

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 busy day *I'm busy*
nice shoes *those shoes look nice*

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 really enjoyed the party.* (adverb + verb)
- *She's really nice.* (adverb + adjective)
- *He works really slowly.* (adverb + adverb)
- *Really, 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: *very 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 when we went out. (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 if you're not careful.

Although it was cold, the weather was pleasant enough.

Where are the biscuits (that) I bought this morning?

John, who was very angry, began shouting.

What you said 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, although rather cold, 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 but it wasn't cold.

We won't go out if 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 or 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 because we hadn't eaten all day.

Although we'd had plenty to eat, we were still hungry.

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

Connecting conjunctions join clauses within a sentence:

I was angry but I didn't say anything.

Although I was angry, I didn't say anything.

Connecting adverbs connect ideas but the clauses remain separate sentences:

I was angry. However, 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 (starlet, kitchenette, Jimmy).

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 *s**un*, *mose*, *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 under the weather this morning. Are you all right?
That name rings a bell. 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 can help you.
We might go out tonight.
You ought to eat something.

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

You should have asked me.
They must have been 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
shoe
through.

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. *in a hurry*, *along 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:

inedible
disappear
supermarket
unintentional.

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

Prepositions often indicate time (*at midnight*, *during the film*, *on Friday*), position (*at the station*, *in a field*) or direction (*to the station*, *over a fence*). There are many other meanings, including possession (*of this street*), means (*by car*) and accompaniment (*with me*).

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

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

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 who live in the house on the corner? (defines 'the people')

The biscuits (that) Tom bought this morning have all gone. (defines 'the biscuits')

Our hotel, which was only two minutes from the beach, 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 (*worked*) or from singular to plural (*accidents*).
- A derivational suffix changes the word class, for example from verb to noun (*worker*) or from noun to adjective (*accidental*).

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:

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base form or infinitive	+ -s	+ <i>-ing</i> (present participle)	simple past	past participle
<i>wait</i>	<i>waits</i>	<i>waiting</i>	<i>waited</i>	<i>waited</i>
<i>make</i>	<i>makes</i>	<i>making</i>	<i>made</i>	<i>made</i>
<i>drive</i>	<i>drives</i>	<i>driving</i>	<i>drove</i>	<i>driven</i>

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:

<i>play</i>	verb (<i>I play</i>) or noun (<i>a play</i>)
<i>fit</i>	noun (<i>a fit</i>), verb (<i>they fit</i>) or adjective (<i>I'm fit</i>)
<i>until</i>	preposition (<i>until Monday</i>) or conjunction (<i>until I come back</i>)
<i>like</i>	verb (<i>I like</i>) or preposition (<i>do it like this</i>)
<i>hard</i>	adjective (<i>it's hard work</i>) or adverb (<i>I work hard</i>)
<i>that</i>	determiner (<i>that book</i>) or pronoun (<i>who did that?</i>) or conjunction (<i>he said that he...</i>)

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.