

PRÉSENTATION DU SCÉNARIO PÉDAGOGIQUE



ZANDRONIS Maryem
Lycée des Droits de l'Homme
Classe de 2de

Niveau visé : A2+/B1

Nombre de séances : 7

Mots clés : générations / relations / liens/ conflits / jeunesse / vieillesse / habitudes/ stéréotypes / caractéristiques

Objectifs culturels : Habitudes et caractéristiques de la génération Z

Objectifs méthodologiques : Acquérir des stratégies d'écoute afin de comprendre les points essentiels d'un document audio. Acquérir des stratégies de lecture pour comprendre un texte informatif.

Objectifs communicationnels : Être capable d'utiliser un questionnaire préparé pour mener à bien un entretien structuré. Produire un discours simple et compréhensible sur un sujet relevant de ses centres d'intérêts.

Axe 1: Vivre entre générations

Problématique: Gen Z " How can the portrayal of a generation impact its members?" inspirée des Manuels Seasons et le Livre Scolaire

Tâche finale: As an illustration of a news report on the Gen Z generation, you are asked to make a video to talk about your lifestyle and habits as well as add your viewpoint on the topic

Tâche intermédiaire: Create a quiz on Gen Z and ask the questions to your family and friends to find out if they match their actual generation.

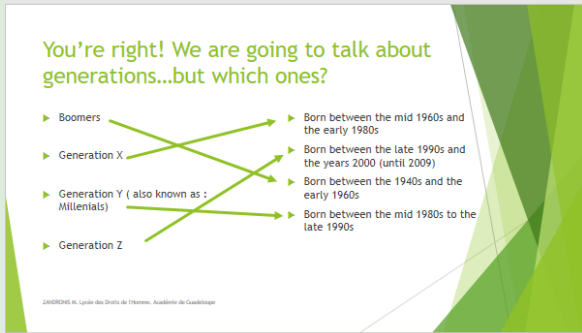
| Nombre de séances | Supports principaux Organisation | Activités langagières et mise en œuvre | Compétences communicatives langagières (grammaire, lexique, phonologie) et ou pragmatiques Homework |
|-------------------|--|---|--|
| Séance 1 | Introduction PowerPoint Classe entière | E.O : - Images de différentes générations (description puis deviner la thématique) - Diverses appellations de la Gen Z C.E : - Quotes from the NY Times (<i>peut donner lieu à une E.O.I : mini débat sur les raisons pour lesquelles ils ne sont pas d'accord avec les opinions données</i>) Recap: trace écrite | Lexique: Stereotypes/ Expressing opinion Phonologie: Gen Z/ Millenials HW : revoir le vocabulaire et la leçon/ répondre à la question ' What should they say about your generation ?' (characteristics of people your age) |



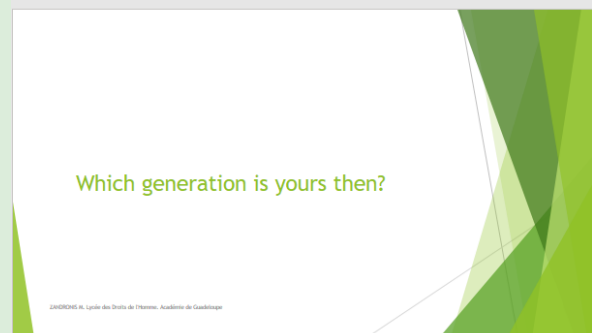
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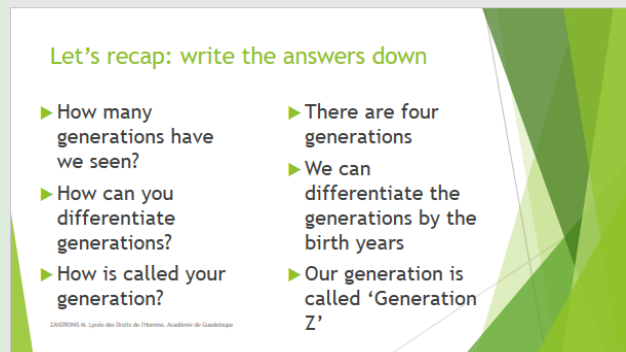
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4



5



6

What is the specificity of Generation Z?

