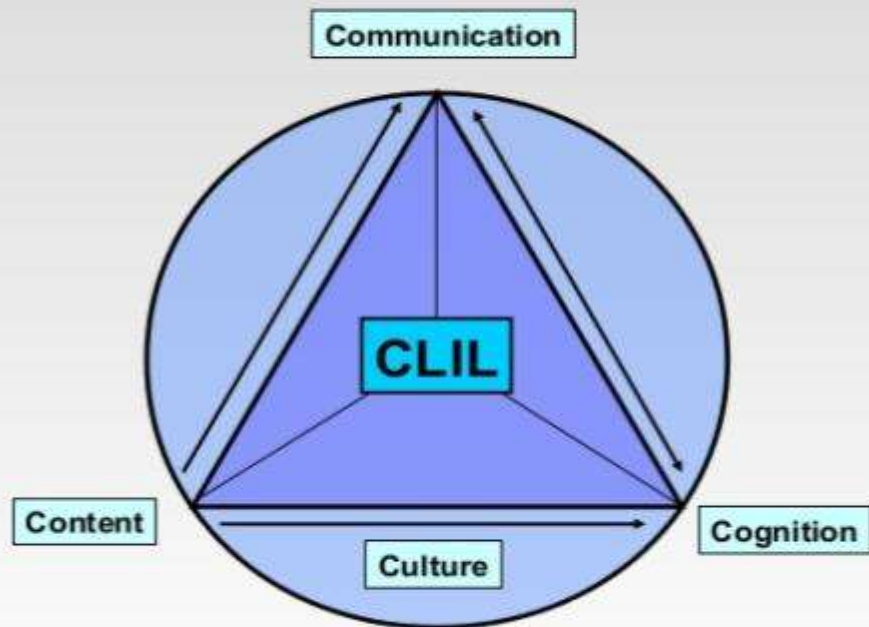
It involves two qualities:

1. one is the awareness of one's own culture;
2. the other is the awareness of another culture.

In other words, it involves the ability of standing back from our own point and becoming aware of not only our own cultural values, beliefs and perceptions, but also those of other cultures.

2. HOW DO WE TEACH CULTURE?

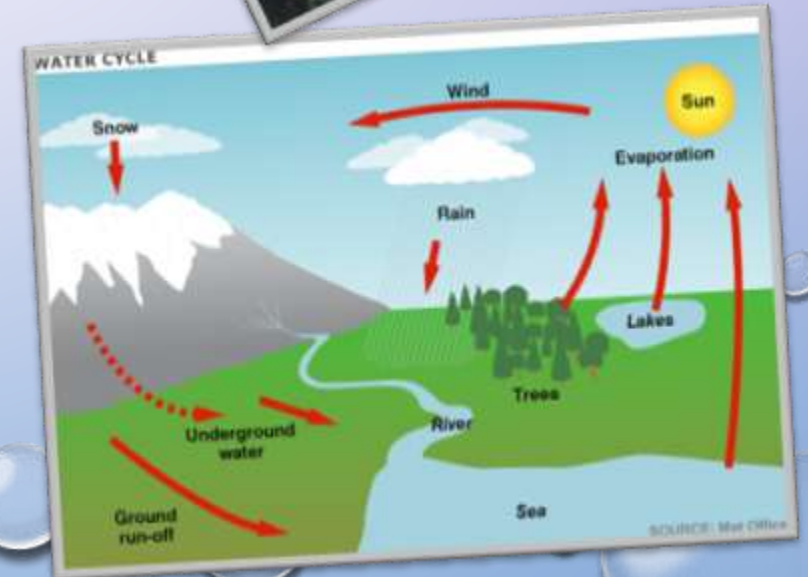
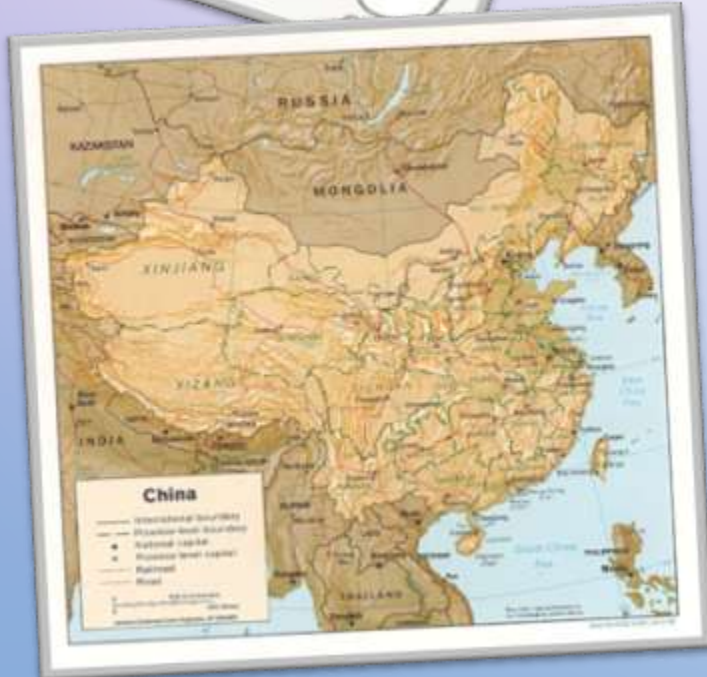
THE 4Cs FRAMEWORK



Ref: Coyle, Hood, Marsh (2010). CLIL. Cambridge University Press.



CONTENT



COMMUNICATION

I think...

Because...

In my opinion...

Here it says...



COGNITION



as
report
solve
combine
demonstrate
categorize
interview
estimate
evaluate
identify
explain
experiment
survey
apply
observe
illustrate
interpret
debate
decide
predict
discover
hypothesize
find
compare
classify
conclude
research
summarize
discuss
match

THINKING SKILLS...

CULTURE



2. LANGUAGE ASSISTANTS AS SOCIOCULTURAL HELPERS





- Engage the students with stories, presentations, information, articles... and *realia* from their home country, in order to spark the students' interest.
- Speak to the students in English and require them to respond in English (playgrounds, corridors...).
- Participate and plan the English activities which take place at the school: English festival, Halloween, Carnival, Bonfire Day, Pancake Day, Christmas...
- Help students prepare the external examinations: EEOOII, Trinity, Cambridge...

MEETINGS WITH ASSISTANTS

These meetings could include the following:

1. Goals of the lesson: what do you want students to achieve?
2. Specific details: topic, language structures, vocabulary and opportunities for intercultural development
3. Suggestions for Assistant-led activities
4. Progression of the lesson
5. Resources to be used



WHY?

Enrichment of the students' learning of language and culture, and support for our own teaching.



HOW TO MODEL THE LANGUAGE APPROPRIATELY & HOW TO TREAT STUDENT RESPONSES IN THE TARGET LANGUAGE

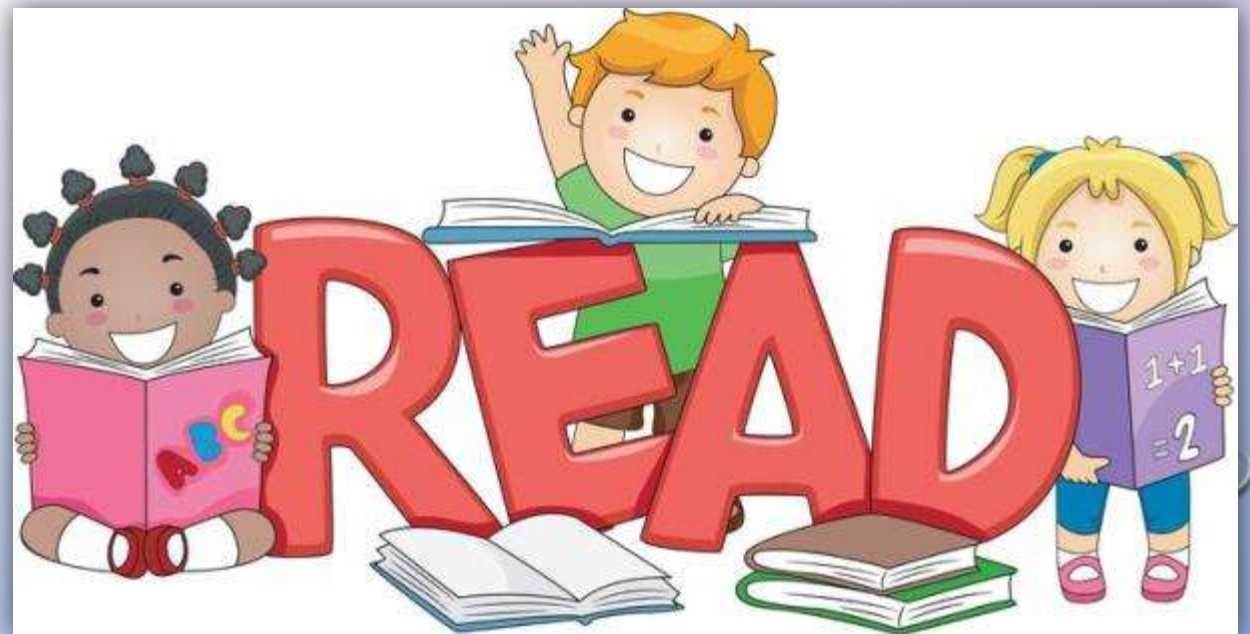
- only use English with students and English teachers,
- praise and encourage students for what they can do,
- be aware of the range of abilities,
- speak using an appropriate speed and register,
- be genuine and show interest in what students say,
- allow students' speech to flow without interruption,
- get as much language from students as possible,
- build confidence,
- remedy incorrect pronunciation by reiterating the student's words using the correct form.

FOREIGN LANGUAGE ASSISTANTS

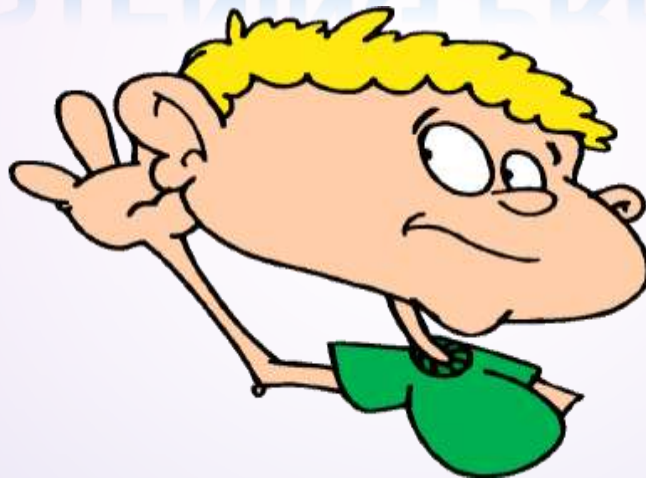


**LINGUISTIC
CONTRIBUTIONS
FOR PET AND KET**

Have your assistant speak all the time: introduce vocabulary, practice, review, elicit...
and read a lot: passages, books, texts, homework...



KET LISTENING PREPARATION



Have your assistant **speak** all the time: introduce vocabulary, practice, review, elicit...and **read** a lot: passages, books, texts, homework...

Assistants can find as much listening resources as possible: films, television programmes, videos, DVDs, internet, news, British Council website, tourists...

IDENTIFY SIMPLE FACTS IN SHORT LISTENING TEXTS

PART 1

TASK TYPE AND FORMAT	Three-option multiple choice. Short neutral or informal dialogues. Five discrete 3-option multiple-choice items with visuals, plus one example.
TASK FOCUS	Listening to identify key information (times, prices, days of week, numbers, etc.).
NO. OF QS	5

INSTRUCTIONS:

1st: listen to 5 short conversations

2nd: information is about prices, numbers, times, dates, locations, directions, sizes, weather, descriptions of people, current actions...

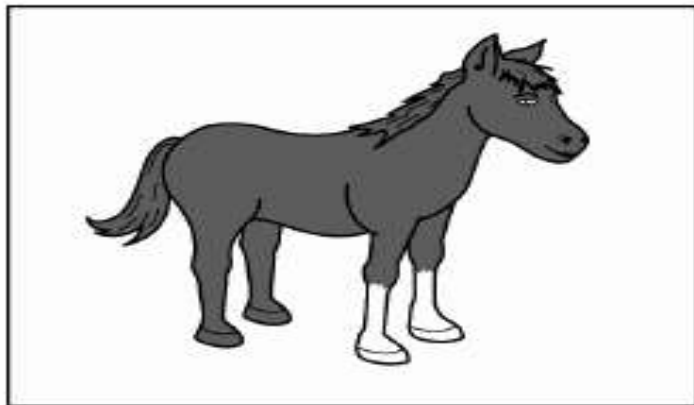
3rd: choose the right visual image

Listening • Part 1

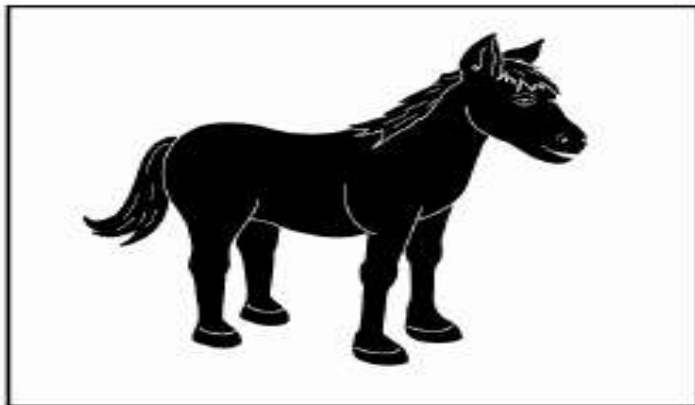
Questions 1 – 5

You will hear five short conversations.
You will hear each conversation twice.
There is one question for each conversation.
For each question, choose the right answer (A, B or C).

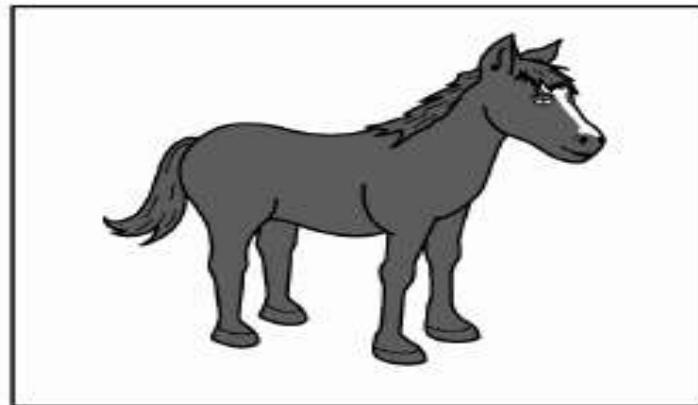
Example: Which is the girl's horse?



A



B



C

IDENTIFY SIMPLE FACTS IN A LONG CONVERSATION

PART 2

TASK TYPE AND FORMAT	Matching. Longer informal dialogue. Five items (plus one integrated example) and eight options.
TASK FOCUS	Listening to identify key information.
NO. OF QS	5

INSTRUCTIONS:

1st: listen to the conversation

2nd: information about personal interests, experiences, daily life, free-time activities...

3rd: match two lists of items

Listening • Part 2

Questions 6 – 10

Listen to Nick talking to a friend about his birthday presents.

What present did each person give him?

For questions **6 – 10**, write a letter **A – H** next to each person.

You will hear the conversation twice.

Example:

0 Cousin

B

PEOPLE

6 Mum

7 Brother

8 Aunt

9 Uncle

10 Grandmother

PRESENTS

A bike

B book

C cinema tickets

D clothes

E computer game

F mobile phone

G money

H music CD

IDENTIFY SIMPLE FACTS IN A LONG CONVERSATION

PART 3

TASK TYPE AND FORMAT

Three-option multiple choice.
Longer informal or neutral dialogue.
Five 3-option multiple-choice items (plus an integrated example).

