



Class: Found In Translation (Modern Foreign Languages)
Workshop 2: Family Holiday
Lesson Plan

60 – 70 minutes: The Inspire Scholars Programme for Years 9, 10 & 11

Overview

This pair of workshops is designed to equip pupils with skills to enhance their ability to read and listen to foreign languages, no matter what language(s) they are studying at school. Skills learned will be usable by pupils in tasks across all Modern Languages taught in schools, and will also equip pupils with skills to help them tackle unseen stimuli for writing and speaking tasks.

There is no expectation or requirement that teachers leading this pair of workshops speak any foreign languages; indeed, the languages selected for use in these workshops have been specifically chosen because it is unlikely that pupils will have been exposed to them in either an academic or personal context.

The first workshop aims to introduce pupils to the skills that can be used when reading and listening to foreign languages, and is mostly teacher-led.

The second workshop will allow pupils to use the skills they have learned in the first lesson in a more autonomous way.

Materials required

For teachers only:

- **Lesson Plan**
- **Family Holiday Passage:** The English version of the passage pupils will be working with, including the comprehension questions and their answers.

To share with pupils:

- **Presentation:** PowerPoint presentation to be used during the workshop
- **Student Workbook:** There are 4 versions of this workbook, each containing the following:
 - **Reading & Listening Strategies Toolkit:** The reading and listening strategies from the previous workshop, ordered by difficulty (this is the same across all workbooks)
 - **Family Holiday:** A written translation into 1 of 4 languages of the Family Holiday passage
 - **Comprehension Questions:** A series of comprehension questions about the Family Holiday passage (this is the same across all workbooks)
 - **Follow-up task:** Instructions for an optional follow-up task which students can complete after the workshop (this is the same across all workbooks)
- Audio recordings of the Family Holiday passage in 4 languages



Lesson timings, equipment and arrangements

This lesson affords pupils the opportunity to use the reading and listening strategies they learned in the previous workshop more independently. Due to the highly interactive nature of the lesson, it is recommended that pupils are seated in small groups of no fewer than 4 and no more than 6.

Teachers may use a **projector** for the Presentation. Pupils may want to have a **pen and paper** to help them work through their text.

Each group should have access to a written and spoken version of a target language translation. Written translations are included in the Student Workbook, but there is a lot of flexibility around how the lesson can be resourced to be most effective for pupils to access the spoken translations of the passage.

Option 1:

Teachers may use a projector to deliver the presentation slides to the whole class. The presentation recaps the reading and listening strategies from Lesson 1 and provides pupils with informational 'fact files' about the individual languages that they will be working with.

Teachers may use devices available (laptops, notebooks, tablets, audio players, etc) and load the individual translation sound files onto a separate device for each group to access. The group will therefore have access to an individual sound recording for their translation, alongside the written translation that each pupil in the group will have in front of them.

Option 2:

Teachers may use a projector to deliver the presentation slides to the whole class. Teachers may load all of the sound recordings to the teaching laptop and play each recording to the whole class. This will enable the group tackling the respective target language to use their listening strategies to help them with the translation exercise, whilst allowing the rest of the group to have some insight into the different languages being translated.

The time allowances per activity below are indicative only; activities should be extended or shortened, depending on the progress being made by learners at each stage.



Session outline

Time (mins)	Activity	Key Skills	Materials
1	Introduce the aim of the lesson: The aim is for pupils to recap and use the reading and listening strategies that they learned during Lesson 1. The purpose of the translation exercise is for pupils to work in autonomous groups to use the reading and listening strategies to decipher meaning from an unfamiliar language. These strategies will equip pupils with skills that they can use no matter what language they are studying.	Identify topic of lesson and key themes to be introduced	Presentation
5	Introduce the starter activity: 'Think, Pair, Share': With pupils sat in individual groups, ask students to spend 30 seconds thinking of as many of the strategies (and their definitions!) from Lesson 1 as they can. Ask them to discuss their thoughts with their group for another 60 seconds and to nominate a spokesperson to share with the rest of the class.	Review strategies to interpret an unknown text in a new language	Presentation
5	Recap the strategies as a class: Referring to the PowerPoint slide, recap the reading and listening strategies from Lesson 1 as a class. Then, ask pupils to talk within their groups for 2 minutes and remember which strategies they said were most helpful for the Esperanto exercise in Lesson 1 and why. Ask pupils to discuss their experience completing the optional follow-up task from the previous workshop, if they completed this. Ask a pupil per group to share their group's thoughts, encouraging them to think of similarities or differences between each group's feedback.	Discuss thoughts on strategies learned in the previous workshop	Presentation
10	Introduce the pupils to the exercise and target languages: Introduce the context of the task: pupils will be answering a set of comprehension questions about a passage of writing in a language they will not be familiar with. The task is similar to the one that they performed in Esperanto for	Discuss the languages featured in this workshop	Presentation



	<p>Lesson 1; the content of the passage and its language are different but the principles are the same.</p> <p>To familiarise the pupils with the target languages that they will be tackling, refer to the language fact file slides of the PowerPoint presentation. You may want to ask the pupils questions about their knowledge of the different languages before revealing the content of each 'fact file' slide. This way, you can gauge which pupils might be more familiar with certain languages than others, and make choices about which passages to distribute to which group on that basis. You may also want to nominate pupils who have knowledge of the target languages as 'translation helpers' who can be consulted by their peers to help decipher challenging areas of text.</p>		
<p>30</p>	<p>Introduce the passage in the target languages: Distribute the Student Workbooks to pupils, and make the audio recordings available. Remind the pupils that they should be using the strategies they have learned to try and answer the questions as a team. As with the Esperanto passage, it may be worth giving students a small amount of context on the passage (for example, that it is about a family holiday). Allow the pupils to tackle this text by themselves (they can consult 'translation helpers' if needs be, on a couple of occasions, but the emphasis must be placed on autonomous strategy use). (25 minutes)</p> <p>The exercise should be followed by whole-class feedback: each group should discuss then share their thoughts about how they found the exercise, which strategies they used the most/found the most useful, whether they tackled the text using the strategies they thought they would, how having the oral recording helped with the</p>	<p>Implement the strategies discussed to interpret an unknown text in a new language</p>	<p>Student Workbook</p>



	exercise, whether different strategies were used for the reading and listening tasks of the task, etc. (5 minutes)		
10	<p>Reflection on strategy and language: In groups, ask pupils to reflect on the language that they were working with during the exercise: in what ways are the languages different to English? Was there anything that they found interesting about the languages' sound or writing systems? What were the main challenges in deciphering meaning in their target language? Does the language remind them of any other languages that they might have come across before? Encourage pupils and point out that if they can do this with a text in a language they've never seen, they can definitely do it with languages they are learning at school!</p>	Appraise the strategies that have been used to complete the task	Student Workbook
5	<p>Introduce extension activity: Introduce the optional extension activity located at the end of the Student Workbook.</p>	Provide an opportunity for further engagement with the task	Student Workbook



Syllabus links to national curriculum (KS3)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239083/SECONDARY_national_curriculum_-_Languages.pdf

Linguistic competence

- Listen to a variety of forms of spoken language to obtain information and respond appropriately
- Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material

Syllabus links to GCSE curriculum

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/485567/GCSE_subject_content_modern_foreign_langs.pdf

Subject aims and learning outcomes

- Listen to and understand clearly articulated, standard speech at near normal speed
- Acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic [...] written material [...]
- Be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- Develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment
- Develop language strategies, including repair strategies