Key Stage 3 Framework for languages: exemplification

> **Note:** Highlighted terms are defined in the glossary.
>
> In the examples, words and phrases in italics are those for which the teacher would use the target language.
>
> In the examples, words and phrases in inverted commas are those for which the teacher would use English.

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.

Example 2

A wall display, props and the teacher's body language help pupils understand and respond to day-to-day instructions, comments and questions. The display includes language for general classroom matters (e.g. *Do you have [a pen]? Type in this web address. Work in pairs.*) and metalanguage (e.g. *a noun – plural – check the spelling*).

More advanced pupils are initially used as co-teachers. For example, if the teacher says *Open your books* they demonstrate what it means. Support, however, decreases over time and pupils know that their ability to understand day-to-day language is evaluated as part of their overall progress.

Some lesson starters focus on comprehension of such day-to-day language. For example:

- the teacher gives instructions such as *Close the window* or *Open your books to page zero* and pupils must respond with thumbs up or down depending on whether the instructions make sense

- the teacher challenges pupils to respond quickly to instructions or questions about routine matters (e.g. *Put your pens down*) or about language (e.g. *Is this a noun, a verb or an adjective? Name a feminine noun which begins with the letter 't'.*).

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

Example 1

Pupils are often expected to do the initial part of a listening activity upon first hearing. This should not necessarily consist of identifying specific detail. For example, when watching part of a soap opera taking place in a shop, pupils may simply be expected to:

- identify how many shopping items are being discussed

- decide through facial expression, intonation and tone of voice how each protagonist appears to be feeling at the beginning and at the end.

This approach can help pupils:

- worry less about what they do not understand

- concentrate on overall gist as a first step to understanding a listening passage.

This type of 'big picture' listening can also be done out of context. For example, when listening to a conversation they know nothing about, pupils can be challenged to work out:

- how many people are talking

- whether anyone appears to be leading the conversation

- what the mood seems to be

- what the topic of conversation seems to be.

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 1

Speaking at near-normal speed without pauses, the teacher or foreign language assistant (FLA) describes a recent event using essentially accessible language and occasional repetition or paraphrasing. Pupils make notes as memory joggers because afterwards they will have to hazard guesses as to which pieces of information were untrue (substrands 1.4 and 1.5).

The guessing phase of the activity is mentioned to pupils from the beginning so as to make the note-taking more purposeful. Rather than merely saying 'yes' or 'no', the teacher or FLA responds to pupils' guesses via further talk and uses visuals such as photos to facilitate understanding.

Example 2

Pupils are challenged to identify a famous person – based on information provided through continuous speech. The early clues they are given are deliberately vague (e.g. *It is a woman. She is internationally famous*) so that they cannot guess the mystery person's identity too quickly.

The nature of the activity encourages pupils to make notes as support to short-term memory, since they need to build an increasingly full picture of the mystery person in order to arrive at a conclusion.

Before they hear the most revealing clues, pupils are invited to hazard guesses as to who the mystery person is and to justify their guesses (substrand 1.4). This can also help some of their peers grasp information they had not understood the first time round.

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).

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 1

This activity is based on information and resources about favourite films in the target language (e.g. from a magazine, a blog or a partner class abroad).

Pupils have just matched film posters to spoken information about each film (substrand 1.1). During the debrief, the teacher gives more information about some of the films and actors in a chat-like fashion in order to expose pupils to more spoken language (e.g. *Sometimes, this actor has problems with the police...*). Support such as gesture and pictures helps pupils understand the teacher.

Example 2

Pupils are given frequent opportunities to make predictions before listening activities (substrand 5.7). For example, if a question is about someone's country of origin, they are expected to rehearse in their minds the names of the countries they know before they listen to the passage (PLTS – self-managers).

Because this prediction phase leads to more informed listening, it reduces stress and facilitates concentration.

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.

2) Pupils compare their respective card sequences in groups of four. They can ask the teacher to repeat or paraphrase some of the information provided earlier, for example using the question *Before/After the section about..., what did you speak about*?

Working with peers and being able to ask questions facilitate learner engagement.

This can then lead to a writing or speaking activity.

Example 2

This activity is part of a mini-project on famous cartoon characters. It could also be part of a wider project involving departments such as art, design and technology, English and ICT. Here, the listening passage about a cartoon character and its creator includes familiar language from a variety of topics as well as unfamiliar language. Pupils know they are not expected to understand much at first.

1) Pupils listen to the passage once, jot down words they think they recognise, then compare in pairs.

2) They are given a list of words and short phrases, not all used in the passage. They listen again and tick from the list the items they recognise.

3) They are given a list of headings which accurately follow the chronology of the passage (e.g. *Author's first career – Big change in her life – Her first cartoon character –* etc.). They listen again and tick the headings as they manage to identify each section.

4) They are given multiple-choice items, each consisting of one accurate and two inaccurate transcriptions of a short extract from the passage. They listen again and select the correct transcription for each item.

5) They listen again in order to fill the gaps in the transcript provided.

6) Pupils are given independent access to the recording and the transcript. They are encouraged to listen to the passage with the transcript in front of them, then without, in order to evaluate their aural understanding of the passage (substrand 5.8 and PLTS – reflective learners).

Example 3

In order to build pupils' confidence, the teacher engineers seemingly spontaneous opportunities for listening. For example, whenever the opportunity arises, the teacher has a brief chat in the target language with another adult or with a group of pupils during a lesson.

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).

Substrand 1.3

Being sensitive to the spoken word

Year 7 Interpret speakers' intentions from <mark>intonation</mark> 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 <mark>intonation</mark> 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.

Example 2

Pupils listen to comments from a number of people about a recent visit to a tourist attraction. On first hearing they have to decide from <mark>intonation</mark> and tone of voice whether each comment is positive or negative.

Example 3

<mark>Intonation</mark> and tone of voice are always included in the evaluation criteria when pupils are asked to evaluate other pupils' presentations, conversations and discussions (substrand 5.8 and PLTS – reflective learners).

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 <mark>phrase</mark>s and features of speech used for convincing potential buyers, for example, the use of the imperative or the use of rhetorical questions (substrand 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 <mark>phrase</mark> or feature which figures in their list, they put a tick alongside it.

Example 2

In listening work, the teacher helps pupils make links between familiar <mark>phrase</mark>s or structures and language functions, for example:

- the use of comparative structures to justify opinions (*I prefer safari parks because in zoos the animals are less... than...*)

- the use of questions in the negative to make suggestions (*Why don't you...?*)

- the use of <mark>phrase</mark>s for disagreeing politely (*I understand, but... I see, or we could... On the other hand, ...*).

For example, once pupils are fairly familiar with a listening passage the teacher:

1) displays several gapped extracts which all contain the same structure for the same purpose

2) asks pupils to fill the gaps

3) asks them which grammar point they recognise and for what communicative purpose it is being used.

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 (substrand 1.3 objective 2).

Example 2

Pupils listen to a number of comments and instructions from adults and to the responses given by young people. They analyse the degree of formality of the language used in the responses to decide each time whether the adult appears to be a parent or a teacher.

Example 3

After completing some comprehension work on a news bulletin, pupils must decide whether the bulletin is aimed at an audience of children or adults, and why. A set of multiple-choice questions in the target language may be provided to support reflection, for example *Are the sentences rather short/long? Are they rather simple/complex?*

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

Example 1

Focus on intonation.

- Pupils are made fully aware of the specificities of the language they are learning (e.g. accented syllables, inflection in questions or exclamations, etc.).

- To improve sentence-level intonation – for example when asking questions – the teacher sometimes asks pupils to imitate intonation saying 'la-la-la...' rather than saying the words themselves.

- Pupils often practise intonation by reciting poems.

- When a pupil uses poor intonation, the teacher sometimes prompts self-correction using the 'la-la-la...' technique described above. If less support is considered necessary, the teacher simply draws a question mark in the air when a pupil asks a question using poor intonation.

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.

Example 3

Focus on pronunciation, intonation and tone of voice.

- The teacher makes sure that pupils understand what is meant by intonation and by tone of voice, and that they appreciate their role in conveying mood and meaning.

- When pupils work on a speaking activity, pronunciation, intonation and tone of voice are always included in the criteria for quality (substrands 4.1 and 5.8 and PLTS – reflective learners). During peer evaluation, all three features are part of the assessment criteria. Because evaluating too many things at the same time is difficult, different groups are asked to evaluate different features.

- Pupils working in groups record a story. The recordings are then peer evaluated and one is given to primary schools for use with Key Stage 2 pupils.

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 substrand 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.

Example 2

This activity is part of consolidation work on several language functions and is carried out in mixed-ability groups.

A list is displayed which consists of six language functions labelled 1–6 (e.g. expressing ability, giving advice, giving opinions, etc.) and six topics labelled A–F. For example, language function 4 is 'Convincing' and topic E is 'Drinking alcohol'.

If the teacher says 4E, each group must improvise sentences in which someone tries to convince someone else to drink – or not to drink – alcohol, then volunteer their best sentence.

The teacher does not tell pupils in advance who in the group will have to speak. Moreover, no writing is allowed, in order to maximise oral practice and exercise short-term memory.

Pupils are also asked each time to decide which sentence is best (substrand 5.8 and PLTS – reflective learners).

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 (substrand 1.4).

Example 2

Pupils read a conversation which describes an argument between two parents, their child and one friend. The script is bland and essentially factual. Pupils adhere to the storyline but experiment orally in order to enrich it with mood and feeling. They practise a number of times, changing roles each time (substrand 5.8 and PLTS – reflective learners).

Example 3

Pupils wish to develop their mastery of informal language before they go on a school exchange trip.

1) The foreign language assistant (FLA) teaches them common informal phrases and colloquialisms drawing, for example, on extracts from soap opera episodes they have been watching.

2) They are given short dialogues which illustrate typical interactions between young people but use inappropriately formal language. They practise making the dialogues more authentic by experimenting with the phrases introduced by the FLA.

3) During the exchange trip, they try to add to their list of informal <mark>phrase</mark>s and colloquialisms.

4) After the trip, the additional <mark>phrase</mark>s they have gathered are checked and collated.

Substrand 1.4

Talking together

Year 7 Construct and generate language, using a stock of words, ==phrase==s and ==sentence==s for social communication and to talk about their work

Example 1

Pupils know that producing simple language about work and classroom routines is evaluated as part of their overall progress. In that respect, the department's scheme of work contains clear learning outcomes to be reached by the majority of pupils by the end of Year 7.

Pupils' notes include items for general classroom matters (e.g. *Can I work with...? What page is it? I have finished*) and ==metalanguage== (e.g. *A ==noun==. It's masculine. Does it need an accent?*).

To maximise dialogue about work and classroom routines, the teacher engineers opportunities for pupils to react orally (e.g. *Tom, what is the matter? For homework this evening: ten exercises.*).

From an early stage in the lesson the teacher engineers opportunities for 'normal' conversation (*You look tired. Did you have breakfast this morning? What did you eat?*)

In addition to using memorised ==phrase==s or borrowing ==phrase==s from a wall display, more advanced pupils are encouraged to construct their own messages (PLTS – creative thinkers). The accent is more on participation than on absolute accuracy and pupils need not always speak in full ==sentence==s. When working in groups, they are sometimes challenged not to use any English for a few minutes.

Example 2

The teacher models how familiar language can be recycled in order to create new messages for day-to-day communication. For example, the class originally met the ==phrase== *Can I?* in *Can I take my jacket off?* but the teacher now models how it can help create new messages such as *Can I open the window?* or *Can I work with Paul?*

Example 3

In this whole-class activity, pupils practise using familiar language to create new meaning. They do so via instant oral translation from English into the target language, gradually constructing a ==sentence== in building-block fashion. For example, the teacher says 'to work' and the class say it in the target language. This continues as the teacher says 'with Tom' – 'to work with Tom' – 'I can' – 'I can't' – 'I can't work with Tom' – 'Can I?' – 'Can I work with Tom?' – 'Can't I work with Tom?' – 'Why?' – 'Why can't I work with Tom?' – 'today' – 'Why can't I work with Tom today?'

If some pupils don't know a word or lose the thread, they listen to their peers, then catch on with the next part of the sequence. If no pupils know a particular word, the teacher simply says it. If, after a while, the class loses the thread, the teacher backtracks a few steps before proceeding with the sequence.

The teacher keeps up the momentum as much as possible. Any language items pupils need support with during the sequence can always be explained in more detail and written down afterwards.

Year 8 Initiate and participate in unrehearsed pupil–teacher and pupil–pupil exchanges

Example 1

Pupils know that their willingness to play an active part in day-to-day classroom communication and to create their own messages – drawing on language learned in a variety of contexts – is evaluated as part of their overall progress in the subject (PLTS – self-managers).

For some activities, the teacher challenges pupils to use nothing but the target language, at least for some of the time. When this happens during small-group work, one monitor in each group ensures that the group adheres to the rule.

Pupils are taught language which can help them respond more authentically when the class is involved in a competitive activity (e.g. *Come on! We're going to win! Too late!*) (PLTS – team workers).

Example 2

As part of work on asking questions (substrand 4.6 objective 1), pupils are shown a photo of a street scene and are challenged to produce as many questions as they can about it within a time limit. Pupils are divided into numbered groups and each given 30 seconds in turn to produce a question. A talking frame reminds pupils of key question words and structures. On a later occasion – when working on a different photo – the talking frame is removed.

Example 3

Pupils are shown a photo of a person and headings relating to familiar topic areas (e.g. *Family – Personality – Hobbies – Next holiday – etc.*).

1) Pupils don't know anything about the person in question but must build a subjective portrait in pairs, speaking as much as they can (e.g. *In my opinion, he has many friends. He loves going to the cinema...*). Pupils know that the emphasis is on participation rather than accuracy but must respond if their partner seeks clarification (PLTS – creative thinkers and team workers).

2) After a few minutes, pupils repeat the activity in different pairs or in groups of four. They are encouraged to express agreement or disagreement in reaction to their peers' oral contributions (substrand 1.3).

3) The teacher gives personal opinions about the person on the photo and invites pupils to react. At the same time, the teacher may provide personal information in an informal fashion in order to build more listening practice into the activity (e.g. *I would like to go hill walking in Madeira next summer, but, in my opinion, next summer this person is going to...*).

If the person on the photo happens to be famous in a country where the target language is spoken, some research work may follow.

Year 9 Make extended and/or frequent contributions to classroom talk

Example 1

Pupils know that their willingness and ability to make extended and/or frequent contributions to classroom talk is evaluated as part of their overall progress in the subject (PLTS – self-managers).

In routine communication, the teacher uses language learned via a variety of contexts, encourages pupils to do the same and challenges them to produce extended answers.

Example 2

The teacher sometimes asks an open-ended question (e.g. *How are you today?*) and challenges a pupil to keep talking for at least one minute. Pupils know that on such occasions the focus is on fluency and variety of language more than on accuracy as long as they make themselves understood. Hesitations using the appropriate sounds of the language or appropriate 'time-buying' phrases (e.g. *Well, you know...*) are accepted. Self-correction is encouraged and other pupils are encouraged to seek clarification if there is anything they do not understand (PLTS – creative thinkers and team workers).

Year 7 Make effective use of simple verbal or visual prompts in order to take part in conversations and discussions

Example 1

The focus here is on responding to simple prompts, making the most of familiar language. The teacher gives a simple verbal prompt (e.g. *It costs €30*) and challenges pupils to produce as many statements or questions as they can in response (e.g. *Where is the cash desk? It's too expensive. I only have €20. I forgot my money. It's ridiculous!*).

On another occasion, pupils are given the high-frequency phrase *Can I...?* and the context of a picnic and must volunteer sentences which bring the two together (e.g. *Can we have a picnic on Sunday? Can I prepare the sandwiches? Can I stay at home? Can I have some crisps?*) (PLTS – creative thinkers).

Example 2

Pupils are taught to use cue cards effectively in conversations. For example:

- they know that the words used on the cue card may not be needed in their utterances (e.g. *Price? How much is it?*)

- they listen to a cue card based dialogue and evaluate it – discussing how it could be made better (substrand 5.8 and PLTS – reflective learners)

- more advanced pupils are encouraged to think of several ways of conveying the same piece of information.

Cue cards with pictures and symbols are also used, particularly for pair work.

Example 3

Prior to this activity, pupils listened to interviews featuring TV show contestants in which the contestants were all asked the same questions – although not necessarily in the same order. Pupils made draft notes, which enabled them to reduce each contestant's answers to a set of short bullet points (substrand 1.1).