TASK FOCUS

Taking the 'role' of one of the speakers and listening to identify key information.

NO. OF QS

5

INSTRUCTIONS:

1st: listen to the informal conversation (personal interests)

2nd: answer 5 multiple-choice questions

3rd: 3 options in each question

Listening • Part 3

Questions 11 – 15

Listen to Susie talking to her friend Matt about going to the cinema.
For each question, choose the right answer (**A**, **B** or **C**).
You will hear the conversation twice.

Example:

0 Who is going to the cinema with Susie?

- ☒ **A** Jane
 - ☐ **B** Sam
 - ☐ **C** Pete
-

- 11** Which film will they see?
 - A** Sunny Day
 - B** Field of Green
 - C** Heart of Gold

- 12** They are going to the cinema
 - A** by the market.
 - B** in the shopping centre.
 - C** opposite the park.

- 13** How will they get there?
 - A** by car
 - B** on foot
 - C** by bus

- 14** Matt should meet Susie at
 - A** 3.45.
 - B** 4.15.
 - C** 4.20.

- 15** The cinema tickets will cost
 - A** £5.50.
 - B** £6.20.
 - C** £8.00.

EXTRACT SPECIFIC FACTS

PART 4

TASK TYPE AND FORMAT

Gap-fill.
Longer neutral or informal dialogue.
Five gaps to fill with one or more words
or numbers, plus an integrated example.
Recognisable spelling is accepted, except
with very high-frequency words, e.g. 'bus',
'red', or if spelling is dictated.

TASK FOCUS

Listening and writing down information
(including spelling of names, places, etc. as
dictated on recording).

NO. OF QS

5

INSTRUCTIONS:

1st: listen to the dialogue/ monologue (shops, schools...)

2nd: extract information and write it down

3rd: write numbers, times, dates, prices, spellings and words

Listening • Part 4

Questions 16 – 20

You will hear a girl, Milly, asking a friend about guitar lessons.
Listen and complete each question.
You will hear the conversation twice.

Guitar lessons

- Day: *Saturday*
- Teacher's name: (16)
- Price per hour: (17) £
- Place of lesson: *34 Purley Lane, near the*
(18)
- Teacher's phone number: (19)
- Must call before: (20) p.m.

EXTRACT SPECIFIC FACTS

PART 5

TASK TYPE AND FORMAT	Gap-fill. Longer neutral or informal monologue. Five gaps to fill with one or more words or numbers, plus an integrated example. Recognisable spelling is accepted, except with very high-frequency words e.g. 'bus', 'red', or if spelling is dictated.
TASK FOCUS	Listening and writing down information (including spelling of names, places, etc. as dictated on recording).
NO. OF QS	5

INSTRUCTIONS:

1st: listen to the dialogue/ monologue (shops, schools...)

2nd: extract information and write it down

3rd: write numbers, times, dates, prices, spellings and words

Listening • Part 5

Questions 21 – 25

You will hear a man on the radio talking about a new TV quiz show.
Listen and complete each question.
You will hear the information twice.

New quiz show

Name:	Answer That!
Day:	(21)
Number of teams:	(22)
Questions will be about:	Films, TV and (23)
This week's prize:	(24)
To be on the show, phone:	(25)

You now have 8 minutes to write your answers on the answer sheet.

KET SPEAKING PREPARATION



Groups and pairs conversations with assistants both inside and outside the classroom.

Simple role plays are very useful (everyday situations, daily activities, familiar experiences...)

SIMPLE SOCIAL INTERACTION

PART 1

TASK TYPE AND FORMAT	Each candidate interacts with the interlocutor. The interlocutor asks the candidates questions. The interlocutor follows an interlocutor frame to guide the conversation, ensure standardisation and control the level of input.
FOCUS	Language normally associated with meeting people for the first time, giving information of a factual personal kind. Biographical-type questions to respond to.
TIMING	5-6 minutes

INSTRUCTIONS:

1st: general conversation lead the by interlocutor

2nd: talk about personal details (spell their names), country of origin, subject of study, family, home town, school, free time activities, likes and dislikes...

3rd: don't use one-word answers (extend your answers!)

Key English Test for Schools Speaking Test

Part 1 5 – 6 minutes

In this part of the Speaking test, each candidate interacts with the interlocutor, using the language normally associated with meeting people for the first time, giving factual information of a personal kind, for example, name, place of origin, study, family, etc. Candidates are also expected to be able to talk about their daily life, interests, likes, etc.

CANDIDATES INTERACTION

PART 2

TASK TYPE AND FORMAT	Candidates interact with each other. The interlocutor sets up the activity using a standardised rubric. Candidates ask and answer questions using prompt material.
FOCUS	Factual information of a non-personal kind related to daily life.
TIMING	3-4 minutes

INSTRUCTIONS:

- 1st: the candidates speak to each other making positive contributions
- 2nd: they will be given prompts cards
- 3rd: they have to: ask and answer questions about daily life, leisure activities and social life

Part 2 3 – 4 minutes (Prompt card activity)

Prompt cards are used to stimulate questions and answers of a non-personal kind. The interlocutor reads out instructions and gives a question card to one candidate and an answer card to the other. After the candidates have asked and answered the questions, they change roles, as in the example below.

Example

The interlocutor reads out these instructions and gives a question card to Candidate B and an answer card to Candidate A.

Candidate A, there is some information about a skateboarding competition. Candidate B, you don't know anything about the skateboarding competition, so ask A some questions about it. Now B, ask A your questions about the skateboarding competition and A, you answer them.

Skateboarding Competition for anyone 11 – 15 years old

at
Green Park
20 June



1st prize
New Skateboard
visit www.citynews.com for more
information

Skateboarding Competition

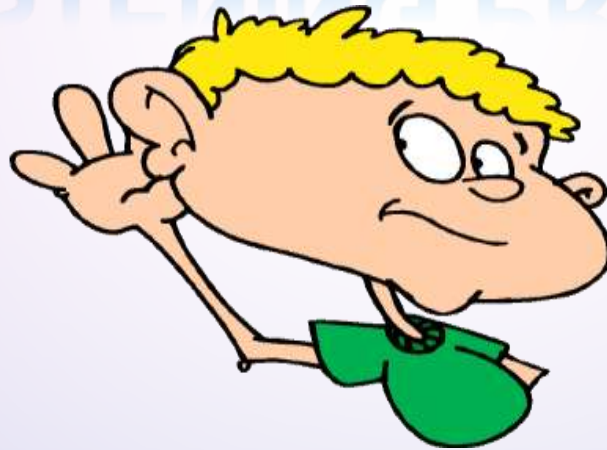


- ◆ where ?
- ◆ for children ?
- ◆ date ?
- ◆ website ?
- ◆ what / win ?

There is a variety of acceptable questions which may be produced using this material. For example:

Where is the competition?
Is the competition for children?
What date is it?
Is there a website address?
What can you win?

PET LISTENING PREPARATION



Students should be exposed to a variety of recorded listening and authentic spoken English in the classroom (the teacher's voice is the most powerful auditory aid).

7 LISTENING TEXTS

PART 1

TASK TYPE AND FORMAT	Multiple choice (discrete). Short neutral or informal monologues or dialogues. Seven discrete 3-option multiple-choice items with visuals.
TASK FOCUS	Listening to identify key information from short exchanges.
NO. OF QS	7

INSTRUCTIONS:

1st: listen to the texts (monologue or dialogue)

2nd: choose the right visual image

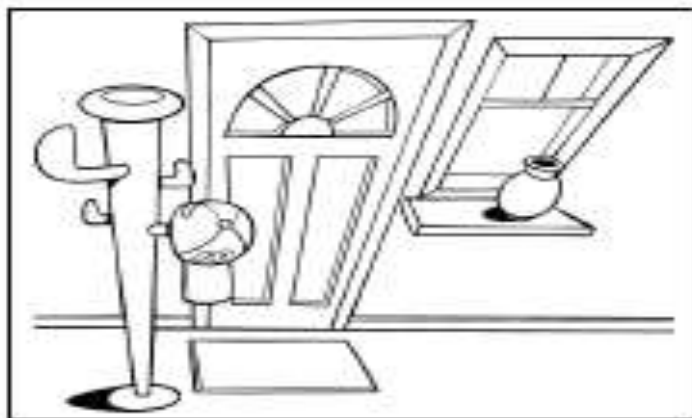
3rd: the text is heard twice.

Listening • Part 1

Questions 1 – 7

There are seven questions in this part.
For each question, choose the correct answer (A, B or C)

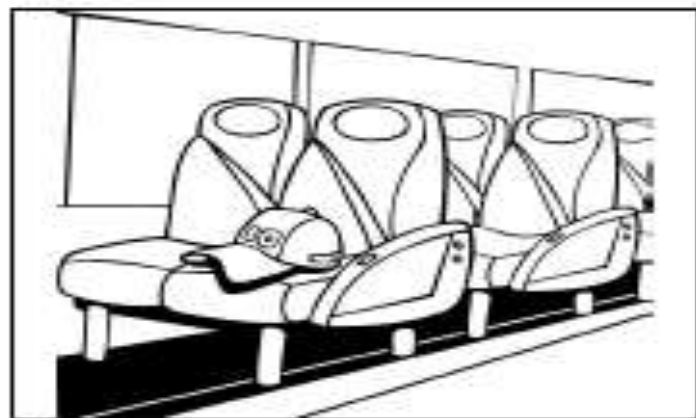
Example: Where is the girl's hat?



A



B



C

LONG LISTENING TEXT

PART 2	
TASK TYPE AND FORMAT	Multiple choice. Longer monologue or interview (with one main speaker). Six 3-option multiple-choice items.
TASK FOCUS	Listening to identify specific information and detailed meaning.
NO. OF QS	6

INSTRUCTIONS:

1st: listen to the text (information about places or events, lives, interests, experiences...)

2nd: answer 6 multiple choice questions

3rd: the text is heard twice.

Listening • Part 2

Questions 8 – 13

You will hear part of an interview with a girl called Sally Myers whose first book has recently been published. For each question, choose the correct answer **A**, **B**, or **C**.

- 8** Why did Sally decide to write her first book?
- A** people said her stories were good
 - B** her family bought her a diary
 - C** her penfriend suggested it
- 9** Why didn't Sally's Dad want her to send her book to a publisher?
- A** He didn't like it very much.
 - B** He had given her help to write it.
 - C** He was worried that they wouldn't be interested.
- 10** Sally sent her book to a company which
- A** published books only on the internet.
 - B** published her favourite stories.
 - C** published books of a similar type.

INFORMATIONAL MONOLOGUE

PART 3

TASK TYPE AND FORMAT	Gap-fill.
	Longer monologue. Six gaps to fill in. Candidates need to write one or more words in each space.
TASK FOCUS	Listening to identify, understand and interpret information.
NO. OF QS	6

INSTRUCTIONS:

1st: listen to the monologue

2nd: fill in the gaps with the missing information (words, numbers or short sentences)

3rd: the text is heard twice.

Listening • Part 3

Questions 14 – 19

You will hear some information about a film-making competition.
For each question, fill in the missing information in the numbered space.

FILM-MAKING COMPETITION

Maximum length of film: (14)

Type of film: (15)

Subject this year: The (16)

JUDGES:

Martha Fernando, presenter of the programme called 'Film (17)

Mark Matthews, director

PRIZES:

First prize: visit to a film school

Other prizes: books and modern (18)

Where the best films will be shown: (19)

INFORMAL DIALOGUE

PART 4

TASK TYPE AND FORMAT

True/false.
Longer informal dialogue.
Candidates need to decide whether six
statements are correct or incorrect.

TASK FOCUS

Listening for detailed meaning, and to
identify the attitudes and opinions of the
speakers.

NO. OF QS

6

INSTRUCTIONS:

1st: listen to the dialogue (everyday concerns)

2nd: read the statements and write true or false

3rd: the text is heard twice.

Listening • Part 4

Questions 20 – 25

Look at the six sentences for this part.

You will hear a conversation between a girl, Michelle, and a boy, Antony, about a television programme called 'Pop Choice' in which teenage singers compete for a prize.

Decide if each sentence is correct or incorrect.

If it is correct, choose the letter **A** for **YES**. If it is not correct, choose the letter **B** for **NO**.

	YES	NO
20 Antony enjoyed watching last night's 'Pop Choice'.	A	B
21 Michelle believes the first prize would be a good career opportunity.	A	B
22 Antony thinks that Michelle sings well enough to appear on TV.	A	B
23 Michelle thinks the singers should wear more fashionable clothes.	A	B
24 Antony often disagrees with the opinions of the judges in the programme.	A	B
25 Antony tells Michelle that he would prefer to watch the programme alone.	A	B

PET SPEAKING PREPARATION



Groups and pairs conversations with assistants both inside and outside the classroom.

Simple role plays are very useful (everyday situations, daily activities, familiar experiences...)

SIMPLE SOCIAL INTERACTION

PART 1

TASK TYPE AND FORMAT	Each candidate interacts with the interlocutor. The interlocutor asks the candidates questions in turn, using standardised questions.
FOCUS	Giving information of a factual, personal kind. The candidates respond to questions about present circumstances, past experiences and future plans.
TIMING	2-3 minutes

INSTRUCTIONS:

1st: general conversation lead the by interlocutor

2nd: talk about personal details, likes and dislikes, daily routine...

3rd: don't use one-word answers (extend your answers!)

Part 1 (2-3 minutes)

**Phase 1
Interlocutor**

A/B Good morning / afternoon / evening.
Can I have your mark sheets, please?

(Hand over the mark sheets to the Assessor.)

A/B I'm and this is
He / she is just going to listen to us.

A Now, what's your name?
Thank you.

B And what's your name?
Thank you.

B Candidate B, what's your surname?
How do you spell it?

Thank you.

A And, Candidate A, what's your surname?
How do you spell it?

Thank you.

(Ask the following questions. Ask Candidate A first.)

Where do you live / come from?

Do you study English at school?
Do you like it?

Thank you.

(Repeat for Candidate B.)

**Phase 2
Interlocutor**

(Select one or more questions from the list to ask each candidate. Use candidates' names throughout. Ask Candidate B first.)

What's your favourite school subject? Why?

Tell us about your English teacher.

What do you enjoy doing in your free time?

Tell us about your family.

Thank you.

Back-up prompts

How do you write your family
/ second name?

How do you write your family
/ second name?

Do you live in ...?

Do you have English
lessons?



SIMULATED SITUATION

PART 2

TASK TYPE AND FORMAT

Simulated situation. Candidates interact with each other. Visual stimulus is given to the candidates to aid the discussion task. The interlocutor sets up the activity using a standardised rubric.

FOCUS

Using functional language to make and respond to suggestions, discuss alternatives, make recommendations and negotiate agreement.

TIMING


2-3 minutes

INSTRUCTIONS:

1st: the candidates speak to each other making positive contributions

2nd: they will be given visual prompts

3rd: they have to: make and respond to suggestions, discuss alternatives, make recommendations, negotiate agreements...



Interlocutor
Say to both
candidates:

Part 2 (2-3 minutes)

I'm going to describe a situation to you.

A boy is leaving his school because his parents are going to work in another country. The students in his class want to give him a present. Talk together about the different presents they could give him and then decide which would be best.

Here is a picture with some ideas to help you.

Place *Part 2 booklet*, open at *Task 1*, in front of candidates.

Pause

I'll say that again.

A boy is leaving his school because his parents are going to work in another country. The students in his class want to give him a present. Talk together about the different presents they could give him and then decide which would be best.

