

DATE



PRESENTED BY: MALTA TEAM

DE LA SALLE COLLEGE SIXTH FORM, MALTA
DE LA SALLE COLLEGE | COTTONERA ROAD | BIRGU BRG 9021 | MALTA

ENGLISH AS AN INTERNATIONAL LANGUAGE.
NOUNS USED AS VERBS, BORROWED WORDS.

LESSON PLAN

Lesson Topic

English as an international language. Nouns used as verbs, borrowed words.

Subject	Class	Curriculum Links
English	6 th Form (17-18-year-old students)	English: Reading/ carrying out research, answering comprehension questions, writing an essay. ICT: Use of Digital Platforms and Applications.

Context

Project Name	Creating an Innovative Platform of Communication and Teaching in a Digital Society
Links with <i>previous</i> lesson(s)	Dependent prepositions and phrasal nouns, collocations and word knowledge, working with difficult or unknown words. Grammar: the tense system: present, past and future; simple and continuous; perfect and non-perfect; active and passive.
Links with <i>future</i> lesson(s)	Creative writing, creating interest in world cultural heritage; encouraging language proficiency. Skills related to learning languages; developing reading (skimming, scanning) and writing skills.
Cross curricular links <i>before</i> the lesson	Digital skills: Internet Browsing. Information about world languages and cultures. Reading skills: skimming, scanning, cohesion. Languages and their importance, language as a depository of culture.
Cross curricular links <i>after</i> the lesson	Vocabulary related to language learning, history of languages. Lingua Franca.

Learning Objective:

Awareness of and use of technology (online research).
Developing critical, analytical and writing skills.
Vocabulary related to culture and knowledge of languages. Practice in correct use of tenses, focus on accurate (free of errors) writing and speech.

Learning Outcomes:

1. Knowledge of tenses, noun phrases.
2. Appreciation of world cultures and languages
3. Knowledge of vocabulary related to Culture and Languages
4. Ability to use ICT tools

Pre-Lesson Preparation

Online research about spread of languages; causes and effect of the emergence of English as a common language.

ICT Resources

Laptop/tablet, mobile phone

Prior Learning / Assessment to inform planning

1. Information about dialects, accents, languages and cultures (Linguistics)
2. Knowledge of geography in relation to the spread of languages. “World Languages” map.
3. Knowledge of intercultural development and the effect of culture on language.
4. European languages, the influence of the English language on European languages. “EU Speak”.

Key Vocabulary

Vocabulary related to language as a depository of culture: civilisation, social group, customs, traditions, native language, foreign language, export of the language, simplicity of form, openness of vocabulary, free admission of words from other languages, loan words, compounds, dialects, accents, RP.

Compounds: culture-hero, culture-maker, head-word, headquarters.

Key competencies development:

- 1. Communication in foreign language**
 - a) Listening and understanding teacher’s instructions
 - b) Expressing ideas clearly and developing listening skills, speaking in front of an audience
- 2. Digital competence**
 - a) Online research related to world cultures, traditions and languages.
- 3. Learning to learn**
 - a) Carrying on independent research, working in pairs and groups, analysing and correcting language structures, employing brainstorming skills.
- 4. Social and civic competences**
 - a) Improving students’ ability to work in a team; being able to deal with conflicts and disagreements; promoting acceptance and tolerance; developing intercultural sensitivity.

- b) Increasing knowledge of world and European cultures and languages; encouraging initiative in decision-making; encouraging active participation in team work.

4. Sense of initiative and entrepreneurship

- a) Encouraging planning, creativity and evaluation. Encouraging students to propose their own ideas, to use newly acquired knowledge while working in a team and individually.

6. Cultural awareness and expression

- a) Assisting development of a full understanding of and respect for how ideas and meaning are communicated and creatively expressed in different cultures and through different media forms.
- b) Assisting development and awareness of students' cultural identity.