Now, in groups of three, pupils draw on their draft notes to create bullet points in the same fashion for three fictitious contestants. Afterwards, they practise their three interviews using the bullet points they have just created (PLTS – team workers and self-managers).

The bullet point notes must not be written in full ==sentence==s and each pupil in every group of three must practise all three interviews but a challenging time limit is imposed for practice. This is so that pupils learn to speak from brief notes rather than opting for rote learning.

A further step could be that pupils then turn their notes into third-person presentations (PLTS – creative thinkers).

Year 8 Plan and carry out unscripted conversations and discussions, taking into account the views, preferences and ideas of each group member

Example 1

Pupils imagine they are going on a day trip and each group of four can only take one rucksack of a specific size. They must therefore negotiate what to take with them, bearing in mind location, weather forecast, planned activities and the size of the bag.

1) At home, in preparation for the task, they read the cues they have been given and make a list of items they could put in the rucksack. They draw on familiar vocabulary but can also select five new words from a shopping website or from a dictionary.

2) In pairs, they start discussing what to put in the rucksack. The teacher provides some language support if necessary, but not so much that group discussions might become formulaic.

3) In groups of four, they finalise their list through further discussion. Every pupil must play an active role in the discussion (PLTS – creative thinkers, team workers and self-managers).

This activity could also be carried out prior to a real visit to a country where the target language is spoken.

Example 2

Pupils working in groups of four must make decisions about a weekend outing. Group members are labelled A, B, C and D. As well as providing information relevant to all pupils, the teacher allocates each group member a personalised brief (e.g. preferences, obstacles, parental views).

1) The A pupils get together – as do the B, C and D pupils – and experiment orally with how to phrase their suggestions, objections, etc., for the weekend outing.

2) Pupils carry out the discussion in groups of four. The only visual support they are allowed is the class brief and the personalised brief they were given (PLTS – creative thinkers and team workers).

Year 9 Deal effectively with unexpected responses in order to sustain conversations and discussions

Example 1

Pupils use cue card stimulus to practise a phone conversation between a travel agent and a potential customer. First, all pupils practise both parts in pairs. Next, the class play the part of the travel agent and the teacher plays the part of the potential customer. Rather than adhering to the cue card, the teacher throws unexpected remarks and questions into the conversation, is indecisive and shows signs of losing interest. Pupils must therefore think on their feet in order to keep the conversation going (PLTS – creative thinkers).

Example 2

In a lesson combining languages and PE, pupils take part in a physical activity with forfeits which involve picking two phrases from a hat (e.g. *the prime minister + a bag of onions*) and improvising 20 seconds of speech which includes the two phrases in question.

Pupils are delivering monologues as opposed to practising conversation or discussion, but having to think on their feet trains them to deal effectively with unexpected responses. They are clear about the features of quality speech – fluency, accuracy, variety and complexity – but know that here they are expected to focus primarily on fluency. This helps those who are often reluctant to speak for fear of making mistakes (PLTS – creative thinkers).

Example 3

Each half of the class has worked on understanding a short (different) text recounting an event. Pupils prepared themselves to narrate the event orally with the use of simple prompts. Now, in pairs, pupils take it in turn to narrate the event they have worked on and to respond to their partners, who are expected to intervene via reactions and requests for clarification or further information.

Substrand 1.5

Presenting and narrating

Year 7 Plan and present a short talk or narrative, speaking clearly, audibly and with accurate pronunciation

Example 1

Here, pupils work in small groups on narrating a story recently explored via listening and reading. On this occasion, they are grouped according to their current level of achievement:

- collaborative skills are part of the evaluation criteria

- the evaluation criteria are the same for all in some respects – for example all pupils must speak clearly and they are only allowed brief notes

- the evaluation criteria are differentiated in other respects – for example, some groups can rely mainly on memorised language while others are expected to display the ability to adapt familiar language (PLTS – creative thinkers).

- peer evaluation gives all pupils the opportunity to hear work carried out at a variety of levels – including at a level they cannot yet attain

- feedback helps pupils reflect on how they might prepare group presentations in future (substrand 5.8 and PLTS – reflective learners).

Example 2

Over a period of time the teacher models various aspects of good practice such as:

- how to sequence a presentation

- how to prepare verbal or visual prompts – making links with strategies developed via literacy, and including how to exploit ICT cues for oral presentations

- how to use language learned in a different context

- how to add authenticity using conversational phrases.

Example 3

As part of learning to produce their own quality narratives, pupils listen to a picture-based narrative and evaluate it in the light of agreed criteria (substrand 5.8 and PLTS – reflective learners). The narrative used here may have been produced by a pupil the previous year.

Before a whole-class debrief, pupils listen to the narrative in small groups or on their own – several times if necessary – and complete a grid in which they evaluate a number of features on a scale of one to five (e.g. clarity, pronunciation, tone of voice, good chronology of events, use of opinions, etc.). Depending on the pupils' level of expertise, the grid can be provided with or without pictures, in English, in the target language alone, in the target language with full

translation, or in the target language with some key words and phrases explained. The grid can be used on a number of occasions, for example, when pupils evaluate each other's work or for self-assessment purposes.

Year 8 Use some complex language in a prepared but unscripted talk or narrative

Example 1

Pupils are routinely expected to extend written sentences with language such as adjectives, connectives, adjectival phrases or relative pronouns and receive oral and written feedback about how they are progressing with this.

They are then given targets to use the same extension techniques when speaking in class about routine matters – for example from the commonly heard *Sorry I'm late* to *Sorry – I'm late because I spoke to my maths teacher, Mr Howe*. These targets are reviewed in peer and self-assessments and are also reviewed periodically with the teacher (PLTS – creative thinkers).

Example 2

Pupils have been practising a basic dialogue about a familiar scenario – for example an incident in class or at a leisure venue. They must now go on practising but are given a menu of familiar phrases and structures to try to include in their dialogue so as to produce more extended responses and make their dialogue sound more authentic. The teacher makes it clear that this is not about writing down a dialogue and then reading it out (PLTS – creative thinkers).

Example 3

Pupils have listened to a famous story and have sequenced a set of pictures and a set of short sentences chronologically as evidence of understanding the storyline. Drawing on those resources, they must now practise narrating the story in groups for a competition. First, the class identify good storytelling features – for example performance skills and avoiding too many short sentences and over-simple phrases. Before pupils start practising, the teacher also uses the first part of the story to model how to turn bland narrative into more engaging narrative, for example by the use of more complex language (PLTS – creative thinkers and team workers).

Year 9 Respond quickly and appropriately to audience comments or questions following a talk or narrative

Example 1

When some pupils give a presentation or narrate a story, their peers are sometimes expected to ask questions afterwards and the speakers' ability to respond is part of the evaluation criteria. On other occasions, it may be the teacher who asks questions. As in real life, pupils need not necessarily answer in full sentences. The emphasis may be more on speed, clarity and relevance of response than on accuracy and complexity of language (PLTS – creative thinkers).

Example 2

Pupils are given a very basic storyboard produced for a TV soap opera episode and must convince the decision makers to accept their storyline for the episode.

1) In groups, they are given time to add substance to the storyline and to practise describing the episode orally.

2) The teacher asks a group to start talking about their proposal but keeps interrupting to give pupils the opportunity to practise responding quickly and appropriately.

3) Pupils from the group the teacher questioned go round the other groups individually acting as 'the teacher'. In this way all the groups get an opportunity to talk about their proposal and respond to questions. The teacher monitors the outcomes (PLTS – creative thinkers, team workers and self-managers).

Year 7 Engage listeners' attention through expression and non-verbal techniques

Example 1

As part of modelling good practice when preparing a short talk, the teacher thinks aloud about how to engage listeners' attention through expression and non-verbal techniques such as props, facial expression and body language. The teacher also emphasises intonation and tone of voice (substrand 1.3 objective 2).

Example 2

Pupils practise reciting a poem or narrating a story of their choice in groups for a performance at a local primary school (substrand 2.2, objectives 2 and 5.6). Halfway through practice, two groups get together to peer evaluate each other's work – including their peers' ability to engage listeners' attention (substrand 5.8 and PLTS – reflective learners).

Example 3

Pupils watch a video recording of a deliberately uninspiring talk given by their FLA and discuss how the speaker could have engaged listeners' attention better.

Year 8 Add authenticity through use of simple idioms

Example 1

1) Pupils discuss what idioms are and give examples of idioms they frequently use when talking among themselves.

2) They are given a list of typical idioms young people use among themselves in the target language and try to match them up to their English translation, making informed guesses and using dictionaries.

3) They are shown a series of cartoon-style pictures, each representing a typical classroom scene, with speech bubbles written in the target language. Because the language used in the speech bubbles is very plain (e.g. *I would like a pen, please*), they practise adding idioms and other linguistic features for more authenticity (PLTS – creative thinkers).

Example 2

The context for this activity is TV shopping channels. Pupils have been asked to bring along objects or paper/digital photos of objects as prompts.

1) The teacher introduces some new adjectives. Then, pupils in small groups select one object and practise describing it and giving opinions about it.

2) Pupils listen to TV shopping channel presenters and/or market stall-holders trying to sell goods, read the transcript in search of idioms which add authenticity, then listen again.

3) Back in groups, pupils imagine they are trying to sell their object on a TV shopping channel. They practise orally, building some of the idioms they have just identified into their work (PLTS – creative thinkers and team workers).

In steps 1 and 3, the accent is firmly on experimenting with language and pupils are, therefore, expected to practise several times (substrand 5.8 and PLTS – reflective learners).

Year 9 Add interest through extended sentences, rhetorical devices and imaginative use of vocabulary

Example 1

This simulation activity is based on a TV reality show. Pupils have completed a piece of comprehension work on the rules of the show and on what participation entails, and they have watched clips from a previous series. They must now prepare to speak to camera for a maximum of 90 seconds in an attempt to be selected for the show. In preparation, they watch a presentation and discuss how it could have been made better (PLTS – creative thinkers and self-managers).

Example 2

Pupils have worked on their understanding of a newspaper report about homeless people. They imagine that they are activists preparing to talk to camera in order to generate sympathy towards homeless people. Before they start practising in small groups, they recap on strategies they know for evoking an emotive response in the listener (substrands 1.3 and 5.7 and PLTS – creative thinkers, team workers and effective participants).

Strand 2: Reading and writing

Substrand 2.1

Understanding and responding to the written word

Year 7 Identify main points and some detail in written passages, stories and poems

Example 1

1) Pupils answer quiz questions on geographical and demographic facts about a country where the target language is spoken (e.g. size of country, population size and make-up, other national languages, etc.). They are allowed the use of a bilingual glossary (substrand 5.5) and base their answers on existing knowledge or blind guesses.

2) Pupils go to a web page which provides information relating to the quiz questions. First, they quickly try to identify which section or paragraph seems to address which quiz question. Next, through closer reading, they look for the answers to the quiz questions.

Pupils work in mixed-experience groups, sharing expertise as much as possible. For example, some pupils may understand the quiz questions more easily, while others may already know some of the answers (PLTS – team workers).

Example 2

As part of a project with the geography department, pupils are working on on-screen information about an explorer: 8–10 snippets of information of one or two sentences each are scattered around the screen.

1) Pupils are given a series of headings and must quickly identify which information snippet relates to which heading. As part of the debrief, they explain what strategies they used (substrand 5.8 and PLTS – reflective learners).

2) Pupils work on true/false statements about the on-screen information. The teacher first reminds them of an earlier discussion about the danger of focusing too exclusively on what they may perceive as key words.

Here, discussion helps pupils make progress via the use of appropriate strategies. Without discussion, this would essentially be a test-like activity.

Example 3

Several copies of a text describing shops and other facilities located in a small town centre are placed at different points in the class. One pupil at a time from each group will be allowed to consult the text briefly, memorise what they can, then go back to their group and record the information on the town centre map provided. The aim is to gather as much information as possible.

1) Pupils discuss tactics in groups (substrand 5.7 and PLTS – self-managers).

2) They embark on the activity.

3) Halfway through the activity, they are given the chance to review tactics.

4) They continue the activity (PLTS – team workers).

5) Groups compare their findings speaking in the target language.

6) Pupils discuss the tactics they used. This enables them to reflect on reading strategies and on collaborative skills (substrand 5.8 and PLTS – reflective learners).

Year 8 Develop their vocabulary through contact with authentic materials

Example 1

Pupils are engaged in some type of collaborative work with a partner school – for example, planning an arts festival. They receive an email in the target language with suggestions for – in this case – the festival.

1) In small groups, they look for familiar language in the email.

2) They use context to select unfamiliar words which seem crucial to their understanding of the email.

3) Using reading strategies (context, word families, parts of speech, etc.) and dictionaries, they work out and note the meaning of the words they have selected.

4) In a whole-class debrief, the teacher asks questions to elicit important information pupils may have overlooked.

Example 2

Pupils have been working on several extracts from a film in the target language.

1) Drawing on work carried out in other subject areas, they identify in English, words often used in film reviews (e.g. 'the plot', 'the main character', etc.).

2) Pupils are given short reviews of the film written in the target language and try to identify in them the words they mentioned in step 1. After a while, the teacher directs them to specific words in the reviews and offers pupils a choice of translations.

This can then be built into oral or written practice where pupils seek and give opinions about films they know.

Example 3

Every time pupils read a text independently for enjoyment or interest, they are expected to select, look up, log and learn an agreed number of new words found in the text.

Year 9 Identify and summarise evidence from text to support or refute a hypothesis

Example 1

Working in small groups, pupils attempt to explain a mystery by evaluating information given on a number of different cards in order to answer a question (e.g. *Will J.P. take on the holiday job on offer?*) Some cards provide facts (e.g. *The job on offer is in line with J.P.'s studies*) while other are more to do with a story-line (e.g. *'If you could afford a motorbike you could visit more often,' says J.P.'s girlfriend*) (PLTS – independent enquirers).

There is no right or wrong answer but pupils must be able to explain their reasoning. Evaluating the information they are given may involve hypothesising, dealing with ambiguity and setting aside any cards they consider irrelevant (PLTS – team workers and self-managers).

Pupils are allowed some dictionary use and may carry out their group discussions in English. However, with the support of a talking frame they must present their conclusions in the target language (substrand 1.4). The talking frame contains phrases such as: *On the other hand... We don't know whether... Card 15 gives the impression that...*

Halfway through the group discussions, a short class debrief helps pupils review their approach (substrands 5.7 and 5.8 and PLTS – reflective learners), in line with the development of thinking skills.

During the final debrief, the teacher challenges pupils' conclusions via objections and questions (substrand 1.4). After the debrief, pupils are asked to write up their conclusions for homework (substrand 2.4).

Example 2

Pupils are working on a fable or a morality tale but have not yet seen the end – which contains the moral. They must decide from the six options provided which moral best illustrates the tale or fable. They must be able to draw on relevant extracts in order to justify their decisions (substrand 1.4 and PLTS – independent enquirers).

Example 3

Pupils have watched an expert talking about changes in diet in recent years and have noted key information (substrand 1.1). They now read four web forum messages and rate the views expressed in them – from the view nearest to the expert's to the view furthest from the expert's. A talking or writing frame helps them justify their conclusions (substrands 1.4 and 2.4).

This can lead to a piece of oral or written work where pupils explain in the target language whether they are aware of a similar trend in their own country (substrands 1.5, 2.4 and 2.5 and PLTS – effective participants).

Substrand 2.2

Developing capability and confidence in reading

Year 7 Use knowledge of word forms, <mark>syntax</mark> and context to engage with some unfamiliar but accessible language in a text

Example 1

Reading activities frequently focus, in part, on working out the meaning of unfamiliar language. Here, pupils read an on-screen version of a text about daily life in two different communities where the target language is spoken.

1) Pupils are given a list of familiar words and highlight in the first half of the text words which appear to belong to the same family as the words in the list.

2) Pupils try to work out the meaning of the words they have highlighted, using clues such as grammatical <mark>function</mark>, context, and world knowledge.

3) In the second half of the text, hot links provide a choice of translations for some unfamiliar words. Pupils decide on the correct translation using context and other clues.

4) Pupils are given a few English words which they are unlikely to have met as yet in the target language. They use context and other clues to try to identify them in the target language in the second half of the text (PLTS – effective participants).

Example 2

After carrying out listening work on a story, pupils working in small groups must sequence a series of cards – each narrating part of the story.

The cards contain some unfamiliar language but each group is only allowed to look up three words in the dictionary. Consequently pupils must decide carefully which words to look up and must try to work out the meaning of some of the other words by themselves. They know, however, that they need not understand every word in order to sequence the cards correctly (PLTS – team workers).