All right? Talk together.

*Allow the candidates enough time to complete the task without intervention.
Prompt only if necessary.*

Thank you. (Can I have the booklet please?)

Retrieve Part 2 booklet.



PHOTOGRAPH DESCRIPTION

PART 3

TASK TYPE AND FORMAT	Extended turn. A colour photograph is given to each candidate in turn and they are asked to talk about it for approximately a minute. Both photographs relate to the same topic.
FOCUS	Describing photographs and managing discourse, using appropriate vocabulary, in a longer turn.
TIMING	3 minutes

No marks will be given if:

There are errors which interfere with communication or cause a breakdown

INSTRUCTIONS:

1st: candidates will be give a colour photograph

2nd: they have to describe the photograph

3rd: describe everything as fully as possible

Part 3 (3 minutes)

Interlocutor

Say to both candidates:

Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of teenagers in their **bedrooms at home**.

Candidate A, here is your photograph. (*Place **Part 3 booklet**, open at **Task 1A**, in front of Candidate A.*) Please show it to Candidate B, but I'd like you to talk about it. Candidate B, you just listen. I'll give you your photograph in a moment.

Candidate A, please tell us what you can see in your photograph.

(Candidate A)

Approximately one minute

If there is a need to intervene, prompts rather than direct questions should be used.

Thank you. (Can I have the booklet please?)

Retrieve Part 3 booklet from Candidate A.

Interlocutor

Now, Candidate B, here is your photograph. It also shows a teenager in his **bedroom at home**. (*Place **Part 3 booklet**, open at **Task 1B**, in front of Candidate B.*) Please show it to Candidate A and tell us what you can see in the photograph.

(Candidate B)

Approximately one minute

Thank you. (Can I have the booklet please?)

Retrieve Part 3 booklet from Candidate B.

CANDIDATES DISCUSSION

PART 4

TASK TYPE AND FORMAT	General conversation. Candidates interact with each other. The topic of the conversation develops the theme established in Part 3. The interlocutor sets up the activity using a standardised rubric.
FOCUS	The candidates talk together about their opinions, likes/dislikes, preferences, experiences, habits, etc.
TIMING	3 minutes

No marks will be given if:

There are errors which interfere with communication or cause a breakdown

INSTRUCTIONS:

1st: the candidates speak to each other

2nd: speak about interests, enthusiasms, experiences...

3rd: negotiating turns, eliciting opinions from each other

Part 4 (3 minutes)

Interlocutor

Say to both candidates:

Your photographs showed teenagers in their **bedrooms at home**. Now, I'd like you to talk together about the things you have in **your** bedrooms at home **now** and the things you'd like to have in your bedrooms in the **future**.

*Allow the candidates enough time to complete the task without intervention.
Prompt only if necessary.*

Thank you. That's the end of the test.



Parts 3 & 4 should take about **6 minutes** together.



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Describe a place using everybody's sentences and use connectives to make sentences longer.

Make students speak all the time.

Take pairs out the classroom to speak about something with a picture and a picture map in front of them.

SPEAKING TIPS

Talk to each other and describe their bedroom, their classroom...and ask questions to each other.

Practice with another teacher, assistant, peers, classmates from other age groups...


```
graph TD; A[Gap-filling (song lyrics, prediction...)] --> B[Presentations, debates... where students can interact and give feedback to each other in a small group.]; B --> C[Pair work and group activities]; C --> D[Read and ask reading comprehension questions orally.]; D --> E[Talk in English about familiar topics, science units, world news...]; E --> A;
```

Gap-filling (song lyrics,
prediction...)

Presentations, debates...
where students can
interact and give
feedback to each other in
a small group.

LISTENING TIPS

Read and ask reading
comprehension questions
orally.

Pair work and group
activities

Talk in English about
familiar topics, science
units, world news...

3. WHAT CAN ASSISTANTS DO TO PROMOTE INTERCULTURAL AWARENESS?



**WHAT KIND OF
ACTIVITIES CAN
ASSISTANTS DO?**

ScienceNews*for* Students

TOP STORY



SPONSOR

EDITOR'S PICKS



HEALTH
Survey finds U.S. schools start 'too early'



BRAIN
When smartphones go to school



TEACHING SCIENCE
Teacher invites Twitter into the classroom

WEATHER & CLIMATE



EARTH



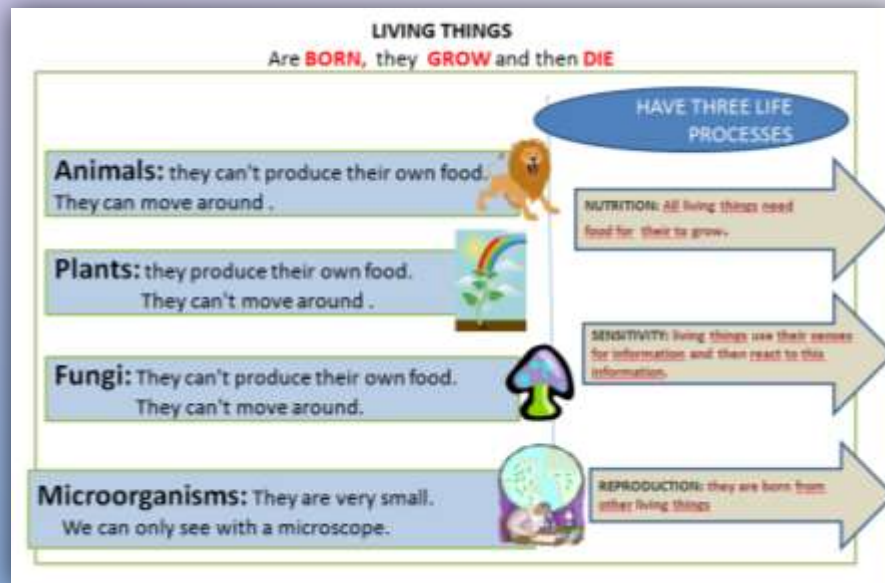
TRENDING



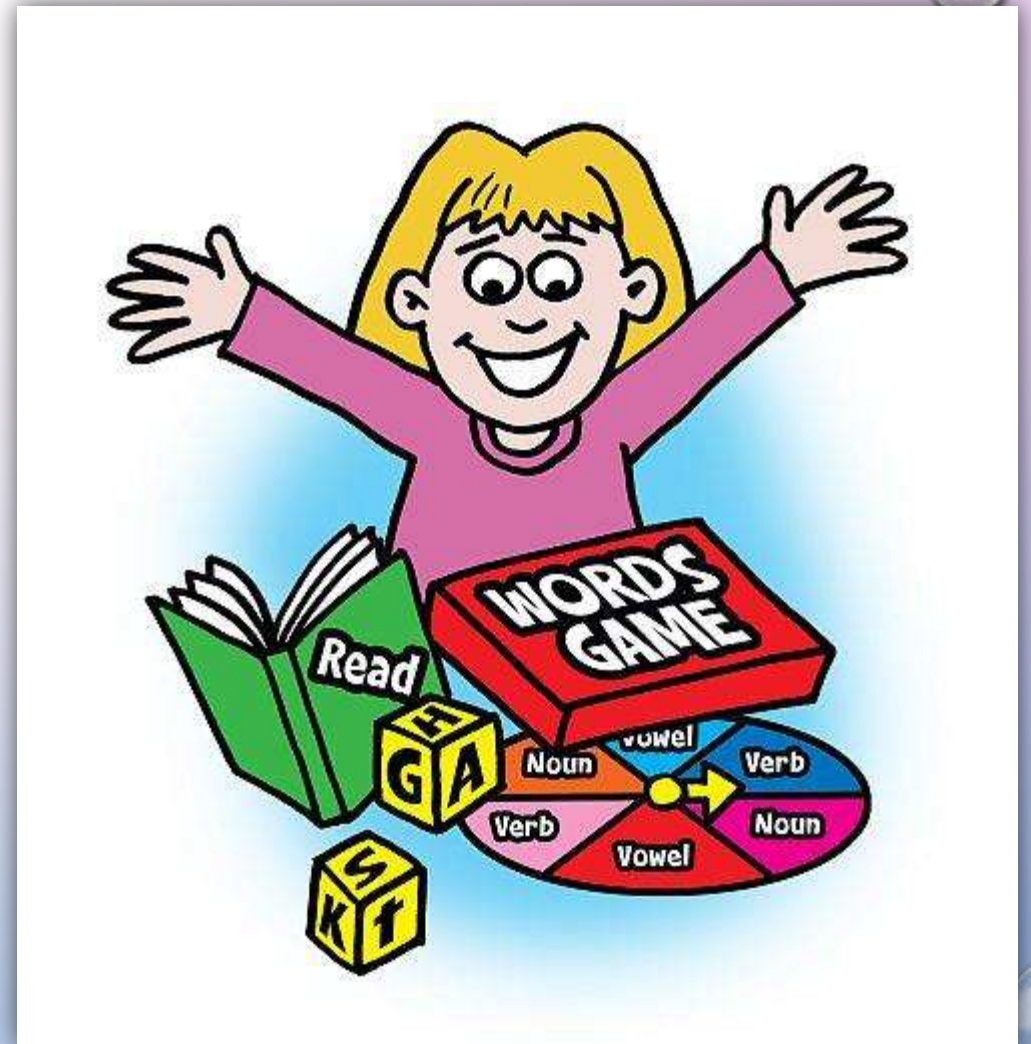
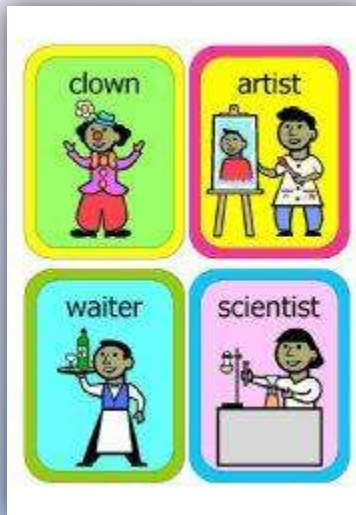
ANIMALS

Read articles
or extracts
from books,
newspapers,
magazines or
websites.

Assistants can preview the science content we are going to teach.



Assistants can
introduce new
language.



Familiarise
students with
sources of
information about
the target culture.

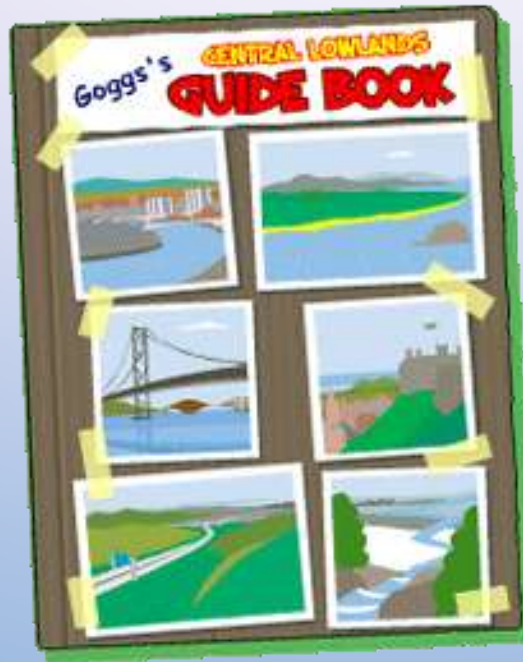
Do you know this flags?



**What countries do they
belong to?**



Produce a guidebook, poster or webpage for visitors to their town, country or region. This should not only describe famous sites and places to visit, stay or eat, but also give visitors advice about what they may find strange or unusual about their own culture.



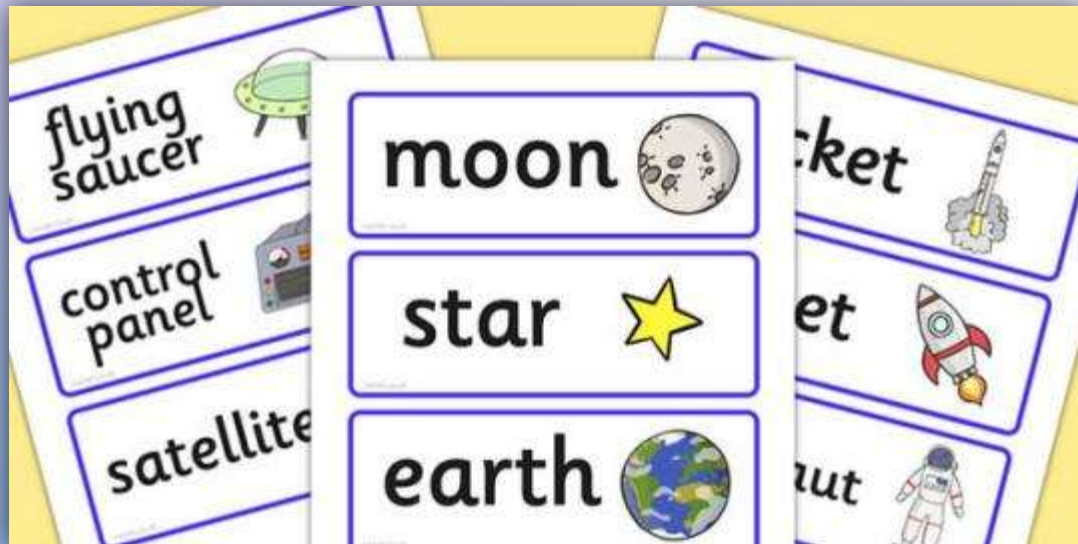


Assistants can do the morning routines giving information about the weather, temperature, season, time difference...of their home countries.

Observe illustrations in texts and ask questions about aspects learners find different or interesting question about the context and language used in texts.



Assistants can review
language items or
grammar items
focusing on a correct
pronunciation.



I can do this!



I'm getting there.



I need help!

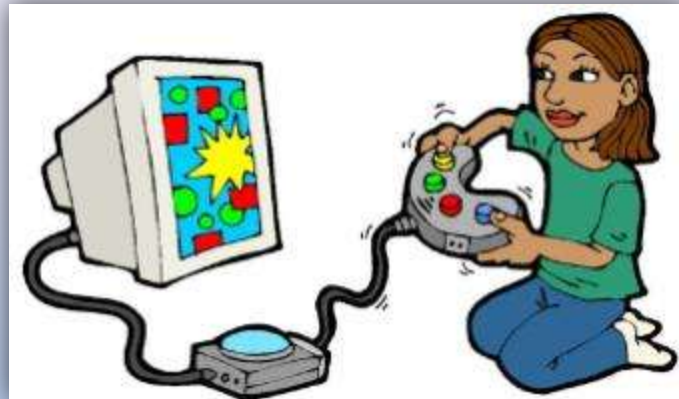


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Compare similarities and differences with life/culture/clothes/traditions... in different countries.



