

L e s s o n P l a n

SWEETSHOPS OR SWEATSHOPS

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Level: C1

Time: 45 to 60 minutes

Aims:

- recycle vocabulary connected to types of films and extend it with the names of latest TV show and news forms
- identify different types of films and discuss the messages they put across
- follow authentic videos and make questions for other students to answer
- discuss the impact of globalisation on the world, with a special view of labour abuse, and compare it with the situation in Serbia

Resources: Student Worksheet with sections hyperlinked to 6 films on www.youtube.com

Procedure:

Warm-up S's are asked to match opposite types of films from a comprehensive list that consolidates and extends their knowledge about this popular topic. They are also prompted to discuss the differences between the latest forms of TV shows and news programmes and express their preferences.

Lead-in T gradually introduces S's to the main theme of sweatshops by showing three short films and asking S's to describe them, identify the genres they fall into (*news on demand, infotainment and independent film respectively*) and discuss their underlying messages. This section is ended with a summary of the general theme of all three films (*sweatshop labour, exploitation of children*).

1st video watching S's are divided into three groups: A, B and C. Each group watches a different film and prepares 7 questions. Each question must begin with a different word.

2nd and 3rd watching Each group watches a two other films and writes answers to questions prepared by other groups.

Checking answers Each group gets two sets of answers, and they praise the group which has offered the better one.

Wrap-up S's are asked to reflect on the impact of globalisation on Serbia and discuss its similarities and differences as compared to the issues covered in the films.

Rationale: When thinking about how to expose S's to a considerable amount of different styles of video with a variety of language accents and avoid the risk of their getting too tired from keeping focused over extended periods of time I remembered that I should make use of the principle of »the grass being greener on the other side«, i.e., that S's will naturally be curious about the films watched at the same time by other S's, questions they will be asked by their peers, as well as the answers they will get to their own questions. All of this makes them so busy that they forget they are in class. Needless to say, this significantly simplifies teacher's preparation, in which a lot of time is already taken up in selecting the most suitable films.