Afterwards, a plenary gives pupils the chance to reflect on the strategies they used for working out new meanings (substrand 5.8 and PLTS – reflective learners).

Year 8 Identify and understand familiar language in new contexts when reading longer and more complex texts

Example 1

Pupils are given a magazine article which contains unfamiliar language as well as familiar language met in other contexts. Pupils are also given a set of headings and must identify which part of the text appears to address which heading. They are expected to work fairly quickly – scanning the article rather than reading it in detail. This approach trains them to:

- recognise familiar language more quickly when met in new contexts

- use familiar words as initial landmarks when approaching a new text rather than worrying excessively about what they don't understand.

Example 2

This activity is based on a text which contains many words and structures previously met in other contexts.

1) Pupils look for and underline familiar words – first on their own and then in pairs.

2) The teacher highlights some of the familiar words identified by pupils. Pupils now use context to decide whether they appear to mean the same as when they first met them. If not, they try to work out their meaning in this text.

3) Pupils have to identify in the text a number of grammar points initially met in other contexts (e.g. *Two plural verbs in the immediate future. Two different negative phrases.*).

Year 9 Identify and describe features of language associated with different text types

Example 1

This focuses on formal letters – in this case in the context of job applications.

In a simulation activity, pupils work in Human Resources. They receive two letters of application for the same work experience post. The two applicants are very similar in terms of personal educational background and achievements, but one letter is weak on features such as structure and formality.

1) Pupils evaluate the letters for appropriateness and effectiveness – entering notes in comment boxes. The teacher may introduce some new language to help pupils complete this activity.

2) Pupils use their notes to contribute orally to a class evaluation of the letters (substrand 1.4).

Example 2

Pupils are working on a topical issue in a country where the target language is spoken (PLTS – effective participants). They know that they will soon be given rap lyrics, a newspaper article, a children's story and a propaganda poster about the issue.

1) Pupils are given a list of features found in some <mark>text type</mark>s and decide which features they are more likely to find in each of the <mark>text type</mark>s they are about to work on. The list includes literary, rhetorical and grammatical features.

2) They look for such features in the texts they are now given.

3) With the help of a <mark>talking frame</mark>, pupils discuss the intended effect of certain features on the reader.

This exploration of how a common theme is presented in different media is then used to support the development of writing skills (substrands 2.4 and 2.5).

Year 7 Select a text for personal reading and give reasons for their choice

Example 1

This activity is part of a global dimension project and is based on foods grown in some countries where the target language is spoken.

1) Pupils are given several texts about food and quickly decide in pairs or small groups which text is an advert, a survey, a recipe, an article on health and diet, etc.

2) Pupils decide which of the texts looks easier or harder, or decide which text they find the most interesting. They are only given a few minutes so as to prevent unnecessarily detailed reading.

3) A discussion highlights what strategies pupils used for steps 1 and 2 above (substrand 5.8 and PLTS – reflective learners).

   This helps pupils identify links with <mark>literacy</mark> and shows how the strategies can be useful for selecting texts for personal reading.

4) After more detailed work on one of the texts, pupils decide which two of the remaining texts they will read independently before the following lesson.

Example 2

Pupils have regular access to magazines and are given a minimum target of how much to read independently every term (e.g. at least two interviews, one news column, two cartoon pages, etc.) For monitoring purposes, they keep brief records, which may simply consist of:

- which articles they have read

- three new words they have learned from each article

- one copied extract per article – for example from a choice of *funny/surprising/sad/interesting/ worrying,* etc.

Year 8 Give a personal response to a text, in terms of enjoyment or interest, supported by reference to the text itself

Example 1

Pupils are working on advertising material about a holiday resort.

1) Pupils must read it and decide on a scale of one to five how keen they are on the resort. They should base their decision on what they understand and not worry about the rest.

2) Pupils feed back their decisions and the teacher subtly evaluates how much detail pupils understood by asking them to justify their decisions. A talking frame helps pupils respond. It may consist of sentence structures such as: *I find/don't find... very.... For example, the section about... says '...' but I prefer...* (substrand 1.4 objective 1).

The approach used in step 1 gives pupils the opportunity to engage with text at a personal level. This contrasts with reading activities, which simply test comprehension. It also generates thinking at a higher cognitive level than when merely looking for isolated points of detail because it involves building an overall picture of the holiday resort (PLTS – independent enquirers).

Example 2

Pupils have worked on material which describes a popular festive event. They now read a number of 'vox pop' comments stating opinions and wishes about the event and sequence them from the statement which most reflects their own views to the statement which least reflects their own views.

Pupils can then underline useful words and phrases found in the 'vox pop' comments for use in giving their own opinion in speaking or in writing (substrands 1.5 and 2.4).

Year 9 Appraise texts quickly, deciding on their usefulness, interest and degree of difficulty, as a preliminary to independent reading

Example 1

Pupils produce a three-part web resource explaining what the environment used to be like in a particular region, what it is like now and what plans are in place for the future (PLTS – effective participants).

First, to help them develop their research skills, the teacher uses questions and instructions to train them to appraise text for interest, usefulness and level of difficulty. For example:

- the teacher asks pupils for which part of the task they most need resources (e.g. plans in place for the future because they already have resources on the other aspects)

- the teacher displays a text and ask pupils to quickly ascertain text type (e.g. fiction article, advert)

- the teacher asks pupils to try to ascertain quickly whether the text appears to be about plans for the future by discussing what stands out (e.g. layout, headings and words in bold)

- the teacher asks pupils to scan the text to evaluate how accessible the language appears to be

- the teacher asks pupils to look at a number of features (e.g. verb tenses, beginnings of paragraphs) to refine their judgement as to whether the article appears to say much about plans for the future.

Next, the teacher gives pupils a second text and gives them a maximum of four minutes to compare the two texts for usefulness and accessibility (PLTS – self-managers and independent enquirers).

Example 2

Pupils prepare a short written presentation on one of these themes:

- *It's great being a celeb!*

- *It's tough being a celeb!*

- *Who wants to be a celeb?*

Each group has to use at least two different formats (e.g. poster, live or recorded mock interview, sketch, poem, web material encouraging taking part in a reality TV show, etc.)

1) In groups, pupils start discussing which of the three themes to work on and which formats they might adopt (PLTS – team workers).

2) The class has studied relevant material but pupils will also be expected to draw on independent reading, and therefore the teacher directs them to eight web sources: a celebrity interview, a series of forum messages about celebrities, two celebrity

biographies, a satirical comic strip about celebrities and three articles on incidents involving a celebrity. Groups have 12 minutes to appraise the materials' usefulness and degree of difficulty and to select the four they will then be allowed to draw on (PLTS – self-managers).

3) Before they embark on producing their work, pupils discuss in English how they went about appraising the materials (substrand 5.8 and PLTS – reflective learners and independent enquirers).

Substrand 2.3

Being sensitive to the written word

Year 7 Recognise features used in a text for a specific effect

Example 1

After initial familiarisation work on a poem in the target language, pupils discuss – using English – how form and <mark>linguistic feature</mark>s contribute to creating an effect (e.g. comic, dramatic, emotional). In doing so, the teacher encourages comparison with work carried out in English lessons.

Example 2

Pupils read a comic story in the target language. After initial familiarisation work on the story, they are given a bilingual list of language features often used for comic effect and look for such features in the story. The teacher draws up the list as a result of a class discussion in English as in example 1 above.

Example 3

Pupils are given a series of pictures which describe a fictional dramatic event. A choice of three sentences or short paragraphs accompanies each picture. For each picture, pupils must select one of the three text options in order to end up with the most dramatic narrative.

Year 8 Explore how language is used to evoke an emotive response in the reader

Example 1

This is part of a unit of work on advertising.

1) The class compiles in English a list of <mark>linguistic feature</mark>s often used in advertisements in order to attract consumers (link with <mark>literacy</mark>). The list may include features such as analogies, repetition of key words or addressing the reader directly.

2) The teacher shows pupils a list which was written with the same brief in mind – but in the target language. Pupils try to identify features mentioned on both lists, as well as additional features that may figure on the target language list (substrand 2.1).

3) Pupils look for such features in some written adverts and in some TV adverts.

Pupils are then expected to draw on this when producing their own adverts (substrands 1.5 and 2.5).

Example 2

Pupils read two documents about respecting the environment while on holiday. The first one is a set of pictures with captions in the imperative telling visitors what to do or what not to do. The second one contains a picture of a friendly but careless cartoon character and a text which narrates the impact of his behaviour on nature during his holiday.

1) In the second document, pupils highlight in one colour extracts which match information given in the first one. They highlight additional information in a different colour (substrands 2.1 and 2.2).

2) They assess and discuss which document is likely to have more impact on holidaymakers. Whatever their answer may be, what matters is that they should come up with a reasoned argument (PLTS – independent enquirers).

The same approach could be used, for example, with documents on healthy eating, on smoking or on alcohol (PLTS – effective participants).

Year 9 Infer attitudes, feelings or points of view in a text by reading between the lines

Example 1

This activity is part of a project with the geography department on Global Dimension, where pupils are encouraged to use living graphs or fortune lines. It could also be part of a unit of work on identity and cultural diversity.

Pupils are given 10–12 dated diary extracts written by someone who has emigrated to another country. Each extract is printed on a card and refers to a particular event which occurred in the first few months of moving to that country. Pupils are also given a graph with the diary dates listed chronologically on the horizontal axis and a series of 8–10 emotions on the vertical axis (e.g. *excited, scared, reassured*). Pupils read the diary extracts and plot them on the graph using the cards. Some diary extracts demand reading between the lines in order to draw conclusions about the writer's emotions. Some of the extracts are clearly positive or negative but others are less clear (PLTS – independent enquirers).

On another occasion, this approach is used as part of a languages day off timetable in which pupils take part in a number of activities about an adventure film. Each card describes part of the adventures the hero goes through in the film.

Example 2

Pupils are working on a letter from a soldier away at war.

1) They use the content and the tone of the letter to try to work out the relationship between the soldier and the recipient of the letter.

2) The teacher asks questions about the soldier's personality, his views of his current circumstances and his feelings towards the recipient of the letter. Answering the questions necessitates reading between the lines – for example drawing conclusions from the use of certain linguistic features.

Substrand 2.4

Adapting and building text

Year 7 Use ==sentence==s and paragraphs as models for their own writing

Example 1

This activity takes place after listening work on the well-known fable 'The Ant and the Grasshopper'. Use of a wordprocessor can facilitate drafting and redrafting.

1) With the support of a ==writing frame==, pupils work in pairs to construct as many ==sentence==s as they can which reflect the storyline. The time ==phrase==s, nouns, high-frequency verbal ==phrase==s and infinitives of the ==writing frame== enable pupils to produce ==sentence==s such as: *During the summer the grasshopper loves to sing*.

2) In groups of four, pupils evaluate their ==sentence==s for accuracy and relevance to the storyline (substrand 5.8 and PLTS – reflective learners). They are then given time to improve the accuracy of their work and/or to add new material, still referring to the content of the ==writing frame==.

3) Back in their pairs, pupils are challenged to develop and extend their writing, for example, by using familiar ==adverb==s to add interest, or by using linking words to turn two ==sentence==s into one.

4) In their own time, some pupils choose to turn their story into a strip cartoon, using their ==sentence==s as captions (PLTS – team workers).

Example 2

1) After familiarising themselves with a song which uses the same ==syntax== in every verse, each group of pupils creates a new verse following the same ==syntax==.

2) The verses are evaluated by the class (substrand 5.8 and PLTS – reflective learners).

3) Each group practises singing the new verse.

4) The class sings the new song: each group sings its own verse and the whole class sings the chorus (PLTS – creative thinkers).

Year 8 Use a story, poem or information text as a stimulus for their own writing

Example 1

Pupils have read a version in accessible language of the fable 'The Ant and the Grasshopper'. They now rewrite the last part of the fable to make it fit an alternative moral: *Kindness towards others will keep you warmer still than a good fire in your hearth*. Dictionary use is limited as pupils are expected to draw essentially on familiar language.

1) The class discusses language they might reuse or adapt from the original fable (substrand 5.7).

2) Pupils start producing a draft in small groups. The teacher observes one or two groups and asks questions to help pupils draw on the original fable as effectively as possible.

3) Groups use their respective drafts to contribute to a whole-class version. The teacher keys in the class suggestions (projected on screen) – asking questions to help the class produce the best version they possibly can (PLTS – creative thinkers and team workers).

Example 2

Pupils have engaged in listening and/or reading comprehension work on the peculiar daily routine and idiosyncrasies of a celebrity. Using a text manipulation package, they draw on the material they have been working on to write about an imaginary celebrity – maybe in the first person singular. First, they underline in the original material words and structures which they could reuse or adapt (PLTS – creative thinkers).

Example 3

Pupils are given an electronic version of a story with illustrations. The narrative is fairly scant, bland and disjointed (e.g. unlinked sentences).

1) Working in pairs, pupils start redrafting the story to evoke an emotive response in the reader (substrand 2.3).

2) Halfway through the redrafting process, pupils are paired off differently for peer evaluation (substrand 5.8 and PLTS – reflective learners).

3) Pupils go back to their original pairs to complete their work (PLTS – creative thinkers).

Year 9 Adapt a text for a different audience and purpose

Example 1

Pupils have read an interview with a health official about the dangers of smoking. They must now write a web page or a teenage magazine article to warn young people of the dangers of smoking. First, they draw on work they have previously completed about features of language associated with different text types (substrand 2.2 objective 1) in order to sound as credible and convincing as possible (PLTS – creative thinkers and effective participants).

Example 2

This activity is part of a project on advertising and builds on work carried out in English lessons about <mark>linguistic feature</mark>s used by writers to shape and influence meaning (see the Framework for secondary English, substrand 6.2 – part of strand 6: Understanding the author's craft).

After carrying out listening and/or comprehension work on a description of an annual arts festival, pupils must produce a multimedia advertising campaign for the festival. Different groups may, for example, produce leaflets, radio adverts or mock interviews with organisers or regular visitors to the festival (substrand 2.5 and see the Framework for secondary English, substrands 7.2 and 8. 4 – both part of strands about composition).

In preparation, pupils discuss uses of languages appropriate to different <mark>formats</mark>, for example radio adverts, etc. (substrand 5.7).

The same approach can be used, for example, to turn:

- publicity material about a tourist venue into a narrative about a recent visit to the venue

- a biography into an interview of the person in question – or vice versa

- a story into an easier version for use with less advanced learners of the language (PLTS – creative thinkers, team workers and self-managers).

Year 7 Use familiar structures and vocabulary to build short paragraphs of narrative and non-narrative text

Example 1

This activity is part of a unit of work on nutrition and healthy eating. Pupils working in small groups are given a set of cards – each containing a chunk of meaning which consists of several words, a <mark>clause</mark> or a short <mark>sentence</mark>. Pupils must select and assemble the cards so as to produce a recipe (PLTS – team workers). Any recipe is acceptable as long as it makes sense in terms of meaning and grammar. Several familiar structures have been deliberately used in the cards for grammar consolidation purposes.

During the group activity, the teacher asks some pupils questions in order to help them evaluate their choices (substrand 5.8 and PLTS – reflective learners).

The cards are also available electronically, and at the debriefing stage one group reproduces their recipe on screen for evaluation by the rest of the class (substrand 5.8 and PLTS – reflective learners). Whether the evaluation takes place in the target language or in English depends on pupils' level of mastery of substrand 1.4.

Example 2

1) Pupils use familiar language relating to food items, opinions and reasons to build a rap which follows one or several agreed <mark>sentence</mark> patterns (PLTS – creative thinkers).

2) They practise performing their rap, trying to work increasingly from memory.

3) As they perform their rap in front of the class, other pupils make an agreed gesture whenever they hear a <mark>sentence</mark> they have used in their own rap (substrands 1.1 and 1.2).

Example 3

Before drafting a piece of writing, pupils often identify relevant words, <mark>phrase</mark>s and structures learned in other contexts (substrand 5.7).

Halfway through the drafting process, the teacher sometimes displays one early draft for whole-class feedback – thus using peer evaluation as a tool for developing self-evaluation (substrand 5.8 and PLTS – reflective learners).

When setting written tasks, the teacher sometimes gives pupils a menu of familiar structures learned in other contexts which they must use in their writing. This may include a list of grammar points or high-frequency <mark>phrase</mark>s such as *Can you...*?

More advanced pupils are challenged to include in their writing, language learnt in previous years.

Year 8 Organise ideas and information into a sequence of paragraphs

Example 1

Pupils work on computers in pairs or groups of three. They are given a series of <mark>sentence</mark>s which – all put together – can form a narrative about a recent trip abroad.