- ▶ A- They are very happy?
- ▶ B- They lived during World War II?
- ▶ C- They have never known a non-digital world?
- ▶ D- They have never learnt to write with a pen?

▶ ANSWER: C- They have never known a non-digital world. Indeed they were born after the invention of the computer.

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Vocabulary

- ▶ Mid= middle
- ▶ Between: entre
- ▶ Until: jusqu'à
- ▶ Birth: naissance
- ▶ (to) differentiate: to distinguish
- ▶ Period: époque

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How can you express your opinion? (raise your hand and give an answer)

In my opinion/ I believe that/ As far as I am concerned

I would agree with... / I agree with/ It is true that/ there is some truth to that statement

I disagree with / I don't agree with/ It's incorrect to say that.../ It is wrong to believe that...

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Do you agree with these statements? (Choose one statement and use an expression of opinion, try to justify) →

Example: In my opinion, there is some truth to that statement because...

- ▶ Teenagers are **struggling with anxiety** more than any other problem, and perhaps more than ever before. There's a good chance that **anxiety is driving** teenagers to escape into **screens** as a way to **flee** fears.
- ▶ They have **uncertain economic lives**: **Unlike** previous generations, they can anticipate a worse economic future than their parents.
- ▶ They've also grown up with **uncertain truths** and **unreliable** sources of news and facts.
- ▶ Finally, teenagers have **uncertain independence**, many having **been raised** under parents who are overinvolved and trying to **fix** every problem for their children.

Source: NY Times, July 14, 2018

Toolbox

- (to) struggle: To fight something
- (to) drive somebody to do something: to influence somebody
- Screens: écrans
- (to) flee: To run away
- Unlike: contrary to
- Unreliable: not trustworthy
- (to) fix: to solve
- (to) be raised: to be educated

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Are these statements positive or negative?

Instead, what should they say about your generation?

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Look at these statements and say whose viewpoint they are (yours? Adults?)

Naive

Addicted to technology

Invested in studies

Curious

Exposed to violence

Superficial

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Let's recap

▶ Adults' point of views

- Naive
- Addicted to technology
- Superficial

▶ Teenagers' point of views

- Invested in studies
- Exposed to violence
- Curious

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C.E Vocabulary

| | | |
|--------------------|---|--------------------------|
| ▶ (To) be on track | → | Les aînés |
| ▶ Elders | → | Points de vue |
| ▶ Previous | → | Principal |
| ▶ (to) differ | → | D'avant |
| ▶ Viewpoints | → | Etre sur la (bonne) voie |
| ▶ Gender | → | Genre |
| ▶ Major | → | Problèmes |
| ▶ Issues | → | Etre différent |

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Agreeing or disagreeing with the following statements?



- ▶ Teenagers are struggling with anxiety more than any other problem, and perhaps more than ever before. There's a good chance that anxiety is driving teenagers to escape into screens as a way to flee fears.
- ▶ They have *uncertain economic lives*: Unlike previous generations, they can anticipate a worse economic future than their parents.
- ▶ They've also grown up with *uncertain truths* and unreliable sources of news and facts.
- ▶ Finally, teenagers have *uncertain independence*, many having been raised under parents who are overinvolved and trying to fix every problem for their children.

