

LES: Heroes of all kinds!

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Description: The students are introduced to the meaning of being a hero in various fields. They will be asked to improve their English skills through different exercises, (oral comprehension, written comprehension, oral interaction, production of texts and focus on form) in link with the MELS program and competencies.

Cycle: 1

Duration: 4 hours

① Broad areas of learning

➤ health and well-being	<input type="checkbox"/>	➤ environmental awareness and consumer rights and responsibilities	<input checked="" type="checkbox"/>
➤ personal and career planning	<input checked="" type="checkbox"/>	➤ citizenship and community life	<input checked="" type="checkbox"/>
➤ media literacy	<input type="checkbox"/>		

② Cross-curricular competencies

INTELLECTUAL	METHODOLOGICAL	PERSONAL AND SOCIAL	COMMUNICATION RELATED
➤ To use information <input checked="" type="checkbox"/>	➤ To adopt effective work methods <input type="checkbox"/>	➤ To construct his/her identity <input checked="" type="checkbox"/>	➤ To communicate appropriately <input checked="" type="checkbox"/>
➤ To solve problems <input checked="" type="checkbox"/>	➤ To use information and communication technologies <input checked="" type="checkbox"/>	➤ To cooperate with others <input checked="" type="checkbox"/>	
➤ To exercise critical judgment <input type="checkbox"/>			
➤ To use creativity <input checked="" type="checkbox"/>			

③ ESL Competencies

TO INTERACT ORALLY IN ENGLISH	TO REINVEST UNDERSTANDING OF ORAL AND WRITTEN TEXTS	TO WRITE TEXTS
➤ The student reacts to messages using strategies <input checked="" type="checkbox"/>	➤ The student prepares to listen to and read texts using strategies <input checked="" type="checkbox"/>	➤ The student prepares to write texts using strategies <input checked="" type="checkbox"/>
➤ The student takes the initiative to transmit oral messages using strategies <input checked="" type="checkbox"/>	➤ The student demonstrates understanding of oral and written texts using strategies <input checked="" type="checkbox"/>	➤ The student composes texts using strategies <input checked="" type="checkbox"/>
➤ The student maintains oral interaction using strategies <input checked="" type="checkbox"/>	➤ The student carries out meaningful tasks using strategies <input type="checkbox"/>	➤ The student revises his/her texts using strategies <input checked="" type="checkbox"/>

TARGETED RELATED CONTENT

(ESL Core Program, **Secondary** grades (pages 39-54))

FUNCTIONAL LANGUAGE	Rejoinders, Connectors Agreement, disagreement, opinions Feelings, interests, tastes, preferences
VOCABULARY	Vocabulary related to the students' interests and needs Vocabulary related to the broad areas of learning Vocabulary related to the communication and learning strategies
STRATEGIES	Activate prior knowledge, Compare, Predict, Scan, Take notes, Cooperate with others, Take risks
LANGUAGE CONVENTIONS	<ul style="list-style-type: none">• FOCUS ON FORM (GRAMMAR) • GRAMMAR Present tense • PHONOLOGY 3rd person of singular in simple present.
TEXT TYPES	Information based

4 ESL competencies	Evaluation Criteria	Evaluation tools
C1	Participation in oral interaction, Pertinence of the message, Use of communication and learning strategies, Use of resources.	Begins interaction, Actively participates, listens attentively, grasps the meaning of the message
C2	Evidence of comprehension of text, use knowledge from text, Use of communication and learning strategies, Use of resources.	Uses prior knowledge of topic, text, language. Reacts to the text, Cooperates, Tolerates ambiguity, uses communication/learning strategies.
C3	Pertinence of the text, Formulation of the text, Use of communication and learning strategies, Use of resources.	Uses communication, learning strategies and resources. Prepares to produce.

⑤	
Materials needed	Question and Text Handouts, computer, pictures, videos.

CARRYING OUT THE LES

TASK 1: In the skin of a superhero

PURPOSE: The oral interaction activity will be a simulation of a speed-dating situation in the skin of a superhero. The students are asked to use the vocabulary provided to conduct a discussion.

