

Delivering Scotland's Languages policy:

Progressing from Third to
Fourth level

2020



This advice and guidance has been produced for teachers and other staff who provide learning, teaching and support as learners work towards developing their language skills from Third to Fourth level. These materials form part of a suite of resources, designed to assist teachers and others with the delivery of programmes of learning within Scotland's languages policy.

These support materials, which are neither prescriptive nor exhaustive, provide suggestions on approaches to teaching and learning which will promote development of the necessary knowledge, understanding and skills to progress from Third to Fourth level. Teachers are encouraged to draw on these materials, and existing materials, to develop their own programmes of learning which are appropriate to the needs of learners within their own context.

The full suite of resources can be found on the Education Scotland, [National Improvement hub](#) or on the modern languages [GLOW hub](#).

Acknowledgement

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Listening and Talking

The materials that follow exemplify ways in which teachers in secondary schools can approach progression from Third to Fourth level in language learning. Although the materials are in French and exemplify one broad context, the same methodology can be applied to a variety of contexts and the materials can be translated into other languages.

At this point in the broad general education (BGE), most learners will be experiencing intensive 50-55 minute lessons in the secondary context as part of their language learning entitlement. Some learners may still be at third level in some aspects of their language learning and approaching fourth level in others. The materials and approaches that follow demonstrate ways in which practitioners can support progression at this key stage for learners.

These materials aim to provide teachers with the strategies and pedagogy to provide a platform for learners for successful progression towards National Qualifications (NQs) at an appropriate level in the senior phase. With careful lesson planning and exploiting motivating and engaging contexts, learners can experience a broad range of activities, which build on prior learning and which ensure that the progression gradient remains positive.

The materials here reflect the contexts for learning contained in NQs ie. Society; Learning; Employability; and Culture, however, it is essential that work at fourth level should not only reflect the rationale of the BGE, but also encourage the necessary skills for successful language learning in the senior phase. Learners may have already experienced contexts such as 'My school life', and although practitioners may want to revise such contexts at some point, they should endeavour to broaden out the contexts for learning.

In planning courses for the BGE, teachers, departments and faculties should map and bundle the Experiences and Outcomes (Es and Os) and benchmarks to ensure that the skill development underpinning language learning is covered sufficiently and avoiding any gaps. Without the depth of understanding, including knowledge of grammar expected at fourth level, learners will be unable to successfully transfer these skills across a range of contexts.

By third level, almost all learners will be able respond readily and with confidence to a range of familiar questions across a number of familiar contexts, such as personal information, home area, school or hobbies and with extended answers.

As learners progress towards fourth level, skill development should have a balance across listening, talking, reading and writing within a series of lessons. With specialist teaching, a much more integrated approach to skill development will take place, moving into new contexts for learning to stimulate pupil engagement.

In this resource, the approach is to support a number of lessons across a range of engaging contexts for learning, where learners can develop the four skills of listening, talking, reading and writing.

Listening is often perceived by learners to be the most challenging skill, therefore creating frequent opportunities for learners to be exposed to the target language to help develop confidence is hugely important. It is important, therefore, that the target language is used in class as much as possible.

Access to songs and video clips in the target language can get learners involved in listening and talking in an unpressurised and enjoyable way. With effective questioning, learners can gain confidence in listening by showing understanding from authentic sources such as weather forecasts, short topical news items or film/music reviews. This [video clip](#) about food waste in France sets the scene for the first set of learner activities on leading an eco- friendly lifestyle and demonstrates how 'real' language can be accessible.

An extract of an example of how this can be used in the classroom can be found below. The full task can be found in the appendix.

Le gaspillage alimentaire: This video highlights an app that allows people to help avoid food waste.

Here are some words to help you as you watch the video

L'appli - app
Le geste - action
Invendu - unsold
Recupérer - to collect
Le panier - basket
Télécharger - download



Et chez vous? On fait des recherches: Now you've found out a bit about food waste from the video, can you find out.....

How much food do we waste in the UK each year?

What happens to the food waste in your school canteen?

Can you share/ find a recipe that uses left overs?

Confidence in listening develops incrementally over a period of time. In order to be an active and confident listener, learners need to have memorised and be able to respond to an increasingly broad range of vocabulary. With each new context, there are new words to remember and learners need frequent opportunities to hear, recognise, practise and understand their widening vocabulary. Offering a number of different ways to learn vocabulary will help improve listening skills.