Example: *In my opinion, there is some truth to that statement because...*

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|-------------------|--|---|--|
| Séance 2 | Article PewResearch Travail en binômes Document iconographique | C.E : Article tronçonné Mise en commun Think about it : Rappel sur le comparatif et le superlatif à l'aide du document (repérage des éléments en lien avec le comparatif et le superlatif) Si besoin leçon récapitulative Entraînement sur le document iconographique comparant Gen Y et Gen Z | Grammaire : Comparatif/ superlatif Pragmatique : à l'aide d'indices textuels retrouver les intitulés des différents paragraphes puis les informations pertinentes permettant de répondre aux questions HW : Leçon lacunaire |



What we know about gen z so far

<https://www.pewresearch.org/social-trends/2020/05/14/on-the-cusp-of-adulthood-and-facing-an-uncertain-future-what-we-know-about-gen-z-so-far-2/>

Match the titles to the paragraphs (Choose from the sentences below)

- Gen Z on track to be the best-educated generation yet
- Within the GOP (Republican Party), Gen Zers have sharp differences with their elders
- Gen Z is more racially and ethnically diverse than previous generations
- Generations differ in their familiarity and comfort with using gender-neutral pronouns
- Gen Zers and Millennials have similar viewpoints on many major issues of the day
- Younger generations see family, societal change as a good thing

Title:

Aside from the unique set of circumstances in which Gen Z is approaching adulthood, what do we know about this new generation? We know it's different from previous generations in some important ways, but similar in many ways to the Millennial generation that came before it. Members of Gen Z are more racially and ethnically diverse than any previous generation, and they are on track to be the most well-educated generation yet. They are also digital natives who have little or no memory of the world as it existed before smartphones.

Title:

[...]Still, when it comes to their views on key social and policy issues, they look very much like Millennials. Pew Research Center surveys conducted in the fall of 2018 (more than a year before the coronavirus outbreak) among Americans ages 13 and older found that, similar to Millennials, Gen Zers are progressive and pro-government, most see the country's growing racial and ethnic diversity as a good thing, and they're less likely than older generations to see the United States as superior to other nations.

Questions: Answer the questions and justify with the text.

- | | |
|---|--|
| 1- Which generation Gen Z is the closer to? Why? | 6- Where are they from? What do they think of their country compared to other nations? |
| 2- Do the Gen Zers have more diplomas than other generations? | 7- Highlight the words/ sentences showing comparison. |
| 3- Were they born before the creation of smartphones? | 8- In French, explain how to make comparisons (use the text as an example) |
| 4- How old were the people interviewed? | |
| 5- Are they in favor of a mixed society? | |

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Title:

A look at older members of Generation Z suggests they are on a somewhat different educational trajectory than the generations that came before them. They are less likely to drop out of high school and more likely to be enrolled in college.

[..] Gen Zers are also more likely to have a college-educated parent than are previous generations of young people. In 2019, 44% of Gen Zers ages 7 to 17 were living with a parent who had a bachelor's degree or more education, compared with 33% of Millennials when they were the same age. Both of these trends reflect the overall trend toward more Americans pursuing higher education.

Title:

Among Republicans and those who lean to the Republican Party, there are striking differences between Generation Z and older generations on social and political issues. In their views on race, Gen Z Republicans are more likely than older generations of Republicans to say blacks are treated less fairly than whites in the U.S. today [...] For example, members of Gen Z are more likely than older generations to look to government to solve problems, rather than businesses and individuals.

For the most part, however, Gen Zers and Millennials share similar views on issues facing the country. These younger generations are more likely than their older counterparts to say the earth is getting warmer due to human activity: 54% of Gen Z and 56% of Millennials say this, compared with smaller shares of Gen Xers, Boomers and Silents (48%, 45% and 38%, respectively).

Questions: Answer the questions and justify with the text.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Do Gen Zers see high education as an imperative for their future? 2. Are Gen Zers parents highly educated? 3. Where do Gen Zers turn to when they have a problem? What is the difference with other generations? 4. What do they think about the environment and today's society? | <ol style="list-style-type: none"> 5. Vocabulary: find synonyms for: to leave school / tendency / instead of / problems/ BA 6. Highlight the words/ sentences showing comparison. 7. In French, explain how to make comparisons (use the text as an example) |
|---|---|

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What we know about gen z so far

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Title:

[...] Across a number of measures, Gen Zers and Millennials stand out from older generations in their views of family and societal change. Roughly half of Gen Zers (48%) and Millennials (47%) say gay and lesbian couples being allowed to marry is a good thing for our society.