1) Pupils decide how best to sequence the <mark>sentence</mark>s (substrand 2.4 objectives for Year 7).

2) The first part of one group's work is shown and the class makes constructive comments (substrand 5.8 and PLTS – reflective learners).

3) Groups review and complete their work.

4) They decide how to break their work into paragraphs (PLTS – team workers).

Example 2

Pupils wish to send a piece of writing about their area to their partner school.

1) They identify information they could include.

2) Using a spider diagram approach, they decide how to group the information into paragraphs.

3) They decide in which order to sequence the paragraphs.

4) Each group drafts a paragraph. Pupils work on computers to make drafting and redrafting easier and so that their work can be displayed (PLTS – team workers).

5) Each group evaluates another group's work – entering annotations in comment boxes (substrand 5.8).

6) Pupils improve their own work in the light of their peers' annotations.

7) The paragraphs are collated, displayed, evaluated and finalised by the whole class under the teacher's guidance.

Year 9 Link sentences and paragraphs using appropriate words and phrases in order to produce a coherent sequence of text

Example 1

1) In a discussion in English, the teacher asks pupils to reflect on work they have completed in English lessons and to suggest top tips for sequencing a piece of writing (substrand 5.7).

2) The teacher displays a piece of writing in the target language and draws on pupils' top tips to model how to improve its structure. This may, for example, involve turning two sentences into one, reordering information, adding link words, breaking a piece of writing into several paragraphs and improving punctuation.

3) Pupils are given a list of top tips written in the target language about how to structure a piece of writing. Some of the words are missing and pupils fill the gaps as a plenary or for homework.

On later occasions, pupils may be asked to:

- work as a whole class on evaluating, then redrafting a piece of writing provided by the teacher in order to improve its structure

- read each other's written homework and evaluate its structure

- use their teacher's comments on a first draft in order to improve structure (substrand 5.8 and PLTS – reflective learners).

Example 2

Pupils are given a number of snippets of information about a recent incident – for example a robbery. The information is provided in a jumbled-up manner in very short sentences. A few short sound files may also be provided.

1) In small groups, pupils use the information provided to try to make sense of the incident. They carry out their discussion in the target language (PLTS – team workers).

2) In a whole-class debrief the teacher asks questions which help pupils consolidate their understanding of the incident.

3) For homework pupils produce a first-draft newspaper report of the incident.

4) During the following lesson the teacher uses a draft of the first part of the incident to generate peer evaluation – with particular emphasis on the length and degree of complexity of sentences as well as on how to link sentences.

5) Back in their original groups, pupils use their respective drafts to produce a group report of the incident (PLTS – creative thinkers).

Substrand 2.5

Writing to create meaning

Year 7 Make effective use of familiar language in different <mark>text type</mark>s

Example 1

Pupils write a simple poem in which they recycle language met via different text <mark>formats</mark>. For example, they may produce a poem along these lines:

In my country there is a town
Large, so large!
In the town there is a street
Noisy, so noisy!
In the street...

(PLTS – creative thinkers).

Example 2

Pupils write lyrics on an agreed theme to a familiar tune. They write the first few lines together as a whole class, then continue in groups with teacher support. Dictionary use is limited in order to encourage pupils to draw as much as possible on familiar language.

Once pupils have written their lyrics they prepare to perform them in karaoke fashion (PLTS – creative thinkers).

Example 3

This activity is part of a day off timetable devoted to producing language-rich games in collaboration with departments such as art, design and technology and ICT. Here pupils must produce a games board – for example a snakes and ladders board – for use by themselves and/or other pupils.

1) Pupils identify familiar verbal structures which may be useful here (substrand 5.7). This may include <mark>modal verb</mark>s, other <mark>verb</mark>s plus infinitive, <mark>verb</mark>s referring to present and past in the second person singular (substrands 4.4 and 4.5).

2) In pairs, pupils start writing snakes and ladders statements. They can be given free range in terms of context or can be given a specific context such as Christmas – in which case they might come up with statements such as: *You don't have a present for your grandfather.*

3) A few pupils are asked to share some of their statements with the class for feedback and to help boost others' imagination (substrand 5.8 and PLTS – reflective learners).

4) Back in pairs, pupils finish writing their statements.

5) Two pairs pool their statements together and choose their favourites.

6) The favourites are used on the snakes and ladders board (PLTS – creative thinkers).

Year 8 Use language researched independently to add originality to their writing

Example 1

Pupils have engaged in listening comprehension work on a film clip which depicts a story well known in a target language or country.

1) They sequence cards which narrate the story.

2) In a whole-class discussion in English, they evaluate the narrative in terms of its likely impact and suggest features of language which could improve it (e.g. more adjectives and adverbs, questions for dramatic effect, etc.). They may, for example, have noticed relevant features while listening to the film clip version.

3) Pupils improve the card narrative with the help of dictionaries and other reference materials (substrand 5.5 and PLTS – creative thinkers).

Example 2

Pupils have carried out some work on words with more than one meaning (substrand 4.2) – and perhaps on 'false friends' as well. They must now write and prepare to perform a sketch in which someone uses the wrong word or misunderstands a word. They know that originality is part of the evaluation criteria (PLTS – creative thinkers).

They can use dictionaries, but they are also invited to scrutinise some dialogues exploited earlier in the year for language such as idioms, which can help them add originality to their work (substrand 1.5 objective 2 and substrands 2.1 and 2.3).

Year 9 Experiment with linguistic devices and presentation to create an effect

Example 1

Pupils must write a script for an episode of a TV soap opera they have been exploring over a series of lessons.

1) In small groups, pupils decide on a storyline and on the attitude to be adopted by each character.

2) They start work on their first draft – concentrating essentially on their agreed storyline.

3) The whole class identifies useful linguistic devices for making their script more authentic and for producing the desired effect on the viewer (substrand 5.7).

4) Pupils review their first draft with the above criteria in mind (substrand 5.8 and PLTS – creative thinkers, team workers and self-managers).

Example 2

Pupils must produce a piece of writing aimed at convincing people of their own age to adopt a healthier lifestyle (PLTS – creative thinkers, self-managers and effective participants).

1) Pupils discuss which written <mark>format</mark>s may be the most effective (e.g. newspaper editorial, blog entry, advert, comic strip, PowerPoint presentation, etc.) and decide on the <mark>format</mark> they will use (substrand 5.7).

2) Pupils are given a list of bullet points written in the target language – each describing a <mark>linguistic device</mark> that can be used to create an effect. The list contains devices such as use of questions, addressing the reader informally and in the second person singular, and use of the negative imperative. Using dictionaries to aid comprehension, pupils decide which devices they will try to use in their piece of writing.

Strand 3: Intercultural understanding

Substrand 3.1

Appreciating cultural diversity

Year 7 Investigate an aspect of life and compare with their own, noting similarities and differences

Example 1

This is part of a cross-curricular day on 'Global dimension and sustainable development' about a country where the target language is spoken (PLTS – effective participants).

1) Pupils engage in some introductory activities built around geography objectives.

2) Pupils are shown photos of a young girl from the country and are given headings in the target language relating to daily routine (e.g. *her breakfast, distance from home to school,* etc.) For each heading, they hazard a guess on a scale of one to five as to how similar to or different from theirs her routine may be.

3) Pupils are shown a text in the target language in which the girl describes her daily routine. They carry out some decoding work on the text (substrands 2.1, 2.2 and 5.4), then check how accurate their earlier guesses were.

4) As part of the activities which follow, they explore (either in English or in the target language) the reasons they perceive for some of the similarities and differences they have identified (links with the programme of study for geography and PLTS – independent enquirers).

Example 2

Pupils have received a school timetable from their partner class abroad.

1) They compare it with their own and produce a Venn diagram showing which subjects both classes have in common and which are exclusive to each class.

2) They use a talking or writing frame to produce sentences describing their findings (substrands 1.5 and 2.4). For example: *In country X they study... but here we....* They also enter additional information in a grid (e.g. *number of lessons per week – number of foreign language lessons per week*).

3) In English or in the target language, pupils discuss subjects which are labelled differently in their partner school, as well as the reasons for some of the different subjects taught there (PLTS – creative thinkers). They then decide on five questions to email to their partner school as a result of their discussion.

Example 3

1) Working on computers, pupils read statements with some missing sections about the school day in a country where the target language is spoken (e.g. *The school day starts at... In the morning, we have...lessons*). They first fill some gaps making blind predictions, then listen to a sound file for the correct answers. They then check their own answers using the transcript.

2) The teacher invites comparison by asking questions such as: *Does the school day start earlier or later than here?* Support is provided via gesture and a short bilingual glossary (e.g. *earlier/later than*). In a discussion in the target language pupils are then able to explore the rationale for some of the differences they have identified (e.g. the weather, a traditionally long lunch, etc.) (PLTS – creative thinkers.)

3) To consolidate knowledge of the above information and provide further listening practice, the teacher makes some statements about the foreign school's daily routine and pupils must respond via thumbs up/down.

4) Drawing on the above statements and support phrases, pupils describe their own daily school routine.

Year 8 Identify and explain an aspect of life that has changed over time

Example 1

This activity is built around first names in a country where the target language is spoken.

1) Pupils quickly note in English what they think name choices tend to be based on (PLTS – creative thinkers), then they are given a list of possible reasons in the target language (e.g. *a relative's name, a religious name*, etc.) and compare with their notes. Dictionary use is allowed – although restricted – to help pupils understand the list of reasons they have been given.

2) Pupils are given some of the most popular names from the last decade. They work out how to pronounce them (substrand 4.1), give opinions about them, then look for links between the names and the reasons explored in step 1.

3) They listen to some of the most popular names from an earlier generation and compare with the above list (names in common and reasons for name choices).

4) In speaking or in writing, they explain the changing popularity of names over time using structures such as: *60 years ago, in country X people often chose names for/because of/in order to... Nowadays, they choose.../they don't often choose...* (substrand 4.5 objective 1).

Example 2

These activities are part of a unit of work that has been planned collaboratively with the humanities department.

1) Pupils read statements about changes in family size and structure and customs such as marriage ceremonies in a country where the target language is spoken (e.g. *100 years ago... Today...*). They highlight the ==verb==s that refer to the present and the past in different colours. They have not yet been taught the past tense used in the statements but use context and verb tables to identify the ==verb==s and work out meaning (substrand 5.5).

2) Pupils make blind guesses about whether the above statements are true (PLTS – creative thinkers) then check against information provided in pie charts and/or bar charts.

3) They discuss their findings orally with the rest of the class with the help of a ==talking frame== (e.g. *Statement 3 says that... It isn't true, because graph B shows that...*).

4) In a humanities lesson, they explore in English changes in family structure and customs in the country where they live.

5) For homework, they present their step 3 findings in writing in the target language. Some pupils include a comparison with the country they live in (PLTS – effective participants).

Example 3

Pupils explore aspects of children's lives now and 50 years ago in a country where the target language is spoken – for example as a result of changes in housing, urbanisation, technology and family structure.

1) Pupils read statements (e.g. *Children often play in the street after school*) all written in the present tense but try to guess which ones refer to the present and which ones refer to the past.

2) Pupils listen to short interviews to evaluate their guesses.

3) Pupils select conjugated ==verb==s from a list in order to make the necessary changes to the statements about the past. This gives them exposure to a past tense as yet untaught. They can consult verb tables if there are ==verb==s they don't recognise (substrand 5.5).

4) Pupils are given short ==sentence==s (e.g. *Nowadays there is more traffic*) and try to identify cause and effect in relation to the statements in step 1.

5) Pupils plan, practise and record an interview about the statements (e.g. *Children often used to play in the street. And now? ... Why not?)* (substrand 1.4, objective 2).

6) In a humanities lesson pupils explore changes in children's lives in their own country and compare with the statements above (PLTS – independent enquirers and creative thinkers and effective participants).

Year 9 Develop and communicate an in-depth understanding of an aspect of culture that they have identified and researched

Example 1

This activity is about a special event in the calendar of a country where the target language is spoken (e.g. a bank holiday festivity, a sporting event, a music festival, etc.).

1) Pupils draw on film clips, sound files and/or photos with captions and on the fruit of their own research to enter key information about the event in a grid.

2) The teacher asks questions to elicit more information and generate unscripted talk (substrand 1.4).

3) In order to discover more information about the event, pupils listen to a sound file, to the teacher or to the teacher interviewing a native speaker. They make notes in the target language or in English (substrand 1.1).

4) Pupils are given a longer text about the event and highlight any information they recognise from steps 1–3 in one colour and any new information they understand in a different colour.

This can then lead to an oral or written account of the event (PLTS – self-managers).

Example 2

For a festival of languages, pupils prepare a multimedia presentation about a famous artist (e.g. singer, musician, film maker, photographer, graffiti artist, etc.). After a whole-class discussion, each group in the class is allocated a specific task (e.g. oral presentation, PowerPoint slides, sketch, mock interview with the artist, mock 'vox pop' about varied reactions to his/her work, etc.)

Pupils can draw on a number of suggested resources (books, websites, etc.) and carry out independent research (substrand 2.2 objective 2 and PLTS – independent enquirers). The FLA also helps with the preparation.

In their class presentation, pupils must show evidence of:

• knowing key biographical facts about the person in question

• understanding why his/her work was so significant – nationally and perhaps internationally (PLTS – creative thinkers, team workers and self-managers).

Substrand 3.2

Recognising different ways of seeing the world

Year 7 Explore interests and opinions of young people, and compare with their own

Example 1

1) For homework, pupils draw up a list of their five favourite possessions in ranking order and illustrate them with photos.

2) In class, a few pupils present their choices and other make comments with the help of a talking frame (e.g. adjectives such as *artistic, romantic, sporty*, etc. and structures such as *I find X fairly... because he/she has selected...*). Pupils then continue in small groups (*I find X...* becomes *I find you...*).

3) Pupils make notes while listening to a recording of young people from a country where the target language is spoken describing their five favourite possessions. They then explain in simple target language which of the young people are most like or unlike them.

4) If in step 3 the favourite possessions that are mentioned are very different from their own, pupils are given the opportunity to hypothesise in English and/or in the target language about possible reasons for the differences (PLTS – creative thinkers).

Example 2

Pupils carry out some work in the target language on young people's after-school and weekend activities in a country where the target language is spoken. This leads to a comparison with their own experience, then an exploration in English and/or in the target language of possible reasons for some key differences (e.g. numerous extra classes, helping the family, religious practice, etc.).

The same approach can be used in relation to topic areas such as school subjects, favourite sports, favourite TV programmes, time devoted to various media, etc. This activity could be prepared for use in the classroom and then carried out while the pupils are visiting the country where the target language is spoken (PLTS – independent enquirers).

Year 8 Investigate aspirations of young people, recognising perspectives that are both similar to and different from their own

Example 1

This is part of a unit of work on young people in a country where the target language is spoken.

1) Pupils are given 15 statements (A–O) depicting possible aspirations of young people in no country in particular. They start with phrases such as *When I am older, I would like to...* or *One day, I hope I can...* and refer, for example, to family, education, lifestyle, career directions and where to live. For homework, pupils rank the statements in terms of importance to themselves – discarding any they consider irrelevant.

2) In class, they listen to a sound file which draws on statements A–O and provides data about the aspirations of young people in a country where the target language is spoken

(e.g. *17 per cent of young people are hoping to...*). They enter their findings on a partially completed bar chart where the horizontal axis represents statements A–O and the vertical axis represents percentages.

3) Pupils are given a few minutes to compare their findings with their own ranking and to decide what surprises them in particular. The teacher then provides simple oral explanations in response to what surprises them most and pupils make notes in the language of their choice (PLTS – creative thinkers).

Example 2

This activity is based on two fairly different countries where the target language is spoken. Pupils already have at least some basic knowledge of both countries. They are now given a number of statements, each mentioning a possible career aspiration.

1) They try to guess which of those career aspirations might be favourites in each of the two countries.

2) They use graphic and written material to check their guesses.

3) For one of the two countries, they are given a number of ==sentence==s or short paragraphs – each of which provides some context which can help justify the top career choices they identified in step 2. They try to identify as many cause-and-effect links as they can between the new information and the top career aspirations (PLTS – creative thinkers).

4) In a plenary, pupils reflect in English or in the target language on their findings in relation to their own country.

Year 9 Explain predominant beliefs and values, showing awareness of perspectives that may differ from their own

Example 1

In RE lessons, pupils have engaged in some work on a religion practised in a country where the target language is spoken. They continue their exploration of the religion in question in their language lessons.