Role of the teacher	Role of the students
<p>Pre- Activity (5 minutes)</p> <ul style="list-style-type: none">• Ask the students what they already know about superheroes.• Ask the students which ones they prefer. <p>Step 1- Present the main activity (5 minutes)</p> <p>Step 2- Hand out the descriptive sheets and have the students fill them out. (10-15 minutes)</p> <p>Step 3- Depending on the classroom set up have the students sit facing each other.</p> <p>Step 4- Time four minutes per group and have them switch. (between 30 to 40 minutes)</p> <p>Step 5- Get back to the default set up and reflect on what took place and focus on their peers' performance. (10 minutes)</p> <p>Step 6- If there is still time remaining, ask them to give you feedback about the general appreciation of the activity. (5-10 minutes)</p>	<ul style="list-style-type: none">• The students answer orally• The students listen to the instructions• The students answer the questions on the handout sheet individually• The students describe what superheroes they are and use the questions on the handout to ask for the details about their peers.• The students describe which superheroes they enjoyed to talk to the most with the rest of the class.• Students talk about if they liked the activity and which match would fit the best for their respective characters.

If I was a Superhero



If you could be a Superhero for one day, what would you be?

Answer the following questions individually.

- What is your Superhero name? _____
- What is your main power? _____
- What is your main objective? _____
- Describe your costume. _____

- Do you have a partner? _____
- If yes, describe him/her _____

- How do you travel? _____
- What is your main flaw? _____

Some helpful words to use in this handout...

Objective → motivation

Fault → opposite of Quality

Speed → fast

Invisible → nobody can see you

Logo → symbol

Clothing and accessories ...

Gloves / Boots / Belt / Mask / Make-up

Cloak → a cape, Superman has a red one!

Leggings → stretch / tight pants

Colour / Height /

Functional language for the Role Play :

My Superhero name is...

I would like to be a Superhero because...

My costume is made up of...

I travel by ...

What are your super powers?

I am sure that you are not perfect. What is your fault?

Do you have a partner to help you?

Describe a recent adventure.

TASK 2: Firefighters, Heroes of everyday.

PURPOSE: The students react on a text about firefighters as heroes of all kinds. The students demonstrate their understanding by answering a few questions and interact orally about the topic.

Role of the teacher	Role of the students
<p>Pre-Activity (10 minutes)</p> <ul style="list-style-type: none">• Present a video of a heroic act. boston.cbslocal.com/2011/.../waltham-boy-saves-friends-life/ (5 min)• Ask the students what they think about this video. E.g <i>What do you think about this video ?</i>• Ask questions about daily-life superheroes. E.g <i>Which ones do you know? In your neighborhood? In your family? A friend?</i> <p>Step 1 - Introduce the text to the students and ask them to read the text individually. (10 minutes)</p> <p>Step 3 - Form groups of four</p> <p>Step 4 - Ask the students to answer the questions in groups. (20 minutes)</p> <p>Step 5 - The teacher checks the answers with the class one by one.</p> <p>Step 6- Ask the students to stay with their group. Tell them to reflect on the text and the video orally. What do the little boy in the previous video and the firefighters have in common? (10 minutes)</p>	<ul style="list-style-type: none">• The students watch the video and answer to the question.• The students answer to the questions orally and share their answers to the rest of the class.• The students read the text.• The students answer to the questions in teams and help each other.• Students give their answers to the teacher orally.• The students talk together about the text, compare, share their answers and write them on the answer sheet.

Firefighters: heroes of everyday

Every year, fires and other emergencies take thousands of lives and destroy property worth billions of dollars. *Fire fighters* help protect the public against these dangers by responding to fires and a variety of other emergencies. Although they put out fires, fire fighters more frequently respond to other emergencies. They are often the first emergency personnel at the scene of a traffic accident or medical emergency and may be called upon to treat injuries.

Fire fighters must be prepared to respond immediately to a fire or other emergency. Fighting fires is complex and dangerous and requires organization and teamwork. Some carry hoses, climb ladders, and enter burning buildings to put out fires. At times, they may need to use tools to make their way through doors, walls, and debris. Some find and rescue occupants who are unable to leave the building safely without assistance. They also provide emergency medical attention. Sometimes they remain at the site of a disaster for days at a time, rescuing trapped survivors, and assisting with medical treatment.

Fire fighters work in a variety of settings, including metropolitan areas, rural areas, airports, chemical plants and other industrial sites. They also have assumed responsibilities, including providing emergency medical services. In fact, most calls to which fire fighters respond involve medical emergencies.

When they aren't responding to fires and other emergencies, fire fighters clean and maintain equipment, learn additional skills related to their jobs, conduct practice drills, and participate in physical fitness activities. They also prepare written reports on fire incidents and review fire science literature to stay informed about technological developments.



Firefighters, Heroes of everyday

1- What is the main role of a fire fighter?

2- Name three main duties of a firefighter.

3-Where do firefighters usually work?

4-What are some of the secondary duties of firefighters?

