


## APLIM: vTime / Lesson plan: Let's talk !

<i>Title</i>	<b>Let's talk!</b>	
<i>Potential Topics</i>	inventions & discoveries / the workplace / video games & smartphone use or addiction / friendship	
<i>Level (CEFR)</i>	A2+/B1	
<i>Time frame</i>	3-5 lessons + potential evaluation (f.ex.: comprehension: questionnaire on individual discussion / production: interview on the discussion)	
<u><i>Tasks &amp; CEFR Reference</i></u>		
<ul style="list-style-type: none"> <li>• <i>Pre-tasks</i> (1-2 lessons or homework)</li> </ul>	<p>Part 1: Depending on the topic chosen with your partners in France/Germany</p> <ol style="list-style-type: none"> <li>1. do research on               <ol style="list-style-type: none"> <li>a. inventions &amp; discoveries from your country</li> <li>b. the company you did an internship with / a company from your region</li> <li>c. video games &amp; smartphone use among teenagers in your country and the United States</li> <li>d. video game &amp; smartphone addiction among teenagers in your country and the United States</li> </ol> </li> <li>2. think about what friendship means to you.</li> </ol> <p>Part 2: Take some notes or prepare a little presentation with max 5 pictures (not a PowerPoint presentation!). Make sure you are prepared to address the following questions:</p> <ol style="list-style-type: none"> <li>1. present yourself</li> <li>2. talk about your research and your findings</li> <li>3. your personal opinion on or experience with the topic</li> <li>4. questions you would like to ask your partners</li> </ol>	<p><b>Reading comprehension:</b></p> <p>A2 Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.</p> <p>B1 Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. Can recognize significant points in straightforward newspaper articles on familiar subjects.</p> <p><b>SUSTAINED MONOLOGUE: Describing experience</b> A2 Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. Can give short, basic descriptions of events and activities. Can use simple descriptive language to make brief statements about and compare objects and possessions. Can explain what he/she likes or dislikes about something.</p> <p>B1 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 describe events, real or imagined. Can narrate a story.</p>
<ul style="list-style-type: none"> <li>• <i>Tasks</i> (1-2 lessons)</li> </ul>	<p>You will join two partners in a virtual location. Only up to one of them will be from your own country. You have 15 minutes to discuss your topic. If you want to use pictures to present something, make sure you are in a location where you can project them.</p> <p>Your conversation will be recorded to document it for feedback from your teacher and for your own evaluation process.</p> <ol style="list-style-type: none"> <li>1. Start with a short presentation of everyone. (2-3 minutes / person)</li> <li>2. Then present you findings on the topic you researched or took notes on by taking turns. Don't forget to mention your personal opinion and/or experience. (2-5 minutes / person)</li> </ol>	<p><b>ORAL PRODUCTION: Addressing audiences</b></p> <p>A2: Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions. Can cope with a limited number of straightforward follow up questions. Can give a short, rehearsed, basic presentation on a familiar subject. Can answer straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his/her reply is possible.</p> <p>B1: Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. Can take follow up questions, but may have to ask for repetition if the speech was rapid</p> <p><b>SPOKEN INTERACTION</b></p> <p>A2 Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue</p>

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	3. Start a discussion by telling the others what you found interesting and ask them at least one question they can reply to immediately.	effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. B1 Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.
• <i>Review</i> (1 -2 lessons)	<p>1. Prepare a short oral statement on your discussion (do not write a text but use bullet points). Address the following questions:</p> <ol style="list-style-type: none"> <li>Who did you talk to? What did you like about them?</li> <li>What did you talk about?</li> <li>What did you find interesting? What did you learn?</li> <li>What did you find surprising?</li> <li>Describe your experience talking to students from another country in English in a virtual environment.</li> </ol> <p>You don't have to limit yourself to these questions! Feel free to talk about other things, too. If necessary, use the recording of the discussion to trigger your memory.</p> <p>2. Give a short statement in class (2-3 minutes)</p> <p>3. Record your statement for your partners (mp3 file) and have your teacher send the recordings to your partners</p>	<p><b>SUSTAINED MONOLOGUE</b> A2 Can use simple descriptive language to make brief statements about and compare things Can explain what he/she likes or dislikes about something B1 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.</p>
• <i>Evaluation</i>	Interviews with the students about their discussion and/or recorded statements	
<p><i>Tutorials</i> <a href="http://tiny.cc/tutos_vtime">http://tiny.cc/tutos_vtime</a></p> 	<ul style="list-style-type: none"> <li>Step-by-step (for students – to use with the worksheets) (E)</li> <li>vTime for students</li> <li>vTime for teachers</li> <li>Copyright &amp; creative commons</li> <li>Google Translate</li> </ul>	
<p><i>Documents</i></p> <ul style="list-style-type: none"> <li><i>Teachers</i> <ul style="list-style-type: none"> <li>Roadmap</li> <li>Lesson plan</li> </ul> </li> <li><i>Students</i> <ul style="list-style-type: none"> <li>Roadmap</li> <li>Worksheet for every step</li> </ul> </li> </ul>		

**Attention: You can do the task twice with different topics or distribute the topics to different groups of students. You just have to make sure you and your partner in France/Germany are on the same page.**