There is a similar pattern in views of people of different races marrying each other, with larger shares of Millennials and Gen Zers saying this is a good thing for our society, compared with older generations. Very few across generations say this is a bad thing for society.

Title:

[...] There are also stark generational differences in views of how gender options are presented on official documents. Gen Z is by far the most likely to say that when a form or online profile asks about a person's gender it should include options other than "man" and "woman."

Questions: Answer the questions and justify with the text.

- | | |
|--|--|
| 1- Do Gen Zers have traditional view on family? | 5- Why do they want more options on this aspect?(Answer NOT from the text) |
| 2- What do they see positively in marriage? (2) | 6- Vocabulary: find the synonyms → to differentiate oneself/ more or less / trend/ a small amount of |
| 3- Is the percentage of Gen Zers against gay marriage high? | 7- Highlight the words/ sentences showing comparison. |
| 4- What would Gen Zers like to see on official documents regarding gender? | 8- In French, explain how to make comparisons (use the text as an example) |



Summary article on Gen Z

Complete the text with the following words: : **well-educated / concerned/ generations / different/ values/ studies / millennials/ article/ technology /open-minded/ racially/ diverse / track/ non-digital/ drop**

This document is an _____ that deals with _____ more precisely Generation Z.

Gen Z is _____ from previous generations because they adopt another vision of society, therefore they have other _____ and goals.

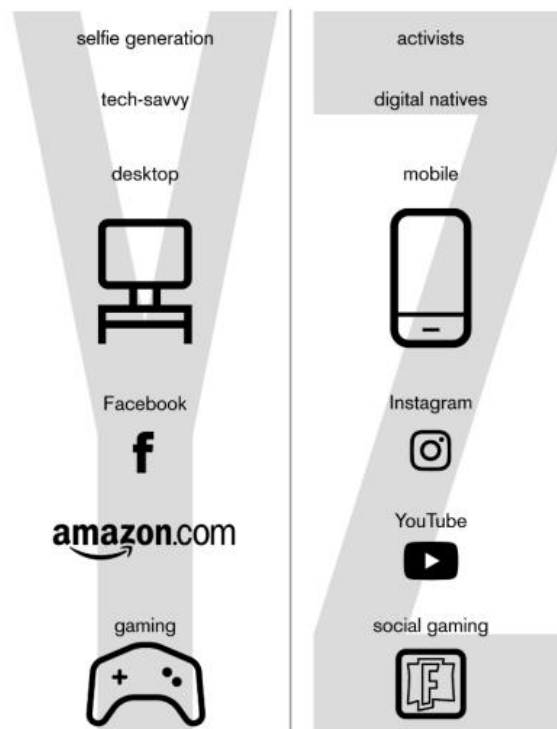
Firstly, they are more _____ and ethnically _____ than any other generations; they are more _____ about societal issues like marriage. Indeed, they are more _____ about gender and same sex marriage. They are very progressive and invested in politics.

Even though, they are close to _____ they are less likely to _____ out of school because their _____ is very important to them, as a consequence they are on the _____ to be the most _____ generation yet.

Finally, because they have never known a _____ world they are very connected to _____.

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Millenials (Generations Y,Z)



Source: Credit Suisse

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|-------------------|---|--|--|
| Séance 3 | Enregistrement BBC Learning English Classe entière | <p>Méthodologie de la Compréhension Orale <i>(partir de leurs stratégies puis affiner le processus en ajoutant les points oubliés ainsi que le vocabulaire utile)</i></p> <p>C.O : Document divisé en plusieurs parties car long</p> <p><i>Possibilité de faire de la différenciation en donnant une fiche d'écoute aux élèves les plus en difficulté, demander aux élèves les plus à l'aise de prendre des notes sur : les personnes qui parlent, le sujet, la description de la Gen Z, les dates et chiffres entendus.</i></p> <p>Mise en commun</p> <p>Trace écrite</p> | <p>Phonologie : tech-innate / hyper-informed/ savvy/ confortable (termes qui seront réutilisables pour la TF)</p> <p>Lexique : tech-innate / savvy/ hyper-informed/</p> <p>Pragmatique : Acquérir des stratégies d'écoute</p> |