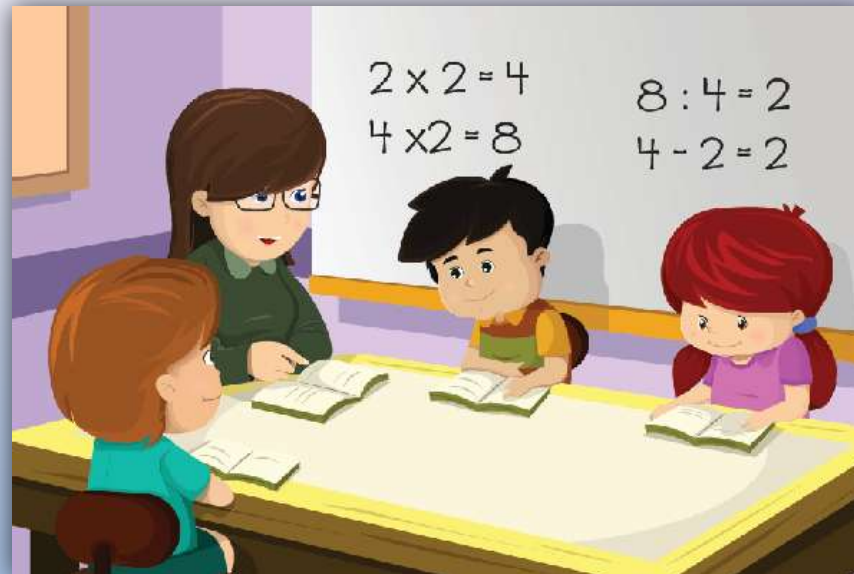
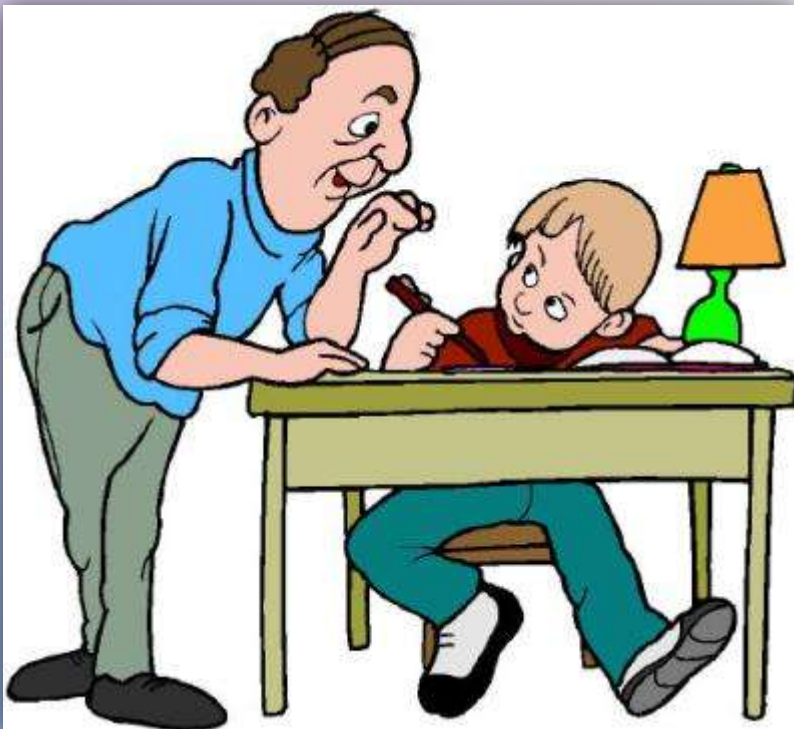
Assistants will usually be younger so they can look for more up-to-date materials which may appeal more to your students.



Research: learners use the internet to explore cultural areas they find interesting and then use this research to produce projects and displays with the assistant's help.



Assistants can go over
homework about
cultural projects.



Ask them to do lists
of children books in
English.

	Gingerbread Man Catherine Mccafferty		Dear Zoo Rod Campbell
	Old Macdonald Had a Farm Pam Adams		My Mum
	The Farmer in the Dell Pam Adams		My Dad
	The Wheels on the Bus Annie Kubler		It Looked Like Spilt Milk
	Eating the Alphabet		Where's Spot?
	The Great Big Enormous Turnip		Mouse Paint
	The Mixed-Up Chameleon		Bugs, Bugs, Bugs

[illegible]

Your assistant will most likely be able to link your school to a school they know in their own country.



Assistants should be able to create engaging resources about sociocultural aspects from their home countries.



An assistant can make boring old listening materials come alive!

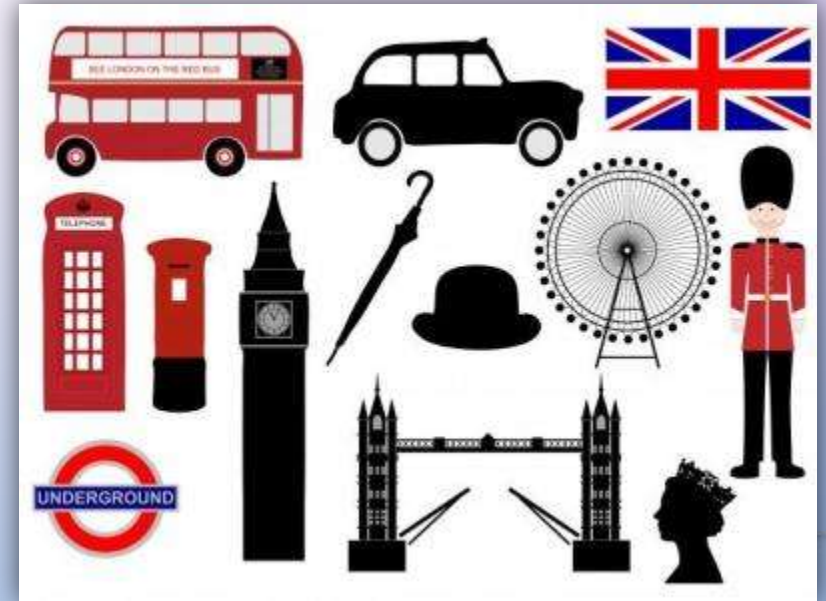
Ask the assistant to rehearse a few scripts and act them out in class.



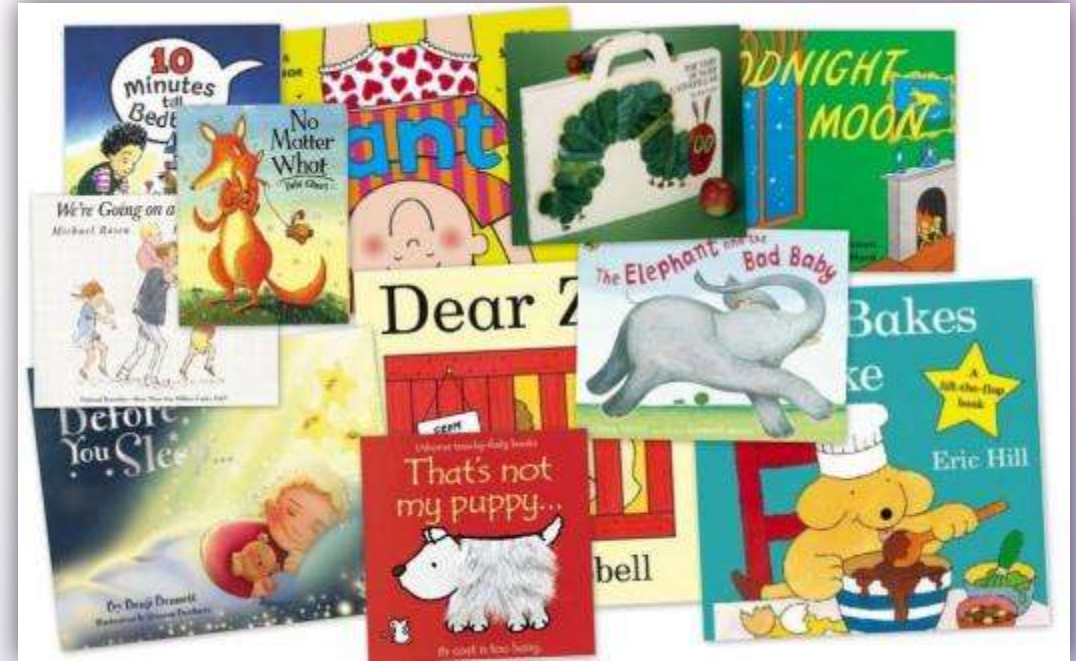
Have your students prepare questions about sociocultural aspects in advance so that they are confident during the 'interview' and have lots to ask!



Before your assistant leaves their home country, make sure you give them a list of what to bring with them!



Ask them to bring English books, stickers, stamps...



Assistants can write
information about themselves
for the school paper, on a blog,
in a poster, for a display...



Assistants can also bring photos of their home town, family members or old school to use in group conversations or to make a presentation for the whole class.



Assistants can participate in the planning of art and crafts activities for children based on world projects.



Assistants can tell traditional stories from their home countries and act them out.



Assistants must teach socio cultural aspects:
food, traditional games, typical songs...



Assistants must celebrate the typical festivities:
Halloween, Bonfire Night, Thanksgiving, Saint
Patrick's Day...



Assistants can sing and dance English songs with the students to help them learn the lyrics.



Assistants can help students create science projects about the world in groups or individually.



FOLDER FOR LANGUAGE ASSISTANTS (WELCOME PACK)

<http://luciaabalos.weebly.com/foreign-language-assistants.html>



**FOLDER FOR
LANGUAGE
ASSISTANTS**

What else can you
think about?



EXAMPLES OF WHAT ASSISTANTS CAN DO



English culture



DNA ACTIVITY

D.N.A

(DREAMS, NEEDS AND ABILITIES)

- D:** I dream about an artist.
I would paint forests and hang my paintings on the wall.
- N:** I need help drawing shapes like pumpkins. I need help cutting.
- A:** I can help people draw turkeys. I am good at being a friend and being a big sister.

D.N.A

(DREAMS, NEEDS AND ABILITIES)

- D:** My dream is to visit my Grandpa in Spain and learn Spanish.
- N:** I need help colouring inside the lines. I need help remembering things and slowing down.
- A:** I am amazing at building towers, colouring hearts and hugging people to make them feel better.

DNA ACTIVITY

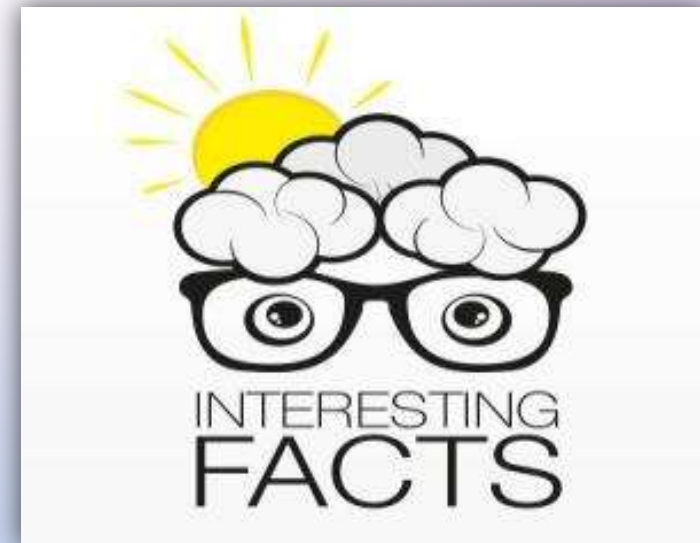
WHAT ARE YOUR DREAMS, YOUR
NEEDS AND YOUR ABILITIES?

DREAMS

NEEDS

ABILITIES

4. PROJECTS TO LEARN ABOUT ENGLISH SPEAKING COUNTRIES







Canada's flag

Canada's flag has a maple leaf because there are many maple trees in this country.

Canada's facts

- ❑ Area: 3,851,788 square miles
- ❑ Capital City: Ottawa
- ❑ Population: 27,400,000 (approx.)
- ❑ Main Language: English and French
- ❑ Currency: Canadian dollar
- ❑ Agriculture: wheat, cattle, fishing, fruits and vegetables.



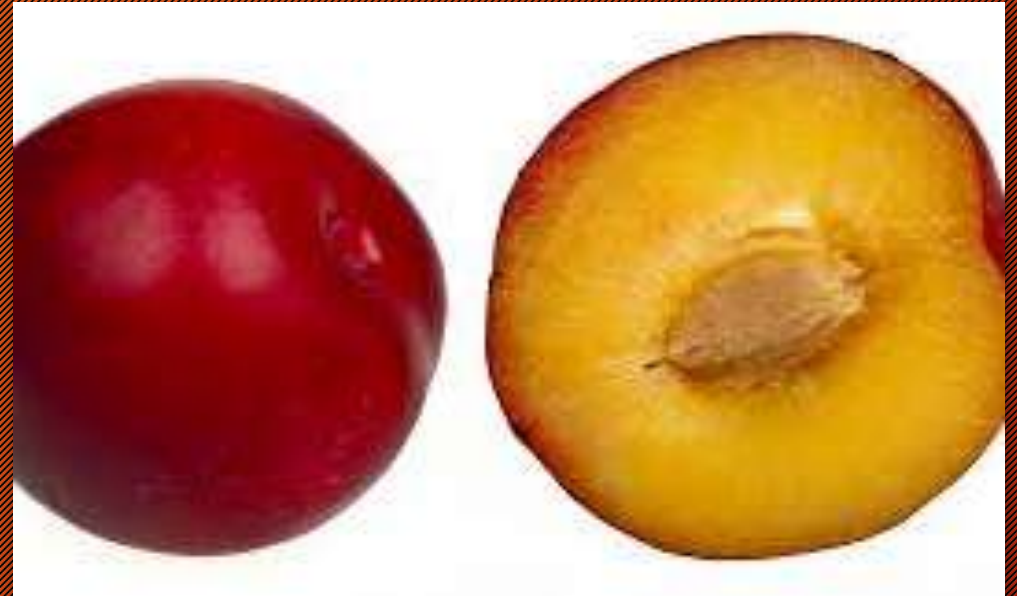
Canada's people

- Most Canadians are originally from Europe but many are native Indian Eskimo, they are called «inuits».
- Canada is a bilingual country, because it has two official languages English and French.



Canada's food

- Fish and seafood are plentiful because of the fishing industry. Canada also produces many fruits such as apples, cranberries, pears, plums and peaches.
- SALMON is a Canadian icon. It is the Canadian fish, a fish of legends and it is so delicious that it is served with pride in different restaurants.



Canada's activities

- Ice and cold weather sport such as hockey and ice skating are popular activities, lacross is the national activity.
- Calgary is famous for being a site of the winter Olympics.



Canada's animals

- Canada is home to moose, bears, deers and many arctic animals such as seal, polar bears and narwhales in its arctic regions.



Killer whale in Seattle, it is an excursion from Victoria's Island.



This is a black bear, there are a lot of bears around the country.



TORONTO

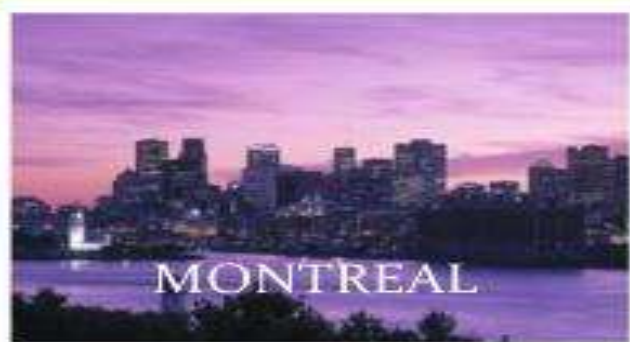
- THE CN TOWER WAS COMPLETED IN 1976, IT IS 553'3 M HIGH AND IT IS SITUATED IN THE CORE OF TORONTO.
- THIS SKYLINE ATTRACTS MORE THAN TWO MILLION INTERNATIONAL VISITORS EVERY YEAR.





