



# Languages

## Short Course

Sample

Student name:

Centre name:

ASDAN tutor:



Developed in association with the Association for Language Learning (ALL), with grateful thanks to Steven Fawkes and Sue Balmer for authoring and providing content expertise.

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# Languages Short Course

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# Achieving your Short Course

How long will the Short Course take?	Hours	Credits
You have the option of accrediting up to 60 hours of Languages activities. For every 10 hours, you are awarded one credit, for example:	10	1
	30	3
	60	6

These credits can contribute towards other programmes and qualifications.

The **Languages Short Course** can lead to:

**ASDAN Personal Development Programmes**  
(Bronze, Silver, Gold or Universities)

**ASDAN Qualifications (Levels 1 and 2)**

AoPE (Award of Personal Effectiveness) Levels 1 and 2

CoPE (Certificate of Personal Effectiveness) Levels 1 and 2

and could eventually lead on to:

**ASDAN Qualifications (Level 3)**

CoPE (Certificate of Personal Effectiveness) Level 3

## What must I do?

**Read through** these introductory pages carefully.

**Look at the modules and challenges** and decide which challenges you wish to complete – your tutor will be able to help you decide.

**Create an evidence portfolio** to safely store all the material you'll need to have in place before your tutor can claim your Short Course certificate.

**Plan, organise and carry out** your chosen challenges, collecting evidence as you go and storing it safely in your evidence portfolio.

**Before asking your tutor to check your work** and claim your certificate make sure your portfolio contains the following:

1. A student book
2. A completed Record of Progress (page 5)
3. Evidence for each challenge completed
4. The correct number of Short Course Skills Sheets (see pages 57-64)
5. A completed Summary of Achievement (yellow centre pages)
6. A completed Personal Statement (yellow centre pages)

## What will I need?

- Your own copy of this Short Course book
- A portfolio (file or folder), into which you will put your evidence

## Information for tutors

To download A Quick Guide to Short Courses, go to:  
**[members.asdan.org.uk/my-courses/short-courses](https://members.asdan.org.uk/my-courses/short-courses)**

This contains step-by-step guidance for delivering any Short Course, from registering with ASDAN to certification.



# Recording Your Skills

## Recording your skills

Next to each challenge is a set of tick boxes where you can record the skills you have been developing during the activity.

These help you link your achievements to the national standards for these skills.

Languages activities provide an excellent opportunity to develop the skills of:

- Learning
- Teamwork
- Coping with Problems
- Use of IT
- Use of English
- Use of Maths

## The importance of Key/Core Skills

These are an everyday part of adult and working life. You need to be able to make yourself understood when speaking and writing, planning your own learning, working with others, carrying out basic calculations and using information technology.

Every job needs some or all of these skills and they are just as useful in Further and Higher Education.

## Learning

This skill is about how you manage your personal learning and development. It is about planning and working towards targets to improve your performance and reviewing your progress.

## Teamwork

This skill is about how you work with others when planning and carrying out activities to get things done and achieving shared objectives. This will involve working with a group of people.

## Coping with Problems

This skill is about recognising problems and doing something about them. It is about using different methods to find a solution and checking to see if they work.



## Use of IT

This skill is about being able to make the best use of computers and other items such as printers, scanners and digital cameras. Being familiar with how to use this equipment is vitally important, not only in the workplace but also in the home.

## Use of English

This skill is not only about how you talk to people but also about the ways you find out information and let other people know about your views and opinions. It also includes all aspects of writing and reading.

## Use of Maths

This skill is about your ability to use numbers. If, for example, you've measured or calculated something you will have used numeracy skills. Being able to use numbers is a skill highly valued by employers; many of the challenges in this Short Course will give you opportunity to practise your numeracy skills.



# Module 1

## It's My Life

Sample

Language practice key: *(circle what you have practised in each challenge)*

-  Pronunciation
-  Intonation
-  Spelling
-  Memorising
-  Asking questions
-  Making longer sentences
-  Understanding



# Module 1 It's My Life

## Section A: Complete at least FOUR challenges over 10 hours (1 credit)

**1** In a group, take turns to introduce yourselves briefly in *yL*. You might say something about your friends, family or things you like.

Complete a social network profile page to introduce yourself on the Internet. Add an image and information you would like to share. Post a short message in *yL*. Search the Internet for a quotation or proverb in *yL* to add to your page.

Language practice: Aa ?

### ✓ Skills I used:

Language:

- Speaking  Listening  
 Reading  Writing

Personal and employability:

- Learning  Teamwork  
 IT  Maths  
 Coping with Problems

**2** Make a scrap book of photographs, images and written captions about the people and things you share your life with and you care about most.

Share your book with other students of *yL* and read theirs. Make a note of any new vocabulary you learn.

Pick one of your favourite images and tell the group something about it.

Language practice: Aa ?

### ✓ Skills I used:

Language:

- Speaking  Listening  
 Reading  Writing

Personal and employability:

- Learning  Teamwork  
 IT  Maths  
 Coping with Problems

**3** Keep track of your activities and appointments during one month of the year and record them on a calendar. In a small group, take turns to practise using past tenses by telling other speakers of *yL* how you spent certain days of the month. Make a list of all the different activities you hear about.