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|-------------------|---|--|---|
| Séance 4 | Vidéo Youtube Classe entière (salle informatique ou tablettes) | C.O : Quizinière sur une vidéo Youtube https://www.quiziniere.com/exercices/partage/AREM3P3WG9 E.E : Répondre aux questions + faire un résumé de la vidéo (s'aider de la méthodologie et du vocabulaire travaillé précédemment) Retour en classe entière Trace écrite | Pragmatique : B1 → relever les références culturelles et le ton ironique Lexique : adjectifs de personnalité |

Correction quizinière: How Gen Z and millennials fight.



1) What social media is he referring to when he talks about the dance challenge?

He is referring to **Tiktok**

2) What is the man's job ? (the man on the right)

He is in **tech**

3) How many followers does the other have?

He has **500,000 followers**

4) What generation is he called? How old is he?

He is **called a boomer, he is 30 years old.**

5) How does the young man describe the other man's life? (plusieurs réponses possibles)

He is **independent. He pays \$1,400 rent every month**

6) How is the younger man described?

He is **described as a toddler (= a baby)**

7) What type of music does his generation listen to?

They listen to **mumble rap.**

8) What type of battle do they do?

They **do a dance battle.**

9) From what generation is the last man part of? (Make a sentence)

The last man is **part of the boomer generation.**

10) What is the young man's first reflex?

The young man's first reflex is **to take his phone to record (=to film) the man dancing and probably post it on social media.**

11) How is Gen Z described in this video?

In this video **Gen Z is described as addicted to technology and social media trends (dance challenges), they are also described as immature, unemployed but self-reliant (having his own record company), they seem to live only through their phones.**

12) How is the Millennial generation described in this video?

The Millennial generation is described as **quite independent but living a boring life made of healthy choices (avocado toast/ sour beer) expensive rents and roommates, making them not as rich as they would have hoped, however, they also appear as full of themselves (probably thinking they are the best generation) and perhaps a little jealous of Gen Z.**

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|-------------------|--|---|---|
| Séance 5 | Quiz Individuel puis classe entière | C.E : Lecture du quiz + réponses personnelles des élèves Repérages des différents éléments constituant le quiz (titre/ introduction/ types de questions/ types de réponses/ points score/ profils) qui seront à reproduire pour la tâche intermédiaire Think about it : Les questions (piqûre de rappel) | Grammaire : Les questions ouvertes et fermées, leur construction, les auxiliaires, les mots interrogatifs Remédiation : https://learningapps.org/display?v=pdz860jma17 |

WHICH Generation Am I?

A Personality Quiz

As of 2010, there are 4 different working generations who comprise today's workplace: *Traditionalists, Baby Boomers, Generation X, and Millennials or Generation Y*. Please keep in mind that not every person fits all of the characteristics of his/her generation's description. Do you think that you fit the characteristics of your defined generation? Take this quiz developed by graduate student T. Sesangthong of the University of Denver—University College in 2009 to see which generation fits you the most. After you have done with the quiz, turn over the paper and add up your point totals to see which generation fits you best.