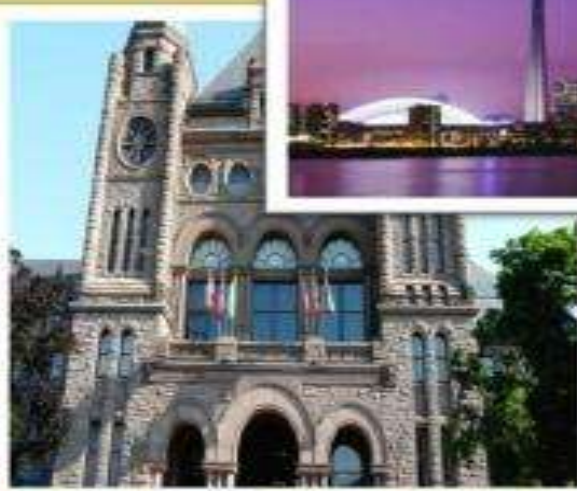
QUEBÈC

JE ME SOUVIENS



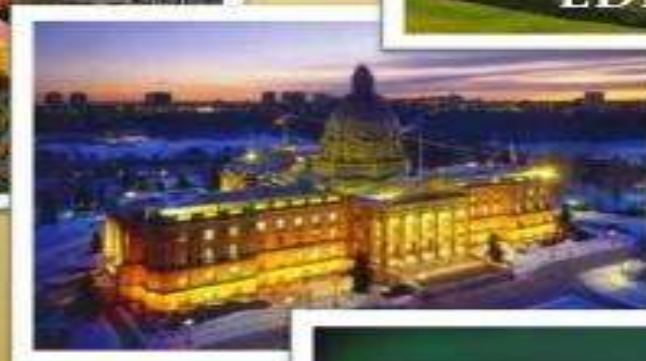
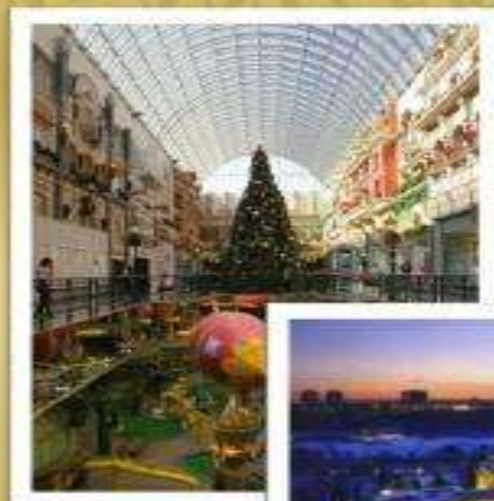


ONTARIO YOURS TO DISCOVER





ALBERTA STRONG AND FREE

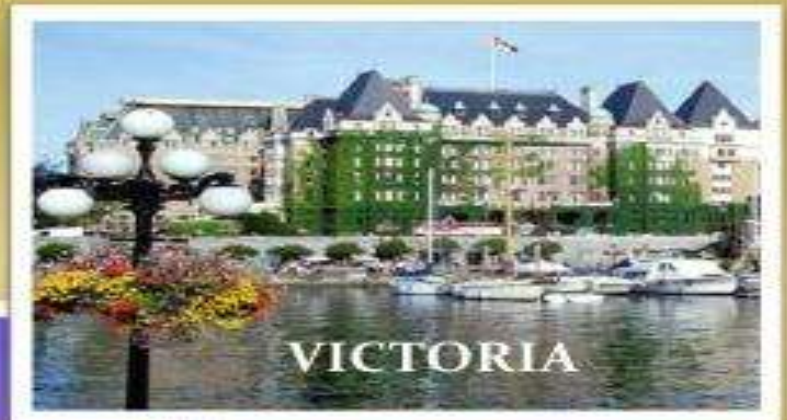




BRITISH COLUMBIA

SPL

MENT



WELCOME TO

LONDON





UNITED KINGDOM

Atlantic Ocean

SCOTLAND

North Sea

NORTHERN IRELAND

REPUBLIC OF IRELAND
(ÉIRE)

WALES

ENGLAND

London

River Thames

English Channel



London is the capital city of United Kingdom.
More than 8 million people with different languages, religions
and nationalities live here.



In London there are typical **telephone boxes** and **buses**.



The crown of the Queen is at the top.
They are red.



All the taxis are black
and in the same
model.



River Thames flows through London.
It is the longest river in England. It is navigable.

River



Many ships of all types cruise it.

It is an important transport route since prehistoric times.

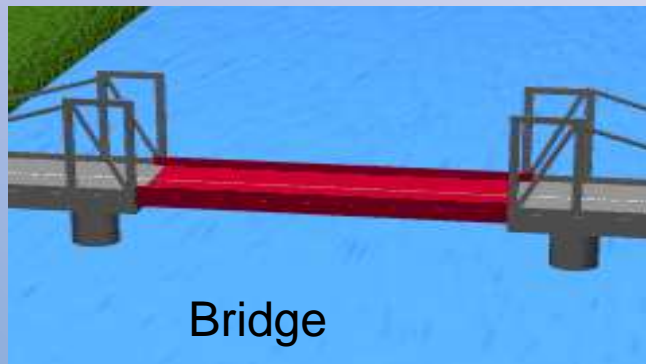
The **Tower Bridge** crosses the river Thames
It is an important symbol of London



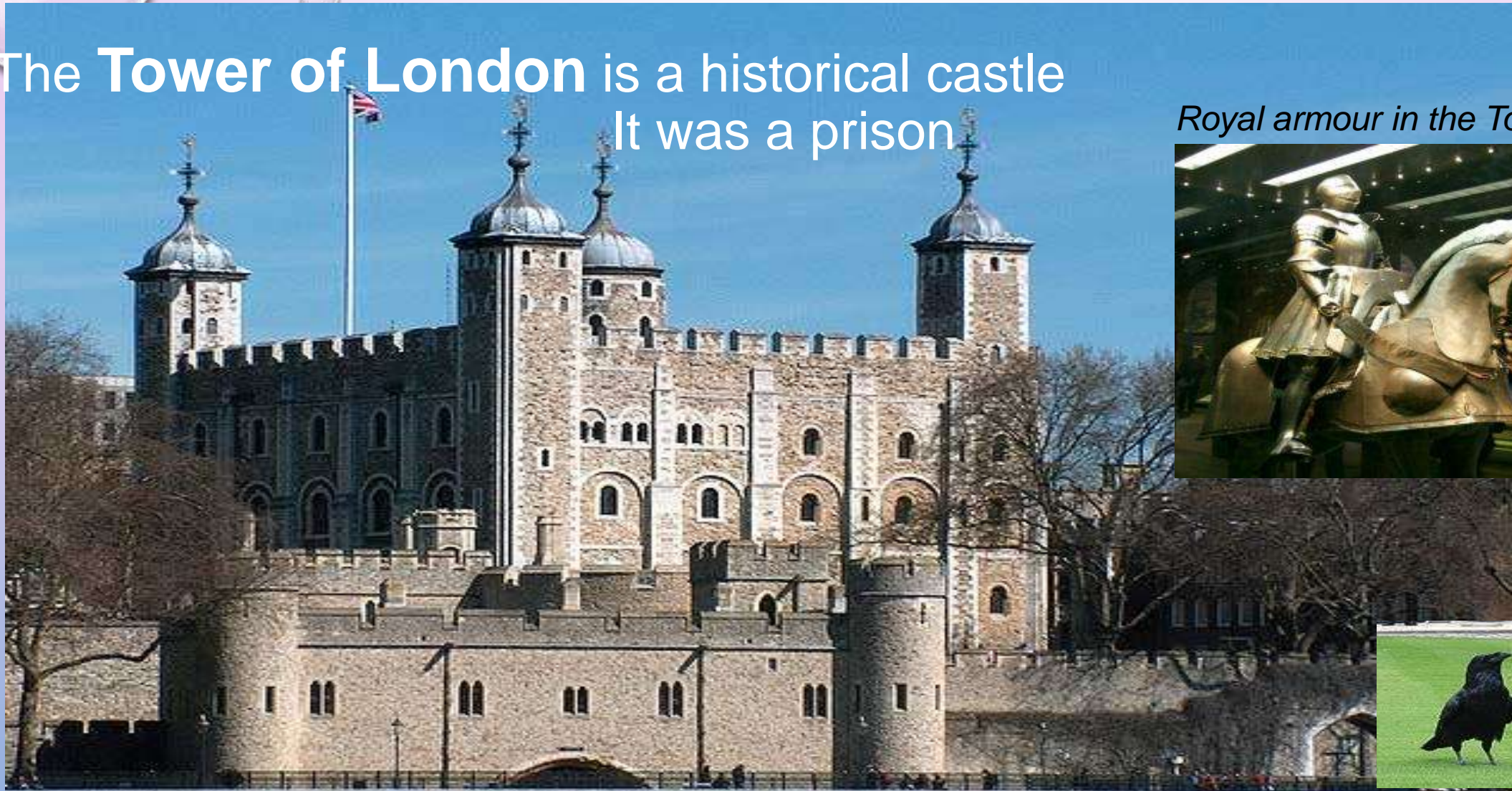


It can be opened to the boat traffic in five minutes and about 1000 times a year.

It's a moveable bridge



The **Tower of London** is a historical castle
It was a prison



Royal armour in the Tower



Ravens



A legend tells that ravens protect the Crown and the Tower

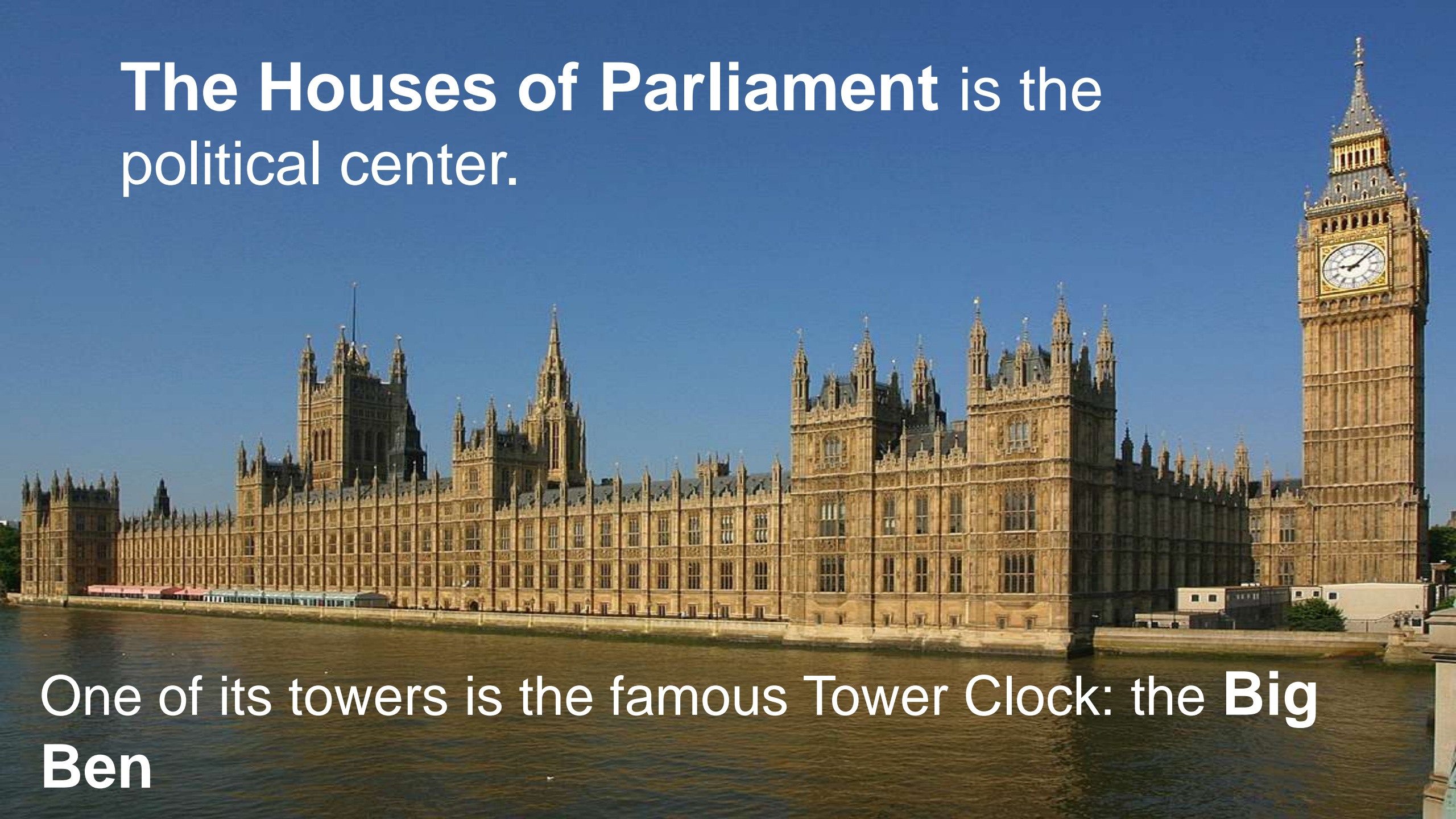


The **beefeaters** are the guards of the Tower and wear special uniforms.

There, you can see the jewels of the Crown, with enormous diamonds.



The Houses of Parliament is the political center.



One of its towers is the famous Tower Clock: the **Big Ben**

Buckingham Palace:



It's the official London residence of the Royal Family.
There are 775 rooms in the palace.



Changing the guard at the palace is one of the most colourful spectacles of Britain.



This is **Trafalgar Square**

Nelson's Column is in the center and there are two fountains



National Gallery

One of the most important painting museums in the world



DOME

Westminster Abbey

Is a large gothic church. There have been coronations and Royal weddings.



St. Paul's Cathedral

Is the highest point in the city of London, with a famous dome

British Museum

Dedicated to human history and culture



There are many
statues from
Egypt

and



important mummies like the Cleopatra's.

Natural History Museum

You can find a section of a giant secuoia.



It is famous because of its exhibitions of dinosaur skeletons.



London Eye



It is the Europe's tallest ferris wheel ,
also known as the Milenium Wheel.



The views up there
are spectacular



There are eight Royal Parks in London.

A very important one is **Hyde Park**



The sculpture of Peter Pan



People hand feed squirrels

You can swim, boat, cycle, play tennis or ride a horse.

**London Underground, also named “The Tube”,
from the round tunnels.**



**It is the oldest underground in the
world**

**Its system was copied in other cities: New
York and Madrid**

Modern London

It is the economical centre of London.

There are many buildings with important banks.

Pounds (£)



The Shard is the tallest building in Europe

At night the most important monuments are
illuminated.
London is a really beautiful city.



THE END

AUSTRALIA



What do you
know about my
country?



A vibrant, cartoon-style map of Australia and Oceania. The map is divided into regions: Northern Territory, Queensland, New South Wales, Victoria, Tasmania, Western Australia, and South Australia. Each region is filled with various Australian flora and fauna, including kangaroos, koalas, emus, and various birds. The map also shows major cities like Sydney, Melbourne, Perth, and Brisbane. Surrounding the map are the Indian Ocean, Pacific Ocean, and Tasman Sea. A compass rose is located in the bottom left corner.

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AUSTRALIA

- IT'S THE 6TH BIGGEST COUNTRY IN THE WORLD.
- IT'S AN ISLAND.
- IT'S THE SMALLEST CONTINENT IN THE WORLD.