5- What do they need to fight fires? Why?

Answer Key:

Question 1: *Fire fighters* help protect the public against these dangers by responding to fires and a variety of other emergencies.

Question 2: respond to other emergencies, put out fires, find and rescue occupants, carry hoses, climb ladders, provide emergency medical attention, remain at the site of a disaster, rescuing trapped survivors, assisting with medical treatment.

Question 3: metropolitan areas, rural areas, airports, chemical plants and other industrial sites.

Question 4: clean and maintain equipment, learn additional skills related to their jobs, conduct practice drills, and participate in physical fitness activities. They also prepare written reports on fire incidents and review fire science literature to stay informed about technological developments.

Question 5: Fighting fires is complex and dangerous and requires organization and teamwork.

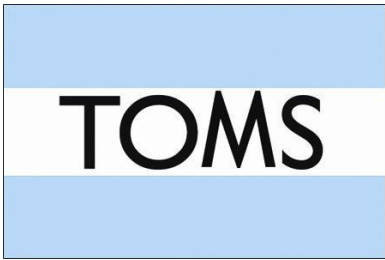
TASK 3: Shoes of Tomorrow

PURPOSE: Raise the students' awareness about worldwide social issues and make them demonstrate their understanding of an oral message by reflecting orally and writing about the subject.

Role of the teacher	Role of the students
<p>Pre-Activity (5-10 minutes)</p> <ul style="list-style-type: none">• Show three different pictures related to TOMS shoes (flag, shoe, kids).• Ask questions about the pictures they see.• Make them guess about the topic. <p>Main Activity (30 minutes)</p> <ol style="list-style-type: none">1- Show the video once about TOMS shoes on youtube: http://www.youtube.com/watch?v=PTQsQUu1Ho8&feature=related.2- Distribute the handouts3- Form teams of four.4- Show the video a second time about TOMS shoes on youtube: http://www.youtube.com/watch?v=PTQsQUu1Ho8&feature=related.5- Ask the students to answer the questions together <p>Reinvestment task (10 minutes)</p> <ol style="list-style-type: none">1-Ask the students to stay with their peers.2-Give them five minutes to reflect on the following question: If you had the chance to help people in need, what movement would you create?3-Ask each team to share their ideas with the class.	<ul style="list-style-type: none">• The students look at the pictures and describe what they see and try to guess what the topic will be about.• The students listen to the video and can take notes while listening.• The students try to answer the questions in teams• The students talk to each other and share ideas and thoughts about the topic using functional language.• The students share their ideas with the rest of the class

TOMS





TOMS Shoes or the Shoes of Tomorrow

1- In which country did Blake get the idea of TOM's shoes?

2- What was Blake's concept for TOMS?



3- Why did Blake Mycoskie's idea seem crazy?

4- By October 2006, how many pairs of shoes were sold?

5- Why is it important to hand out the shoes directly to the students?



Answer key TOMS shoes

1 - Argentina

2 - For every pair of shoes he sells he gives a pair away

3 - No one is going to buy these shoes because there are a lot of companies like Nike and Reebok, so why would people want to buy these shoes.

4 - 10 000 pair of shoes

5 - It is important to hand the shoes directly to the children because it is a huge part of this brand and because of the connection they have with the children.

TASK 4: Daily Routines

Purpose: The students learn the simple present and how to use it.

Role of the teacher	Role of the students
<p>Pre-Activity (10 minutes)</p> <ul style="list-style-type: none">• Present the title of the activity to the students (how to express daily routines with simple present)• Tell the students they are going to work on the text of the reading task and ask them to take their text out from their binder• Explain that fire fighters have daily routine just as they do and give two examples from the text <p>Main Activity (30 minutes)</p> <p>Step 1 - The reading text from the reading task will be used to focus on form.</p> <p>Step 2- Ask students to underline all the simple present verbs in the text.</p> <p>Step 3- Ask students to share the answers they've found with their peers.</p> <p>Step 4- Decontextualization of the present verb tense. Write on board the different pronouns and conjugate one of the most important verbs of the text.</p> <p>Post-Activity (20 minutes)</p> <p>Step 1- Recontextualize by asking students to use the simple present and write their own daily routine (reinvestment)</p> <p>Step 2- Share it with the class.</p>	<ul style="list-style-type: none">• Listen to the teacher's instructions• Students prepare their materials• Students analyze the text and underline all the simple present verbs they can find in it• Students share their answers with their peers• Students focus on the concept that is taught• Students prepare to write their own daily routine using strategies• Students write their text according to what was covered in class• They share their text with their peers

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