

# PROJET 2 : BEING A HERO CHANGING THE WORLD

## Domaines :

- ↳ Vivre et agir au quotidien : relations avec les autres
- ↳ S'informer et comprendre : société, références historiques
- ↳ Se cultiver, se divertir : traditions, monde et histoire

## Contexte :

- ↳ expression et communication : situations de la vie quotidienne, personnelle, sociale et civique

Niveau visé : **B1**

Durée : 6 séances

**MISSION : You take part in the creation of a collaborative virtual museum about heroes from the past to the future**

### Compétences linguistiques

<b>Compétences</b>	<ul style="list-style-type: none"> <li>• <b>Lexicales :</b> Portrait, biography, heroes human rights, equality, charities environment and food virtual reality</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Grammaticales:</b> Présent, prétérit, futur May / might</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Phonologiques :</b> Intonation Accentuation</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Sociolinguistiques</b> : reconnaître les indices socio culturels / Adopter un registre approprié</li> <li>• <b>Pragmatiques</b> : compétence discursive, syntaxique / Appropriation d'outils numériques</li> <li>• <b>Médiation</b> : mener un travail collectif - devoir de mémoire, établir un espace pluriculturel (musée virtuel)</li> <li>• <b>Culturelles</b> : citoyenneté, spécificités interculturelles, intérêt historique</li> </ul>		

### Mise en œuvre

Etapas	Activités langagières	Niveau CECRL	Références au CECRL	Déroulement des activités Stratégies et entraînements
<b>S1</b>  <b>(1h)</b>	CO  EE	A2  B1	<p><b>CO</b> Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.</p> <p><b>EE</b> Can produce simple connected text on topics which are of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.</p>	<ol style="list-style-type: none"> <li>1. Listening comprehension with word bank (30')               <ol style="list-style-type: none"> <li>a. Anita : Gandhi, my hero (A2, BE, 0:45) <a href="https://www.audio-lingua.eu/spip.php?article2229">https://www.audio-lingua.eu/spip.php?article2229</a></li> <li>b. Angelin : Gandhi (B1, Indian English, 1:37) <a href="https://www.audio-lingua.eu/spip.php?article6115">https://www.audio-lingua.eu/spip.php?article6115</a></li> <li>c. Rob : Martin Luther King Jr (B1, Welsh English, 1:38) <a href="https://www.audio-lingua.eu/spip.php?article2361">https://www.audio-lingua.eu/spip.php?article2361</a></li> <li>d. Jenny : I recycle my clothes (A2, BE, 3:13) <a href="https://www.audio-lingua.eu/spip.php?article3914">https://www.audio-lingua.eu/spip.php?article3914</a></li> <li>e. Jenny : I'm concerned about environment and food (B1, BE, 2:16) <a href="https://www.audio-lingua.eu/spip.php?article2511">https://www.audio-lingua.eu/spip.php?article2511</a></li> </ol> </li> </ol> <p><b>A1-</b> Listen to the audio and complete the exercises on learningapps  <b>A2</b> – Trace écrite héros du passé + causes personnelles ( tool box vocab)            Group work</p>

				<p>Remember : Bilan sur le prétérit</p> <p>2-Grammar : simple past  <b>A3-</b> Watch the grammar snack on regular verbs: <a href="https://youtu.be/r2cf1qcltzY">https://youtu.be/r2cf1qcltzY</a>  Watch the grammar snack on irregular verbs: <a href="https://youtu.be/aPgtdZ_urZk">https://youtu.be/aPgtdZ_urZk</a>  Do the exercises  a. <a href="http://tiny.cc/aplim_regularpast">http://tiny.cc/aplim_regularpast</a>  b. <a href="http://tiny.cc/aplim_irregularpast">http://tiny.cc/aplim_irregularpast</a>  <a href="http://tiny.cc/aplim_exercisepast">http://tiny.cc/aplim_exercisepast</a></p>
<b>S2</b>  <b>(2H)</b>	CE  EE  EOI	A2  B1	<p><b>CE</b>  Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.  Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.  Can recognise significant points in straightforward newspaper articles on familiar subjects</p> <p><b>EOC</b>  Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.  Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions.  Can describe dreams, hopes and ambitions.  Can briefly give reasons and explanations for opinions, plans and actions.</p>	<p><b>My hero from the past/ present</b></p> <p><b>A1-</b> Complete the identity card of a famous person from the past or from the present who has changed the world and who inspires you. Think about people who have fought for equality, human rights, civil rights, the environment.</p> <p>1 group past / 1 group present</p> <p><b>A2-</b> Present the famous person orally</p> <p><b>A3-</b> Gp 1 : Write a short text on your hero from the present  Gp 2 : Write a short text on your hero from the past</p> <p><b>A4-</b> Make sure you can pronounce your text correctly ; check with the given apps</p>
<b>S3</b>  <b>(2H)</b>	EE	A2  B1	<p><b>EE</b>  Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence</p>	<p><b>How I want to change the world</b></p> <p><b>A1-</b> Read the example and report back orally  <b>A2-</b> Complete the document with your ideas to change the world (ex causes + word box)  <b>A3-</b> Write a short text to defend your cause</p>

<p><b>S4</b>  <b>(3h)</b></p>	<p>EOC</p>	<p>A2  B1</p>		<p><b>A1-</b> Watch the tutorial about how to use CoSpaces in VR mode.  <b>A2-</b> Find pictures  <b>A3-</b> Select or create videos and/or audio files to talk about your heros  <b>A4-</b> Create your scene on Cospaces application</p>
<p><b>S5</b>  <b>(2h)</b></p>	<p>CO  CE  EE  EOC</p>	<p>A2    B1</p>	<p><b>CO</b> Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. Can recognise significant points in straightforward newspaper articles on familiar subjects</p> <p><b>CE</b> Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. Can recognise significant points in straightforward newspaper articles on familiar subjects</p> <p><b>EE</b> Can explain what he/she likes or dislikes about something. Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence</p> <p><b>EOC</b> Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.</p>	<p><b>Feedback</b></p> <p>A1- a) Write your comments b) Pronunciation</p> <p>A2- Record and send your comments</p> <p>A3-Tell the class about your favorite space</p> <p>A4- Listen to the feedback</p> <p>A5- Record your answers to the feedback</p> <p>A6- Listen to the answers to your questions</p>
<p><b>S6</b></p>	<p><b>Evaluation formative :</b> présenter un héro oralement  <b>Evaluation sommative :</b> évaluation de la production finale : création de son musée virtuel</p>			