

Dates	Themes and lesson outlines	Functions	Grammar	Resources	Assessment	Challenges
Summer work	<p>Theme: Language essentials</p> <p>Procedure : <i>Students should use Newbury Park website and other websites they find to research language essentials listed below:</i></p> <ul style="list-style-type: none"> •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. 	<ul style="list-style-type: none"> •Researching essential vocabulary and phrases in chosen language •Practising language essentials with people at home 		<p>www.newburypark.redbridge.sch.uk</p>		
	<p>Lesson 1 outline</p> <p>Theme: Language learning strategies</p> <p>Lesson objective(s):</p> <ul style="list-style-type: none"> • <i>to discuss the main aims of language learning and Language Futures</i> • <i>to discover some language learning strategies and practise using them</i> • <i>to investigate how language travel between different cultures</i> <p>•Starter activity - Greetings game (5 mins); students must figure out which language others in the class are learning</p> <p>•Language Futures overview (5-10 mins); introduce main aims of project e.g. positive attitude, teamwork, independent learning, perseverance.</p> <p>•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.</p> <p>•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.</p> <p>•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</p> <p>•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, use of internet.</p> <p>Resources:</p> <ul style="list-style-type: none"> -Internet, language learning software, textbooks, workbooks, dictionaries -Language awareness Powerpoint and activities -Language learning strategies - use examples in French 	<ul style="list-style-type: none"> •Introducing main aims of language learning and Language Futures •Sharing language learning strategies •Examining language awareness and language change 				
	<p>Lesson 2 outline</p> <p>Theme: Language learning strategies</p> <p>Lesson objective(s):</p> <ul style="list-style-type: none"> • <i>to discover some memory techniques and practise using them</i> • <i>to identify important features of the French language and explain how this knowledge is relevant to other languages</i> <p>•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.</p> <p>•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.</p> <p>Extension: Now think beyond the text. What other key features would the alien need to know e.g. tenses, pronunciation patterns, any cultural considerations?</p> <p>•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.</p> <p>•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.</p> <p>•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?"</p> <p>Challenge: meet with language team to practise poem/song/rap to perform next lesson</p> <p>Resources:</p> <ul style="list-style-type: none"> -Short French text -Internet, language learning software, textbooks, workbooks, dictionaries 	<ul style="list-style-type: none"> •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 				<p>Challenge: meet with language team to practise poem/song/rap to perform next lesson</p>



<p>Sept. – Oct. half term (10 lessons)</p> <p>Theme(s): Language learning strategies, All about me</p>	<p>Lesson 3 outline Theme: Language learning strategies, All about me Lesson objective(s): <ul style="list-style-type: none"> •to present work on memorising vocabulary •to research vocabulary and phrases related to your and others' hobbies and interests </p> <p>*Starter activity (5 mins); discuss with language group reasons for choosing specific song/poem/rap and how it has helped to learn the new vocabulary. Students decide how they are going to present their song/poem/rap created in previous lesson.</p> <p>*Presentations (15-20 mins); Language team presentations of song/poem/rap. Peer assessment; other groups give feedback on language learning strategies used e.g. rhythm</p> <p>*All about me: Group research task (20 mins); students use photos of themselves showing their hobbies and interests taken during the summer. In order to find/create sentences related to their photographs (e.g. I play football), students should carry out research using all resources available. Students should research the present tense (first person only) and relevant vocabulary, then collate a list of relevant sentences. Extension: research third person of present tense and make some sentences about other members of the team</p> <p>*Plenary (5 mins); students share their sentences with others in their language team and discuss how they found information they needed and how they recorded it</p> <p>Challenge (due lesson 5): Students should learn to write and say at least six sentences that describe their hobbies and interests (learning technique "Look, cover, learn"). Students should also write/type these up to use for display with photos.</p> <p>Resources: –Internet, language learning software, textbooks, workbooks, dictionaries –Photographs from summer work</p>		<p>Present tense (first person only)</p>		<p>•Peer assessment of presentations (song/poem/rap)</p>	<p>Challenge (to be submitted in lesson 5): •Learn to write and say at least six sentences that describe your hobbies and interests. •Write/type sentences up to use for display with photos.</p>