- If you have to contact a customer, which type of communication do you prefer the most?
 - Face-to-Face communication
 - Through e-mail
 - By phone
 - Texting your customer
- Which type of reward motivates you the most?
 - Money
 - Vacation
 - Title and recognition
 - Compensation in a job done well
- What's important to you?
 - Your experience is respected
 - Do it your way and forget the rules
 - Being valued and needed in your workplace
 - Working with other bright and creative people
- Which type of leadership style belongs to you?
 - Chain of command
 - Self command
 - Collaborate
 - Top-down style of management
- Which best describes your interactive style?
 - Individual
 - Entrepreneur
 - Participative
 - Team player
- As a teenager, you...
 - Rebelled and challenged authority
 - Respected your parents
 - Friends were more important than family
 - Counted on your parents for advice and guidance
- How often do you want feedback?
 - All the time
 - During a performance review
 - Feedback is not necessary
 - Just enough to let me know that I am on the right track
- You're loyalty is toward...
 - The organization
 - Your individual goals
 - People or projects
 - The importance and meaning of work
- How often do you use computer for personal use?
 - Everyday
 - Just use at work is enough for me
 - Seldom
 - Cannot live with out
- How do you feel about work and money?
 - Work should be meaningful, and money should be spent on something you love
 - Work should be short, so you can get on to your true interests. Money is not all that important
 - Work should be as fun as possible. Life is short, so enjoy your money
 - Work hard to be financially secure, and do not waste your money

Now turn over your paper to score your results!



Source: Instrument developed by T. Sesangthong in 2009 for his Capstone Project: <http://ectd.du.edu/source/uploads/19833130.pdf>

Worksheet design by Remington Guy—10/2010

Generation Personality Quiz:

Scoring The Results

Now that you have completed the quiz, it is time to score and interpret your results. For each question asked, every choice has a point value. Please identify your point values for the selections you made. Then add up your total points and compare it with what generation you fall into. Descriptions of each of the 4 work generations is located below the graph.

Would you like to try a similar quiz online? Then check out this link: <http://projects.usatoday.com/news/generations/quiz/>

Point Value By Letter

| | | Selection (A, B, C, D) | Point Value | A | B | C | D |
|--|-----|---------------------------|----------------|---|---|---|---|
| Quiz Question | 1. | | | 1 | 2 | 3 | 4 |
| | 2. | | | 3 | 4 | 2 | 1 |
| | 3. | | | 1 | 3 | 2 | 1 |
| | 4. | | | 2 | 3 | 4 | 1 |
| | 5. | | | 1 | 3 | 4 | 2 |
| | 6. | | | 2 | 1 | 3 | 4 |
| | 7. | | | 4 | 2 | 1 | 3 |
| | 8. | | | 1 | 3 | 4 | 2 |
| | 9. | | | 3 | 2 | 4 | 1 |
| | 10. | | | 2 | 3 | 4 | 1 |
| GRAND TOTAL (Add Questions 1—10) | | | | | | | |

My Generation Is....

If you score 10-25: You belong in the Traditionalist Generation

You fit best with people born between 1922 – 1945. You are a person of high values and character. Family, your country, loyalty and hard work are all important to you. You are willing to do the right thing when it is difficult. *As of the 2000 Census, 63 million (or 23%) of Traditionalists comprise the American workforce.*

If you score 25-30: You belong in the Baby Boomer Generation

You fit in best with people born between 1945 – 1964. You are optimistic and rebellious. You believe that you will change the world. You detest authority and rules. You are also team players and serviced-oriented. *As of the 2000 Census, 78 million (or 29%) of Baby Boomer's comprise the American workforce.*

If you score 31-35: You belong in Generation X

You fit best with people born between 1965—1980. You are fun, laid back and very independent. You are willing to take risks and live your life however you see it fit. In addition, you are casual, accepting and friendly, which make you see everyone as equal. *As of the 2000 Census, 48 million (or 18%) of Generation X comprise the American workforce.*

If you score 36-40: You belong in Generation Y (also known as the Millennials)

You fit best with people born between 1981–2000. You are cooperative, flexible, techno savvy and adaptable. You know that world changes quickly, and you are eager to change with it. Moreover, you are socially responsible, forward thinking and open-minded. *As of the 2000 Census, 80 million (or 30%) of Millennials comprise the American workforce.*

Source: Instrument developed by T. Sesanthong in 2009 for his Capstone Project: <http://ctd.du.edu/source/uploads/19833130.pdf>