1) With the help of dictionaries, a bilingual list of key words and a ==writing frame==, pupils produce key facts they have learnt about the religion.

2) In small groups, then all together with the help of the teacher, they prepare questions in the target language about the religion. Some of their questions – but not all – can be about facts they already know (PLTS – team workers).

3) They ask their questions to a native speaker via video conferencing and make notes in the target language and/or in English (substrand 1.1 and PLTS – independent enquirers).

4) They compare their notes in small groups, speaking preferably in the target language.

5) The teacher asks each group in turn a question about the religion and each group has 30 seconds to provide an answer.

6) Pupils are given more in-depth questions in English about the religion. They must answer them for homework with the help of several documents in the target language.

Example 2

This activity focuses on the environment.

1) For homework, pupils carry out a 'diamond nine' activity where they draw on their own values to rank nine statements describing their views about the environment (PLTS – effective participants). They also look up a few words of their choice so that in class they will be able to expand a little on their views through simple references to familiar environmental matters.

2) Through questions, the teacher generates simple discussion about the above activity. The emphasis is on spontaneous, unscripted talk (substrand 1.5, objective 1).

3) Pupils work with the teacher and/or independently to understand several written, audio and film extracts which reflect a particular country's current approach to the environment (PLTS – independent enquirers).

4) For homework, on the strength of the materials studied in class and of an additional resource they must explore independently, pupils complete the 'diamond nine' activity again, but this time trying to reflect the attitude towards the environment of the country they have been studying.

5) In class, with the support of a ==talking frame==, they practise presenting their conclusions and comparing them with their own views.

A similar approach could be applied to topics such as attitudes to animals, hunting, military service, monarchy versus republic, democracy, the cult of fame, etc.

Year 7 Reflect on and challenge stereotypes

Example 1

In order to help pupils reflect on stereotypical views they may hold about countries where the target language is spoken, the teacher ensures frequent exposure to aspects of life in those countries through the use of authentic or semi-authentic resources accessible via a variety of media (TV, internet, magazines, etc.).

Example 2

1) Pupils engage in language activities built around a comparison of photos of two classrooms in two very different countries where the target language is spoken. Facilities are more basic in one classroom than in the other. The activities introduce or recycle language such as *One can see... There is no... This classroom is more....*

2) Pupils take part in a discussion in English in which they address questions such as "What do these photos tell you?" and "How might you find out more about the people and place in the photos?" (PLTS Creative thinkers & Independent enquirers).

3) Pupils carry out simple research on schools in one of the two countries, using a website, a paper resource or other media (see substrand 5.5).

Example 3

This activity starts from statements entitled *Facts or stereotypes?* about a country where the target language is spoken (e.g. *62 per cent of the population lives in cities. People are lazy.*).

1) Using dictionaries for support, pupils match the statements to pictures.

2) After a brief discussion in English about what a stereotype is, pupils sort out the statements into facts and stereotypes.

3) Pupils look up the meaning of adjectives that can be applied to stereotypes (e.g. *reassuring, funny, cruel, silly, unfair, harmless,* etc.) and decide out how to pronounce them.

4) Pupils see or hear opinions on stereotypes in which the above adjectives are used, and show on a scale of one to five to what extent they agree with each opinion.

5) In the same lesson, pupils have a more in-depth discussion in English linked to PLTS – effective participants, PHSE and citizenship, for example, 'Can you think of another stereotype about country X?' 'Could it ever have been a fact rather than a stereotype?' 'What stereotypes are you aware of about this or another country you know?' 'What are your views on them?' 'Why do stereotypes exist?' 'Can they be useful?' 'Can they be acceptable?' (PLTS – creative thinkers and independent enquirers).

6) Pupils study a short sketch in the target language about stereotypes, then practise performing it – personalising it if they wish, depending on their degree of expertise in the target language.

Year 8 Explain the origin and purpose of a custom that does not exist in their own culture

Example 1

1) Pupils listen to a native speaker talking in simple language about a custom specific to his or her country or community (e.g. ways of celebrating a particular event in the calendar). Visual support (e.g. photos, video clips, short notes) facilitates comprehension.

2) Pupils are given a series of written extracts on card or on screen. They sort out the extracts which describe the custom from those which explain its origin or purpose. As part of the debrief, the teacher consolidates grammar knowledge through questions about the verbs and tenses used in the extracts (substrand 4.5).

3) Pupils are given a written text which partly repeats but also adds to the information they have heard and seen. In groups of three, they select in the text three new pieces of information they find interesting (PLTS – team workers).

4) In their groups, then as a whole class, they produce questions which could be used in an interview about the custom (substrand 4.6 objective 1).

5) They practise taking part in an interview about the custom (two interviewees per group). They work to differentiated criteria and can use short notes (substrand 1.4 objective 2), but none of them must script their interviews. They must also display evidence of some independent research (PLTS – independent enquirers).

Example 2

This activity is built around proverbs from a country where their use today – maybe as part of a tradition of oral storytelling – is much more widespread than in the country where pupils live.

1) Pupils are given a set of proverbs, each with partial translation. Using text-decoding skills and reference materials, they try to complete the translations (substrands 5.4 and 5.5).

2) Via gesture, and using pictures, the teacher helps pupils interpret the proverbs – some of which have an English equivalent. The teacher also explains some cultural references and generates a discussion in English about the purpose of proverbs (PLTS – creative thinkers).

3) Pupils rank the proverbs starting with their favourite, then practise reading them aloud (substrand 5.6).

4) Pupils read or listen to some extracts which describe some events and problems and decide which of the above proverbs is most appropriate to each extract.

5) Pupils research additional proverbs independently and explain them to their peers.

Year 9 Understand how attitudes towards other countries and reactions to world events may differ from those of their own culture

This activity is part of a unit of work on consumerism and follows comprehension work about shops' typical opening times in a country where the target language is spoken.

1) In groups, then as a whole class, pupils mention differences from the country they live in, their opinion about this information and their opinion about shops' opening hours in their country. The emphasis is more on participation than on accuracy (substrand 1.4).

2) Pupils respond to true/false statements about 'vox pop' comments about shops' opening hours in the foreign country. The comments include opinions and justification.

3) As part of the debrief, the teacher stimulates reflection in English and/or in the target language on looking at aspects of life in other countries from the perspective of people who live there – not just from our own (PLTS – creative thinkers). The discussion draws on the experience of pupils in the class who have lived in other countries. This level of reflection ties in with PLTS (e.g. creative thinking and independent enquiry). It can also be linked to discussion about languages for work on how valued linguists are in the job market for their ability to understand better how people from different backgrounds live and think.

Strand 4: Knowledge about language

Substrand 4.1

Letters and sounds

Year 7 Apply knowledge of common letter strings, sound patterns, accents and other characters

Example

Classroom practice routinely includes activities of this nature:

- Using their knowledge of sound patterns, pupils lessen their dependence on 'listen and repeat' by trying to work out how to pronounce new words. Whenever a pupil makes such a contribution, the teacher encourages peer reactions. When inaccurate pronunciation is offered, the teacher guides pupils by inviting comparison with familiar words which contain a similar sound-spelling relationship.

- The teacher displays several unfamiliar words which look fairly similar, says one of them and asks pupils to select the word they have just heard.

- The teacher displays two letter strings which can easily be confused with each other. Pupils listen to unfamiliar words and decide for each one which of the two letter strings it contains.

- Pupils practise stressing the correct syllables in target language words, phrases and short sentences. Poems with a repetitive rhythm are often used for this as rhythm can help retain sound accurately.

- Pupils have independent access to recorded passages – with transcription – for practising pronunciation.

- Accurate pronunciation is always part of the assessment criteria for oral work.

Year 8 Identify and recall common exceptions to the usual patterns of sounds and spellings

Example

Classroom practice routinely includes activities of this nature:

- Pupils are shown a list of familiar words which all contain an identical letter string – although not always pronounced in the same way. They try to recall which of the words in the list follow the standard pronunciation pattern and which don't. Bringing such exceptions to the level of awareness can facilitate long-term recall.

- The teacher introduces a few carefully selected phonetic symbols and suggests pupils use them for recording unusual pronunciation in relation to spelling. The teacher also invites pupils to suggest alternative techniques for recording unusual pronunciation and to experiment in order to find the technique which works best for them.

- Pupils discuss how to record words with unusual spelling patterns. Some pupils may, for example, suggest copying such words in a separate section of their vocabulary books or on a dedicated computer file, as well as testing each other in pairs.

Year 9 Identify the specific function or meaning of some letter strings

Example 1

After some initial comprehension work on a text, the teacher highlights a prefix or suffix used several times in the text and asks pupils to identify its function. Using this investigative approach, pupils gradually build up a bank of common prefixes used in the language and are encouraged to use them to build up word banks (substrand 5.1).

Example 2

As a homework revision activity, pupils produce a vocabulary concept map on a particular topic and are asked to include several words from the same family whenever possible. As part of the class debrief, the teacher asks pupils to look for suffixes in their concept maps and to explain their communicative function. Depending on the language it may be, for example, that a particular suffix denotes a particular part of speech or conveys a particular emotion, as is the case sometimes when diminutives are used to express affection (substrands 4.2 and 5.1).

Example 3

As a first step into a new text, pupils are given four minutes to identify as many verbs as they can. As part of their strategies, they are encouraged to concentrate on letter strings often used in verbs.

Substrand 4.2

Words

Year 7 Build and use in new contexts a stock of high-frequency words and words relating to everyday settings

Example 1

- Pupils appreciate the importance of high-frequency words (e.g. ==connective==s, common ==adverb==s, question words, ==modal verb== forms, etc.). They realise that knowing little more than topic-related words makes it difficult to communicate. Schemes of work contain clear opportunities for introducing and reapplying specific areas of high-frequency language. Periodic stocktakes – for example a stocktake of all familiar ==verb==s followed by an infinitive – facilitate consolidation and reuse.

- When they work on a new context, pupils are always reminded to try to reapply words and ==phrase==s learnt in other contexts to show evidence of their ability to adapt language. This feature is often included in the evaluation criteria for speaking and writing activities – especially with pupils who have more experience of the language (substrands 5.7 and 5.8 and PLTS – reflective learners).

Example 2

Pupils identify all the ==verb==s they know which are followed by infinitives. The ==verb==s are displayed and numbered, e.g. *I want to* is number 3. Alongside this, the teacher displays a list of five familiar topic titles labelled A–E, e.g. *Leisure* is B. If the teacher says *3B*, pupils in pairs or small groups have one minute to write on their mini-whiteboards one or more ==sentence==s about leisure which contain *I want* + infinitive.

If pupils are grouped according to ability or experience of the language, groups of more advanced pupils can be challenged to produce longer ==sentence==s.

Example 3

This activity is part of a unit of work about a famous photographer.

So that they can talk about his/her photos, pupils are introduced to high-frequency ==verb==s for description (e.g. *to show – to depict – to portray – One can see...*) and to positioning words (e.g. *on the left – at the bottom – in the background/foreground*). They are also introduced to language for reflecting on the photos (e.g. *One gets the impression that… The...seems... I think that... ...contrasts with... …makes me think of...*).

Initially, a bilingual list of the target language is displayed. Over time, only the English translations and the first letter of each word in the target language remain. Eventually, pupils must try to manage without support.

Year 8 Increase their stock of words, including a wider range of abstract items and words with more than one meaning

Example 1

As part of cross-curricular work on a famous painter, pupils are taught abstract nouns such as 'warmth', 'comfort', etc., so that they can describe the effect created by some of the figures, objects, shapes or colours used in the paintings.

For example, pupils are given one set of cards on which are written words for colours and another set of cards on which are written words for states or emotions. Pupils match the colours with states or emotions. In the following activity, they look at the work of an artist and share their perception of how certain colours have been used.

Example 2

This activity about some abstract nouns which end in -ty, -ance, -ence or -tion in English is part of a unit of work on personality and relationships.

1) Pupils revise ten personality adjectives (e.g. *arrogant, generous, ambitious,* etc.).

2) The adjectives are displayed randomly along with ten related nouns unfamiliar to pupils (*arrogance*, etc.). Whenever the teacher says an adjective, one pupil must find and read out the related noun (see substrand 4.1) and another pupil must translate it (substrand 5.4).

3) The teacher asks pupils what features the new words have in common, then pupils practise in small groups.

4) Pupils are given one minute to try to memorise the new nouns, then they continue practising, but without the nouns on display.

5) Pupils answer oral questions such as: *In your opinion, which qualities are the most important in: a politician; a children's TV presenter? Is arrogance a good thing or a bad thing?* They then produce written answers, which need not be in full sentences.

Example 3

This activity focuses on words with more than one meaning.

1) The teacher displays a familiar word and checks that pupils know what it means. So far, they have only been taught the most common meaning of the word.

2) The teacher displays a sentence which contains the relevant word and asks pupils about its meaning again. The expectation is that pupils will realise that in this context the word appears to have a different meaning.

3) Pupils are given sets of three sentences. In each set, all three sentences contain a particular word which has a different meaning in each sentence. Pupils try to translate the words in question using context and dictionaries (substrands 5.4 and 5.5).

4) A plenary in English – which also draws on examples in English – ensures that all pupils understand that some words have more than one meaning.

Year 9 Develop and refine their vocabulary by adding to their knowledge of word families and words with close meanings

Example 1

The teacher sometimes challenges pupils to draw on their awareness of word families and their knowledge of word formation (substrand 4.1) to try to discover new words. For example, the teacher may say:

- *Try to give me the opposite of the verb...*

- *Try to give me an adjective from the same family as...*

- *You know the verb... Now, listen to this word from the same family... In your opinion, how do you spell it? What part of speech is it? What does it mean?*

Example 2

Pupils are given a grid with words from the same family but with some of the words missing. Each column is about a different part of speech: nouns, verbs in the infinitive, adjectives and adverbs. Where a particular part of speech does not apply, the box has been blanked out.

1) Pupils draw on their own knowledge to add words in the grid.

2) Pupils look for more words in dictionaries. Those who need support are given a list of jumbled up words. When necessary, they still use dictionaries in order to check on parts of speech.

Example 3

Pupils build a bank of high-frequency words with close meanings. Selecting the correct word may, for example, depend on register or on sentence structure. Depending on the language pupils are learning:

- there may be two ways of saying 'I want' but one may be too abrupt in certain contexts (substrand 1.3 objective 2)

- there may be two ways of saying 'I know' or 'to be' which are not interchangeable.

Substrand 4.3

Gender, number and other inflections

Year 7 Use knowledge of gender and plural forms to make changes to words and phrases

Example 1

Pupils working on definite and indefinite articles practise switching swiftly from singular to plural and vice versa. For example, if one person says *the elephant,* the respondent must say *the elephants*; if one person says *lions*, the respondent must say *a lion*.

This is done orally in order to improve fluency and because sound helps fix patterns. It also makes for speedier, more intensive practice.

Example 2

This activity aims to consolidate knowledge of familiar nouns in the plural. Some of the nouns follow a familiar pattern while others are irregular.

Pupils are given 15–20 familiar nouns in the singular – without articles.

1) For homework, they write a poem entitled *The braggart* – using some of the nouns and following this pattern:

   You have a bicycle?
   I have three bicycles!
   You have a dog?
   I have...!

Pupils are encouraged to use reference materials to check on gender and on irregular plural forms.

2) Pupils evaluate their poems for accuracy (substrand 5.8 and PLTS – reflective learners).

3) Pupils practise reading their poems aloud in pairs (substrand 5.6).

4) Pupils take part in a whole-class performance in which each of them says two lines of their poem. As well as taking part orally, pupils must listen out for lines which are identical to lines in their poem and tick those. This aims to maximise aural engagement.

Year 8 Apply knowledge of gender and plural forms in their own writing and speaking

Example 1

Practice includes activities of this nature:

- The teacher models how to check a written draft for gender and number.

- Pupils peer check a piece of written homework for gender and number.

- In quick-fire oral grammar practice: pupils hear a verb form in the singular and repeat it in the plural, e.g. third person singular to third person plural (substrand 4.5).

- Pupils hear a noun preceded by a definite (or indefinite) article and repeat it using the equivalent indefinite (or definite) article instead. Breaking barriers between grammar points (in this case, definite and indefinite articles) through quick-fire oral practice can help pupils develop spontaneity and accuracy at the same time.

- During oral practice, when the focus is on accuracy the teacher encourages peer or self-correction of gender and number (substrand 5.8 and PLTS – reflective learners).

