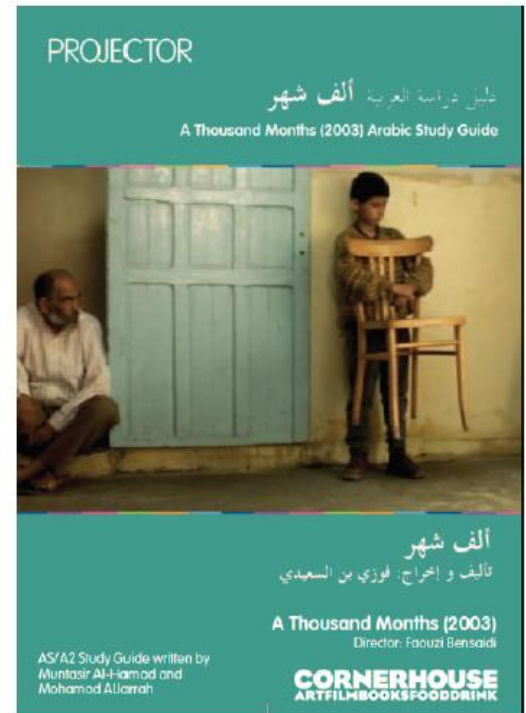


Using Arabic Films in the class

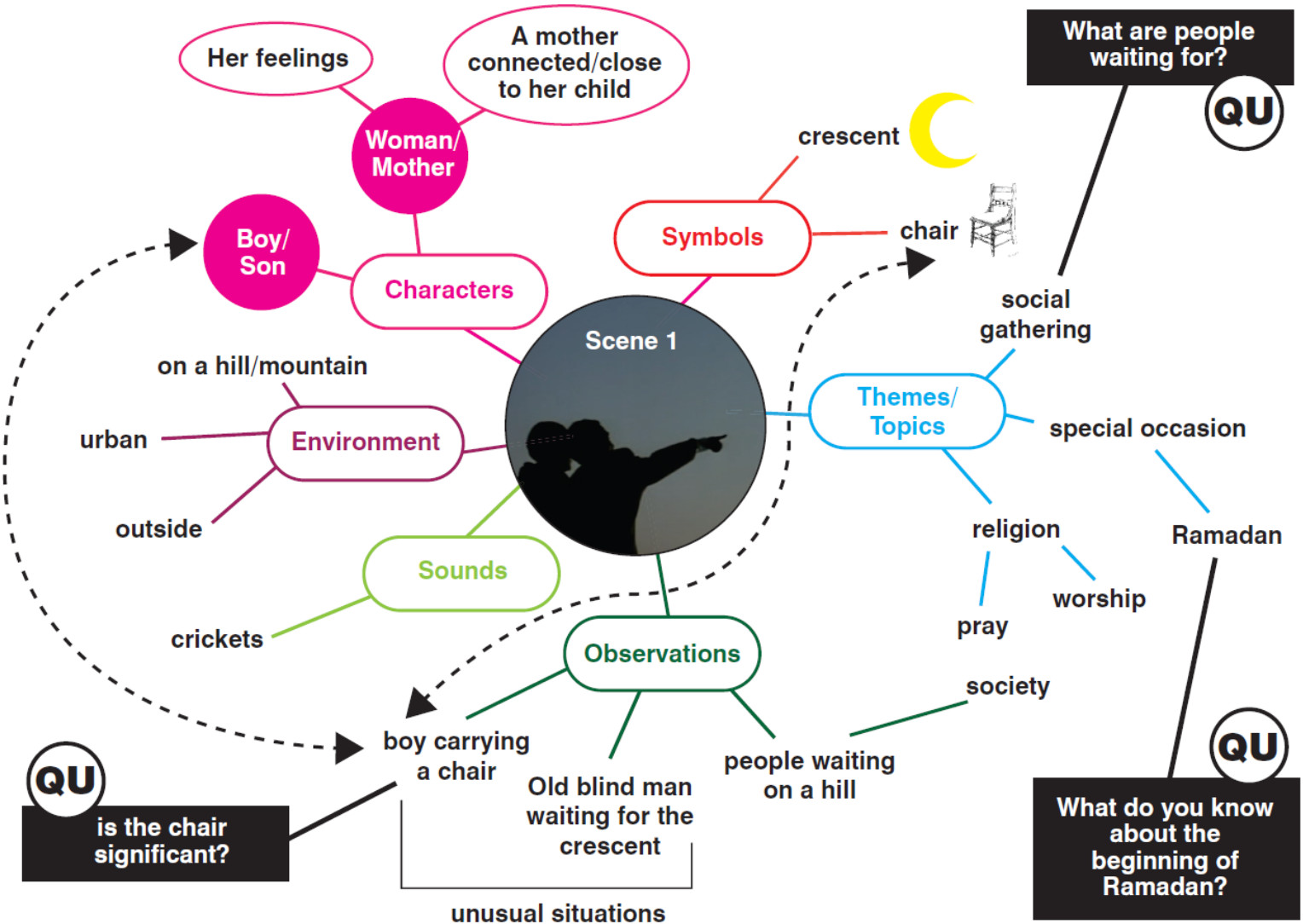


Taoufiq Cherkaoui

ألف شهر

Moroccan film 'a thousand months'

ألف شهر



Possible tasks

ألف شهر

Tasks	Possible Teaching Activities (in response to the film clip)
Listening and responding	<p>Using 'freeze frames' (by pausing the film) or film stills ask students to describe the scene.</p> <p>Using visual clues ask students to predict what will happen next.</p> <p>Using 'freeze frames' or film stills ask students to make a list of words and phrases based on what they can see or hear (e.g. people, pointing, crescent).</p> <p>Provide a list of phrases or words (that appear and don't appear in the clip) and ask students to play word bingo and to tick the phrases or words that they hear.</p>
Writing	<p>Ask students to write about what happened in the scene (e.g. the sighting of the crescent and the beginning of Ramadan).</p> <p>Ask students to write about a religious occasion (e.g. Ramadan)</p> <p>Ask students to write a postcard to a friend describing their day (as if they were there in that scene and standing on the hill).</p>
Speaking	<p>Classroom discussions based on the following questions:</p> <ul style="list-style-type: none"> – What are the people waiting for? – Why do you think the people are gathering on a high place? – What time of day does the crescent appear? – Why is it important for the people to physically look for the crescent, as apposed to watching it on TV? <p>Using the target language, ask students to describe and discuss:</p> <ul style="list-style-type: none"> – Initial observations (e.g. boy carrying a chair, blind man etc) – The socio-economic