

Lesson Plan factual text: Oradour

Learning objectives:

- To learn some facts about what happened in Oradour.
- To understand the historical significance and human tragedy of the massacre at Oradour.
- To learn how to use words, images and tone of voice to express different feelings and ideas.
- To understand and use different ways to make negative phrases.
- To learn how to pronounce some key sounds in French.

Slide	Activity	Timings
2	Read aloud presentation of background information (France in WW2) giving explanations when needed.	3 mins
3-4	Pre-reading: ask true/false questions to get pupils thinking about key information regarding the setting of the text; give answers on slide 4.	4 mins
5	Prediction activity. Pupils predict what the text might be about, its possible mood, possible emotions expressed. They can do this in pairs, making some notes using the prompt words and the questions themselves to help them – take some responses as a whole class.	5 mins
6	Presentation of key vocabulary to enable learners to access the text.	3 mins
7-9	First listening. Pupils listen to teacher read the full text out loud and follow full text on slide 8. As learners listen, they should check which of their predictions were correct or not. Try to get them to focus on the mood of the text. Elicit oral responses from class (Slide 9 has ‘example’ responses - these words reappear later). Then pupils give their initial personal reactions to the text, orally.	10 mins
10-12	Active translation activity. Pupils choose the most appropriate translation of certain phrases in the poem. No real right or wrong answer – discuss how exact translation often does not express mood etc. very effectively. Point out the use of the historic present tense for past events, to give sense of drama or action.	10 mins
13-15	Focus on grammar: Presentation of negative phrases. Work through/explain as much as you feel appropriate for the class.	8 mins
16-17	Pupils identify examples of negative phrases in the text. Solutions slide 17.	8 mins
18-19	Presentation of pronunciation of key sounds. Pupils repeat after teacher (slide 18). Pupils listen to the text again and identify key sounds from slide 18. Pupils work in pairs to read the text out loud with focus on correct pronunciation.	8 mins
20-22	Identifying where different moods and emotions are expressed in the text. Pupils firstly select example phrases that express these emotions/ideas (suggested answers Slide 21), then choose which phrase, in their view, is the most important phrase in the text (Slide 22 -no right or wrong answer).	10 mins
23	Listening for expression. Teacher reads text again, with emotions identified in previous activity. Pupils indicate when they hear a change of tone. Brief class discussion of the role of repetition/short phrases in the text. Pupils read text out loud in groups of three with focus on expression of emotion.	10 mins
24-25	Plenary: gap fill using negative phrases. Answers slide 25.	4 mins
26-27	Plenary: Pupils give their opinions of the text (scaffolded, slide 27).	4 mins
28-29	Explanation of homework. Slide 28: Option 1: Write questions and answers relating to Oradour. Option 2: Create a mind map of important facts about the massacre at Oradour. Option 3: Using the website of the Oradour Memorial Centre (http://www.oradour.org/), write a dialogue interviewing the Centre Director. Slide 29: Option 4: Again using the Centre website, choose photos representing ideas and emotions expressed in the text, make a poster, using titles and descriptions.	4 mins