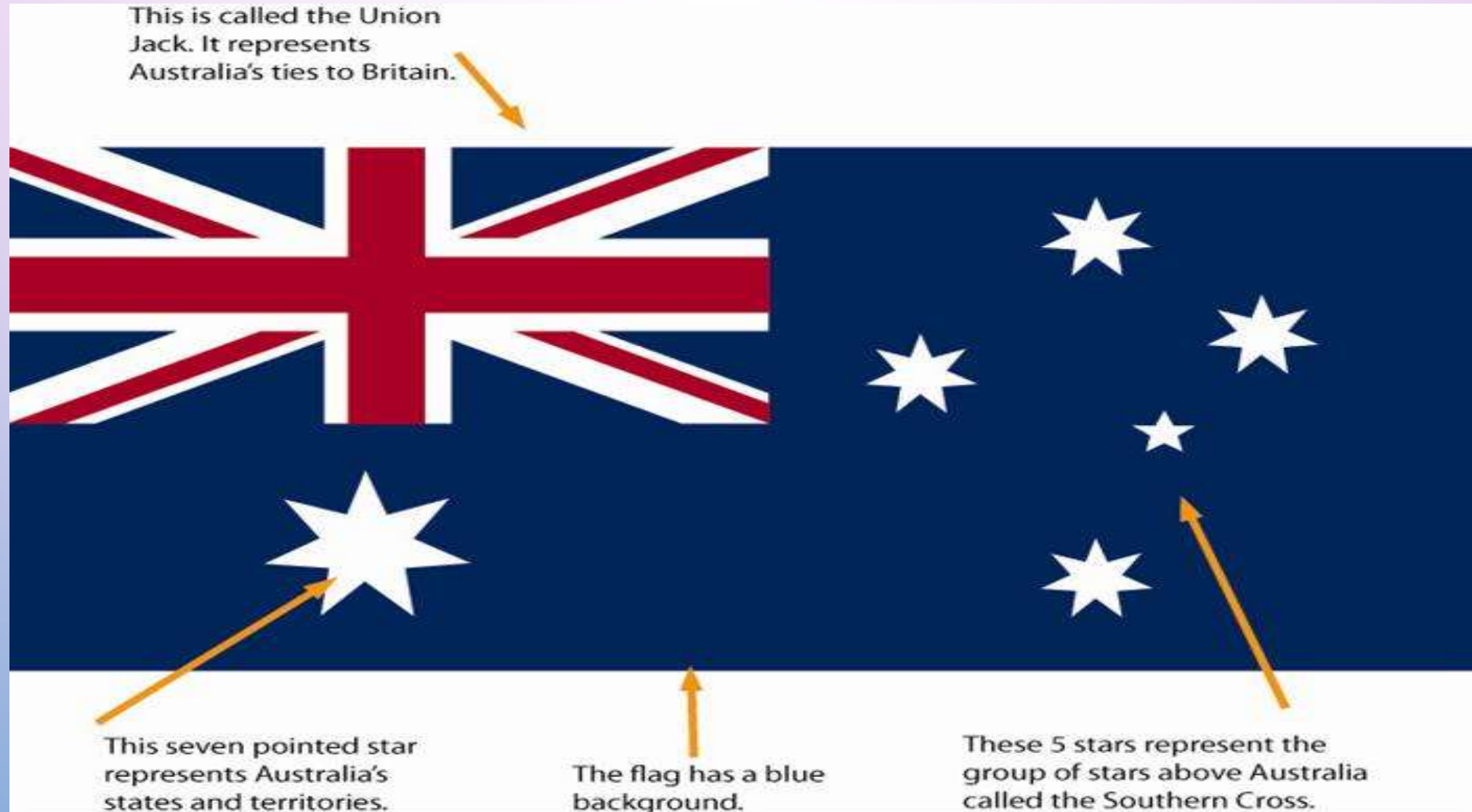
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AUSTRALIA IS MADE UP OF 7 TERRITORIES.

- Western Australia
- Northern Territory
- Queensland
- South Australia
- New South Wales
- Victoria + Tasmania
- Papua New Guinea



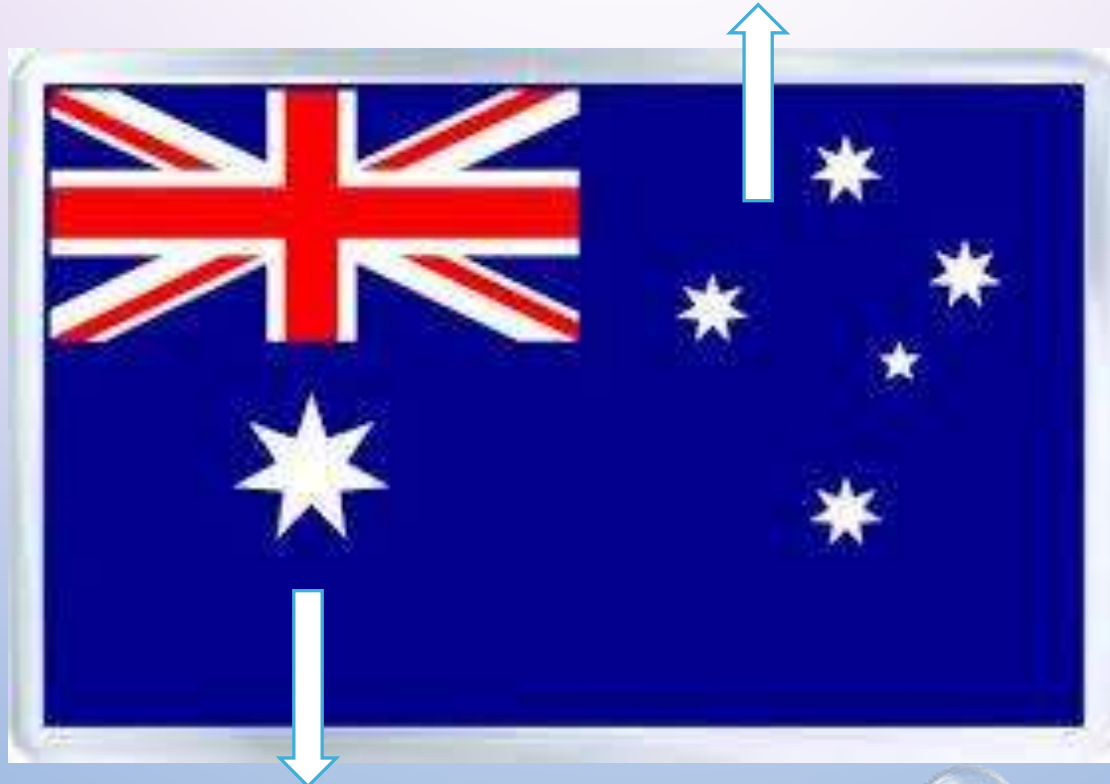
THE AUSTRALIAN FLAG



THE AUSTRALIAN FLAG

Southern cross symbolizes the constellation

Union Flag ←
6th British colony



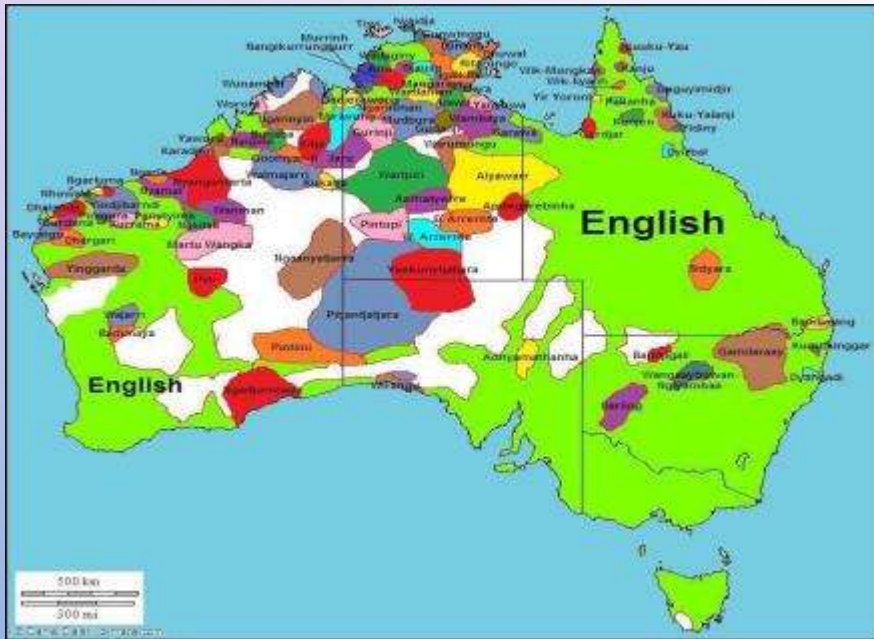
The **Commonwealth 7 pointed stars** represents the 7 territories.

LANGUAGES OF AUSTRALIA

- * Australia has **NO OFFICIAL LANGUAGE!**
- * **Main Language** – Australian English (80%)
- * **Australian English has a distinctive accent and vocabulary.**
- * Australia has a sign language known as **Auslan**, which is the main language of about 6,500 deaf people.
- * **Other Languages:**
 - Mandarin 1.6%
 - Italian 1.4%
 - Arabic 1.3%
 - Cantonese 1.2%
 - Greek 1.2%

LANGUAGES

- CAN YOU BELIEVE THAT OVER **200 DIFFERENT LANGUAGES AND DIALECTS** ARE
- SPOKEN IN AUSTRALIA OF WHICH 45 ARE INDIGENOUS!



That's a whole lot of languages...
Imagine trying to learn to speak them all?



ECONOMY

THEY USE AUSTRALIAN DOLLARS



GOVERNMENT



Australian Government

- ◆ AUSTRALIA IS A PARLIAMENTARY DEMOCRACY
- ◆ FEDERAL, STATE AND TERRITORIAL ELECTIONS ARE HELD EVERY THREE OR FOUR YEARS
- ◆ EVERY CITIZEN HAS THE RIGHT TO VOTE



RELIGION

MOST OF THE POPULATION ARE CHRISTIANS.





EDUCATION



- ◆ PRIMARY SCHOOL: RUNS FOR SEVEN OR EIGHT YEARS, STARTING AT KINDERGARTEN/PREPARATORY TO YEAR 6 OR 7)
- ◆ SECONDARY SCHOOL: RUNS FOR THREE OR FOUR YEARS, FROM YEARS 7 TO 10 OR 8 TO 10.
- ◆ SENIOR SECONDARY SCHOOL: RUNS FOR TWO YEARS, YEARS 11 AND 12
- ◆ TERTIARY EDUCATION: INCLUDES BOTH HIGHER EDUCATION (INCLUDING UNIVERSITIES) AND VOCATIONAL EDUCATION AND TRAINING (VET)

TRANSPORT



- ◆ CARS
- ◆ TRAINS
- ◆ METRO STATIONS
- ◆ BUSES
- ◆ TRAMS
- ◆ PLANES



CLOTHING



- ◆ ABORIGINES WORE LITTLE CLOTHING (JEWELRY AND ACCESSORIES)
- ◆ THE AUSTRALIAN NATIONAL DRESS CODE IS INFLUENCED BY THE “BEACH EXPERIENCE”
- ◆ EXAMPLES: SURF BOARD SHORTS, COLOURFUL SHIRTS AND FLIP-FLOPS



PREHISTORY

- THE FIRST PEOPLE TO LIVE IN AUSTRALIA WERE THE 'ABORIGINES', AND THEY'VE BEEN THERE FOR APPROXIMATELY 60,000 YEARS...



That is a seriously long time!



THE AUSTRALIAN ABORIGINAL FLAG

FORM & SYMBOLISM

The top half is black and the lower half red. There is a yellow disk in the centre of the flag.

Black - represents the Aboriginal people of Australia.

Red - represents the red earth, the red ochre used in ceremonies and Aboriginal people's spiritual relation to the land.

Yellow disk - represents the Sun, the giver of life and protector.



ABORIGINES

- ABORIGINAL CULTURE IS THE OLDEST LIVING CULTURE ON THE PLANET.



There is **no written language** for Australian Aboriginal people.

So in order to convey their important cultural stories through the **generations** it is portrayed by **stories**, **songs** and their **artwork**.



DREAMTIME

DREAMTIME IS THE FOUNDATION OF
ABORIGINAL RELIGION AND CULTURE.

IT IS THE **STORY OF EVENTS** THAT HAVE
HAPPENED, HOW THE UNIVERSE CAME
TO BE, HOW HUMAN BEINGS WERE
CREATED AND HOW THEIR CREATOR
INTENDED FOR HUMANS TO FUNCTION
WITHIN THE WORLD AS THEY KNEW IT.

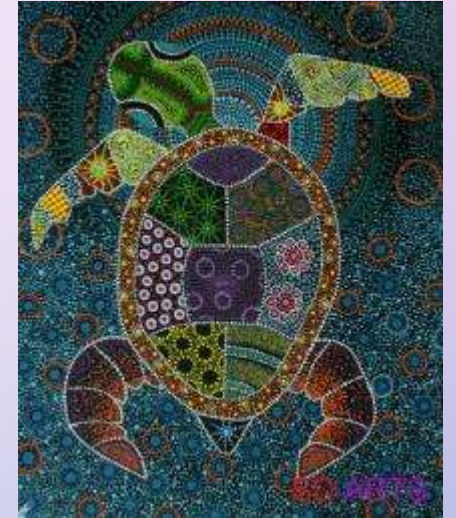


ART

It is imperative to pass on information to preserve their culture. Indigenous art is centered on **story telling**.

It is used as a **chronical** to convey knowledge of the land, events and beliefs of the Aboriginal people.

The use of **symbols** is an alternate way to writing down stories of cultural significance, teaching survival and use of the land.



BUSHRANGERS



Bushrangers were originally escaped convicts in the early years of the British settlement of Australia who harassed settlers and miners.

They had the survival skills necessary to use the Australian **bush** as a refuge to hide from the authorities.

BOOMERANG

BOOMERANGS HAVE BEEN HISTORICALLY USED FOR HUNTING , AS WELL AS ONE OF THE FAVOURITE ABORIGINAL SPORTS.



DIDGERIDOO

The best known of the musical instruments is the **Didgeridoo**.
It's a wind instrument developed by aborigines around 1500 years.



ULURU

Ayers Rock is a large sandstone rock formation in central Australia, in the Northern Territory.

Ayers Rock is also known by its Aboriginal name '**Uluru**'.

It is a **sacred** part of Aboriginal Dreamtime .

It was classified by UNESCO as **World Heritage** since 1989.



If you want to visit from the top, hurry up, it will be closed on 26th October 2019.



KAKADU NATIONAL PARK

ROCK PAINTING AT UBIRR IN KAKADU NATIONAL PARK. EVIDENCE OF ABORIGINAL ART IN AUSTRALIA CAN BE TRACED BACK SOME 30,000 YEARS.



HISTORY: THE FIRST EUROPEANS

IN 1606 WILLEM JANSZON, CAPTAIN OF THE DUYFKEN, MADE THE FIRST DOCUMENTED EUROPEAN LANDING IN AUSTRALIA.

