

UNIT 2 LEARNING AND TEACHING MODERN FOREIGN LANGUAGE SKILLS

2.5.2 PRACTICE STAGE

In this stage activities are meant to develop vocabulary, fluency and pronunciation. The activities can be carried out in pairs or in group and teacher will monitor taking notes of the pronunciation mistakes that will be corrected afterwards as a whole class activity.

Sample practice activities

- Expanding sentences/Extending ideas
- Asking and answering questions
- Reading aloud key words/ sentences/paragraphs
- Guided oral summary

PRACTICAL EXAMPLES

A) GEOGRAPHY: THE USA

The teacher writes a short, simple sentence about the topic area on the board and asks the class to read it aloud

“The USA cover an area of 9.372.614 sq km and it’s the world’s third largest country in the world”

The teacher arranges groups of four and hands out each group a copy of **USA Fact File** and asks them to expand sentences using the table provided below



FACT FILE	
Area	9.372.614 sq km – the world’s third largest country
Population	Over 290 million
Capital	Washington, D.C.
Currency	US Dollar (USD)
Languages	English, Spanish and other minority languages such as Chinese, Yiddish, French, and Pennsylvania Dutch (a German dialect)
Religions	Protestant 52% , Roman Catholic 24%, Mormon 2%, Jewish 1%, Muslim 1%, other 10%, none 10%
Government type	Constitution based federal republic; strong democratic tradition.
Administrative divisions	50 states and 1 district
Time	Four time zones in continental USA
Flag	“The Stars and Stripes”, adopted in 1777

Give time to the students to produce a whole text and when they finish ask them to read it aloud. Reading can be done by students chosen by the teacher or by a group spoke person chosen by the students themselves. Alternatively this activity can be done in pairs and the teacher can also ask the whole class to read aloud.

To expand the content the teacher will give then the students more topic-linked sentences such as “*The USA shares land borders with Canada (to the north) and Mexico (to the south), and a territorial water border with Russia in the northwest*” and with the help of a physical map students are asked to extend the information about the geographical features of the USA.

B) ICT: What is an ICT system?

Give students a short text to read and ask them to prepare some Wh questions on the text provided.

What is an ICT system?

*ICT and computers are **NOT** the same thing. An **ICT system** is a set-up consisting of hardware, software, data and the people who use them. It very often also includes communications technology, such as the Internet. **Computers** are the hardware that is often part of an ICT system.*

It is the power of computers and communications that has allowed ICT systems to become so important. Like any piece of equipment, the important thing about it is what it lets us do.

*ICT Systems are used in a whole host of places such as offices, shops, factories, aircraft and ships in addition to being used in activities such as communications, medicine and farming. They are everyday and ordinary yet extraordinary in how they can add **extra power** to what we do and want to do*

***ICT systems** have become important because by using them we are:*

- *More productive - we can complete a greater number of tasks in the same time at reduced cost by using computers than we could prior to their invention.*
- *Able to deal with vast amounts of information and process it quickly.*
- *Able to transmit and receive information rapidly.*

(adapted from BBC GCSE Bitesize <http://www.bbc.co.uk/schools/gcsebitesize/>)

Put students in pairs, or group, and tell them to ask and answer each other the questions they have prepared.

Tell them to prepare a summary of the text using the questions as a guide.

Ask for volunteers to report the content of the passage.