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| **Second Class Oral Language Programme Sample Unit Lesson Plan** | | **Theme: A Visit to the Cinema** | | |
| **Unit 2** | | Response Book: p. XX | | |
| **Date**  **From: To:** | | | | |
| **No. of lessons: 4** | **Oral Language** | | | |
| **Stage 2 Learning Outcomes** | **Elements:**  Communicating 1, 2 and 3 / Understanding 4, 5, 6, 7 / Exploring and Using 8–14 | | | |
| **Content/ Topic** | This unit explores the theme of a visit to the cinema. | | | |
| **Learning experiences** | **Lesson 1:**   * Introduction to theme through the digital poster * Listen to the Interactive story * The child uses topic specific language to discuss their experience of the cinema through class discussion and pair work. * Vocabulary Game * Response Book – p. XX. Poster and thumbnail pictures. | | | **Lesson 2:**   * Listening and acquisition * In groups: Children compose dialogue for various cinema scenarios. * Vocabulary Game 2 * Response Book – p. XX Coming Soon! |
| **Lesson 3:**   * Revise the poster and audio * Explain and use new words in differing contexts * Questioning to draw out topic specific vocabulary * Poem: My Favourite Film * Circle time and poem composition * Vocabulary Game | | | **Lesson 4:**   * Describing and reflecting * The Hot Seat: My Visit to the Cinema * Vocabulary Game * Response Book – p.XX Sort * Slide Show |
| **Resources** | * Interactive Whiteboard Poster * Classroom-based Activities (provided in TRB and onscreen) * Interactive Whiteboard Topic Specific Language Games * Related pages in response book * Poem * Slideshow | | | |
| Topic Specific Language | |  |  | | --- | --- | | cinema | trailers | | multiplex | advertisements | | screens | actor | | booking | foyer | | posters | director | | | | |
| **Assessment** | **Assessment of the pupil’s ability to:**   * Respond to and engage with the vocabulary and activities of the oral language unit. * Engage with and complete the Response Book activities.   **Method:** Teacher observation and self-assessment | | | |
| **Differentiation** | Plan and provide for differentiated support specific to the children’s needs on vocabulary and comprehension. | | | |
| **Integration** | English, SPHE, History | | | |
| **Glow Button Dialogue** | 1. **Audio**   *Audio 1* (General overview of the Cinema foyer)  Commentator: *Welcome to the Grand Multiplex Cinema, the home of the stars! We have six screens, three on this floor and three more on the upper level, so there’s bound to be a film here to suit everyone. Come in, have a look around, we’re delighted to see you.*  *Audio 2* (Close up of the people collecting tickets from the dispenser on the wall)  Commentator: *If you booked your cinema tickets on line, you can collect them here from our ticket dispensing machine. No need to queue up to purchase them.*  Man collecting tickets: *I’m glad I booked online. The cinema seems to be very busy tonight.*  Woman with the man: *Yes, look at the queue of people over there waiting to buy tickets.*    *Audio 3* (Close up of people in line to buy tickets, popcorn or drinks)  Commentator: *You can buy your tickets here, but I’m afraid you’ll have to join the queue. You can also stock up on popcorn, drinks and lots of other goodies!*  Woman 1 in queue: *A small popcorn please.*    Audio 4 (Close up of usher checking tickets.)  Commentator:  *This is one of our ushers. He checks your tickets before you go into the cinema.*  Usher (male) talking to man and woman: *Thank you. That film is showing on screen four, upstairs. You will be sitting in row B, seats 7 and 8. Enjoy the film.*  Man:  *What time does it start at?*  Usher:  *The advertisements and trailers start in five minutes, at seven-thirty. The film starts at ten to eight.*  *Audio 5* (Close up of father, mother and two children coming out of cinema)  Father: *Well, did you enjoy that film?*  Child 1 (girl): *I thought it was brilliant. I* *loved the part where the girl’s pet dog rescued her from the boat that was on fire just as they were about to go over the huge waterfall.*  Child 2 (boy): *I thought that part was a bit scary. I preferred the part where the girl met the queen of the forest for the first time.*  Mother: *Wasn’t the music gorgeous and all the scenes in the forest were magnificent.*  *Audio 6* (Close up of two young women, one talking on mobile phone)  Woman 1: *Hi there, where are you? We are waiting here in the foyer. We have the tickets and all the goodies. Okay see you in two minutes. Bye.*  *Audio 7* (Close up of usher getting people to queue to enter cinema)  Usher (female): *Ladies and gentlemen, anyone going to see ‘*The Monster and the mouse’ *please wait here. The last showing has just finished and the cinema is being cleaned at the moment. We’ll be able to let you in in a few minutes. Thank you.