level based on what can be seen from: <ul style="list-style-type: none"> a) the surrounding environment b) the people's clothing – The time of day, the incident and the religion <p>Other questions:</p> <ul style="list-style-type: none"> – What do you know about Ramadan? – Who do you think are the main characters? – Can you predict the film's storyline, content or 'messages'? – Were there any background sounds or clues in the film that indicate whether the area is urban or rural?
Role Play	<p>Ask students to re-enact/ perform the scene in the way they feel is best (e.g. by adding new dialogue or characters etc).</p> <p>Ask students to re-enact the part that involved the two characters a) the old blind man and b) man using phrases from the film, as well as new vocabulary.</p> <p>Ask students to act out either:</p> <ul style="list-style-type: none"> a) the ceremony for the start of Ramadan and how the first day of Ramadan is spent b) the last day of Ramadan and preparing for Eid <p>[Teacher Preparation]</p> <p>Further information to help students develop their role-play ideas:</p> <p>The main dish eaten on the first day of Ramadan (different countries).</p> <p>Waking up for Sahoor (eating during the night before fasting begins).</p> <p>Praying, reading Quran, visiting relatives (religious observances during Ramadan).</p> <p>Giving to charity and feeding the poor.</p> <p>Giving the neighbours food when the fast breaks.</p> <p>Almasaherati (the person who wakes everyone up to eat the last meal before fasting begins).</p> <p>Al-tarweeh prayer (a special prayer during the month of Ramadan).</p> <p>Things that are prohibited during the month of Ramadan (e.g. lying, using bad language etc).</p>