	<p>Lesson 4 outline Theme: All about me Lesson objective(s): <ul style="list-style-type: none"> •to be able to give a physical description of yourself and others in the class </p> <p>*Starter activity (5 mins); with a partner (someone not from language team), use pictures of people to brainstorm sentences used in Year 7 French to describe what people look like using "J'ai" and "Je suis" e.g. J'ai les cheveux blonds, J'ai les yeux bleus, Je suis grand(e) etc.</p> <p>*Grammar focus (present tense first person of "to have" and "to be", articles, adjectival endings) (10-15 mins); Teacher uses some example sentences in French e.g. J'ai les cheveux longs, Je suis petit(e) to draw attention to relevant features of French language</p> <p>*Research and writing task (20 mins); In order to make sentences to describe themselves, students should first work independently to find relevant information in their chosen language. Students then share vocabulary and phrases with language teams and collate a list of useful sentences. Extension: Research some intensifiers e.g. quite, a bit etc. to include in sentences.</p> <p>*Communicative speaking task - Guess who (10 mins); students now work in language teams and use language banks to describe others in the room orally. Members of language teams must guess who is being described.</p> <p>*Plenary (5 mins); students move into groups with students from other language teams and discuss any similarities and differences they found about describing people in French, compared to in their chosen language</p> <p>Resources –Internet, language learning software, textbooks, workbooks, dictionaries –Photographs of people</p>		<p>Present tense of "to have" and "to be" (first person only)</p>			
	<p>Lesson 5 outline Theme: All about me Lesson objective(s): <ul style="list-style-type: none"> •to be able to describe yourself using intensifiers •to be able to say where you live </p> <p style="text-align: center;"><i>***Collect in hobbies and interests homework for display***</i></p> <p>*Starter activity (5 mins); With a partner from language team, students should practise saying their six sentences to their partner</p> <p>*Peer assessment (10 mins); each student writes the six sentences they learnt for HW to describe their hobbies and interests without notes. Then another member of language team marks it, using notes to check answers. Teacher gives criteria on board e.g. lose half a mark if word would not be understood by a native speaker</p> <p>*Research and writing task (10 mins); students work in language teams to find intensifiers and adverbs of frequency given by teacher in English on board (e.g. very, often, sometimes). Students to use glossary and/or online dictionaries to find information needed. Brainstorm on when these words can be used and reused (relates particularly back to physical descriptions topic and on descriptions of personality in lesson 6).</p> <p>*Saying where you live (10 mins); teacher models and elicits sentences in French to describe where you live e.g. J'habite à Linton, J'habite dans un petit village, J'habite près de Cambridge. Teacher draws attention to grammatical features e.g. prepositions and also shows how language can be reused in different situations/topics</p> <p>*Communicative writing task (10 mins); students now work in dividualy to find sentences to describe where they live Extension: find ways of giving simple opinions on where you live e.g. It's boring, it's quite pretty</p> <p>*Plenary (5 mins); students move into groups with students from other language teams and discuss what language learning strategies they have used</p> <p>Challenge: Find out how to say your name and age in your chosen language. Write a short paragraph (8-10 lines) giving this information, plus some info. about your hobbies and interests, what you look like and where you live.</p> <p>Resources –Internet, language learning software, textbooks, workbooks, dictionaries</p>		<p>•Intensifiers and adverbs of frequency •Present tense first person •Prepositions (when appropriate)</p>		<p>•Peer assessment - short test on six sentences learnt for HW.</p>	<p>Challenge: Find out how to say your name and age in your chosen language. Write a short paragraph (8-10 lines) giving this information, plus some info. about your hobbies and interests, what you look like and where you live.</p>