LESSON STRUCTURE & DETAILED PLAN OF ACTIVITIES

Time	Link to Learning Outcome number	Teacher Activity Objectives & Outcomes, Teaching Activities, Revisiting Outcomes & Consolidation	Learner Activity Identify the techniques used to differentiate for ALL Learners	Assessment Strategies Used to Ensure Progress of All Learners	Resources e.g. TEL, Other Adults, Materials and Equipment
3mins		Ice Breaker			*see Appendix 1
5 mins	1	Lead In: <i>Languages and Language learning.</i> Match the questions with the right answers.	Working in pairs	Reporting to the whole group; teacher confirms the correct answers.	Teacher, papers with questions and paper-slips with answers. *see Appendix 2
3 mins	3	Reading. Pre-reading task. Students are given 7 statements; they need to state whether the statements are true or false.	Working in pairs	Reporting to the whole group what has been stated; teacher projects the correct answers on screen	*see Appendix 3 Teacher, writing material, laptop, projector, map of English-speaking countries, papers with statements.
15mins	1, 3	Reading. <i>First reading: skimming.</i> <i>Second reading: scanning.</i> Students read the text twice, the first time to find the answers to true/false statements	Individual work, pair work.	Class discussion.	*see Appendix 3 Teacher, writing material, laptop, projector, students' papers with the text

		and the second time to complete comprehension tasks.			
4mins		Ice Breaker			*see Appendix 4
12mins	1, 2	Discussion in small groups: Groups of three or four.	Each group is given a paper with questions; it is important that every member in the team has a chance to speak.	Teacher moves from a group to a group and assesses students' use of vocabulary, sentence structure and teamwork skills.	*see Appendix 5 Teacher, papers with questions for discussion. Teacher's valuation paper.
3mins	1	Explanation of Homework			

Home Learning/Homework

Two tasks are given to the students: 1. Compile a list of words borrowed into your language from the English language. 2. Write an essay about the importance of learning languages.

LESSON EVALUATION

What was successful / not so successful? What was the impact of this on student progress?

Lesson Topic	Subject
English as an international language. Nouns used as verbs, borrowed words.	English, learning languages, culture.

Evaluator
English Department

Evaluation
<p>Pupil Learning & Progression</p> <p>Most of the students achieved the learning outcomes. The teacher knows this through the correction of essays and evaluation during the discussion.</p> <p>Progress was observed in students' work especially in terms of vocabulary.</p>
<p>Teaching & Classroom Management</p> <p>The teacher created an environment where everyone is relaxed, encouraged to speak and non-judgmental. Teacher provides information, corrects most common errors. Peer evaluation was encouraged and supported.</p>
<p>Planning & Subject Knowledge</p> <p>The students were asked to find some information about languages/language learning and cultures, but some of them did not do it. In group work, not all students participated actively, some were shy to speak.</p> <p>As a result of the above, students will read about languages/language learning and cultures as a group during school hours and the working groups will be smaller to ensure that the work is shared equally.</p> <p>Imaginative and creative approaches could include script writing and article writing.</p>

Next Steps in Learning
Practice in question forms, working with linguistic and contextual clues to guess the meaning of the unknown words.

APPENDIX 1

Ice-Breaker

Ice-breakers are useful as they can dramatically transform the dynamics of a classroom. Ice-breakers encourage bonding, participation, motivation, and allow students to relax both mentally and physically.

1. *Beginning of the lesson before the Lead-in (3 mins).*

Would You Rather...

In this game, students think about two scenarios and choose the one they would rather do. The “Would you rather...?” questions:

1. Would you rather travel a lot and always get lost or only be able to visit one city but you know it very well?
2. Would you rather have superficial knowledge of seven languages or speak only two but fluently?
3. Would you rather speak all languages fluently or be able to speak to animals?
4. Would you rather live in a rich country and be poor or live in a poor country and be rich?

This can be played as a whole class, or in groups, a stack of cards with questions is given to students and they take turns asking each other the questions. Either way, following up by asking “Why or why not?”.

APPENDIX 2

Section: *Lesson Structure and detailed plan of Activities. Lead In: Languages and Language learning. Match the questions with the right answers.*

Teacher's Copy:

