

# Key Stage 3 Framework for languages: exemplification

## Strand 1: Listening and speaking

### Substrand 1.1 Understanding and responding to the spoken word

#### Year 7 Identify gist and some detail in face-to-face exchanges, spoken passages, stories and songs

##### Example 1

This activity is based on the fable 'The Ant and the Grasshopper' (from *Aesop's Fables*) and is used with a mixed-experience class.

- 1) The teacher shows pictures about the fable to elicit vocabulary which pupils think may be used in the narrative they are about to hear (substrand 5.7).
- 2) The teacher narrates the fable in accessible language. Support is provided by the pictures, body language and tone of voice (substrand 1.3 objective 1).
- 3) Shortly before the end of the narrative, the teacher pauses and asks pupils – depending on their level of expertise – either to discuss briefly in English how they think the story will end, or to select from several possible endings provided in the target language.
- 4) After listening to the end of the narrative, pupils work on additional objectives. For example, they are given a list of ten adjectives. In groups, they demonstrate understanding of the fable by matching adjectives to each insect in relation to each season (e.g. *the ant in summer: hardworking, hot, tired*). To work out the meaning of the adjectives, they draw on one another's knowledge, use clues such as cognates and word families, and only use dictionaries as a last resort.
- 5) During the debrief, if some pupils disagree on a choice of adjective the teacher repeats or paraphrases part of the narrative to help them come to a decision.

Oral or written activities can then follow on from this sequence.

#### Year 8 Understand information at the first attempt, including language spoken at near- normal speed

##### Example 2

Pupils are given comprehension questions about an interview with a TV show contestant. Before they listen to the interview:

- They read the questions and rehearse in their minds words which they think might be used in the interview. For example, if a question is about hobbies, they think of all the hobbies they know in the target language. Less able pupils may benefit from doing this in pairs or groups, or as a whole class (substrand 5.7 and personal, learning and thinking skills (PLTS) – self-managers)
- they set themselves the challenge of which questions in particular to try to answer on first hearing. This personalised approach caters for differentiated needs.

For self-evaluation purposes, pupils use different coloured pens for answers produced on first hearing and on second hearing (substrand 5.8 and PLTS – reflective learners).

#### Year 9 Understand longer sequences of speech, noting relevant points for oral feedback and discussion

##### Example 3

Pupils have completed some research about a famous person. They now listen to three people who introduce themselves as part of a radio phone-in. They make notes because afterwards – in class or at home – they will have to decide and justify in writing which of the three people would have the most in common with their famous person (substrand 2.4).

While introducing the activity, the teacher asks pupils to reflect – with the homework task in mind – on whether to make notes in English or in the target language (substrand 5.7).

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## **Substrand 1.2 Developing capability and confidence in listening**

### **Year 7 Sustain perseverance and concentration when listening to speech containing some unfamiliar but accessible language in familiar contexts**

#### **Example 3**

Pupils are shown a familiar word (e.g. *holidays*) and hear a sentence which they are told contains an unfamiliar word from the same family (e.g. *holidaymakers*). Working in pairs, they must:

- identify the unfamiliar word (*holidaymakers*)
- make an informed guess about its spelling (substrand 4.1)
- use context in addition to the word family route to work out its meaning.

A plenary helps pupils appreciate the value of working out new meanings for themselves in terms of self-confidence and progress in the subject.

### **Year 8 Sustain perseverance and concentration when listening to speech containing familiar language used in new contexts**

#### **Example 1**

The teacher is going to talk about a school visit abroad the previous year. The talk will include familiar language from a variety of topics as well as unfamiliar but essentially accessible language (cognates or near cognates).

- 1) Pupils are given 10–15 cards which consist of headings (e.g. *Journey to destination – School dining-room – Farewell party – School timetable – etc.*). In pairs, they familiarise themselves with the headings, then listen to the teacher and sequence the cards in the order used in the talk. The preparation phase and the kinaesthetic nature of the activity facilitate concentration.