<p>Lesson 6 outline Theme: All about me Lesson objective(s): •to be able to describe different people's personality</p> <p>•Starter activity (5-10 mins); With language team, students should listen to each other reading their paragraph done for homework. Others in group should then summarise what was said in English. •Adjectives of personality (10 mins); with a partner (with someone not from language team), use pictures of different people on board to brainstorm sentences used in Year 7 French to describe people's personality using "Je suis" <i>Extension</i>: use some intensifiers e.g. very, extremely •Present tense - first, second and third person and adjectival agreement (10 mins); Teacher uses vocabulary from students' brainstorm to write some sentences in French using first second and third person e.g. il est gentil, tu es gentil/-le, elle est gentille. Questions on changes noticed in sentences and why they may be relevant to other languages. •Communicative writing task (15-20 mins); students work individually to research and write some sentences related to celebrities on board using present tense third person e.g. Johnny Depp: He is funny, Jennifer Aniston: She is friendly. Students should research adjectives of personality (using ideas from French language they know) and should focus on using correct grammar. •Plenary (5 mins); students should work with a pair in their language group and take it in turns to ask and answer questions about themselves e.g. Are you hardworking? Are you shy? <i>Extension</i>: Students can answer using intensifiers and adverbs of frequency e.g. yes, sometimes</p> <p>Resources -Internet, language learning software, textbooks, workbooks, dictionaries -Pictures of celebrities</p>		<p>•Adjectival agreement •Present tense (first, second and third person)</p>		<p>•Collect in homework paragraph and ask if other teachers who speak languages could check language for accuracy</p>	
<p>Lesson 7 outline Theme: All about me Lesson objective(s): •to be able to say when your birthday is</p> <p>•Starter activity (5 mins); Revise numbers 1-12 in your language team. As a team create a rhythm to help you remember. •Numbers 13-31 (5-10 mins); Students research and note down numbers 1-31 in vocabulary books. Then students start to learn these numbers (Look, cover, learn) •Months (10 mins); Teacher finds out months in all three languages and puts on board mixed up. Students work in language groups and figure out which months are in their language, then try to put them in order <i>Differentiation</i>: Mandarin students will obviously identify their months quickly, but can use the time to put months in order. Mandarin students may use books/onlines resources to help, whereas Spanish and Italian students should try to do this without using resources, as the months are very similar to English in these languages. •Saying your birthday (15 mins); teacher elicits sentences in French to say when your birthday is e.g. Mon anniversaire c'est le quatre janvier, Mon anniversaire c'est le premier mars. Teacher draws attention to features of language e.g. fourth, first. Teacher also shows some sentences in German to show that other languages may say this sentence completely differently (Ich habe am vierten Januar Geburtstag). •Research and writing task (10 mins); students work individually to find the question "When is your birthday?" and write a sentence saying when their birthday is <i>Extension</i>: worksheet with pictures of celebrities and their birthdays given in number format (e.g.24/02/1986). Students use information to write a sentence using first person to say when the celebrity's birthday is •Communicative speaking task (5-10 mins); small calendar given to students. Students work in language groups and ask each other when their birthday is and put a cross on calendar. •Plenary (5 mins); students move into groups with students from other language teams and discuss any similarities and differences they found about saying birthdays in French, compared to other languages Challenge: Part of assessment 1. Write a short paragraph (10-12 lines) describing a family member using "he" or "she". Include the following information: name, age, birthday, where they are from, hobbies and interests, physical appearance and personality. Assessment criteria given to students.</p>		<p>•Numbers with dates •Present tense (first person)</p>			<p>Challenge: Part of assessment 1. Write a short paragraph (10-12 lines) describing a friend or family member using "he" or "she". Include the following information: name, age, birthday, where they, hobbies and interests, physical appearance and personality. Assessment criteria given to students.</p>
