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PluriDigit Project – English 1

This document contains 5 weekly tasks that can be used in a basic level English course. They have been posted in the VoiceThread platform but they can also be used face-to-face with some modification. These tasks provide a sample for engaging students' repertoires and oral interaction and you may want to adapt them to your own context.

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If you would like to use these tasks, please cite accordingly:

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PluriDigit Project

Oral, and plurilingual and pluricultural competence

English 1 – Activity 1

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In this task you will...

STEP 1: Look at a picture and answer questions

STEP 2: Record and post an audio/video based on Step 1

STEP 3: Listen AND respond to your classmates' posts



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STEP 1: Meeting People

Choose one person in the picture and answer:

- Where is the person from?
- What is the person's nationality?
- What greeting does the person use?
- What greetings do you know in languages other than English?

Record a short 1 to 2 minute **audio** response

Hi! My name is Hans, and I am from Berlin in Germany. See you!

Good afternoon! I'm Mary. I'm a proud New Yorker from the USA! How are you?

Hey there! I'm Robert and I'm Canadian. I live in Vancouver. Have a great day!

How are you? I'm Mehdi, and this is my best friend Sarah-Ann. I'm from Iran and she's from Ukraine. How about you?

Hello! I'm Janice and this is my husband, Ahmed. We're from London, Great Britain. Nice to meet you!



STEP 2: Introducing Yourself

Like the people in Step 1, introduce yourself and:

- Include a greeting
 - Example: *Hello!* or *Hi!*
- Say your name
- Say the city where you live
- Say your nationality
- Include a closing
 - Example: *Bye!* or *Pleased to meet you*

Note: Feel free to use words in languages other than English

Record a short 1 to 2 minute
video post

Olá! Hi there! My name is _____, and I live in _____. I am _____. See you later!



Good morning! I'm _____, and I live in _____. I am _____. Have a great day! Tchau tchau!

STEP 3: Meet Everyone!

In the next 2 weeks, go back to the previous slides and engage with your classmates' posts. Reply with a comment, say hi back, or say nice to meet you! If you receive a comment, reply back!



Image from Pixabay.com

You can interact with your peers by leaving an **audio** or **video** comment to their posts

Activity 1 - Goals

Congratulations! 🙌🙌🙌

In this activity, you have practiced:

- **Oral production (A1-A2):** Can describe yourself, where you live, and can describe others
- **Online interaction (B1):** Can comment on other people's online posts, provided they are spoken in simple language
- **Building on plurilingual repertoire (A1):** Can use your repertoire to conduct basic, concrete interaction
- **Building on pluricultural repertoire (A2):** Can recognize and use cultural references like different everyday/routine greetings



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In this task you will...

STEP 1: Look at some pictures and **answer** questions

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STEP 1: WH-Questions

Choose one picture and answer:

- Who is/who are in the picture?
- Where are they?
- What are they doing?
- What time of the day is it?

Note: If you can't say everything in English, no problem. Use your repertoire: gestures, languages, signs, etc.

Record a short 1 to 2 minute **audio** response



1



2



3



4



5

STEP 2: Mini-Interviews

Now it's your turn to ask the questions!
Ask your teachers and your classmates about:

- The languages they use
- Their birthday and zodiac sign
- Their favourite holiday
- Their favourite artist/singer/poet/rapper
- A food that is typical in their family or in their culture
- Their reasons for learning English

Note: Feel free to ask other questions



Image from Pixabay.com

Record a short 1 to 2 minute **video** post

STEP 3: Respond to Everyone!

In the next 2 weeks, go back to the previous slides and interact with your classmates' posts. Reply to their interview questions and feel free to ask them more questions or make other comments.

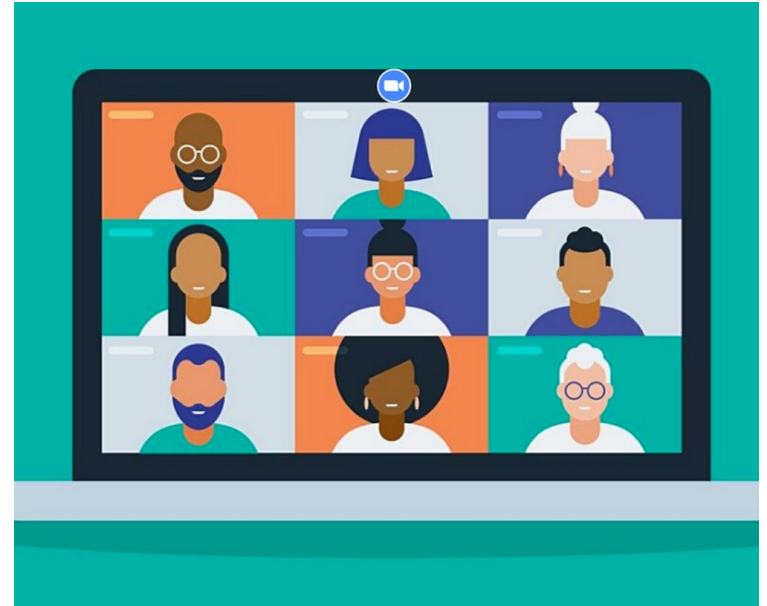


Image from Pixabay.com

You can interact with your peers by leaving an audio or video comment to their posts.