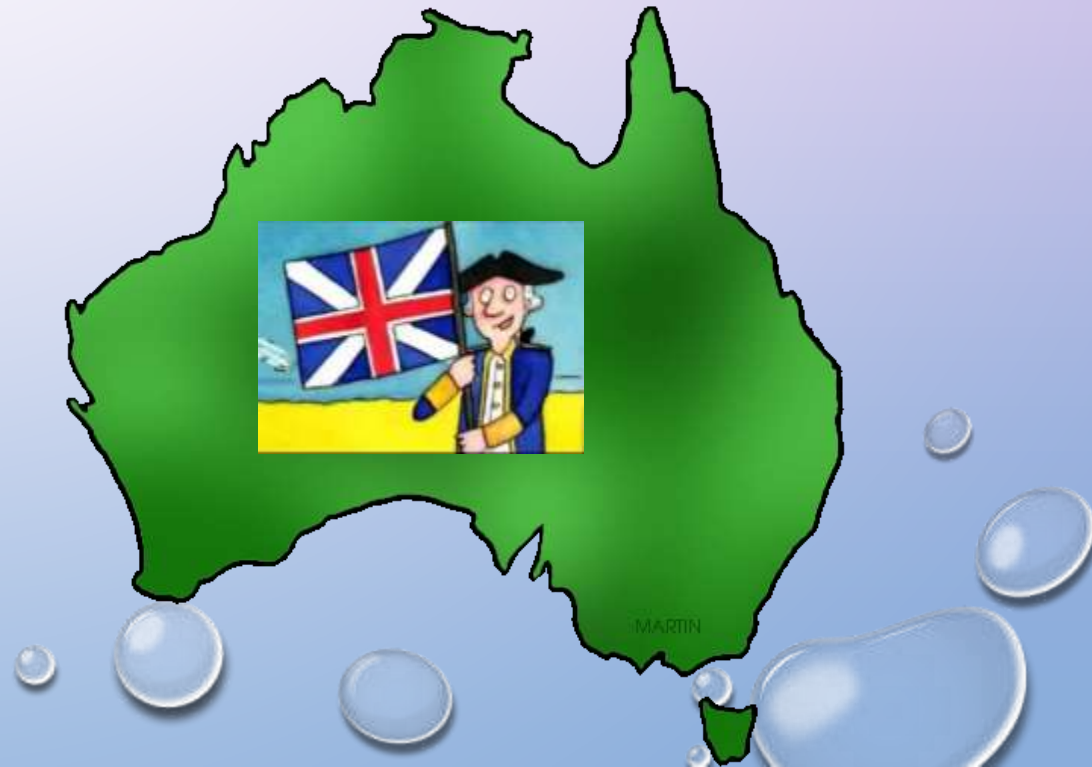


THEY CALLED THE NEW LAND AS “NEW HOLLAND”.



HISTORY: JAMES COOK

IN 1770 CAPTAIN JAMES COOK CHARTED THE EAST COAST
AND CLAIMED IT FOR BRITAIN.



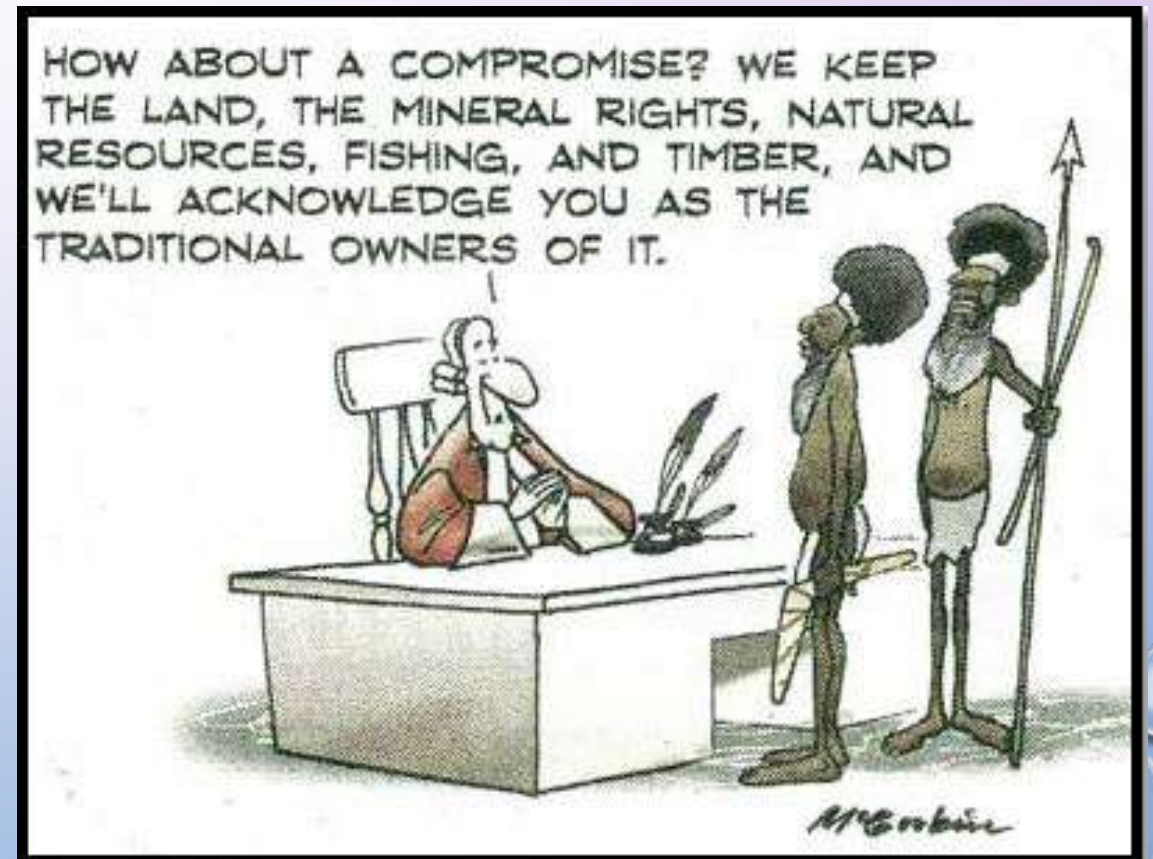
BRITAIN SENT **PRISONERS** AND **CRIMINALS** TO AUSTRALIA.

IN 1788 THE FIRST BRITISH FLEET LANDED ON AUSTRALIAN LANDS:
11 SHIPS WITH 1500 PRISONERS DEPORTED.



EUROPEANS **SOLD THE LAND** OF ABORIGINES AND KILLED
THOUSAND OF THEM.

BETWEEN 1788 AND 1900, THE ABORIGINAL POPULATION
WAS **REDUCED** BY **90%**.



HISTORY: COALMINERS

In 1851 coalminers unearthed a very **precious metal**. It would make you very rich!

IT WAS GOLD!!



Can you
guess
what is is?



AUSTRALIA

❑ THE CAPITAL CITY IS CANBERRA

SOME OTHER CITIES ARE:

- ✧ MELBOURNE
- ✧ SIDNEY
- ✧ PERTH
- ✧ DARWIN
- ✧ CAIMS
- ✧ BRISBANE
- ✧ ADELAIDE
- ✧ HOBART



CITIES

THE CAPITAL CITY IS **CANBERRA**.

Canberra was chosen as the capital because Sydney and Melbourne couldn't stop arguing about which one should be the capital. See, it doesn't pay to argue.!!!



CANBERRA

- ◆ CANBERRA IS THE CAPITAL CITY OF AUSTRALIA.
- ◆ IT HAS 345.000 INHABITANTS.

FLAG



COAT OF ARMS



CITIES

THE BIGGEST CITY IS **SYDNEY**, WHERE THERE IS THE FAMOUS **SYDNEY OPERA HOUSE**.

IT WAS CLASSIFIED BY UNESCO AS **WORLD HERITAGE** SINCE 2007.



OTHER IMPORTANT CITIES

- Melbourne



- BRISBANE



OTHER IMPORTANT CITIES

- Adelaide



- PERTH



GREAT CORAL BARRIER

The **Great Barrier Reef** is the **world's largest coral reef** system.
It can be seen from **outer space**.



CULTURE: DREAMTIME ART



Aboriginal people
represented
their beliefs
through
dreamtime art





CULTURE: AYERS ROCK (ULURU)

- ◆ IT IS SACRED FOR ABORIGINAL PEOPLE.
- ◆ IT IS A LARGE SANDSTONE FORMATION IN THE SOUTHERN PART OF THE NORTHERN TERRITORY IN CENTRAL AUSTRALIA.



CULTURE: AUSTRALIAN DAY

They celebrate the anniversary of the day in 1788 when the English declared Australia a new colony. It is celebrated with parties, picnics and fireworks.



TRADITIONAL AUSTRALIAN FOOD



- ◆ Pavlova
- ◆ Meat Pie
- ◆ Vegemite
- ◆ Lamingtons



A TYPICAL DAY OF MEALS FOR AUSTRALIANS

- ◆ **BREAKFAST:** CEREAL AND TOAST OR EGGS AND BACON.
- ◆ **LUNCH:** SANDWICHES, SALAD AND FRUIT.
- ◆ **MAIN MEAL:** MEAT AND SEAFOOD WITH VEGETABLES, DESSERT.



SPORTS

AUSTRALIA IS USUALLY WARM SO AUSTRALIANS LOVE SPORTS AND OUTDOOR ACTIVITIES. THE MOST POPULAR ARE:



Swimming



Australian football



Surfing



Netball



Scuba-diving



Cricket

RECREATION

1. AUSTRALIAN FOOTBALL

IT WAS DEVELOPED IN MELBOURNE IN THE 19TH CENTURY.
THE POPULARITY OF THIS SPORT IS VERY HIGH IN
VITORIA WHERE IT IS PRACTICALLY A RELIGION.



2. RUGBY

◆ RUGBY IS A FULL CONTACT BALL SPORT AND CONSIDERED AS THE THIRD MOST POPULAR SPORT IN AUSTRALIA.



3. FOOTBALL

IN 1992 THE FIRST NATIONAL FOOTBALL TEAM OF AUSTRALIA WAS FORMED FOR A TOUR OF NEW ZEALAND.



4. SYDNEY

◆ THE OPERA HOUSE

ONE OF THE MOST FAMOUS BUILDINGS OF THE 20TH CENTURY. IT HOSTS PLAYS, BALLET, OPERA AND CONCERTS. THE OPERA HOUSE HAS FIVE THEATERS, RESTAURANTS, PRACTICE ROOMS AND STORES.



5.

Sydney's
**LUNA
PARK**

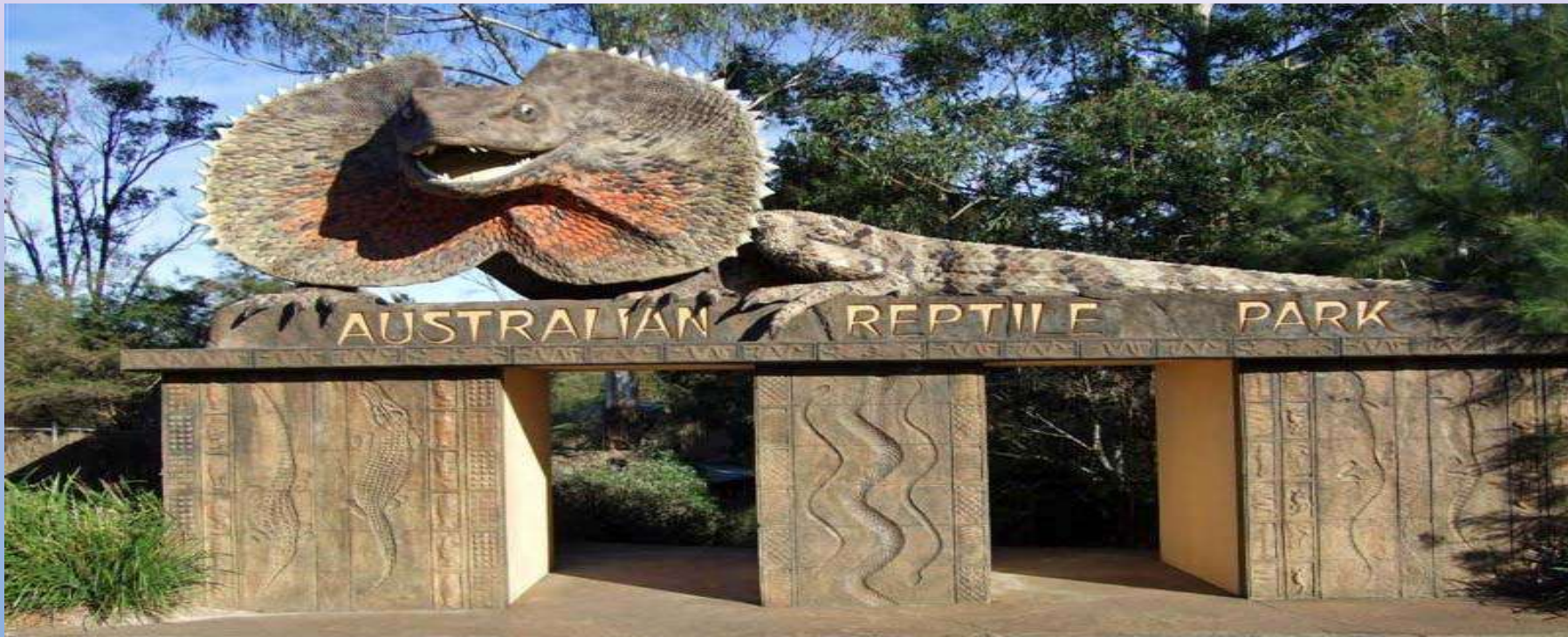
LUNA PARK SIDNEY IS THE MOST ICONIC AMUSEMENT PARK AND
TOURIST DESTINATION.



6. REPTILE PARK



AUSTRALIAN REPTILE PARK IS LOCATED IN A NATURAL BUSH SETTING ON THE CENTRAL COAST OF NSW, HOME TO EXOTIC REPTILES FROM AROUND THE WORLD AND A WIDE VARIETY OF AUSTRALIAN NATIVE ANIMALS.



ANIMALS

AUSTRALIA IS PARTICULARLY WELL KNOWN FOR ITS **MARSUPIALS**.

MARSUPIALS ARE MAMMALS WHOSE YOUNG – KNOWN AS '**JOEYS**' – ARE RAISED IN SPECIAL POUCHES IN THE MOTHER'S BODY.



Kangaroo



Wallaby



Koala

ANIMALS IN AUSTRALIA



WALLABY

A photograph of a red kangaroo standing in a grassy field. The kangaroo is facing left, with its head turned slightly towards the camera. It has a reddish-brown coat with lighter patches on its chest and inner thighs. Its long tail is extended to the right. The background is a green field with some dry grass patches.

RED KANGAROO



TREE KANGAROO

A photograph of a koala mother and her joey in a tree. The mother koala is clinging to a thick, brown tree trunk, looking directly at the camera. She has grey fur and a large, black, leathery nose. A small joey is clinging to her chest, also looking towards the camera. The background is a soft-focus green, suggesting a forest or zoo environment. The word "KOALA" is written in white, bold, sans-serif capital letters in the bottom left corner.

KOALA



FRUIT BAT



PLATYPUS



TASMANIAN DEVIL



THORNY DEVIL



BLUE TONGUE LIZARD



FRILL NECKED LIZARD



DUGONG

FAiRY PENGUIN



ANIMALS: TASMANIAN DEVIL

THIS CARNIVOROUS MARSUPIAL MAKES A DISTINCTIVE SCREECHING SOUND WHEN FEEDING, HENCE ITS NAME, WHICH IS OFTEN SHORTENED TO JUST 'DEVIL'.



ANIMALS: ECHIDNAS

ECHIDNAS ARE MEMBERS OF A VERY STRANGE GROUP OF ANIMALS CALLED '**MONOTREMES**' – MAMMALS THAT LAY EGGS.



ANIMALS: PLATYPUS

WITH THE **BILL OF A DUCK**, THE **TAIL OF A BEAVER**, AND THE **FEET OF AN OTTER**, IT'S A VERY STRANGE-LOOKING ANIMAL.

Could the platypus
be the world's
weirdest creature?



ANIMALS: QUOKKAS

QUOKKAS LOOK LIKE MINIATURE KANGAROOS, AND THEIR CURIOUS NATURE AND CHARMING LOOKS MAKE THEM POPULAR WITH PEOPLE.



ANIMALS: CASSOWARIES

CASSOWARIES ARE FAST RUNNERS, AND THEY CAN ALSO USE THEIR POWERFUL LEGS AND CLAWED FEET AS WEAPONS.



ANIMALS: EMU

EMU IS THE SECOND-LARGEST LIVING BIRD BY HEIGHT.

EMUS ARE LARGE, **FLIGHTLESS BIRDS** THAT ARE ABLE TO RUN AT HIGH SPEEDS THANKS TO THEIR LONG LEGS.