Worksheet design by Remington Guy—10/2010

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|-------------------------------------|---|---|--|
| Séance 6 Tâche intermédiaire | Activité de production Groupes (nombre à définir en fonction de l'effectif classe entre 2 et 4 par groupe) | E.E : Création du quiz et de ses questions E.O.I → en dehors de la classe, les élèves devront interroger à l'oral des membres de leur entourage provenant de différentes générations, prendre en note leurs réponses afin d'établir leur profil E.E : Retour en classe, à l'aide des réponses au quiz les élèves rédigent un court résumé concernant les personnes interrogées et s'ils sont surpris ou non des résultats ou réponses. | Grammaire : questions, amorces de phrases, réponses Phonologie : mots travaillés en classe Evaluation formative ou sommative : quiz |



Quiz : Barème + Summary 2de

| | | | | | |
|--|--------|------------|--------|-----|----------|
| Titre+ intro + questions + profils | 0 | 0.5 | 1 | 1.5 | 2 |
| Qualité de la langue (questions bien formulées et réponses qui sont construites et ont du sens), profils cohérents | 0 3 | 0.5 3.5 | 1 4 | 1.5 | 2 2.5 |
| Richesse lexicale (réutilisation du vocabulaire) | 0 | 0.5 | 1 | 1.5 | 2 |
| Originalité | 0 | 0.5 | 1 | 1.5 | 2 |
| Total / 10 | | | | | |

| | Qualité du contenu | | Cohérence de la construction du discours | | Correction de la langue écrite | | Richesse de la langue | | | | | | |
|-----------------|---|-----------|--|-----------|---|-----------|--|-----------|----------------|--|------------------|--|-------------|
| B1 | Peut traiter le sujet et produire un écrit intelligible et relativement développé, y compris en faisant référence à quelques éléments (inter)culturels. | 10 | Peut rendre compte d'expériences en décrivant ses sentiments et réactions. Peut exposer et illustrer un point de vue. Peut raconter une histoire de manière cohérente. | 10 | Peut démontrer une bonne maîtrise des structures simples et courantes. Les erreurs sur les structures simples ne gênent pas la lecture. | 10 | Peut produire un texte dont l'étendue lexicale relative nécessite l'usage de périphrases et de répétitions. | 10 | | | | | |
| A2 | Peut traiter le sujet, même si la production est courte. | 5 | Peut exposer une expérience ou un point de vue en utilisant des connecteurs élémentaires. | 5 | Peut produire un texte immédiatement compréhensible malgré des erreurs fréquentes. | 5 | Peut produire un texte dont les mots sont adaptés à l'intention de communication, en dépit d'un répertoire lexical limité. | 5 | | | | | |
| A1 | Peut simplement amorcer une production écrite en lien avec le sujet. | 3 | Peut énumérer des informations sur soi-même ou les autres. | 3 | Peut produire un texte globalement compréhensible mais dont la lecture est peu aisée. | 3 | Peut produire un texte intelligible malgré un lexique pauvre. | 3 | | | | | |
| Pré A1 | Peut rassembler des mots isolés en lien avec le sujet. | 1 | Peut rassembler des mots isolés en lien avec le sujet. Peut rassembler des notes non articulées. | 1 | Peut produire un écrit mais peu intelligible. | 1 | Peut produire quelques éléments stéréotypés. | 1 | | | | | |
| Points | 4 and less | | 5-9 | | 10-15 | | 16-21 | | 22-29 | | 30-37 | | 38 and more |
| Mark /10 | 0-1-2 | | 3-3.5 | | 4-4.5-5 | | 5.5-6-6.5 | | 7-7.5-8 | | 8.5-9-9.5 | | 10 |

| Nombre de séances | Supports principaux Organisation | Activités langagières et mise en œuvre | Compétences communicatives langagières (grammaire, lexique, phonologie) et ou pragmatiques Homework |
|--|--|---|---|
| Séance 7 Tâche finale | Activité de production Individuel | Explications des attendus de la tâche finale (fiche) E.O.C Rebrassage : prononciation des mots travaillés E.E : Trame des vidéos en classe (storyboard) puis fin du travail à la maison | Phonologie : révisions Lexique : réinvestir le lexique vu lors de la séquence Evaluation sommative : Vidéo notée /20 |