<p>Lesson 8 outline Theme: Cultural understanding Lesson objective(s): to find out about the culture of places where your language is spoken</p> <p>***Collect in homework (paragraph describing a friend or a family member)***</p> <p>•Starter activity (5-10 mins); students given time to research information about places where their language is spoken. This should be done individually so that a range of information is found. Students then come together in language teams to for game "Two truths and a lie". •Two truths and a lie game (10 mins); language teams take it in turn to give sentences and other teams vote on which sentences they think are truths and lies. •Research task (35-40 mins); ideas for research categories brainstormed as a class and collated on board (e.g. countries where language is spoken, famous landmarks, currency, population, gastronomy, shopping etc.) Students divide categories up between students in their language team, so that each team has a range of information at the end. Students should bring all information together in one PPT to show to mentors when they first come in. During activity teacher walks round and picks up information from students for plenary game. •Plenary (5 mins); Heads down thumbs up game. True or false sentences about culture researched by students. Challenge: Prepare for speaking assessment in lesson 10. Make a Powerpoint about your favourite celebrity, giving the following information: name, age, birthday, where they live, hobbies and interests, physical appearance and personality. Assessment criteria given to students.</p> <p>Resources -Internet, language learning software, textbooks, workbooks, dictionaries</p>		<p>N/A</p>		<p>•Collect in homework paragraph on friends and ask if other teachers who speak languages could check language for accuracy and/or keep for mentors to look at.</p>	<p>Challenge: Prepare for speaking assessment in lesson 10. Make a Powerpoint about your favourite celebrity, giving the following information: name, age, birthday, where they live, hobbies and interests, physical appearance and personality. Assessment criteria given to students.</p>

	<p>Lesson 9 outline ***MEET MENTORS*** Theme: All about me, Cultural understanding Lesson objective(s): to meet mentors and present information on the culture of places where your language is spoken</p> <p>•Starter activity - Listening (10 mins); in language groups, students work with mentors. Mentors should prepare a short paragraph about themselves in the target language. With language team, students should listen and try to summarise what was said in English. •Speaking assessment practice (20 mins); in groups, students practise saying sentences with mentor for speaking assessment. Mentor helps, in particular, with pronunciation. • Research task presentations (20 mins); students should present information on target countries (in English) to whole class and mentors. Feedback and questions from class. •Student questions (5 mins); students should have thought of some questions to ask mentor (in English) about the country they are from and its culture. •Plenary (5 mins); whole class short discussion on role of native speakers in language learning. What can we learn from native speakers? Why is it important to have contact with native speakers?</p> <p>Resources –Mentors should prepare a short paragraph about themselves –Students' Powerpoints</p>		<p>•Revision time with mentors and time for questions on grammar items learnt so far</p>		<p>•Mentors assist with speaking assessment preparation</p>	
	<p>Lesson 10 outline Theme: All about me Lesson objective(s): to complete speaking task and summarise your experience of Language Futures so far</p> <p>•Starter activity (10 mins); some preparation time for speaking assessment presentations. •Speaking assessment presentations (35-40mins); students should present information on celebrities in their chosen language to whole class (and mentors and/or other teachers who speaking languages, if possible). Presentations should be recorded in case this is not possible. Rest of class reports back on what they understood from the presentation and what was good e.g. ICT skills, clear delivery etc. •Plenary (10 mins); summary of students' experience of Language Futures so far. What have you learnt? How have you learnt? What have you found useful? What topic should come next after half-term? Half-term challenge: Find a short piece of text in your chosen language, which is of interest to you (minimum 150 words) e.g. from a newspaper, online magazine, book.</p> <p>Resources –Mentors should prepare a short paragraph about themselves –Students' Powerpoints</p>		<p>•Revision and assessment of grammar items learnt so far</p>		<p>•Speaking assessment 1 •Skills assessment so far and oral feedback on learning in Language Futures project</p>	<p>Half-term challenge: Find a short piece of text in your chosen language, which is of interest to you (minimum 150 words) e.g. from a newspaper, online magazine, book.</p>
	<p><i>Language Futures was originally developed by Linton Village College as part of a Paul Hamlyn Foundation initiative. Management of the initiative passed to the Association for Language Learning in summer 2015. When using and/or adapting resources, we would ask you to acknowledge the Language Futures initiative and the Paul Hamlyn Foundation as the original publishers of the material.</i></p>					