

Session 2: **A time and a place for everything.** How and when to use formative, summative, periodic (and dynamic?) assessment.

Handout 7 – Strategies for Success in Reading and Listening in Languages  
Department case study (cont'd)

## **Strategies for Success in Reading and Listening in MFL**

### **Reading and Listening**

- Persevere and concentrate fully even when language is unfamiliar.
- Read the questions or task very carefully- what is expected?
- Use cognates and near-cognates to work out meaning.
- Use your world knowledge to work out possible meaning and take sensible educated guesses.
- Identify and use familiar words as initial landmarks (focus on what you *do* understand first) when reading or listening to longer and more complex texts.
- Use visual clues to work out meaning.
- Use context to work out meaning (when/where/why is the conversation or text taking place?)
- Identify the type of text you are reading/listening to and its purpose and audience.
- Focus on the main points of the text if you are asked to summarise.
- Pick out the detail in the text for e.g. true/false/not mentioned tasks or specific questions.
- Focus on the use of different tenses in the text.
- Pick out opinions or points of view.
- Use your knowledge of grammar, word forms and syntax to work out the unfamiliar language.
- **Use a dictionary to look up new words in the text or questions.**
- **Pick out some new vocabulary or structures to use in your own writing and speaking.**
- **Read texts or questions aloud to practise speaking the language, working on fluency in reading and expression.**
- Justify your answers or decisions (even if the question doesn't ask you to, do this in your head to make sure you have made the right choice)

### **Listening only**

- Use tone of voice and intonation to help you work out points of view.
- If you will hear something twice or more and it is difficult/fast, decide which element of the question/text to focus on each time.

**Bold type**= only relevant in class or at home, not in an exam situation.

Helen Piggott  
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