Year 9 Explore more complex points of inflection using reference materials if needed

Example 1

Practice includes activities of this nature:

- After initial comprehension work on a text, the teacher asks questions which help pupils identify new points of inflection, e.g. case endings, verb endings or adjectival endings.

- Pupils use a text manipulation package to practise changing a text from one time sequence to another.

- Pupils practise using verb tables. For example, during group activities the teacher circulates and asks probing questions such as: *What is the second person singular of the verb* '...' *in the simple past*?

- To train pupils to become more independent, when they ask questions about certain points of inflection the teacher sometimes invites them to consult their textbook's grammar summary.

Substrand 4.4

Sentence structure

Year 7 Use knowledge of word order, high-frequency words and punctuation to understand and build simple and compound sentences

Example 1

Pupils are given a sentence which contains a new structure – along with its English translation – and compare sentence formation in each language. They then hear or see other sentences in English which follow the same structure and translate them into the target language. They first do so orally, as sound can help fix patterns.

Example 2

1) Pupils are given sentences which contain some new link words. They use context to identify the meaning of the new link words – choosing from the list of possible translations provided.

2) Pupils play a competitive game where they are given three words – including one of the new link words – and are given a time limit in which to produce a sentence which contains all three words.

Example 2

In order to familiarise pupils with new sentence structures not yet addressed explicitly, the teacher sometimes draws on extracts from songs, poems or stories which are familiar to pupils and which contain the sentence structure about to be explored.

Example 3

Pupils are given large cards, each of which has a word on it. The teacher then gives a sentence in English and the pupils who have a word on their card that belongs to the sentence must come out to the front and arrange themselves in the correct order.

The other pupils in the class express agreement or disagreement and make suggestions using only the target language and/or gesture.

Once a consensus appears to have been reached, a mini-plenary gives pupils the opportunity to discuss their understanding of word order.

Example 4

Pupils working in pairs or groups of three are given a set of cards which can make up a number of sentences (e.g. *In the evening / I / often / eat / crisps / when / I watch / TV / in the lounge / with / my sister*).

1) Each time they hear a sentence (e.g. *I often watch TV in the evening*), pupils must line up the relevant cards. All the sentences they hear contain at least some of the words.

2) Pupils must now make up one sentence using all the cards.

3) Pupils are challenged to add at least three words of their choice to the sentence.

As well as consolidating mastery of sentence structure, this approach can help pupils become more aware of how much they can achieve using familiar language.

Year 8 Develop and improve sentences by adding, rearranging or replacing elements

Example 1

The teacher models how to turn two sentences into one. The teacher's thinking aloud enables pupils to follow the thinking processes involved in such a task. Next, pupils practise turning other sets of sentences into one, first as a whole class with teacher guidance, then in small groups, then on their own.

Example 2

The teacher says or displays a short sentence in the target language (e.g. *I play football with my brother*) then gives instructions one at a time (e.g. *Change the noun. Put the noun in the plural. Add an adjective. Add an adverb. Add a negative phrase. Say where/when/why. Add another five words.*). The sentence therefore undergoes a number of transformations.

This activity shows pupils how much can be achieved using familiar language (substrand 2.4). It also improves their mastery of features of sentence structure such as word order, agreements and use of link words. Instructions are given in the target language because pupils have been taught metalanguage. As pupils make suggestions, the teacher encourages pupil-to-pupil responses (substrand 5.8 and PLTS – reflective learners).

Example 3

Pupils make up *Why are you late?* sketches for a performance, using a well-known mischievous cartoon character for inspiration. As part of this, they practise creating sentences such as *Normally,... but this morning...* (substrand 4.5).

Year 9 Use knowledge of word order, phrases and clauses to understand and build a wider range of extended sentences

Example 1

This activity can be carried out either orally or in writing using mini-whiteboards or an interactive whiteboard. Pupils work in small groups. As a lesson starter, they are given a short, simple sentence as well as one preposition and one subordinating conjunction or relative pronoun which they must use to extend the sentence.

Example 2

After completing a piece of comprehension work on a text, pupils are given a set of complex sentences containing gaps which summarise or paraphrase some of the information contained in the text. They try to fill the gaps with the support of the text. The missing words are essentially high-frequency language such as connectives and abstract items. Some pupils are given a bank of words for support – either immediately, or halfway through the task. The bank of words may contain more words than they need.

Example 3

Pupils, using a text manipulation package, are given long sentences split into jumbled up sections and must reconstruct the sentences. Clues such as capitals at the beginnings of sentences and punctuation at the end may have been removed in order to provide a greater challenge.

Substrand 4.5

Verbs and tenses

Year 7 Understand and use present tense forms of high-frequency verbs, and examples of past and other tense forms for set phrases

Example 1

Pupils working on the present tense are shown 8–10 pictures of a cartoon character involved in a variety of activities at different times of day. The activities relate to verbs which have already been introduced. Pupils hear sentences such as: *I have breakfast at 6.00. And him?* They use the visuals to respond accurately, using the third person singular. After a while, they practise in pairs or walk around the class – asking and answering questions as suggested above or reversing the process (e.g. *He has breakfast at 7.30. And you?*).

Example 2

Pupils who have not yet been taught a past tense – especially if they started learning a new language at the beginning of Year 7 – are nevertheless taught and expected to use some set phrases in a past tense for everyday classroom interaction (e.g. *Have you finished? I forgot my book. I did exercise 3. I didn't hear.*) (substrands 1.4 and 4.2).

Example 3

Pupils who have not yet been taught a past tense are nevertheless exposed regularly to past tense forms through work on stories. Here, after some initial listening work on a story:

1) pupils are shown a written version of the story and try to identify verbs in the past using context and other clues

2) pupils respond to true/false statements which contain past verb forms met in the story

3) pupils match up half-sentences about the story which contain past verb forms met in the story.

Year 8 Understand and use a range of verb forms referring to past, present and future events

Example 1

Activities of this nature are used to facilitate understanding of new verb forms.

- Through questioning, the teacher elicits comparisons with English, other languages and/or verb forms already familiar to pupils in order to help them work out how new verb forms are constructed (substrand 5.3).

- To reinforce understanding of a tense which has just been introduced, in a plenary pupils have to decide whether the statements they are given about how to form the tense in question are true or false. Because pupils have been taught metalanguage the statements are given in the target language.

Example 2

Activities of this nature are used to help pupils develop their ability to use a range of verb forms.

- Pupils use cards (e.g. personal pronouns and infinitives) or software packages (e.g. multiple-choice activities) to practise applying their knowledge of verb forms with increasing speed and accuracy.

- Because sound helps fix patterns, verb practice includes frequent quick-fire oral practice activities such as changing a verb from one form to another. In order to keep pupils alert and engaged, the teacher uses a ball and the pupil who catches it must respond and throw the ball back.

- Pupils using one mini-whiteboard between two are working on a particular tense. Two lists are displayed: personal pronouns labelled 1–9 and high-frequency irregular verbs labelled A–F. When the teacher says a number and a letter, pupils write the verb as per the teacher's instructions on their mini-whiteboards.

Year 9 Recognise past, present and future verb forms and switch from one tense to another in speaking and writing

Example 1

As a lesson starter, the teacher says verb forms or short sentences which contain only one verb each. After each sentence, pupils indicate through gesture whether the verb they have just heard refers to past, present or future. Sometimes the practice focuses on only one personal pronoun, or on only singular or plural verb forms. Sometimes it is more mixed.

Example 2

This is part of a unit of work on a historical event which noticeably changed aspects of life in a particular country. Pupils are shown pictures and given information in the form of bulleted notes about aspects of life before the event in question. They are given a choice of three activities:

- produce a piece of writing about life before the historical event

- produce a presentation

- produce an interview.

The teacher provides a range of support from reference materials to stimulus material to support pupils as they change the formation of the verbs. Success criteria for the task are focused on the spelling and pronunciation of verbs only.

Year 7 Understand and use some high-frequency modal verb forms in simple statements and questions

Example 1

Class work includes routines and activities of this nature:

- Pupils' records (e.g. vocabulary books) have a section dedicated to high-frequency language and pupils are aware that modal verbs fit into that category (substrand 4.2).

- Whenever a new modal verb is introduced, pupils are reminded of the other modal verbs they have learned so far. Some practice activities train them to switch from one modal verb to another with increasing spontaneity. Such practice may be based on full verb paradigms or not.

- Pupils are taught 'would like to', 'could' and 'should' as set phrases – at least in the first and second persons singular. They are given regular, explicit opportunities to use them. For example, when asked what they normally do at the weekend, they are encouraged to produce sentences such as *I could/should..., but normally I...* (substrand 4.4).

- The teacher frequently uses familiar modal verb forms in routine classroom communication and provides opportunities for pupils to do likewise (substrand 1.4 objective 1).

Year 8 Understand and use a range of modal verb forms in different contexts

Example 1

Comprehension activities often include questions which give pupils the opportunity to reinforce their understanding of modal verb forms in a variety of contexts. For example, pupils have to answer multiple-choice questions such as 'Gabriel says that: (i) he can't spend less time on the internet; (ii) he is now spending less time on the internet; (iii) he should spend less time on the internet.'

Example 2

A speaking frame helps pupils give feedback during peer evaluation. It includes some phrases built around modal verb forms (e.g. *Next time, you could... Can you...?*). Pupils are gradually weaned off the speaking frame, but when necessary the teacher asks questions in order to sustain the use of modal verb forms, for example: *Did you hear clearly? What could Tom do next time?*

Example 3

When pupils are asked to produce a piece of writing, the brief frequently contains a menu of familiar structures they must use – including modal verb forms. In pairs, pupils peer evaluate their first draft – checking among other things whether or not they have included modal verbs.

Year 9 Understand and use key past and future tense forms of ==modal verb==s for set ==phrase==s

Example 1

Pupils are taught singular forms of 'could have' and 'should have' as set ==phrase==s and are given regular, explicit opportunities to use them – for example during peer evaluation: 'How could you link these two ==sentence==s?' 'You shouldn't use the imperfect here.' 'Perhaps you can extend this ==sentence==.' 'You could have given an opinion here.'

Example 2

Pupils are shown a picture of someone with a speech bubble which says *I am penniless* and are challenged to come up with as many oral reactions as they can. All reactions must contain a ==modal verb== form. Whenever a pupil volunteers a reaction, another pupil is asked to translate it into English.

Example 3

Pupils working on aspects of communication (e.g. in relation to travel and technology) must produce as many ==sentence==s as possible about the past and predictions about the future using:

- 'people could/couldn't...'

- 'people had to...'

- 'people will be able to...'

- 'maybe people will have to*...'.*

Substrand 4.6

Questions and negatives

Year 7 Understand and use confidently some common question types in different contexts

Example 1

Pupils compare questions in the target language with their translation – discussing, for example, word order and the number of words used in each language. The teacher may invite literal translation into English in order to help pupils remember the structural differences between the languages (substrand 5.3).

Example 2

This activity focuses on the question form *Who...?* The teacher asks the class questions such as *Who has two cats? Who likes camping? Who would like to live in America?* After each question pupils have a few seconds to check on meaning with their partners, then they raise their hands – or not – in response to the question. The teacher has explained that this is a practice activity – not a test in disguise – and that pupils should not worry if they do not understand all the questions. If they do not understand a question, the teacher suggests they cross their arms instead. The teacher might then repeat the question, show the question or ask a pupil to act as an interpreter.

Example 3

Sometimes, as a lesson starter or a break between two activities, the teacher asks a pupil questions in *Mastermind* fashion or – if they are working in groups – in *University Challenge* fashion (e.g. *Who is sitting in front of Mark? How many days are there in a week? What colour is a banana?*)

Year 8 Understand and use a range of question types

Example 1

Pupils work in small groups. A person they don't know (e.g. an older pupil, a native speaker) or a person who assumes the identity of someone they don't know, stands at the front of the class. Each group is given information about the person in question in multiple-choice fashion, for example, three nationalities, three countries of origin, three reasons for being vegetarian, etc.

1) Each group makes blind predictions about the person at the front (i.e. they select a country of origin, etc.).

2) Each group takes it in turn to ask the person at the front a question (e.g. *Why are you a vegetarian?*) and any accurate prediction gets groups one point.

To make the activity challenging enough, it is best to provide information which means that pupils have to construct their own questions rather than being able to rely on simple questions learnt off by heart such as: *What is your name?*

Example 2

Using a text manipulation package, pupils reconstruct questions about a text they have just studied by putting jumbled-up words in the correct order.

Example 3

This is part of a series of activities about someone living in a country where the target language is spoken.

1) Pupils carry out initial comprehension work about some of that individual's personal details and daily activities (substrands 1.1 and 2.1).

2) The teacher displays a list of questions about the above person and gives pupils a set of answer cards. Whenever the teacher points at a question, pupils working from memory must select the correct answer card.

3) After the debrief the teacher shows the questions again, but with the question words missing. Pupils in pairs practise asking and answering the questions.

4) Pupils are still working in pairs. One pupil reads out one of the answer cards and the other pupil must say the corresponding question in full – consulting the questions list if necessary but working as much as possible from memory.

5) Several pupils are challenged to repeat step 4 in as little time as possible – with the teacher saying the answers.

Year 9 Make confident use of question types with simple and compound tenses

Example 1

For several lessons in a row – for example as a lesson starter and/or as quick practice between two longer activities – pupils listen to questions and show via gesture whether each question is about the past, the present or the future.

Example 2

As a lesson starter, pupils are given a phrase relating to the theme they are studying – in this case *fast food* – and are challenged to construct as many questions as possible which contain the phrase in question. The teacher throws some challenges in the way, for example *Give me a negative question in the past. Give me a question in the second person plural. Give me a question which is at least ten words long.*

Example 3

Pupils have been studying the biography of a famous living person.

1) Working in pairs, pupils take it in turn to be interviewer and interviewee. They draw on questions provided in note form, biographical facts they have memorised and some imagination, for example about questions relating to the future. Pupils must make every effort to ask questions about the present, the past and the future.

2) The teacher asks some pupils to volunteer some questions for peer evaluation.

3) Pupils go on practising, this time with different partners.

The emphasis is on learning to speak with increasing confidence and spontaneity, and therefore no writing should be taking place.

Year 7 Understand and use confidently some common negative forms in different contexts

Example 1

The teacher says an affirmative sentence and throws a ball for a pupil to catch. The pupil repeats the sentence in the negative and throws the ball back.

Example 2

Pupils read affirmative and negative sentences about a picture. If the sentences are not true, they change them from affirmative to negative or vice versa.

Example 3

A pupil volunteers a sentence beginning with *I never* (e.g. *I never eat crisps for breakfast.*). The other pupils briefly consult each other in pairs to check that they have understood the sentence, then they raise their hands if they never do that either.

If they are not sure they understand the sentence, pupils can instead ask for clarification but the teacher should resist the temptation to make constant checks on understanding, in order not to turn the activity into a test in disguise.

Year 8 Understand and use a range of negative forms

Example 1

Using a text manipulation package, pupils reconstruct negative sentences by putting jumbled up words in the correct order.

Example 2

Pupils are asked to include at least two different negative structures relating to two different time sequences in a piece of written work they have been asked to produce.

Example 3

The teacher says affirmative sentences (e.g. *I eat a lot in the morning.*) and pupils must respond in the negative, coming up with as many sentences as possible (e.g. *I don't eat in the morning. I eat nothing in the morning. I never eat in the morning. I don't eat much in the morning.*)

Year 9 Make confident use of negative forms with simple and compound tenses

Example 1

Pupils work on recognition of negative forms in a past tense. The teacher or a pupil says negative sentences such as: *I have never...* or *Last summer I did not...* about themselves. The pupils try to guess whether the teacher is telling the truth or not.

Example 2

Pupils work on using negative forms in a past tense. They make up negative sentences in a past tense in an attempt to guess things the teacher or a pupil has never done, for example *In my opinion, you have never been abseiling.*

Strand 5: Language learning strategies

Substrand 5.1

Identifying patterns in the target language

Identify patterns of pronunciation, word formation, word order, grammatical structure and <mark>sentence</mark> structure in the target language

Example 1

Classroom practice about sound patterns routinely includes activities of this nature:

- Pupils look at some words and listen to them – all the words contain one sound in common but not the same related <mark>grapheme</mark>. Pupils try to identify all the <mark>grapheme</mark>s related to the sound in question.

- Pupils are learning a language which contains many <mark>cognate</mark>s and near <mark>cognate</mark>s. They must use their knowledge of pronunciation patterns to try to work out how to pronounce some of the <mark>cognate</mark>s and near <mark>cognate</mark>s they have identified in a text (substrand 4.1).