Expand one of your own activities by producing a short written account as a diary entry.

Language practice: Aa ?

### ✓ Skills I used:

Language:

- Speaking  Listening  
 Reading  Writing

Personal and employability:

- Learning  Teamwork  
 IT  Maths  
 Coping with Problems



# Module 3

## The Perfect Host

Sample

Language practice key: *(circle what you have practised in each challenge)*

-  Pronunciation
-  Intonation
-  Spelling
-  Memorising
-  Asking questions
-  Making longer sentences
-  Understanding



# Module 3

## The Perfect Host

**7** Organise and host a bingo game in *yL* for a group of people.

Language practice:   Aa  ?  

**Skills I used:**

Language:

- |                                   |                                    |
|-----------------------------------|------------------------------------|
| <input type="checkbox"/> Speaking | <input type="checkbox"/> Listening |
| <input type="checkbox"/> Reading  | <input type="checkbox"/> Writing   |

Personal and employability:

- |   |  |
|---|--|
| <input type="checkbox"/> Learning             | <input checked="" type="checkbox"/> Teamwork |
| <input type="checkbox"/> IT                   | <input type="checkbox"/> Maths               |
| <input type="checkbox"/> Coping with Problems |  |

**8** Choose one of your favourite things to eat, or a local speciality where you live, and write a description of it in *yL* for a visitor to your area.

Include the main ingredients of the dish and share your work with someone in a country where *yL* is spoken.

Find out about a local speciality or favourite dish of the person you are in touch with.

Language practice:   Aa  ?  

**Skills I used:**

Language:

- |                                   |                                    |
|-----------------------------------|------------------------------------|
| <input type="checkbox"/> Speaking | <input type="checkbox"/> Listening |
| <input type="checkbox"/> Reading  | <input type="checkbox"/> Writing   |

Personal and employability:

- |   |                                   |
|---|-----------------------------------|
| <input checked="" type="checkbox"/> Learning  | <input type="checkbox"/> Teamwork |
| <input type="checkbox"/> IT                   | <input type="checkbox"/> Maths    |
| <input type="checkbox"/> Coping with Problems |                                   |

**9** In a small group, record audio or video interviews in *yL* about the subjects you learn at school and your opinions of them.

Language practice:   Aa  ?  

**Skills I used:**

Language:

- |                                   |                                    |
|-----------------------------------|------------------------------------|
| <input type="checkbox"/> Speaking | <input type="checkbox"/> Listening |
| <input type="checkbox"/> Reading  | <input type="checkbox"/> Writing   |

Personal and employability:

- |   |                                   |
|---|-----------------------------------|
| <input type="checkbox"/> Learning             | <input type="checkbox"/> Teamwork |
| <input type="checkbox"/> IT                   | <input type="checkbox"/> Maths    |
| <input type="checkbox"/> Coping with Problems |                                   |

**10** Other agreed challenge:

Language practice:   Aa  ?  

