

LESSON PLAN 2

PAUSES



ABOUT THE LESSON PLAN

DURATION: 30-40 minutes

If the group needs more time, the lesson can take longer to encourage more discussion and explanation.

Resources: laptop, overhead projector; loudspeakers; a pen and a piece of paper for a peer language support leader

OBJECTIVES:

The exercise aims to master some grammatical issues like any future forms depending on the circumstances. Thanks to the tool chosen by EDUCATOR (film/movie), learners will also have a possibility to recognize some characters' emotions, name them (thus consolidating/ revising the vocabulary) and actively listen to the native language of the country they are living in. Bearing this in mind the exercise also aims to improve learners' listening skills.

LEARNING OUTCOMES:

- Learners will be able to use future forms of the acquired language (second language) properly. They will understand the grammatical differences.
- Learners will be able to name and understand the characters' emotions – they will revise and consolidate the vocabulary connected with emotions and feelings.
- Learners will be more familiarized with the norms and culture of the country they are living in (element of cultural understanding and awareness)

LEARNING CONTENT

A peer language support leader – EDUCATOR (chosen by the given community) explains the title of the lesson. While watching a movie PAUSE means reflection, contemplation or discussion on what is going to happen next.

She/he will also elaborate on a short grammatical guide regarding future tenses and useful tips. EDUCATOR will introduce vocabulary that will be used in the video beforehand to create better understanding.

She/he will do a short activity about the tense used in the lesson before playing a movie, which can help encourage better discussion between learners and build up confidence with learners speech.

The teacher plays a part of the movie (the movie should be surprising or funny – e.g. which will be based on a local sense of humour) and pauses at the selected moment. Learners say what they think is going to happen next (e.g. He's going to crash) and explain why they think so. After a short discussion, the teacher plays a sequel/ continuance to the movie.

This kind of task will also help migrants understand human behaviours or norms in a given culture, and possibly sense of humour of local people. In case learners do not understand some emotions/ behaviours, EDUCATOR will explain the cultural context/ reference.

Learners should have a possibility to watch the movie again at the end without pausing it to see if they can spot why what happened. In that way they can also check if they missed any clues when they first watched it.

ALTERNATIVE FOR MORE ADVANCED LEARNERS – MODAL VERBS

We implement this exercise at a higher language level of learners – we work on modal verbs in the past (must have done, might have done, can't have done – obviously, finding a grammatical equivalent in the language of the country our migrants are living in). The trainees watch a piece of the film and speculate in pairs what happened before a given scene. Next, they watch a previous scene and see if their predictions were right.

An alternative to this exercise is to prepare several different videos, one video for one pair. Learners watch a movie on their phones/ mobile devices and speculate in pairs what may have happened before, and then the pairs are mixed up. Each student says what they think happened before the scene they watched. The second person predicts what happened next, and then the learners watch the videos of their classmates and check if they have guessed correctly.

RESULTS

- a useful glossary for learners (with the words included in the film/ movie)
- some visuals/ graphs of the most difficult vocabulary prepared by learners with manual/ artistic abilities and hung on the information board;
- post-it notes with the most difficult words (if someone wants, they can create a short story including this word or give a definition/ “a devil definition” of this word) [a devil definition – a funny definition with some characteristic associations]
- post-it notes with grammar tips – future tenses/ modal verbs (for more advanced learners)

TIPS FOR FURTHER READING

Author's content (author – a language support leader in the given group/ community)

Films/ movies to be chosen depending on the local language!

HANDOUTS

None