- Pupils apply their knowledge of sound patterns to tongue-twisters.

- After completing some work on a simplified version of a fable, pupils are shown the original version of the fable – which the teacher is going to read out. First, they use their knowledge of sound patterns to try to work out in small groups how to pronounce the last word on each line because they will have to contribute to the reading.

- Pupils create a rhyme made up of familiar language.

Example 2

Pupils have completed some comprehension work on a song. The teacher now highlights in the lyrics some <mark>verbs</mark> used in a tense pupils have not yet been taught. Using an <mark>inductive approach</mark>, the teacher asks questions to give pupils the chance to work out how to form the new tense. Whenever a pupil makes a contribution, the teacher invites peer reactions rather than responding in person. After some practice activities, the teacher asks a pupil to re-explain the new grammar point in their own words.

As part of the following lesson, the teacher displays a number of <mark>verb</mark>s conjugated in the new tense and asks pupils to try to identify which ones appear to be irregular.

Substrand 5.2

Memorising

Discuss, compare and use a range of techniques for memorising words, <mark>phrase</mark>s, structures and spellings

Example 1

The teacher asks pupils: 'When can you say that you know a word?' (when you know its meaning, how to say it, how to spell it, how to use it in a <mark>sentence</mark>). This helps bring up a number of key points such as: words having a meaning, a sound and a spelling best learned together; few words existing in isolation (e.g. word families); the need to be able to recognise and use words in a variety of contexts.

Sometimes, the teacher asks pupils how they learned vocabulary introduced in the previous lesson and gives them the opportunity to experiment with techniques for memorising vocabulary that they have not tried before.

Example 2

To facilitate vocabulary revision, pupils create one or several spider diagrams.

They decide for themselves how to categorise words, for example by subtopics, by parts of speech or by word families.

On another occasion, they are given a set of cards or a grid which consists of approximately 30 boxes. A familiar word or <mark>phrase</mark> is written on each card or in each box. Working in groups of three, pupils try to identify as many groupings as they can. They might, for example, group language according to subtopics, parts of speech or grammatical features (regular/irregular <mark>verb</mark>s, singular/plural, etc.). A few weeks later, the teacher asks pupils to produce a grid or set of cards on another unit of work, then to swap with another group.

Example 3

Drawing on the International Phonetic Alphabet, pupils have been taught a few key <mark>phonetic symbol</mark>s which help them remember how to pronounce words they find difficult. A word they know well is listed alongside each <mark>phonetic symbol</mark>. Sometimes, to ensure pupils remember the symbols, the teacher displays familiar words written phonetically and pupils must decipher them.

Example 4

Because applying grammar rules facilitates retention, pupils are routinely asked to supplement the examples given in their grammar notes with examples of their own.

Sometimes, they are also invited to rewrite a grammar rule in a <mark>format</mark> which they think will help them retain it more easily, for example as a concept map, a flow diagram or as a set of bullet points.

Substrand 5.3

Using knowledge of English or another language

Compare words, phrases, spellings, punctuation, sentence structure and grammatical structures in the target language with English and/or another language that they know well

Example 1

To help pupils understand and accept that sentences in different languages are structured in different ways, the teacher asks pupils to highlight different parts of speech in different colours in some sentences in the target language and in their English translation (substrand 4.4 and 5.1).

Example 2

If they are studying a language for which this is appropriate, when reading pupils routinely look for words that are similar to words that they know in English or another language. They know, however, that they should use context to check on their hypotheses because of the existence of 'false friends'.

Example 3

In listening, pupils practise identifying the meaning of unfamiliar cognates and near cognates increasingly quickly, for example showing evidence of understanding by matching them to pictures. In order to identify meaning, they may apply their knowledge of sound patterns and try to visualise the words they hear (substrand 4.1).

Example 4

Pupils build up a bank of prefixes and suffixes in the target language which fulfil specific functions and have English equivalents.

Example 5

When working on word formation and grammatical structures, the teacher generates explicit comparisons with English phrases in order to facilitate understanding and retention (substrands 5.1 and 5.2). This may be carried out via questions in the target language as a plenary or as a lesson starter. For example, *In tense X, how many parts do verbs have in English? And in the target language? Look at this suffix; what is its equivalent in English?*

Substrand 5.4

Working out meaning

Use previous knowledge, context and other clues to work out the meaning of what they hear or read

Example 1

In reading, the teacher uses modelling to train pupils to work out new meanings in a text. Depending on the language and on the length and complexity of the text, this may, for example, include:

- looking for new cognates or near cognates, then checking via context

- using awareness of word families combined with identifying of parts of speech in a sentence

- making informed guesses using knowledge gained from the text as well as personal knowledge of the topic

- focusing on the beginning of paragraphs in a long text before completing more comprehensive reading to try to work out what each paragraph appears to be about.

Example 2

Before they hear a passage, pupils first look at any questions set on the passage as a matter of routine and try to anticipate the kind of language they might hear. For example, if the task asks why trains were delayed, they try to think of reasons and how those might be phrased in the passage.

They also try to work out which questions appear to be about points of detail and which questions appear to involve drawing conclusions.

Example 3

Pupils hear sentences about a safari park. Each sentence contains familiar language, inaccessible language superfluous to the task and a new, accessible animal word (cognate or near cognate). For example, *As in most safari parks, here you will also find dromedaries, often loved by children because of their funny faces.* Pupils try to spot the animal in each sentence (substrand 1.1). They also try to decide how to spell it, using their knowledge of sound-spelling patterns (substrand 4.1).

Substrand 5.5

Using reference materials

Make appropriate and effective use of reference materials to aid understanding, build vocabulary and develop speaking and writing

Example 1

When faced with a language problem, pupils do not use the teacher as their first port of call. They may, for example, consult their peers if they are working in groups and use support materials such as classroom displays, textbooks, their own notes, dictionaries and grammar summaries.

Example 2

Pupils are taught to use all reference materials with discrimination, rather than using them as a substitute for making the most of what they already know.

They are aware of the potential pitfalls of dictionary use, such as unsuitable literal translation.

Sometimes, when they are asked to produce a piece of writing in controlled conditions, they are only allowed to use dictionaries and/or other reference materials in the last five minutes.

Example 3

Pupils practise listing words alphabetically as quickly as possible as a way of improving their ability to find words in bilingual glossaries and dictionaries.

Example 4

The teacher models features of effective dictionary use, such as how to identify the correct translation for words with more than one meaning.

Example 5

Pupils practise using dictionaries and verb tables as well as context to find the meaning of conjugated verbs met in a text.

Example 6

Pupils routinely record some interesting words and phrases they meet in their independent reading. They are reminded to use them in speaking and writing.

Substrand 5.6

Reading aloud

Read aloud written texts with increasing fluency, accuracy and expression, showing awareness of meaning

Example 1

1) Pupils see and hear a text. There are no pauses. They briefly raise their hands whenever the spoken version differs from the written version (substrand 4.1).

2) Pupils see and hear the text again. Whenever the speaker pauses, they read out the next word.

3) Pupils practise choral reading of the first paragraph with teacher support.

4) Pupils practise reading the second paragraph aloud – in pairs or groups of three – attempting authentic pronunciation and using expression in order to show awareness of meaning.

Example 2

The class has written a simplified, shortened version of a famous short story and now practise reading it aloud in small groups for an event off timetable with younger pupils. In order to help the younger pupils understand the story better, they also prepare a few visuals and experiment with intonation, body language and facial expression. On the day of the event, each member of each group will read out part of the story. For example, if there is dialogue there may be a narrator and different pupils reading out different characters' lines.

Substrand 5.7

Planning and preparing

Discuss and agree what needs to be known, understood and practised in order to carry out a task

Example 1

The teacher uses modelling to help pupils acquire effective thought processes for carrying out certain language tasks successfully. For example, the teacher models:

- how to prepare an effective cue card for oral work (substrand 1.4 objective 2 and substrand 1.5 objective 1)

- how to adapt and extend sentences and paragraphs (e.g. using awareness of parts of speech and paying attention to grammatical agreements in substitution activities – substrand 2.4)

- how to use context and other clues to work out new meanings in a text (substrand 2.2)

- how to turn notes into sentences

- how to use a question as a source of language for an answer (substrand 4.6 and PLTS – self-managers).

Example 2

Before embarking on a speaking or writing activity, pupils often identify useful features, for example:

- useful connectives for extending or linking sentences (substrand 2.4)

- useful techniques for making a conversation less or more formal (substrand 1.3 objective 2)

- useful features for working at a high enough attainment level

- things to look out for when trying to improve work for accuracy (substrand 5.8).

Example 3

Before embarking on a task, the teacher sometimes asks pupils to determine the evaluation criteria in the light of shared information about National Curriculum levels (PLTS – self-managers).

Substrand 5.8

Evaluating and improving

Evaluate and improve the quality of their speech, their writing and their ability to understand the spoken and written word

Example 1

As part of setting a speaking or writing task, pupils compile or are given a tick list of useful strategies (e.g. using resemblance with familiar words and awareness of parts of speech to work out new meanings in a text) and/or of good features to include (e.g. more than one time sequence). After they embark on the task, pupils refer to the list at regular intervals in order to improve their work.

Example 2

Prior to redrafting a piece of writing, pupils check their first draft against the evaluation criteria.

Example 3

Halfway through oral practice, pupils evaluate each others' work. They mention good features and make suggestions for improvement, for example using a 'three stars and a wish' approach.

Example 4

Having ascertained that – in a listening passage – they struggled to recognise familiar language because of liaisons:

1) pupils listen to the passage again – this time with the transcript in front of them – and highlight the liaisons

2) they practise reading aloud the phrases which contain liaisons

3) they listen to the passage again – without the support of the transcript – to evaluate if this time they understand it better

4) they decide to use this approach regularly over the next few months.

The Key Stage 3 Framework for languages: glossary

adjective

An adjective is a word that describes somebody or something. *Old*, *white*, *busy*, *careful* and *horrible* are all adjectives. In English adjectives come either before a noun or after verbs such as *be*, *get*, *seem*, *look* (linking verbs):

> a <u>busy </u>day   I'm <u>busy</u>
> <u>nice </u>shoes   those shoes look <u>nice</u>

In many languages adjectives may be inflected to agree with nouns.

The position of adjectives in other languages may differ from the pattern in English: they may precede or follow the noun.

adverb

Adverbs give extra meaning to a verb, an adjective, another adverb or a whole sentence:

- *I <u>really</u> enjoyed the party.* (adverb + verb)

- *She's <u>really</u> nice.* (adverb + adjective)

- He *works <u>really</u> slowly.* (adverb + adverb)

- <u>*Really*</u>*, he should do better.* (adverb + sentence)

In English many but not all adverbs are formed by adding *-ly* to an adjective (e.g. *quickly*, *dangerously*, *nicely*). Some words end in *-ly* but are adjectives, not adverbs (e.g. *lovely*, *silly*, *friendly*).

In many cases, adverbs tell us:

- how (manner): *slowly*, *happily*, *dangerously*, *carefully*

- where (place: *here*, *there*, *away*, *home*, *outside*

- when (time): *now*, *yesterday*, *later*, *soon*

- how often (frequency): *often*, *never*, *regularly.*

Other adverbs show:

- degree of intensity: <u>*very*</u> *slowly*

- the attitude of the speaker to what he or she is saying: *perhaps, obviously, fortunately*

- connections in meaning between sentences: *however, furthermore, finally*.

analogy

An analogy can consist of:

- a perception of similarity between two things

- a comparison made to show such a similarity

- relating something known to something new (e.g. using knowledge of familiar words and sound patterns to work out how to pronounce new words).

article

A, *an* and *the* are articles. In English, *a* (*an* before a vowel sound) is the indefinite article; *the* is the definite article. In other languages:

- there may be more or fewer articles than in English

- articles are sometimes used where English does not use an article

- articles may agree with the nouns they refer to.

clause

A clause is a group of words that expresses an event (*she drank some water*) or a situation (*she was thirsty/she wanted a drink*). It usually contains a subject (*she* in the examples) and verb (*drank/was/wanted*).

A clause differs from a phrase (see definition of 'phrase').

A sentence is made up of one or more clauses:

It was raining. (one clause)

It was raining and we were cold. (two main clauses joined by *and*)

It was raining <u>when we went out</u>. (main clause containing a subordinate clause – underlined)

A main clause is complete on its own and can form a complete sentence (e.g. *It was raining.*). A subordinate clause (*when we went out*) is part of the main clause and cannot exist on its own. In the following examples, the subordinate clauses are underlined.

You'll hurt yourself <u>if you're not careful</u>.
<u>Although it was cold</u>, the weather was pleasant enough.
Where are the biscuits <u>(that) I bought this morning</u>?
John, <u>who was very angry</u>, began shouting.
<u>What you said </u>was not true.

Although most clauses require a subject and verb, some subordinate clauses do not. In many such cases, the verb *be* can be understood. For example:

The weather, <u>although rather cold</u>, was pleasant enough. (= although it was rather cold)

When in Rome, do as the Romans do. (= when you are in Rome)

Clause use in other languages may involve issues of word order and punctuation.

cognate

Technically means 'from the same root or origin'. In languages, the term is commonly used to denote words which are identical with or very close to their English equivalent in spelling and meaning, for example *important* in English and French; *house* and *Haus* in English and German. Words may be technically cognates but their use or meaning may have diverged from English over time (e.g. English and German *so*).

compound sentence

A compound sentence is made up of more than one clause. For example:

I hate pasta. (simple sentence)

I love chips. (simple sentence)

I hate pasta but I love chips. (compound sentence, using the conjunction *but* to join the two sentences together)

compound word

A word made up of two other words, for example *football*, *headrest*, *broomstick*.

Compound words in other languages may be formed with hyphens (as in French) or based on some variant of the English pattern (as in German).

conjunction

A word used to link clauses within a sentence. For example, in the following sentences *but* and *if* are conjunctions.

It was raining <u>but </u>it wasn't cold.
We won't go out <u>if </u>the weather's bad.

There are two kinds of conjunctions:

- coordinating conjunctions (*and*, *but*, *or* and *so*), which join two clauses of equal weight –

Do you want to go now <u>or </u>shall we wait a bit longer?

And, *but* and *or* are also used to join words or phrases within a clause.

- subordinating conjunctions (e.g. *when*, *while*, *before*, *after*, *since*, *until*, *if*, *because*, *although*, *that*), which go at the beginning of a subordinate clause –

We were hungry <u>because </u>we hadn't eaten all day.
<u>Although </u>we'd had plenty to eat, we were still hungry.
We were hungry <u>when </u>we got home.

connective

A connective is a word or phrase that links clauses or sentences. Connectives can be conjunctions (e.g. *but*, *when*, *because*) or connecting adverbs (e.g. *however*, *then*, *therefore*).

Connecting adverbs (and adverbial phrases and clauses) enable a writer or speaker to give cohesion to a text in several ways, including the following.

addition	*also*, *furthermore*, *moreover*
opposition	*however*, *nevertheless*, *on the other hand*
reinforcing	*besides*, *anyway*, *after all*
explaining	*for example*, *in other words*, *that is to say*
listing	*first(ly)*, *first of all*, *finally*
indicating result	*therefore*, *consequently*, *as a result*
indicating time	*just then*, *meanwhile*, *later*

Connecting conjunctions join clauses within a sentence:

I was angry <u>but </u>I didn't say anything.
<u>Although </u>I was angry, I didn't say anything.

Connecting adverbs connect ideas but the clauses remain separate sentences:

I was angry. <u>However</u>, I didn't say anything.

Connectives help foreign language learners to follow the flow of a text they read or hear and to link sentences together when assembling text themselves. Other words such as relative pronouns can also act in the same way as other connectives.

decode

Literally, this means to convert a message written or spoken in code into language that is easily understood. In reading, this refers to pupils' ability to read words by translating the visual code of the letters into a word. For example, it can be useful for a pupil to break an unfamiliar compound word into its constituent parts in order to decode its meaning.

diminutive

A term which implies smallness. This may reflect actual physical lack of stature; alternatively, it may be used as a term of endearment. The word may be a recognised word (e.g. Tiny Tim, Little Dorrit) or may be created by the addition of a suffix to a name or noun (star<u>let</u>, kitchen<u>ette</u>, Jim<u>my</u>).

distractor

In language learning, in activities such as gap filling where a bank of words is provided for filling the gaps, a few extra words may be added so as to raise the level of challenge.

extended sentence

An extended sentence is a sentence which has been made longer and perhaps more complex, for example through the addition of detail (e.g. adverbs, adjectives) or of clauses.

