



Languages Short Course

Tutor Notes



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Sample



Tutor Notes for the Languages Short Course

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Skills Grid

The grid below lists the challenges that particularly lend themselves to practising each language, personal or employability skill. However, this is only a guide and challenges may be adapted to provide opportunities for particular skills development or cross-departmental learning (e.g. Modules 3 and 4 could work well in conjunction with geography or history studies).

	Module 1 It's My Life		Module 2 Just Getting in Touch		Module 3 The Perfect Host		Module 4 What's it Like Over There?		Module 5 My Language		Module 6 What's Going On?		Module 7 Imagine	
	A	B	A	B	A	B	A	B	A	B	A	B	A	B
Speaking	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 4, 5, 6	1, 2, 3, 4, 5, 8, 9	1, 2, 3, 5	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4, 6	1, 2, 3, 5, 9	1, 2, 4, 6, 7	1, 2, 6, 7, 9	1, 2, 4, 5, 6, 7	2, 5, 6, 7, 9	1, 2, 3, 6, 7	1, 3, 5, 7, 8, 9	1, 2, 3, 6, 7
Listening	2, 3, 4, 5, 6, 7, 8	1, 4, 5	1, 3, 4, 9	1, 2, 5	3, 5, 8, 9	4	3, 5, 9		2, 6, 7, 9	6	1, 3, 4, 5, 6, 9	2, 3, 6, 7	3, 5	1, 3
Reading	1, 2, 4, 6, 8, 9	1, 3	1, 3, 4, 6, 7	3	1, 8	3	1, 3, 4, 5, 8	3, 4, 5, 6, 7	3, 4, 5, 7, 8	1, 3	1, 3, 4, 6, 8	2, 4, 5, 6, 7		1, 2, 4, 5, 6, 7
Writing	1, 2, 3, 4, 6, 7, 8, 9	1, 2, 3, 4, 5	2, 3, 4, 6, 7, 8, 9	3, 4, 5, 6	1, 2, 3, 4, 8	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 6, 7	1, 3, 4, 5, 8, 9	1, 2, 3, 4, 5, 7	1, 2, 3, 4, 5, 6, 7, 8	1, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 4, 5, 6, 7
Learning	8	1	4, 5	1	3, 5, 8	3	1, 2, 3, 5, 8	6, 7	1, 2, 4, 5, 6, 7, 9	2	6, 9		2, 8, 9	
Teamwork	5	6	5, 8	5	6, 9	3, 5	5			2, 4		1	3, 9	1, 5
IT	1, 6, 7, 8	1, 3, 4, 6	1, 2, 5, 6, 8	1, 2, 3, 4, 6	2, 3, 5, 6, 9	1, 2, 3, 4	3, 5	1, 3, 5, 7	5, 7	1, 3	2, 3, 7	2, 4, 7		1, 3, 5, 6, 7
Maths					1, 3, 4	1, 5	3, 8	2, 4, 5					3, 9	
Coping with problems	Any challenge can be used to practise and evidence problem solving skills.													
Research	8, 9	6	5, 6, 7		1, 3, 4	1, 5	1, 3, 4, 5, 7, 8, 9	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 7, 8, 9	1, 5, 6, 7	1, 3, 4, 5, 8, 9	2, 4, 5, 6, 7	9	2, 6, 7
Presentation	2, 4, 7, 8	2	8	5	2, 3	2, 3	4	4, 7	7	1	7	6	6	2, 3, 6
Discussion		6	1, 2, 5, 8			5				4, 7			7, 8, 9	1, 5, 7

For more information about registering your centre with ASDAN and other administrative processes related to the Languages Short Course, please download the free Quick Guide to Short Courses from: members.asdan.org.uk/my-courses/short-courses



Tutor Notes for Module 1

It's My Life

Introduction

This module has its focus on the world around the student and lends itself to exploring familiar topics (and associated language) such as:

- Personal identification
- Family
- Daily routine
- Hobbies and interests
- School
- Jobs

In terms of grammatical structures it gives particular opportunity to explore:

- Formation of questions
- Expressing opinions, positive and negative
- Descriptions
- Relevant verb forms
- Possessive words
- Pronouns



Module 1: Section A

It's My Life

1 Networking

Principal Language skills: Speaking, Writing, (Reading)

Students are likely to be familiar with social media and use it to communicate with their friends, play games and share music. School policies may prohibit the use of social media sites in school, so until there are secure sites available for the use of language learners, teachers may simulate the format of sites, e.g. Facebook, to engage students.

Fakebook is a class tool for such purposes: www.classtools.net/fb/home/page

Personal pages often include favourite sayings or quotations in the language being learned. Short quotations and proverbs in different languages are easy to find via searches on the Internet.

Social media is a popular pastime which can be harnessed safely for language learning. To find out more about how to use social media to support language learning and for practical tips and advice on how to use ICT in general for this purpose, access Joe Dale's blog at: www.joedale.typepad.com

2 Companions

Principal Language skills: Writing, Speaking, (Reading, Listening)

Students are often keen to learn how to say what they really want to say and not merely to repeat set phrases. They may choose images and captions linked to previous study of personal identification, family and descriptions but you could encourage the students to be more creative. With support, they could extend their knowledge to include new vocabulary and structures to allow them to give a simple description of a chosen image. Time for practising correct pronunciation with a FLA or teacher may be needed before completing the task.

3 A month in the life

Principal Language skills: Speaking, Listening, Writing

Students will need to know how to talk about dates and times.

You may wish to take the opportunity for teaching how to use past tenses in the language they are learning.

This task gives them opportunities to use and adapt tenses for their own purposes. For those who prefer to be particularly creative, the diary could be that of another known or imaginary person and the activities correspondingly unusual.

4 Growing up

Principal Language skills: All

Students will need to be able to talk about important dates in their lives. They may wish to understand how to use past tenses in the language they are learning. They may need support to check the accuracy of their grammar and pronunciation.

There are opportunities here to use the Internet or other means of research to gather information about significant dates in places where the language being learned is spoken and to add captions to the timeline.



Module 7: Section B

Imagine

1 Photostory

Principal Language skill: Writing, Speaking, (Reading, Listening)

Students need to allocate roles in order to produce the photostory including:

- a director (to decide on what the photos in the story should look like)
- a photographer
- a producer (to ensure that everything necessary is available at the time it is needed)
- the players (who take roles in the story)
- the editor (to compile the photos and soundfiles)

Some of these roles might be doubled up.

The group would need to develop the storyline and character list first in order to identify the settings and costume requirements.

When rehearsing for the recorded speech they would benefit from input from a FLA, teacher or older student.

2 Telling a tale

Principal Language skill: Writing, Reading, Speaking

Students could produce a text, or use cartoon creation software.

They may well need guidance on the amount of language to use in their story, and how to retain interest.

They might do their research with another teacher in school, or a local teacher in a Primary school, and might consider:

- Topic language
- Amount of language
- What support to provide

And what sort of interaction with the text to think about

3 In the mood

Principal Language skill: Listening, Speaking

Pupils should identify communicative strategies such as use of

- body language
- gesture
- intonation
- facial expression

as well as tone of voice and specific words.

A Drama colleague may be able to offer useful advice as they prepare their scenarios.

Roles will need to be agreed once the students begin preparation of the scenarios to be filmed.

Sample