Final task instructions



Se reporter à la fiche de début de séquence. La vidéo qui sera envoyée devra contenir les éléments suivants :

- ✚ Une présentation (nom, prénom + sujet qui va être abordé dans la vidéo) → **What's your name? what are you going to talk about?**
- ✚ Parler de ses habitudes de vie (manière de communiquer, routine hebdomadaire/quotidienne, usage des réseaux sociaux [fréquence, utilisation], ambition personnelle, vision de soi-même au sein de sa famille/ de ses amis/ de sa génération / du lycée/ de la société) → **What do you do with your days? How do you communicate with your family? Friends? / How often do you use social media? / What vision have you got of your future? Studies? Job? Salary? Life? / How do your parents see you? What about your grandparents? Your friends? Adults in general? Society?**
- ✚ Comparer son style de vie à la vision et l'opinion que les adultes et la société ont des membres de la génération Z (utiliser le comparatif) → **Compare your vision of yourself to other people's vision**
- ✚ Dire si vous appartenez ou non à la génération Z (à partir des caractéristiques travaillées en classe) et justifier à l'aide d'exemples → **Do you think that you belong to Gen Z? Why? Why not?**
- ✚ Conclure en répondant à la question suivante: **Has there been an impact on the perception of yourself after knowing about Gen Z?**

Attention il n'est pas question de lecture pendant la vidéo !! Vous devez regarder la caméra et ne pas donner l'impression de lire quoi que ce soit hors champ ! (Il est donc nécessaire de maîtriser son sujet avant de se filmer)

Barème de notation

self-introduction video topic daily routine (communication and social media habits) vision of the future how people see you comparison are you a GenZer? conclusion

| | Expression orale en continu | | Correction de la langue orale | | Richesse de la langue | | Réalisation de la tâche | |
|----------------|--|-------|---|-------|--|-------|--|-------|
| B1/ B1+ | Peut exposer un point de vue de manière simple en l'illustrant par des exemples et des références culturelles. Le discours est structuré | 4/5 | Peut s'exprimer en général de manière intelligible. Bonne maîtrise des structures simples. | 4/5 | Peut produire un discours et des énoncés dont l'étendue lexicale relative nécessite l'usage de périphrases et répétitions | 4/5 | La tâche a été effectuée avec originalité et en respect des consignes données. | 4/5 |
| A2 | Peut exprimer un avis en termes simples. Le discours est bref et les éléments sont juxtaposés | 3/3.5 | Peut s'exprimer de manière suffisamment claire pour être compris mais la compréhension requiert un effort des interlocuteurs. | 3/3.5 | Peut produire un discours et des énoncés dont les mots sont adaptés à l'intention de communication en dépit d'un répertoire lexical limité | 3/3.5 | La tâche a été menée à bien malgré de légères difficultés de format, d'originalité ou de respect des consignes données | 3/3.5 |
| A1 | Peut exprimer un avis en termes très simples. Les énoncés sont ponctués de pauses, d'hésitations et de faux démarrages. | 2/2.5 | Peut s'exprimer de façon globalement compréhensible en utilisant un répertoire très limité d'expressions ou de mots mémorisés | 2/2.5 | Peut produire des énoncés globalement intelligibles malgré un lexique pauvre | 2/2.5 | La tâche a été très difficilement menée à bien avec un respect des consignes données | 2/2.5 |
| Pré A1 | Peut amorcer un propos avec quelques mots mémorisés. | 1/1.5 | Peut prononcer correctement quelques mots simples | 1/1.5 | Peut produire quelques éléments stéréotypés | 1/1.5 | La tâche n'a pas été menée à bien, beaucoup d'éléments sont manquants | 1/1.5 |