'false friend'

In language learning, a word which looks like a word in another language but does not mean the same thing. For example, the French *un coin* does not mean 'a coin' and the Spanish *constipación* does not mean 'constipation'.

format

The way in which a text is arranged or presented, for example as a book, leaflet, essay, video, audiotape. May also relate to the structure of the text, for example the use of headings and subheadings or diagrams/photographs with captions.

function

In the Framework, the term refers to the nature of a sentence or utterance in relation to its purpose: question, statement, request, invitation, description, expressing agreement or disagreement, expressing rights and duties, trying to convince someone, etc.

genre

This term refers to different types of writing, each with its own specific characteristics which relate to origin (legend/folk tale) or to the types of books individuals particularly choose to read (e.g. adventure, romance, science fiction).

Texts with these specific features – often related to story elements, patterns of language, structure and vocabulary – may be described as belonging to a particular genre. These attributes are useful in discussing text and in supporting development of writing skills.

Texts may operate at different levels, and so represent more than one genre; some will be combinations, for example historical romance.

Text types are sometimes referred to as 'genres', for example narrative, argument, description, instruction.

grapheme

A written representation of a sound which may consist of one or more letters. For example, in English the phoneme *s* can be represented by the graphemes *s*, *se*, *c*, *sc* and *ce* as in *sun*, *mouse*, *city*, *science*.

high-frequency word

High-frequency words are likely to be met (in listening and reading) and needed (in speaking and writing) frequently in a wide range of contexts.

Whether a word is a high-frequency word or not can never be an absolute for all languages in all contexts and for all users. However, common sense and observation would suggest that the frequency of use of a given word is in inverse proportion to its specificity of meaning and use. Words such as *because* or *finally* will occur more often than words such as *umbrella* or *left luggage* because they will be needed more regularly. There are very few nouns in the list of, for example, the one hundred most commonly used words in the major European languages.

Here are some general categories of high-frequency words:

* articles

* prepositions

* conjunctions

* personal pronouns

* adverbs and adverbial phrases

* interrogative words

* possessive adjectives

* common verbs

* impersonal verbs/expressions

* negative words

* ordinal and cardinal numbers

* relative pronouns.

idiom

An idiom is an expression which is not meant literally and whose meaning cannot be deduced from knowledge of the individual words. For example:

You look a bit <u>under the weather</u> this morning. Are you all right?
That name <u>rings a bell</u>. I've heard it before somewhere.

inductive approach

A process of reasoning by which a general conclusion is drawn from a set of premises, based mainly on experience or experimental evidence.

For example, in language learning an inductive approach is used when the teacher shows learners sentences which contain a new, as yet unexplained, grammar point and asks them to work out the new grammar rule by themselves.

inflection

Inflection is a change to the ending of a word to indicate tense, number or other grammatical features such as gender. For example:

walk – walks/walked/walking
shoe – shoes
old – older/oldest.

The extent to which inflection features in different languages varies considerably. English has relatively few inflected forms compared with other European languages.

intonation

Intonation is the way in which changes in the musical pitch of the voice are used to structure speech and to contribute to meaning. Among other functions, intonation may distinguish questions from statements (as in *Sure? Sure!*), or indicate contrastive and emotive stress, as in:

I said two, not three.
I just hate that advertisement!

letter string

A group of letters which together represents a phoneme or morpheme.

liaison

The pronunciation of a normally silent consonant at the end of a word immediately before another word beginning with a vowel, in such a way that the consonant is taken over as the initial sound of the following word. For example, the French words *en argent* are pronounced as though they were one word.

linguistic device/feature

Linguistic devices are ways in which language is used in speaking or writing in order to create a specific effect. For example:

- advertisers may use many superlatives in order to convince their target audience to buy a product

- in a young people's magazine, some articles may address the reader informally in the second person in order to create a rapport.

literacy

Communication skill. The term 'literacy' originally, and most often, applied to written communication. However it can also be applied to other forms, as in *media literacy*, *computer literacy.*

metalanguage

The language we use when talking about language itself. It includes words like *sentence*, *noun*, *paragraph*, *preposition.* Those who understand these concepts are able to talk about language quite precisely; thus, acquisition of metalanguage is seen as a crucial step in developing awareness of and proficiency in communication, particularly written language.

modal verb

Modal verbs are a type of auxiliary verb. In English they are:

can/could
will/would
shall/should
may/might
must/ought.

These auxiliary verbs are used to express such ideas as possibility, willingness, prediction, speculation, deduction and necessity. They are all followed by the infinitive, and *ought* is followed by *to* + infinitive:

I <u>can</u> help you.
We <u>might</u> go out tonight.
You <u>ought to</u> eat something.

These verbs can occur with other auxiliary verbs (*be* and *have*):

You <u>should have</u> asked me.
They <u>must have been</u> working.

modelling

In literacy, this refers to demonstration of an aspect or process of reading or writing by an expert for learners. It shows effective ways of working, makes learning more inclusive and makes learners more independent – involving them in their own learning and giving them the confidence to try things for themselves.

Likewise, in languages, when pupils are learning a new skill or preparing to undertake a challenging task, it helps if they can:

- see someone else do it first

- hear them 'thinking aloud' about questions they are asking themselves, problems they are identifying and the decisions they are making

- see the process demonstrated visually, sometimes repeated more than once if it is difficult to grasp

- be involved actively, for example by helping the expert decide how to solve a problem

- be given time to discuss what has been done.

In languages, modelling can be used in all sorts of contexts, for example:

- working out the meaning of new words in a text

- working out how to pronounce new words

- learning new words

- planning a piece of writing

- proofreading

- improving a presentation.

morpheme

The smallest unit of meaning. A word may consist of one morpheme (*house*), two morphemes (*house/s*, *hous/ing*) or three or more morphemes (*house/keep/ing*, *un/happi/ness*). Suffixes and prefixes are morphemes.

non-verbal technique

In oral work, non-verbal techniques are techniques which seek to achieve their purpose by means other than words. Speakers may, for example, seek to facilitate comprehension or create a particular effect (dramatic, comic, etc.) by means such as enhanced intonation, facial expression, body language or the use of props.

noun

A noun is a word that denotes somebody or something. In the sentence *My younger sister won some money in a competition*, *'sister'*, *'money'* and *'competition'* are nouns.

Many nouns can be singular (only one) or plural (more than one), for example *sister*/*sisters*, *problem*/*problems*, *party*/*parties*. Other nouns do not normally occur in the plural, for example, *butter*, *cotton*, *electricity*, *money*, *happiness*.

phoneme

A phoneme is the smallest contrastive unit of sound in a word. There are approximately 44 phonemes in English (the number varies depending on the accent). A phoneme may have variant pronunciations in different positions; for example, the first and last sounds in the word *little* are variants of the phoneme /l/. In English, a phoneme may be represented by one, two, three or four letters. The following words end in the same phoneme (with the corresponding letters underlined):

to
sh<u>oe</u>
thr<u>ough.</u>

phonetic symbol

Phonetic symbols are part of a system meant to help users work out the pronunciation of words. They are often found in square brackets after headwords in dictionary entries. The phonetic symbols used in dictionaries often belong to the International Phonetic Alphabet, for example:

poodle ['pu:dl].

phonics

A method of teaching pupils to read by training them to associate letters with their sound values (see graphemes and phonemes).

phrase

A phrase is a group of words that act as one unit. So *dog* is a word, but *the dog*, *a big dog* or *that dog over there* are all phrases.

A phrase can function as a noun, an adjective or an adverb.

a noun phrase	*a big dog*, *my last holiday*
an adjectival phrase	*(she's not) as old as you*, *(I'm) really hungry*
an adverbial phrase	*(they left) five minutes ago*, *(she walks) very slowly*

If a phrase begins with a preposition (e.g. <u>in</u> *a hurry*, <u>along</u> *the lane*), it can be called a prepositional phrase. A prepositional phrase can be adjectival or adverbial in meaning:

adjectival	*(I'm) in a hurry*, *(the man) with long hair*
adverbial	*(they left) on Tuesday*, *(she lives) along the lane.*

prefix

A prefix is a morpheme which can be added to the beginning of a word to change its meaning.
For example:

_in_edible
_dis_appear
_super_market
_un_intentional.

preposition

A preposition is a word like _at_, _over_, _by_ and _with_. It is usually followed by a noun phrase. In these examples, the preposition and the following noun phrase are underlined:

We got home <u>at midnight</u>.
Did you come here <u>by car</u>?
Are you coming <u>with me</u>?
They jumped <u>over a fence</u>.
What's the name <u>of this street</u>?
I fell asleep <u>during the film</u>.

Prepositions often indicate time (<u>_at_</u> _midnight_, <u>_during_</u> _the film_, <u>_on_</u> _Friday_), position (<u>_at_</u> _the station_, <u>_in_</u> _a field_) or direction (<u>_to_</u> _the station_, <u>_over_</u> _a fence_). There are many other meanings, including possession (<u>_of_</u> _this street_), means (<u>_by_</u> _car_) and accompaniment (<u>_with_</u> _me_).

In questions and a few other structures, prepositions often occur at the end of the clause:

Who did you go out <u>with</u>?
We haven't got enough money to live <u>on</u>.
I found the book I was looking <u>for</u>.

In other languages preposition use may be linked to gender aspects (French _du_, _de la_) and/or case (German _mit dem, mit der_; _zum, zur_).

prompt

A prompt is a reminder (for example verbal, written or visual) aimed at helping pupils to make the most of the knowledge and skills they have. For example:

- when setting a writing task, the teacher may provide a series of short written bullet points and invite pupils to develop each point into a sentence or paragraph

- when setting a writing task or oral task, the teacher may provide a list of familiar grammar points and invite pupils to use them in their work

- when a pupil says a question using inappropriate intonation, the teacher may draw a question mark in the air to encourage self-correction.

pronoun

There are several kinds of pronoun, including:

- personal pronouns: *I/me, you, he/him, she/her, we/us, they/them, it*

I like him.

They don't want it.

- possessive pronouns: *mine, yours, his, hers, ours, theirs, its*

Is this book yours or mine?

- reflexive pronouns: *myself, herself, themselves*, etc.

I hurt myself. Enjoy yourselves!

- indefinite pronouns: *someone, anything, nobody, everything*, etc.

Someone wants to see you about something.

- interrogative pronouns: *who/whom, whose, which, what*

Who did that? What happened?

- relative pronouns: *who/whom, whose, which, that*

The person who did that...

The thing that annoyed me was....

Many determiners can also be used as pronouns, including *this*, *that*, *these*, *those* and the quantifiers (*some*, *much*, etc.). For example:

These are mine.
Would you like some?

Pronouns often 'replace' a noun or noun phrase and enable us to avoid repetition:

I saw your father but I didn't speak to him. (= your father)

register

A form of a language associated with a particular social situation or subject matter. For example:

- a pupil will often use a less formal register (e.g. simpler sentence structures; more familiar vocabulary) when talking to his friends than when talking to his teachers

- an article on the dangers of smoking in a young people's magazine will not use the same register as an article in a 'highbrow' publication.

relative clause

A relative clause is one that defines or gives information about somebody or something. Relative clauses typically begin with relative pronouns (*who, whom, whose, which, that*):

Do you know the people <u>who live in the house on the corner</u>? (defines *'the people'*)

The biscuits <u>(that) Tom bought this morning </u>have all gone. (defines *'the biscuits'*)

Our hotel, <u>which was only two minutes from the beach</u>, was very nice. (gives more information about the hotel)

In other languages the form of the relative pronoun may be defined by agreement with the noun to which it refers, as well as by its function in the relative clause.

rhetorical expression

An utterance in which the meaning intended by the speaker or writer is an expression different from that which might be inferred by a listener who is unaware of the conventions of the language. For example, *Do you know his name?* is a question which seems to require a yes/no response; in fact, the speaker is asking *What is his name?* Rhetorical expressions are often questions disguising imperatives: *Would you like to get out your English books?* usually means *Get out your English books.*

root word

A word to which prefixes and suffixes may be added to make other words; for example in *unclear*, *clearly*, *cleared*, the root word is *clear*.

scan

This word has two meanings:

- to look over a text very quickly, trying to locate information by finding a key word

- a line of poetry which conforms to the rhythm (metre) of the rest of the poem is said to scan.

sentence

A sentence can be simple, compound or complex.

A simple sentence consists of one clause:

It was late.

Is your sister here?

Wait a minute.

What a pity!

A compound sentence has two or more clauses joined by *and*, *or*, *but* or *so*. The clauses are of equal weight (they are both main clauses):

It was late but I wasn't tired.

A complex sentence consists of a main clause and one or more subordinate clauses:

Although it was late, I wasn't tired. (subordinate clause beginning with _although_ underlined)

When writing in English, we mark sentences by using a capital letter at the beginning, and a full stop (or question mark or exclamation mark) at the end.

shared reading

In shared reading the teacher, as an expert reader, models the reading process by reading the text to the pupils. The text chosen may be at a level which would be too difficult for the readers to read independently. The teacher demonstrates use of cues and strategies such as syntax, initial letter, rereading. Learners have opportunities to join in with the reading, singly or chorally, and are later encouraged to reread part or all of the text.

shared writing

A classroom process where the teacher models the writing process for pupils. Free from the physical difficulties of writing, pupils can observe, and subsequently be involved in, planning, composition, re-drafting, editing and publishing through the medium of the teacher. Shared writing is interactive in nature and is appropriate for teaching all forms and genres.

skim

Read to get an initial overview of the subject matter and main ideas of a passage.

storyboard

A plan for a visual text (video, film, etc.) which demonstrates the plot and critical events through a sequence of pictures. Pupils may create a storyboard after reading to demonstrate comprehension; storyboarding may also be used to plan a piece of writing.

subordinate clause

See 'clause'.

suffix

A suffix is a morpheme which is added to the end of a word. There are two main categories:

- An inflectional suffix changes the tense or grammatical status of a word, for example from present to past (_work<u>ed</u>_) or from singular to plural (_accident<u>s</u>_).

- A derivational suffix changes the word class, for example from verb to noun (_work<u>er</u>_) or from noun to adjective (_accident<u>al</u>_).

syntax

Syntax is the study of sentence structure, that is, how words are used together in a sentence.

talking frame

A structured prompt to support speaking. A talking frame often takes the form of opening phrases of paragraphs, and may include suggested vocabulary. It can help pupils produce more varied and complex language.

text type

This term describes texts that share a purpose, for example to inform, persuade or describe. Whole texts or parts of texts with specific features – patterns of language, structure, vocabulary – which help them achieve this purpose may be described as belonging to a particular text type. These attributes are not obligatory, but are useful in discussing text and in supporting development of a range of writing skills.

Text types are sometimes referred to as 'genres'. Texts may consist of mixed genres, for example a guide book may contain procedural text (the path or route) and reporting text (information about exhibits).

verb

A verb is a word that expresses an action, a happening, a process or a state. It can be thought of as a 'doing' or 'being' word. In the sentence *Mark is tired and wants to go to bed*, *'is'*, *'wants'* and *'go'* are verbs. Sometimes two or more words make up a verb phrase, such as *are going*, *didn't want*, *has been waiting*.

In English, most verbs (except modal verbs such as *can* or *will*) have four or five different forms. For example:

base form or infinitive	+ -s	+ -ing (present participle)	simple past	past participle
wait	*waits*	*waiting*	*waited*	*waited*
make	*makes*	*making*	*made*	*made*
drive	*drives*	*driving*	*drove*	*driven*

word class

The main word classes are verb, noun, adjective, adverb, pronoun, determiner, preposition and conjunction.

Note that a word can belong to more than one class. For example:

play   verb (*I play*) or noun (*a play*)

fit   noun (*a fit*), verb (*they fit*) or adjective (*I'm fit*)

until   preposition (*until Monday*) or conjunction (*until I come back*)

like   verb (*I like*) or preposition (*do it like this*)

hard   adjective (*it's hard work*) or adverb (*I work hard*)

that   determiner (*that book*) or pronoun (*who did that?*) or conjunction (*he said that he…*

word family

A word family is a group of words that are sufficiently closely related to each other to form a 'family'. For example:

work (noun), *work* (verb), *workable*, *unworkable*, *worker*, *workman*, *working.*

The words in the above example are:

- bonded by a common root word (*work*)

- also bonded by the resultant connections of meaning.

The following words can also be described as a word family although they are only related in meaning, not in form:

Cat, kitten, to mew.

writing frame

A structured prompt to support writing. A writing frame often takes the form of opening phrases of paragraphs, and may include suggested vocabulary. It often provides a template for a particular text type. It can help pupils produce more varied and complex language.