

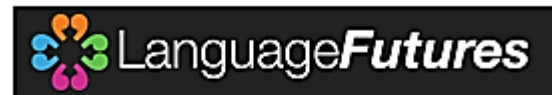
LANGUAGE FUTURES OBJECTIVES

20 March 2015

1. To meet and greet
2. To establish the group
3. To introduce the commission
4. To set up autonomous working
5. To introduce an example lesson
6. Feedback and QandA time

Paul Hamlyn
Foundation

Towards a better way



Meet and greet

- To challenge the conventional teaching of languages
- To share previous learning experiences
- To introduce an element of choice in a language of study
- To discuss the emotional, practical and other reasons for this choice eg work related
- To set up collaborative working groups

Welcome to Language Futures.

Choose a new language you would like to learn and write below:

Find at least one other person who is interested in learning the same language.

Discuss:

Why do you want to learn this language?

What language experiences do you have?

How have you learnt languages in the past?

Identify the support you would need to learn this language.

Are there any challenges to learn this language?

Establishing the group

- To set the context for the learning – intellectual, practical, language
- To set up a healthy community of learners
- To set the moral/human question
- To identify stress points for students and staff and solutions
- To bring the plan alive

Planning a Mantle of the Expert Inquiry

Class:

Lessons:

Title:

*Step 1. Background
Planning*



*Step 2. Developing the
situation*



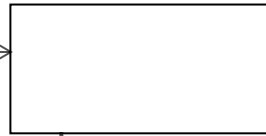
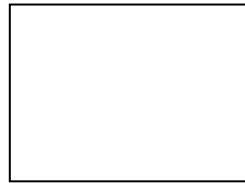
*Step 3. Designing the
Expert Frame*



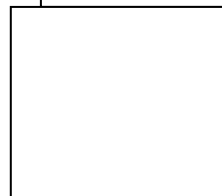
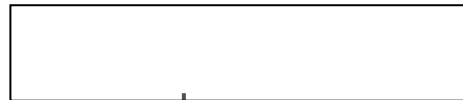
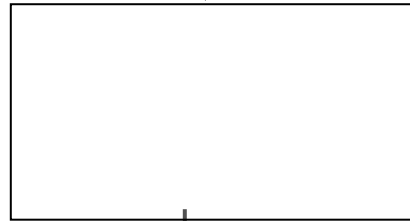
*Step 4. Exploring the
Curriculum and
identifying stress*



Step 5. How to Begin



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Introducing the commission

- To establish the expertise of the group and the roles
- To establish the language learning outcomes
- To establish the rules/expectations of the commission (holding to account)
- To discuss the language to be learnt

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Tuesday, 18 March, 2015

Dear Satirists,

We have been forwarded the details of your company by one of your clients, Associated Press. We are very impressed by the work you have done, your skills and your vision.

We are a small political satire magazine based in Madrid. We publish weekly. We are at an exciting stage in our development and we are about to launch internationally in paper and digital formats, film as well as print. Our readership will extend across the European Union, Asia, North and South America, Mediterranean Africa, Australasia and Russia.

We would like to invite you to present a dossier of work in regional languages so we might consider your company for our international work. This will be a large contract so therefore we will be considering your application for this work very seriously following the following criteria:

- A variety of satirical articles must be delivered in more than one format
- The articles must be relevant to the regional country, or with an international dimension
- The articles must be funny and exaggerated
- Expert use should be made of regional languages
- A report must be produced detailing the effectiveness of the teamwork in place
- The work must be presented live by each member of the team

We look forward to receiving your dossier and we can answer any questions which you may have regarding this proposal.

El humor en vuestra vida

El Diario

Publicado desde 2012



The setting up of autonomous working

- To establish a time-line, roles, responsibilities, resources
- To set up success criteria for language learning and resources
- To decide on an end product and presentation format

The introduction to an example lesson

- To use very specific success criteria to guide learning
- To formalise thinking - thinking time, writing time and sharing time
- To move from teacher to facilitator

8LF – 20th March 2015

Learning Objective:






Key Words: superlative, comparative, satire, expletive

Key Questions: Is any topic off-limits for satire?

How do adjectives work in your language?

Progress Check Targets – 5.5

Success criteria:

1. We will identify and compare the key adjectival rules which we have studied previously 
2. We will research how to turn adjectives into comparatives and superlatives 
3. We will construct 5/8/10 sentences using correct structures to compare and contrast humorous objects 
4. We will state the funniest and least funny characteristics of the objects
5. We will present the sentences orally as a group from memory 




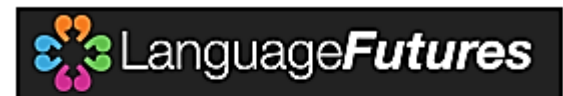
Discuss

1. What are the main adjectival rules?
2. Are there any exceptions?
3. Can you think of 5 examples of usage?
4. What questions do you have about adjectives?

THINKING TIME - TT

Feedback and QandA Time

Paul Hamlyn
Foundation
Towards a better way





Dear Mayor Johnson,

In light of your recent decision to cease funding for city farms, we decided to send you this letter to persuade you to reinstate it.

Our group of Year 8 students working in the Language Futures scheme of work have been focusing on an entire unit that revolves around the premise of a city farm, its purposes and the various skills needed to work in a city farm. They have also been able to integrate this scheme of work with their knowledge of learning their chosen language to create various pieces of written work and even presentations. We have even taken a school trip to a farm just for this group to extend their learning as they go out and about.

In this unit, they have learnt about:

- The basics of what a city farm does
- The skills and qualifications to work on a city farm
- The layout of an office
- Writing a time line of their trip

They have also been able to develop a wide range of skills integrating with this unit such as being able to conjugate verbs into the past and future tense in their chosen language and using time markers in their language. Not only that, however, but they have also been able to learn life skills, such as how to write a Curriculum Vitae (CV) for a job application.

You can probably see how city farms have the potential of being an educational aid in many different ways. Thus, we advise that you reinstate funding so as to continue this potential.

Yours sincerely,

The Gladesmore Language Futures Group