

TEACHING A UNIT OF WORK

E. G. Module 2: Unit 5: *Ce Soir...*: *Talking about going to the cinema*

Some suggestions linked to the Teaching Cycle

1. Introduce the topic. personalise it.

Talk, in English about going to the pictures and watching films on TV/video/DVD. mention foreign subtitles (they may have them available at home. Do they know? Have they ever used them?) Why go to the cinema when you can watch at home, etc? Can we add anything to the topic to make it more interesting? (e.g. film stars?) Do you have any resources at home that we could use for making displays or illustrating activities?

What French do we know already that will be useful again here?

What new words and phrases do you think we will we need?

How are we going to learn them?

Provide 'core vocabulary' sheet which includes a section on items learned previously.

Group the vocabulary under headings.

Knowing as many items as possible as soon as possible will make everything else seem easier. Discuss strategies for learning. Decide where sheets will be stored and when it will be permissible to refer to them. Consider whether to provide wall display, linking vocab to their favourite films.

2. Presentation and modelling

Use the vocabulary sheets to model and practice pronunciation. Don't ask them to read out loud until they are ready. Let them try out silently/with partners and ask to hear again any they are unsure of. If the list is long, break it up into sections. Use traffic lights to find out when they feel confident. When questioning, don't let anyone answer immediately, all think of the answer, try it out in their head, then ask someone to answer - and see if the others agree that's right.

Explain that although they know the words reasonably well now, they will forget them when they switch off if they don't make an effort to 'save' them to memory (their 'hard disc'). Discuss strategies for doing this and make it clear they have to find out for themselves which method works best for them.

At the beginning of the next lesson, ask them to use their vocab sheets to test each other to see how many they now know. Or ask for 'teacher volunteer' to test the class. This will re-activate memories ready for next stage of work.

3. Consolidation and practice

Consolidation work has already begun, but some pupils may need more practice. Decide which of the individual (or paired) activities suggested by text book and associated materials fit into this category. List them, provide materials. Let learners work through them at their own rate. Provide marking keys/checklists etc if you can't keep up with

corrections. If you have lots of activities that fit the bill, mark them 'quite easy' 'challenging', let pupils choose, but discuss their choices with them.

This is also the time to exploit the repetitive potential of games and game-like activities, so intersperse these with more serious activities, but make sure they are relevant to the learning goals. Where appropriate, provide checklists, help sheets etc., and let groups appoint a 'verifier'.

Some ICT programmes also fit in well here, if they allow pupils to consolidate vocabulary in a non-threatening environment. Try to make sure that the software doesn't introduce too many new words; customisable suites of programmes may be best for this purpose.

4. Encountering and using real language

a) Select the reading and listening activities which are most relevant to the topic and most fun to do. Allow own pace and selection where possible. If necessary, reserve one of each of the activities for assessment. but don't make every activity a test. Activities should include a choice of individual, paired and group work. Where possible, make use of ICT resources to enhance genuine cultural input.

Before this stage of work starts, remind pupils that the speaking and writing they will be doing next will require them to make use of what they have already learned, but that they should be looking and listening out for useful phrases to use themselves. These can be added to the vocabulary sheet. You may want to suggest that they check these new items with you.

b) Select the most suitable speaking and writing activities from your stock and/or invent some new ones. For the benefit of able pupils, some of the activities should be 'open-ended' and make use of materials and ideas they have contributed themselves. try to have scope for creative use of language and the opportunity to produce a piece of work that can be displayed or demonstrated.

Exploit any ICT resources you have access to which allow communication with speakers of the target language or which allow pupils to compose their own presentations.

5. Debriefing

If necessary, carry out summative assessment as part of the debriefing process so that pupils are encouraged to reflect on how well they have learned. what went well, what could be improved, etc. Any ideas for this topic next time round?