

SUMMER WORK

- **Researching essential vocabulary and phrases in chosen language**
- **Practising language essentials with people at home**

Theme: Language essentials

Procedure: Students should use Newbury Park website and other websites they find to research language essentials listed below:

- First words
- Numbers 1-12
- Questions and answers
- Research and find out days of the week and months of the year in your chosen language
- Bring in a photo of yourself, giving clues about your hobbies and interests. This will be used in class in the first term.

LESSON 1

- **Introducing main aims of language learning and Language Futures**
- **Sharing language learning strategies**
- **Examining language awareness and language change**

Theme: Language learning strategies

Lesson objective(s):

- ♦ *to discuss the main aims of language learning and Language Futures*
- ♦ *to discover some language learning strategies and practise using them*
- ♦ *to investigate how language travel between different cultures*

- **Starter activity - Greetings game (5 mins);** students must figure out which language others in the class are learning
- **Language Futures overview (5-10 mins);** introduce main aims of project e.g. positive attitude, teamwork, independent learning, perseverance.
- **Use of resources and stationery (5-10 mins);** Introduce resources available (internet, website list, language learning software, textbooks, workbooks, dictionaries, teachers, mentors) and give students some time to look through resources and suggest how to best use them. Distribute folders.
- **Language learning strategies (10 mins);** teacher uses examples from Year 7 French to suggest and elicit language learning strategies from students e.g. using knowledge of English, using mnemonics etc. Include strategies for finding information in resources available e.g. textbook glossary, website list.
- **Language awareness and language change (PPT and activities) (15 mins);** use one or two of activities to help students realise that many languages are interconnected and that we can use knowledge of other languages to help us learn new ones
- **Plenary (5 mins);** with your language team, discuss why language learning strategies are so important in language learning and, in particular, for Language Futures. Some prompts given e.g. independent learning, role of teacher, use of resources, and use of internet.

Resources:

- Internet, language learning software, textbooks, workbooks, dictionaries
- Language awareness PowerPoint and activities
- Language learning strategies - use examples in French

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Challenge: meet with language team to practise poem/song/rap to perform next lesson

LESSON 2

- **Sharing memory techniques**
- **Using knowledge of French to identify important features of other languages**
- **Recycling language learning strategies used when learning English and French and using them to learn a new language**

Lesson 2 outline

Theme: Language learning strategies

Lesson objective(s):

- ♦ *to discover some memory techniques and practise using them*
- ♦ *to identify important features of the French language and explain how this knowledge is relevant to other languages*

• **Starter activity (5-10 mins);** Students work in groups (not language teams) to discuss how they learnt the following things at primary school; alphabet, months of the year, colours of the rainbow, spelling difficult words. Then teacher leads whole class discussion on memory techniques.

• **Reading activity (10 mins);** aim of task is to go back to basics and explain key features of the French language to an alien. Students use short French text, given by teacher, to identify what they feel to be the key features of the French language e.g. features of spelling, accents, punctuation, grammar. Teacher elicits/gives some examples.

Extension: Now think beyond the text. What other key features would the alien need to know e.g. tenses, pronunciation patterns, and any cultural considerations?

• **Group research task (15 mins);** students work in their language teams to research key features of their chosen language. Students can use any resources available. Students should collate a list of key features and then choose what they feel to be the three most important features. Students must then present/tell this information to the alien in simple terms.

• **Group task (20 mins);** each language team prepares a short song/poem/rap etc. to help memorise one section of the language essentials learnt over the summer e.g. days of the week. French example given by teacher.

• **Plenary (5 mins);** students move into groups with students from other language teams and discuss question; "What techniques help you memorise words in another language?"

Challenge: meet with language team to practise poem/song/rap to perform next lesson

Resources:

- Short French text
- Internet, language learning software, textbooks, workbooks, dictionaries

Challenge (to be submitted in lesson 5): •Learn to write and say at least six statements that describe your hobbies and interests.

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