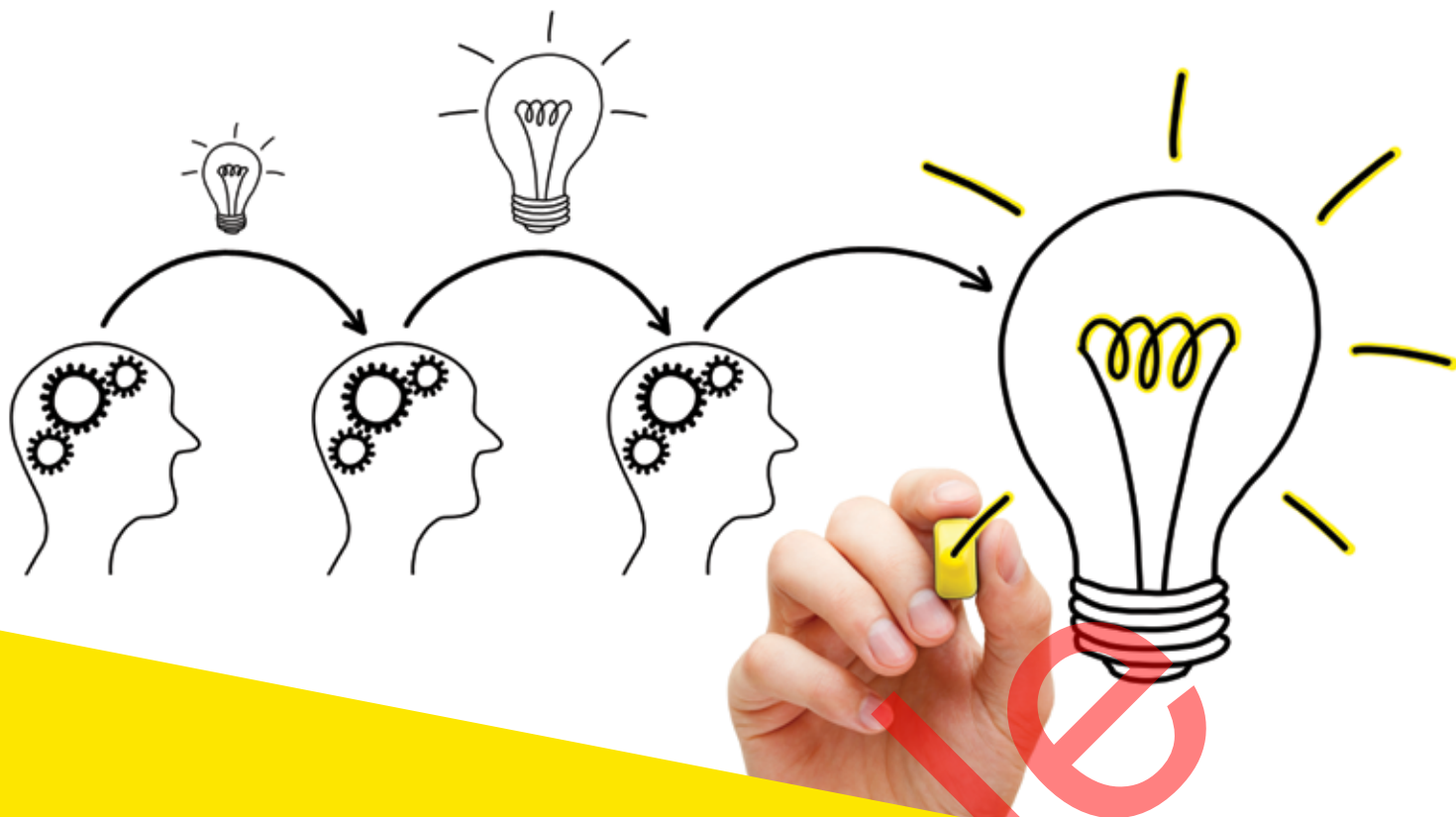
**Skills I used:**

Language:

- |                                   |                                    |
|-----------------------------------|------------------------------------|
| <input type="checkbox"/> Speaking | <input type="checkbox"/> Listening |
| <input type="checkbox"/> Reading  | <input type="checkbox"/> Writing   |

Personal and employability:

- |   |                                   |
|---|-----------------------------------|
| <input type="checkbox"/> Learning             | <input type="checkbox"/> Teamwork |
| <input type="checkbox"/> IT                   | <input type="checkbox"/> Maths    |
| <input type="checkbox"/> Coping with Problems |                                   |



# Module 7

## Imagine

Sample

Language practice key: (circle what you have practised in each challenge)

-  Pronunciation
-  Intonation
-  Spelling
-  Memorising
-  Asking questions
-  Making longer sentences
-  Understanding



# Module 7 Imagine

## Section B: Complete ONE or TWO challenges over 10 hours (1 credit)

**1** Working with a partner or in a group, plan and produce an audio-visual photostory in *yL* for publication, or to send to someone else to read.

You should think about:

- the storyline
- the characters and costume
- the settings
- the narrative text and dialogue
- how to share out the speaking roles when you record the dialogue
- how to check your written work for accuracy

You will need to rehearse the scripts for the speaking roles and record them as sound files for editing.

Language practice:

### ✓ Skills I used:

Language:

- |                                   |                                    |
|-----------------------------------|------------------------------------|
| <input type="checkbox"/> Speaking | <input type="checkbox"/> Listening |
| <input type="checkbox"/> Reading  | <input type="checkbox"/> Writing   |

Personal and employability:

- |   |                                   |
|---|-----------------------------------|
| <input type="checkbox"/> Learning             | <input type="checkbox"/> Teamwork |
| <input type="checkbox"/> IT                   | <input type="checkbox"/> Maths    |
| <input type="checkbox"/> Coping with Problems |                                   |

**2** Invent a short story with text in *yL* for younger learners of *yL*.

Your story **needs** to be appropriate for the age-group you decide **on** – you may need to research what sort of setting and language theme would be most appropriate.

You **could** research some existing stories for the age-group to see how **they** are written.

Read your story to a group of younger learners.

Language practice:

### ✓ Skills I used:

Language:

- |                                   |                                    |
|-----------------------------------|------------------------------------|
| <input type="checkbox"/> Speaking | <input type="checkbox"/> Listening |
| <input type="checkbox"/> Reading  | <input type="checkbox"/> Writing   |

Personal and employability:

- |   |                                   |
|---|-----------------------------------|
| <input type="checkbox"/> Learning             | <input type="checkbox"/> Teamwork |
| <input type="checkbox"/> IT                   | <input type="checkbox"/> Maths    |
| <input type="checkbox"/> Coping with Problems |                                   |

# Adding Value

Your Languages Short Course is recognised with an ASDAN certificate, and has a credit rating to reflect the time you have spent on Languages activities. This course can also be linked to other programmes and qualifications, which add value and give you further options for continuing to develop your skills and experience.



★ If you are aiming to achieve any of these qualification outcomes you should seek advice from ASDAN before starting your Languages Short Course.

Sample



LANSWB/1

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