*  *Audio 8* (Close up of father and children looking at the poster for the film coming next week)  Father: *That looks like a good film. It starts on Friday, we could go to see it next Saturday.* Child 1 (boy): *Oh yes please! Johnny Thunder is one of my favourite actors.*  Older Child 2 (girl):  *They showed the trailer for it at the film we were just at. It looks really exciting.*  Father: *Paul Broadpen is the director. His films are always great.*  *Audio 9* (Close up of two women looking at display board.)  Woman 1: *Oh look Flora, our film doesn’t start until ten past eight. We’ll have time for a cup of coffee before we go in.*  Woman 2: *That’s great Sheila, I’m looking forward to having a chat with you.* | | | |
| Lesson 1  Talk About  Whole Class: Introduce the topic ‘A Visit to the Cinema’ by referring to the poster and playing the audio. Where necessary, pause to explain particular words or phrases (e.g. multiplex cinema, ticket dispenser, usher). Use the spotlight or the pen feature to highlight certain parts of the posters while they are being discussed.  There follows a general class discussion about going to the cinema. Individual pupils talk about their own experiences and what they like or dislike about going to the cinema, and their favourite film, etc. Model the use of the topic specific language.  In Pairs: pupils tell each other about their experiences of going to the cinema. Then, randomly select a number of pupils to tell the class what their partner said. Scaffold these reports by providing the correct vocabulary where necessary (multiplex, booked a ticket, usher, etc.).  Vocabulary Game | | | Lesson 2  Talk About  Whole Class: Revise the poster, talks about all that is happening in it and play the audio. This time, certain extra details may be noted and discussed.   * Is it better to see a film on TV or in the cinema? What are the advantages and disadvantages of both options? * Why do cinemas display posters for films? * What genre of film do you like best?   Dialogues  In Pairs or Small Groups (three or four, depending on the scenario), children compose dialogues and act out the following scenes.   * You have been to the cinema with your family. When you get home your mother phones your Grandad and you tell him all about it your trip to the cinema. * You have been to the cinema with your family. On the way home, you talk about the film with your sister or brother. Talk about the aspects of the film you liked best and the parts that you didn’t like. * You and your family have booked tickets for the cinema. But when you get there you are told by the usher that the cinema is full. What do you do? Act out the dialogue that takes place.   Vocabulary Game | |
| Lesson 3  Talk About  Revise the poster, talks about all that is happening and play the audio. Particular words may be explained or used in different contexts.  Poem  The poem ‘My Favourite Film’ or any other poem or story of your choice may be read and discussed. Pupils form a circle and talk about the poem or compose a new poem together.  My Favourite Film  I once saw a film about a shark,  It was scary sitting there in the dark,  When the shark swam right up to a swimmer,  And then tried to have her for dinner.  In a flash the hero was in the water,  You see the swimmer was actually his daughter.  ‘You can’t eat that girl,’ he said,  And he bashed the shark on top of the head.  The audience all clapped with glee,  As we saw the shark swimming right out to sea,  We knew then that everything was okay,  And that our hero had saved the day.  Vocabulary Game | | | Lesson 4  Talk About  Revise the poster, talk about all that is happening and play the audio. Again, particular words are explained or revised. Use the spotlight feature to highlight certain items on the poster while they are being discussed.  <new slide>  Activity  Hot Seat  Children who have been to the cinema recently are invited, one at a time, to sit in the hot seat. The rest of the class ask the child questions about the film.  Vocabulary Game | |
| **Slide show**  A series of photographs showing posters or scenes from various children’s films, relating to the cinema are shown.  Talk about each photograph. Use the target vocabulary to describe what is seen. The spotlight feature may be used to highlight specific aspects of the photographs. | | | **Suggested activities**   * Compose a list of the ten most popular films the pupils have seen. * Discuss different film genres. Which genre do the pupils like best? * Talk about how music is used in different films. What is the pupils’ favourite song from a film? | |