ANIMALS: CROCODILE

THERE ARE TWO TYPES OF CROCODILE FOUND IN AUSTRALIA: THE FRESHWATER CROCODILE, AND THE LARGER SALTWATER CROCODILE.

SALTWATER CROCODILES ARE NOT ONLY THE WORLD'S LARGEST REPTILES ...
THEY'RE ALSO THE **WORLD'S LARGEST LAND PREDATORS!**



ANIMALS: DINGO

- THE **DINGO** IS A **WILD DOG** THAT LIVES IN THE DESERTS, GRASSLANDS AND FORESTS OF AUSTRALIA.
- DINGOES PLAY AN IMPORTANT ROLE IN **INDIGENOUS CULTURE**, AND FEATURE IN STORIES AND CEREMONIES. THEY HAVE BEEN FOUND IN ABORIGINAL STONE CARVINGS.



ANIMALS: DUGONGS

DUGONGS ARE CLOSELY RELATED TO MANATEES.

THE DUGONG HAS A **UNIQUE SNOUT** THAT IS SHAPED DOWNWARDS AS AN ADAPTATION TO FEED IN SEAGRASS HABITATS.

DUGONGS CAN LIVE FOR **UP TO 70 YEARS**.



ANIMALS: GREAT WHITE SHARK

IT IS THE THE **LARGEST PREDATORY FISH** ON EARTH.



Stefan Pircher/Shutterstock.com

ANIMALS: FRILL-NECKED LIZARD

THEY GET THEIR NAME DUE TO HAVING LARGE RUFFS AROUND THEIR NECKS, WHICH ARE OPENED WHEN THE LIZARD FEELS THREATENED.



ANIMALS: KOOKABURRA

IF YOU'VE EVER THOUGHT SOMEONE WAS LAUGHING AT YOU IN THE AUSTRALIAN BUSH DON'T WORRY, IT WAS PROBABLY JUST A **KOOKABURRA**.

IT IS FAMOUS FOR HAVING A LOUD CALL THAT **SOUNDS LIKE HUMAN LAUGHTER.**



Australia is home to some of the **deadliest** animals on the planet.
If you go there, be prepared!



THERE ARE 36 SPECIES OF **POISONOUS FUNNEL-WEB SPIDERS**



THERE ARE ONLY 25 VENOMOUS SNAKES IN THE WORLD AND AUSTRALIA HAS **20** OF THEM. THE **INLAND TAIPAN** MAY BE THE **WORLD'S MOST VENOMOUS SNAKE**.



CANE TOADS SECRETE POISON FROM BEHIND THEIR EARS AS A DEFENSE AGAINST PREDATORS. THEY ARE A THREAT TO MANY NATIVE AUSTRALIAN ANIMALS, WHO FALL ILL AFTER EATING THE TOADS.

Who would have thought
that the Australians are
great inventors!
Can you name any Aussie
inventions?



UGG BOOTS

UGG BOOTS WERE ACTUALLY INVENTED IN AUSTRALIA,
BUT THEY ARE NOT TOO KEEN ON THEM.



The locals call
them
“very ugly boots”.



AUSTRALIAN INVENTIONS THAT CHANGED THE WORLD: BLACK BOX FLIGHT RECORDER

IT WAS INVENTED BY DR. DAVID WARREN. THIS DEVICE IS **VIRTUALLY INDESTRUCTIBLE** AND RECORDS THE FINAL MOMENTS OF A CRASHED PLANE'S LAST FLIGHT.



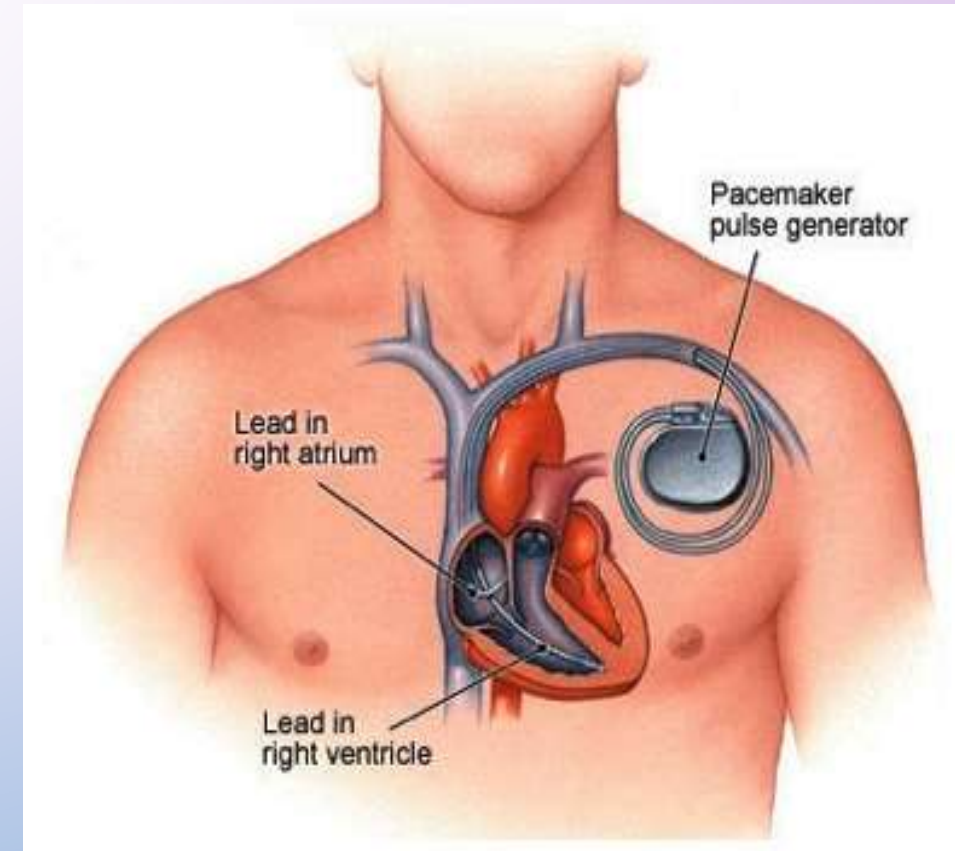
WHILE IT IS A BOX, **IT'S NOT BLACK** - IT'S BRIGHT ORANGE COLOR IS CALLED 'INTERNATIONAL ORANGE', MAKING IT EASIER TO FIND IN CRASH-SITE RUBBLE.

ELECTRONIC PACEMAKER

MARK LIDWILL AND EDGAR BOOTH DEVELOPED THE FIRST ARTIFICIAL PACEMAKER IN THE 1920S.

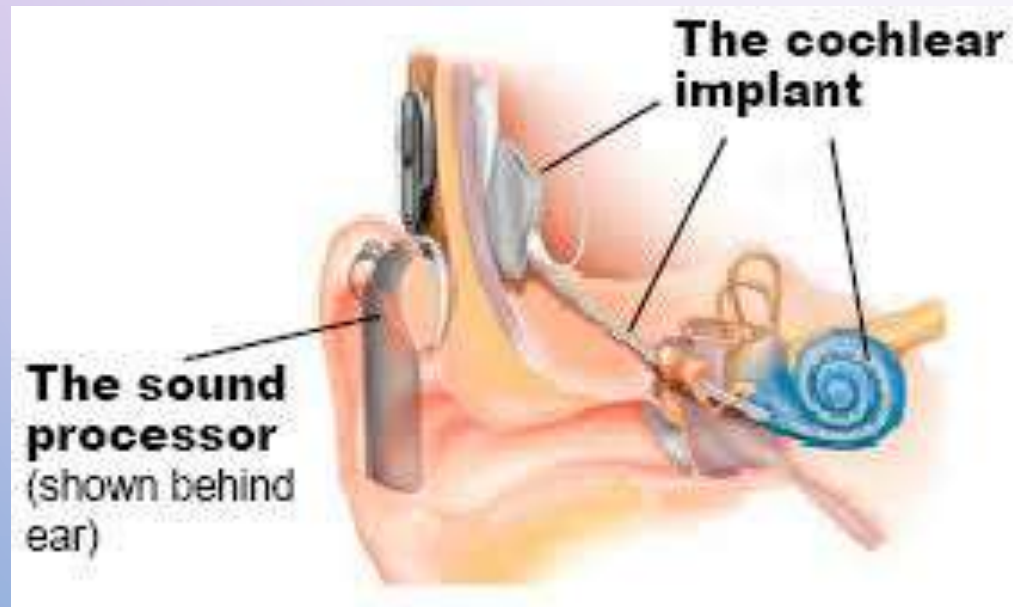


THIS SMALL DEVICES HELPS TO KEEP YOUR HEART BEATING PROPERLY.



COCHLEAR IMPLANT (BIONIC EAR)

PROFESSOR GRAEME CLARK INVENTED THE FIRST BIONIC EAR IN THE 1970S.



The first prototype was implanted in a person in 1978.

WI-FI

IN 1992 JOHN O' SULLIVAN AND THE CSIRO DEVELOPED
WI-FI TECHNOLOGY.



GOOGLE MAPS

- LARS AND JENS RASMUSSEN DEVELOPED THE PLATFORM FOR GOOGLE MAPS IN SYDNEY IN THE EARLY 2000S.



Australia is really remote, that's why it's nicknamed
'DOWN UNDER' or OZ .

And because of this ,they've got loads of animals and
plants that **can't be found anywhere else** in the world.

Cool , huh?

So if you want to see them, then you'll have to hop on a
plane.



How well do you know
Australia?
Are you ready to show
me?

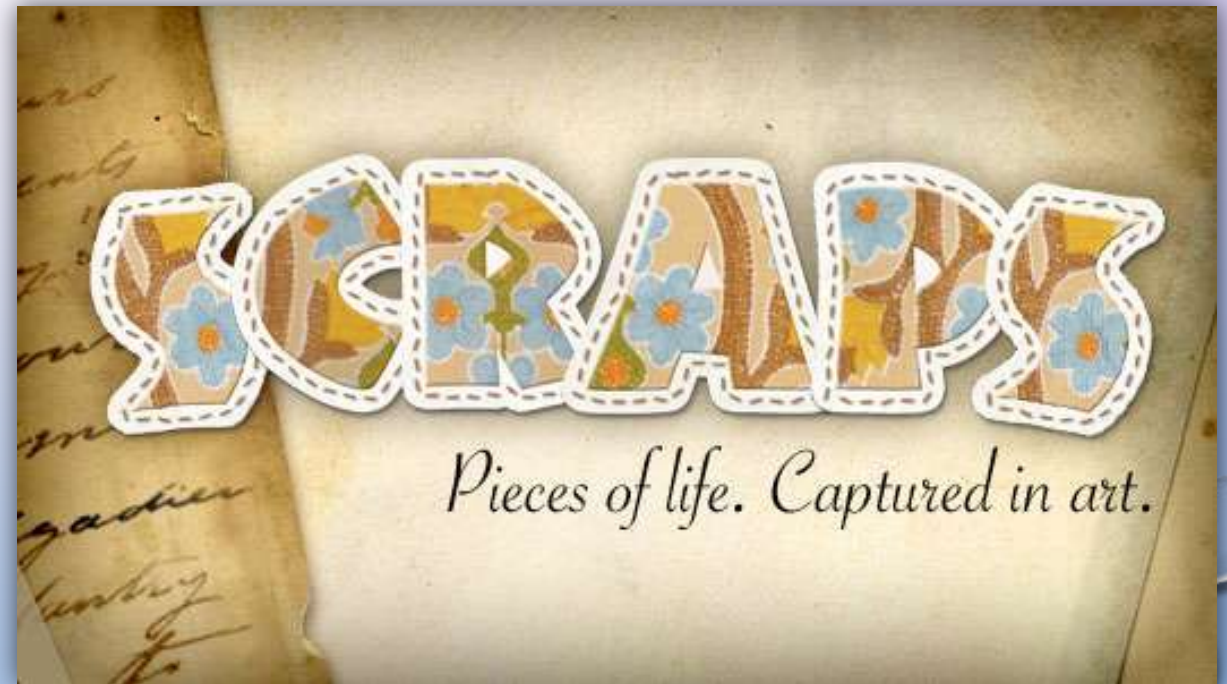


**The
End**

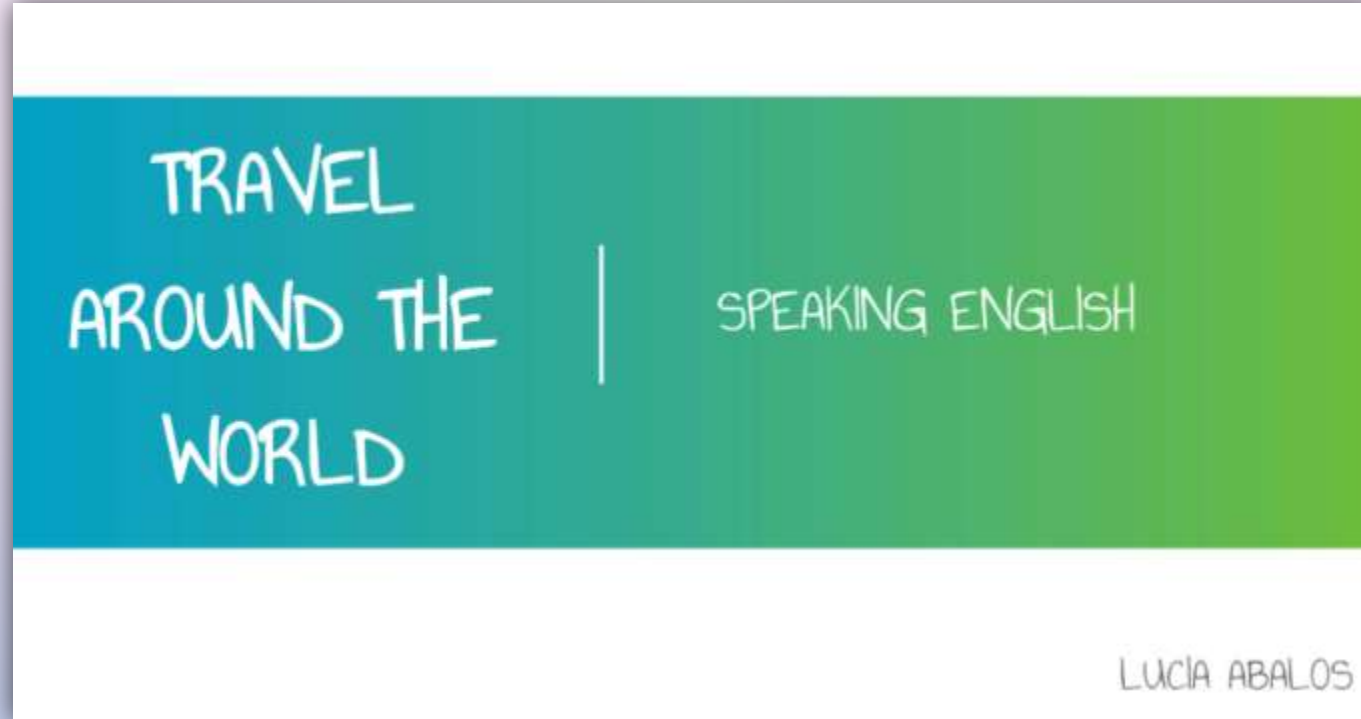


5. MAKING THE MOST OF OUR TRIPS AROUND THE WORLD

Scrapbook



ENGLISH SPEAKING COUNTRIES PRESENTATIONS



<https://view.genial.ly/5b939c6e0c7ecc6f856c10f1/intercultural-awareness>

INTERCULTURAL AWARENESS



**REFLECTIONS AND
“AHA” MOMENTS**