Activity 2 - Goals

Congratulations! 🙌🙌🙌

In this activity, you have practiced:

- **Oral production (A1-A2):** Can describe yourself and a set of familiar topics
- **Online interaction (B1):** Can comment on other people's online posts, provided they are spoken in simple language
- **Building on plurilingual repertoire (A1):** Can use your repertoire to conduct basic, concrete interaction
- **Facilitating pluricultural space (A2):** Can facilitate an intercultural exchange by showing a welcoming attitude and interest with words/signs and non-verbal signals, by inviting others to contribute



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STEP 1: The Online Classroom

Look at this picture and answer:

- Who is in the picture?
- What are they doing?
- What items does the student use in the online class? Name at least 5 items.
- What about you? What items do you use in your online class?

Note: Feel free to use your repertoire in languages other than English

Record a short 1 to 2 minute **audio** response



Image from Freepik.com

STEP 2: Online vs. In-person Class

Because of the COVID-19 pandemic, many classrooms have transitioned online. Let's discuss:

- Do you prefer online or in-person classes? Why?
- What are some benefits of online classes?
- What are some disadvantages of online classes?
- Do you prefer learning languages in-person or online? Why?

Note: Feel free to use your repertoire: languages, gestures, body, facial expression, materials, images, etc. to explain your opinion

Record a short 1 to 2 minute **video** post



Images from Pixabay.com

STEP 3: Respond to Everyone!

In the next 2 weeks, go back to the previous slides and interact with your classmates' posts. Let them know if you use the same items for your online class. Tell them **if you agree or not** with their ideas about online vs. in-person classes.



Image from Pixabay.com

You can interact with your peers by leaving an audio or video comment to their posts

Activity 3 - Goals

Congratulations! 🖐️ 🖐️ 🖐️

In this activity, you have practiced:

- **Oral production (B1):** Can sustain a straightforward monologue on a familiar topic or a topic of your interest, presenting it as a linear sequence of points.
- **Online interaction (B1):** Can comment on other people's online posts, provided they are spoken in simple language
- **Building on plurilingual repertoire (A1):** Can mobilize your repertoire in different languages and semiotic resources in order to explain a point
- **Building on pluricultural repertoire (A2):** Can recognize and appropriately use cultural knowledge like talking about online and in-person learning environments



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STEP 1: I Spy with my Little Eye...

Let's play a game of "I spy"!
Using There is or there are, name FIVE things that you see in the picture.

Example: There are trophies. (Can you see/find them?)

Record a short 1 to 2 minute **audio** response



Image from pixabay.com

Note: You can click on the + button on the bottom-right corner to zoom in on the picture.

STEP 2: What's in Your Home?

The picture in Step 1 is of someone's bedroom, and **there are a lot of things in it!** How about in your home? What are some of the things in there and that you use very often?

Show us **THREE** to **FIVE** things in your home. Again, use there is or there are.

Record a short 1 to 2 minute
video post



Image from Freepik.com

STEP 3: Respond to Everyone!

In the next 2 weeks, go back to the previous slides and interact with your classmates. Let them know if you can find the things they spied in Step 1. If you receive a comment, reply back and feel free to ask them questions, too!



Image from Pixabay.com

You can reply to your peers by leaving an audio or video comment to their posts

Activity 4 - Goals

Congratulations! 🖐️ 🖐️ 🖐️

In this activity, you have practiced:

- **Oral production (A1-A2):** Can describe things you have in your home
- **Online interaction (B1):** Can comment on other people's online posts, provided they are spoken in simple language
- **Building on plurilingual repertoire (A1):** Can use your repertoire to conduct concrete interaction
- **Facilitating pluricultural space (A1):** Can facilitate an intercultural exchange by showing a welcoming attitude and interest with simple words/signs and non-verbal signals, by inviting others to contribute



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In this task you will...

STEP 1: Watch a short video and **answer** questions

STEP 2: Record and **post** an audio/video based on Step 1

STEP 3: Listen AND respond to your classmates' posts



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STEP 1: Daily Routines

Watch the short video about someone's **daily routine**. Then answer:

- What time does she wake up in the morning?
- What does she do after yoga?
- What does she **usually** eat for breakfast
- What about for lunch?
- Where does she go after work?
- What language is the book she is reading?
- What time does she sleep **every** night?

Record a short 1 to 2 minute
audio response



Tip: Practice using **complete sentences** in your answers. For example: *She works from 9:30am to 3:30pm.*

STEP 2: Your Daily Routine

It's your turn to tell us about your daily routine! Share:

- What time do you normally wake up?
- What do you usually do after you wake up?
- Do you work or study everyday?
- Do you watch movies and TV series, or read books in your free time?
- Do you watch movies, TV shows, read books in different languages?
- What time you typically to bed?

Record a short 1 to 2 minute **video** post



Image from Freepik.com

Tip: Use the expressions below.
everyday, every morning, every night, each morning, sometimes, always, never, etc.

STEP 3: Respond to Everyone!

In the next 2 weeks, go back to the previous slides and interact with your classmates. Tell them if you have the same routine, or if you have questions. If you receive a comment, reply back and feel free to ask them questions, too!



Image from Pixabay.com

You can reply to your peers by leaving an audio or video comment to their posts

Activity 5 - Goals

Congratulations! 🙌🙌🙌

In this activity, you have practiced:

- **Oral production (A2):** Can give a simple description of daily routines as a short series of phrases and sentences
- **Online interaction (B1):** Can comment on other people's online posts, provided they are spoken in simple language
- **Building on plurilingual repertoire (A1):** Can use your repertoire to conduct concrete interaction
- **Facilitating pluricultural space (A2):** Can contribute to an intercultural exchange using words/signs to ask people to explain things, express agreement, and ask questions