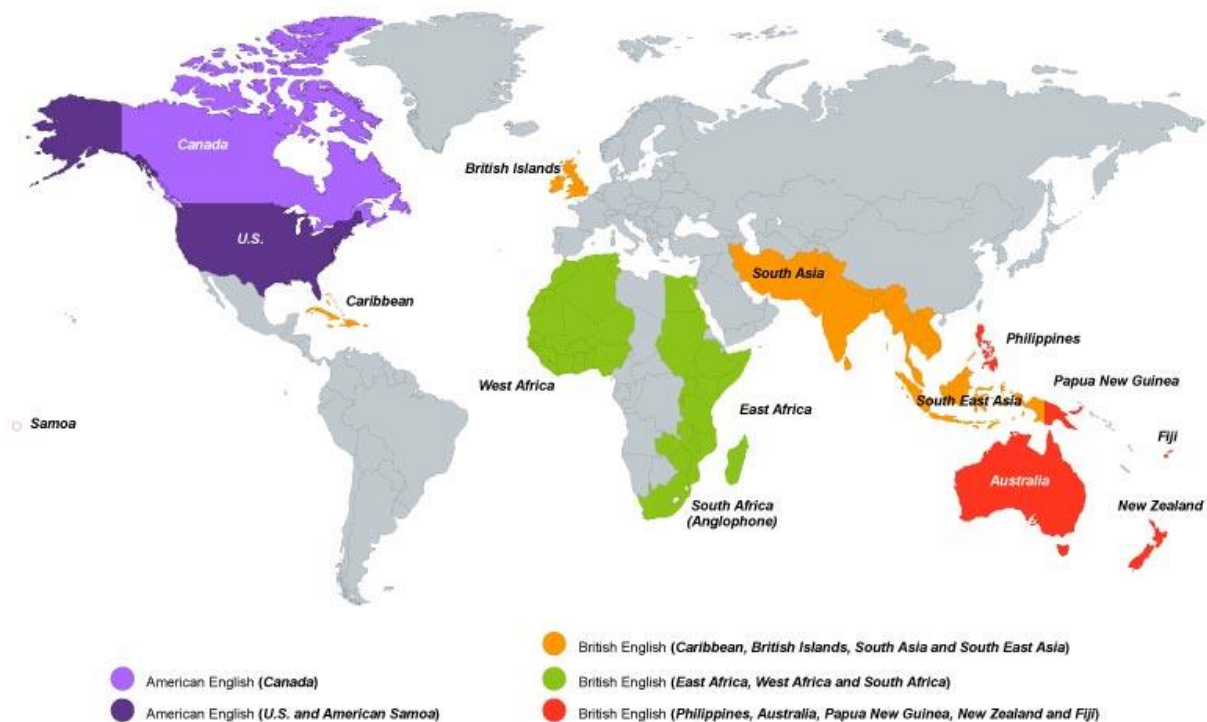
1. Which language in the world is spoken by most people? *Answer:* Mandarin Chinese is spoken by 700 million people (70% of the population of China). English is the most widespread, with 400 million speakers.
2. Which language has the largest vocabulary? *Answer:* English has the largest vocabulary with approximately 500,000 words and 300,000 technical terms.
3. Which is the oldest written language? *Answer:* The oldest written language is Egyptian, which is 5000 years old.
4. Which subcontinent has the largest number of languages? *Answer:* India has the most languages, 845.
5. Which language has the most letters in its alphabet? *Answer:* Cambodian has 72 letters.
6. In which language is the largest encyclopaedia printed? *Answer:* The largest encyclopaedia is printed in Spanish.

APPENDIX 3

Section: *Lesson Structure and detailed plan of Activities, Pre-reading Task.*

English Speaking Countries

Five Branches of World English



Teacher's Copy:

Are the following Statements true or false?

1. English was already an important language 400 years ago. (F)
2. It is mainly because of the US that English has become a global language. (T)
3. One person out of seven in the world speaks perfect English. (F)
4. There are few inflections in modern English. (T)

5. In English many verbs can be used as nouns. (T)
6. English has borrowed words from many other languages. (T)
7. In the future, all other languages will probably die out. (F)

Student's Copy:

1. English was already an important language 400 years ago.
2. It is mainly because of the US that English has become a global language.
3. One person out of seven in the world speaks perfect English.
4. There are few inflections in modern English.
5. In English many verbs can be used as nouns.
6. English has borrowed words from many other languages.
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Reading text

English as a Global Language

Today, when English is one of the major languages in the world, it requires an effort of the imagination to realise that this is a relatively recent thing – that in Shakespeare's time, for example, only a few million people spoke English, and the language was not thought to be very important by the other nations of Europe, and was unknown to the rest of the world.

English has become a global language because of its establishment as a mother tongue outside England, in all the continents of the world. This exporting of English began in the 17th century, with the first settlements in North America. Above all, it is the great growth of population in the United States, assisted by massive immigration in the 19th and 20th centuries, that has given the English Language its present standing in the world.

