

UNIT 3 AS/A Level Language course – Progression

Recommended Prior Knowledge Skills progression and grammatical knowledge from Units 1 & 2

Context

This Unit builds on the basis of skills and knowledge laid down in Units 1 & 2. For A Level Component 4, a start is made on the first set text.

Outline

The content focuses on the range of topics grouped under Work and Leisure. Text-type and length are extended and skills developed further. More extended writing is introduced.

| | Learning Outcomes | Suggested Teaching Activities | Resources |
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| 1 | Acquaintance with lexis and structures of a range of listening and reading texts presenting the Topic focus. | <p><u>Topic focus 3:</u> Work and Leisure (equality of opportunity; employment and unemployment; sport; free-time activities; travel and tourism; education; contemporary aspects of the country/countries where the language is spoken.)</p> <p><u>Texts</u> (Reading and Listening) Informative, Explanatory. Concrete and some abstract vocabulary with a variety of tenses and increasing complexity of sentence structure. Length 250-300 words.</p> <p>Introduction of appropriate lexis and structures for dealing with texts chosen.</p> <p>See Introduction, Section 6 Teaching methods: Stage 1 Encounter with the text.</p> | <i>Aiming High</i> , Ed. Glenis Shaw, CILT, |

| | Learning Outcomes | Suggested Teaching Activities | Resources |
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| 2 | Listening and speaking practice | <p>Listening and speaking practice continues, using the techniques described in the notes to Units 1 and 2:</p> <p>Teacher questions/student response Student role plays Student exchange of views</p> <p>In addition, teachers might consider developing student exchanges into more authentic discussions. Preparation of such a discussion is important, with a pattern such as the following:</p> <p><u>Defining the task</u> The task should be simple and involve minimal preparation for the teacher. For example, within the leisure topic of this Unit, the task might be ordering priorities, as follows: the group of students (4-6) is given a list of items to take on holiday in addition to basic personal requirements. They are all to travel in one small vehicle, and from the list of around 10 items (tent, cooking equipment, inflatable boat etc), they have to come to an agreement on no more than 4 items.</p> <p><u>Student preparation</u> Before the discussion, each student has time to make an individual priority list, working out how to give reasons to include or exclude items.</p> <p><u>Group performance</u> Each student presents the first item on their list and explains why it is important to their idea of this holiday. Each must then respond to comments from others. The discussion continues in this way.</p> <p><u>Result</u> It is important that any task should have a clear end result. In this case, it must be an agreed list of 4 items.</p> <p>Student preparation and delivery of short topic presentation (2 minutes). Preparation in pairs. As students will need to present an oral presentation in the</p> | <i>Discussions that work</i> , P. Ur, CUP 1988 |

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| | | <p>examination (NB in some languages the oral is optional), it is important that this aspect of the preparation begins quite early in the course. Initially, preparation in pairs is recommended, so that this does not become an isolated activity but benefits from interaction. From the earliest stages, it is recommended that students should prepare notes but <u>not</u> write out in full what they want to say. Notes could be prompted by a framework of questions provided by the teacher. For example, if a student chooses the theme of Equal Opportunities, notes might be based on a series of questions which require a response. In the first stages of preparation of a topic, the student might be asked to think about and prepare something to say for one minute on only one of the questions put by the teacher. In later development, the sequence of questions will provide the scaffolding for a 3 minute presentation.</p> <p>What is your main theme, equal opportunities for men/women, young/old, fit/disabled? Can you define your concerns? What do you understand by the notion of “disadvantage” in society? Does it only apply to work?</p> <p>Having defined your target group, how would you propose to improve the situation for the disadvantaged group you are concerned with?</p> | |
| 3 | Reading practice and developing grammatical awareness | <p>For reading development see Section 6 (Teaching Method) of Introduction Stage 2 Collecting information and language. Individual and group tasks for getting to grips with the text. Develop skills of finding equivalents, synonyms, dictionary definitions.</p> <p>Dictionary skills are essential to this aspect of student development.</p> <p>Teachers might begin by taking a page of a monolingual dictionary and setting straightforward tasks, e.g. Find three examples of each of the following parts of speech (Adjectives, Nouns, Verbs) How does the dictionary show the plural of nouns?</p> | <p>“Presenting new grammar via authentic texts”, Chapter 4 in <i>Getting to grips with grammar</i>, Ted Neather, CILT, June 2003</p> |

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| | | <p>Explain what is meant by symbols such as <i>vi</i>, <i>vt</i> (etc., depending on language).</p> <p>Students keep a record where they collect significant expressions, constructions and key items of vocabulary.</p> <p>Grammar awareness and recognition tasks</p> | |
| 4 | Developing writing skills | <p>Grammar practice – manipulation and controlled drills. Guided, meaningful grammar practice Free sentence composition</p> <p>Another possibility for free sentence composition is where students are provided with a visual or situational cue, and invited to compose their own responses; they are directed to use a particular structure. Example: A picture showing a number of people spending their holidays in a variety of places, doing different things is shown to the class; they write sentences to describe the activities using the appropriate past or future tense.</p> <p>More extended writing (up to 120 words) – structure-based discourse composition (see Section 7 of Introduction) Students write a passage according to a given task; they are directed to use at least some examples of a given structure within the composition. Example: The class is given a dilemma, e.g. within the topic of tourism, the task relates to rich tourists on holiday in developing countries. How should such tourists react to local signs of poverty, beggars, etc? Students are directed to include modals (might, should, must, can, could, etc.) in their writing.</p> | |

A Level Component 4 (Texts)

| Learning Outcomes | Suggested Teaching Activities | Resources |
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| Further practice in extended reading of short texts | Continue with activities suggested for Unit 2, Component 4 | |
| Reading and understanding of first Set text. (See Introduction, Section 8, Choice of text) | <p>Preliminary class work discussing author, themes, student experience of themes in other reading.</p> <p>Preliminary class work on language problems/lexis.</p> <p>Students prepare selected extract before lesson. One student “takes the lesson”. Focus is on discussing action, characters.</p> <p>Individual students present aspects of themes, characters.</p> | <p><i>Reading in a foreign language</i>, on-line journal: www.nflrc.hawaii.edu/rfl/about.html</p> |
| Develop imaginative responses to literary texts | Types of recreation of text (See Introduction Section 8), e.g. retell an episode from a different point of view; role-play a key scene, etc. | “Working with an A Level literature text” C. Wickstead in <i>Language Learning Journal</i> No. 7, March 1993 |
| Start to develop skills of writing about literary texts | <p>Write a paragraph retelling a chosen episode in own words.</p> <p>Prepare written questions for an interview with the author.</p> <p>Write a letter from one character to another.</p> | |