### **Year 9 Listen to authentic speech from different sources, identifying how spoken language varies according to context and purpose**

#### **Example 1**

Pupils are engaging in a series of activities about an environmental or social issue, which could include images and/or video of a street demonstration (PLTS – effective participants). They have already:

- worked on a magazine article about the issue
- worked on a radio interview by an on-the-scene reporter
- worked on ‘vox pop’ comments from demonstrators (PLTS – independent enquirers).

Next, they must plan and carry out an unscripted interview with a very committed demonstrator. Part of the evaluation criteria is about the ability to adapt language to context and purpose (substrand 1.3 objective 2). In preparation, they listen to the ‘vox pop’ comments again and use a ‘talking frame’ to describe how language is used for effect. For example, *They use shorter sentences. They begin their sentences with words like... Their tone of voice is more...* (substrand 5.7).

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## **Substrand 1.3 Being sensitive to the spoken word**

### **Year 7 Interpret speakers' intentions from intonation and tone of voice**

#### **Example 1**

Occasional lessons are devoted to current affairs. Here, pupils first listen to a series of authentic extracts, knowing that they are unlikely to understand much detail. They simply have to use intonation and tone of voice to decide which extract sounds more like a chat show interview, an advert, a television soap opera, a news bulletin, etc.

## **Year 8 Explore how speakers use language for specific communicative functions**

### **Example 1**

Pupils are working on the language of marketing. Using written adverts, they have identified and listed phrases and features of speech used for convincing potential buyers, for example, the use of the imperative or the use of rhetorical questions (strand 2.3).

Now pupils watch video material or an animated cartoon in which a number of market stall-holders try to attract customers. Every time they hear a phrase or feature which figures in their list, they put a tick alongside it.

## **Year 9 Listen for language variation in formal and informal contexts**

### **Example 1**

Having analysed different ways of asking questions, pupils listen to a number of questions relating to the theme they are working on and evaluate the degree of formality of the language (strand 1.3 objective 2).

## **Year 7 Use intonation and tone of voice to convey mood and meaning**

### **Example 2**

Focus on tone of voice.

Pupils practise saying the same thing using different tones of voice in order to convey different moods. For example, they do so:

- as part of role-play practice
- when learning to recite a poem
- as part of a cross-curriculum initiative with the drama department.

At the same time, the teacher points out the need to maintain accurate pronunciation when experimenting with tone of voice.

## **Year 8 Identify and use specific language for a range of communicative functions**

### **Example 1**

- 1) Pupils identify all the different ways they know of expressing a particular language function – in this case, 'likes and dislikes'. They may, for example, volunteer simple verbs, adverbs, comparisons or phrases such as *In my opinion* or *I think that... is....*
- 2) Pupils are given a word or phrase (e.g. *reality TV*) and are challenged to improvise as many sentences of likes and dislikes as they can about it (see strand 1.4).
- 3) They are challenged to state likes and dislikes and justify them.
- 4) They work in groups, and practice focuses on a succession of items, for example a particular TV programme, a singer, an actor, etc. Each time the teacher mentions an item, each group has 90 seconds to come up with a sentence stating and justifying an opinion. There are some mundane words pupils are not allowed to use (e.g. *I like/I don't like*) and each response must be at least 12 words long.

## **Year 9 Adapt the degree of formality of language to suit different situations**

### **Example 1**

Pupils listen to short recorded dialogues. In each one a teacher makes a comment or gives an instruction and a pupil responds using inappropriate language (e.g. *I must finish my project by Monday? No way! Listen, I am going to a wedding!*). If necessary, pupils may also be given a transcript of the dialogues, but try to keep it to listening. Orally, in groups, they practise conveying the information contained in the pupils' responses in a more appropriate manner (strand 1.4).

(Sample from the Renewed Framework Exemplification)

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