People who speak English fall into one of three groups: those who have learned it as their native language, those who have learned it as a second language in a society that is mainly bilingual, and those who are forced to use it for a practical purpose – administrative, professional or educational. Incredibly enough, 75% of the world's mail and 60% of the world's telephone calls are in English.

Basic Characteristics.

Simplicity of Form. Old English like modern German, French, Russian and Greek, had many inflections to show singular and plural, tense, person, etc., but over the centuries words have been simplified. Verbs now have very few inflections, and adjectives do not change according to the noun.

Flexibility. As a result of the loss of inflections, English has become, over the past five centuries, a very flexible language. Without inflections, the same word can operate as many different parts of speech. Many nouns and verbs have the same form, for example *swim, drink, walk, kiss, look* and *smile*. We can talk about *water* to drink and to *water* the flowers, *time* to go and to *time* a race; *a paper* to read and to *paper* a bedroom. Adjectives can be used as verbs. We *warm* our hands in front of a fire: if clothes are *dirtied*, they need to be *cleaned* and *dried*. Prepositions too are flexible. A sixty-year old man is *nearing* retirement; we can talk about a *round of golf, cards, or drinks*.

Openness of Vocabulary. This involves the free admissions of words from other languages and the easy creation of compounds and derivatives. Most world languages have contributed some words to English at some time, and the process is now being reversed. Purists of the French, Russian and Japanese languages are resisting the arrival of English in their vocabulary.

The Future of English. Geographically, English is the most widespread language on Earth, second only to Mandarin Chinese in the number of people who speak it. It is the language of business, technology, sport and aviation. This will no doubt continue, although the proposition that all other languages will die out is absurd.

Comprehension Check

Here are the answers to some questions. Work out the questions.

1. A few million.
2. Because it is the mother tongue of many countries outside England.
3. In the 17th century.
4. Yes, it had a lot of inflections.
5. Simplicity of form, flexibility, and openness of vocabulary.
6. Mandarin Chinese.

Teacher's Copy:

Here are the answers to some questions. Work out the questions.

1. A few million. *Question:* How many people spoke English in Shakespeare's time?
2. Because it is the mother tongue of many countries outside England. *Question:* Why has English become a global language?
3. In the 17th century. *Question:* When did exporting of English to other continents begin?

6. Yes, it had a lot of inflections. *Question:* Did Old English have a lot of inflections?
7. Simplicity of form, flexibility, and openness of vocabulary. *Question:* What are the basic characteristics of the English language?
8. Mandarin Chinese. *Question:* Which language in the world is the most widespread?

APPENDIX 4

Ice-Breaker

Ice-breakers are useful as they can dramatically transform the dynamics of a classroom. Ice-breakers encourage bonding, participation, motivation, and allow students to relax both mentally and physically.

2. Before the “Discussions in small groups” (4 mins)

Two truths and a lie

In this activity, every person says three things about themselves, but two of the statements must be true and one must be a lie. The goal of the game is for the rest of the group to guess which statement is false. For example, a student might say, "I play the guitar, I've never been on a plane and I can't swim." The group must then guess which of those statements is a lie. The great thing about *Two Truths and a Lie* is that everyone gets to learn something new about each other while still having fun and building problem-solving skills.

APPENDIX 5

Section: *Lesson Structure and detailed plan of Activities. Discussion in small groups.*

Questions to be discussed:

1. Does the text “*English as a Global Language*” come from (a) a brochure for an English language school, (b) a preface to a book on modern language teaching, (c) a dictionary, (d) an encyclopaedia?
2. The text says that it is because of the United States that English is a global language. Why?
3. Which of the three groups of English speakers do you belong to? What is/are your reason/reasons for learning English?
4. What words are there in your language that have been borrowed from other languages?
5. What are the differences between the ways a baby learns its first language and the ways an adult learns a second language?
6. Can you think of some suggestions for effective language learning?

Teacher’s Evaluation paper:

Group 1, 2, 3, etc: (either grading or writing comments, or both)

1. Vocabulary used (limited, extensive)
2. Grammar (accurate, errors, most common errors); sentence structure (order of words in interrogative and declarative statements)
3. Teamwork skills (patience whilst listening, interruption, agreeing, arguing).