Environmental print within the classroom still plays an important role in supporting matching the written and spoken word. Key words as part of a display, where a large number of new words need to be learned, can support all learners. Flashcards, whether on card or on screen, are an easy and flexible way of introducing new words

CONTEXT: SKILL DEVELOPMENT

and can be used to introduce more abstract concepts such as feelings or prepositions. At other times, the use of realia is a more natural fit for introducing new words, e.g. clothes; food; etc. Any activity where the learners need to show understanding of the new words is valuable. For example powerpoint slides with pictures and new words, where the next slide has something missing, encourages learner recall. This can also be done on the board, or with a pupil removing an object or flashcard. At fourth level, learners need to master a range of vocabulary in contexts that may be outwith their range of experience in their mother tongue, therefore an introduction in English to explore the general knowledge of a particular area can be useful. In addition, linking this to prior learning in another curricular area allows learners to make connections and see relevance in their learning. Examples of activities to build vocabulary include :

Team/ group activities

- Go fetch : Learners in teams run out to the board/ front to collect the correct flashcard. Fastest team wins.
- Vocab relay challenge : Pupils work in teams, teacher says the first word and each time a pupil runs out with the correct card and hands it to the teacher.
- Strip lotto : Give pupils a strip of paper that learners then fold twice to create 4 sections. On each section they write a piece of new vocabulary. When the pupil hears their word, they tear off the strip- but they can only do this if the word has an end edge. Words in the middle can't be torn off. The first person to tear off and bin all their words is the winner.
- Jeu de morpion (noughts and crosses). Create 2 grids. The first with the 9 items of vocabulary to be revised and the other blank. In 2 groups, learners say the word they want in order to win the game on the other grid.
- Apps : there is a wide range of apps that can help vocabulary building, from multiple choice voting apps to picture matching apps, where learners are in competition with one another.
- Bataille Navale: Using a battleships format, learners work in pairs using new vocabulary to win the game.
- Spoon challenge: Using small flashcards for the vocabulary to be revised, learners work in groups to get four correct cards by turning over a card and identifying the word. If they get it correct they keep the card and wrong answers go to the bottom of the pile. As soon as someone has four correct cards, they grab a spoon from the centre of the table. That's the cue for the others to try and grab a spoon. There needs to be one less spoon than the number of players- in the style of musical chairs. The person without the spoon takes a forfeit card or is out of the game. The number of correct cards needed for the spoon grab can be reduced or extended, depending on the level of difficulty for the players. Creating some silly forfeit cards makes sure all the players remain engaged in the game,
- Find someone who: Create a template using a grid of squares. The learners then move around the class and tick off with a name for each person that has the information they need. This is linked to question/s linked to the new vocabulary. This could be used instead of the 'sondage' in the pupil activity section.

- Study Cards: learners can create their own set of study cards for any new vocabulary. Target language on one side and English on the other. These are versatile and can be used in a vast number of ways : 1) Using a die and counting the cards, remembering the vocab, with the winner having the most cards at the end of the game. 2) A pelmanism game, with the either the English or target language face up and each player selecting a card for their partner to remember. Payer with most cards wins. 3) Paired learning- testing each another on the vocabulary, taking turns and keeping score. This also allows an opportunity to focus on any 'tricky' words.
- Team Challenge: This can be played as a whole class. Teams are given a list of vocabulary on the current topic, time to prepare, and then each team member sets a challenge for the rest of the class/group. This could be translation of a word or phrase, a gapped challenge, a spelling challenge, odd one out, match up etc. Each player must undertake a challenge to win group points, however, teams can nominate a player depending on the challenge. This allows everyone to take part in a task within their grasp.
- Make, mime, draw: In small groups, learners randomly select at card with a word on it and then the others need to guess the word based on either a mime, a shape made from some playdough or similar, or a drawing of the word. Player one makes, player 2 mimes and player 3 draws and the order continues throughout the game.

The following activity is an example of how to build listening and talking skills towards fourth level. The broad context for learning is ~~a transition~~ around the topic of the environment . Learners need to be familiar with:

- Colours
- General household items
- Concept of recycling

These will be areas already covered to some extent through the learning experience at third level, but may need some 'refreshing and reminding', including making connections with cognates. Some of the strategies highlighted above could be used as a 'warm up' before tackling this task.

The first listening activity prepares the way for more complex listening and talking activities. Pupils identify the function of each recycling bin. Colours provide a familiar context and the items mentioned will have been covered in previous work or be a clear cognate. The 'rule of three' for opportunities to hear each part is a good guide, however sometimes more or fewer chances will be appropriate, depending on the learners. A word list or environmental print would provide more support if necessary.

Activity 1

On écoute: You listen to a recording about the new recycling bins in the local area. Write the correct category under the correct coloured bin! On trie et on recycle!



First steps: Before beginning this activity, make sure that there is some supportive environmental print or word lists available for learners. Learners need to identify what is recycled in each bin.

Transcript

Recyclage pour la ville de Lyon.

Dans les poubelles bleues vous devez mettre le verre. Par exemple les bouteilles de vin, les pots de confiture, de cornichons ou de miel.

Les poubelles jaunes sont pour le papier et le carton. Par exemple les journaux et les magazines, les boîtes d’œufs et de chocolats

Dans les poubelles vertes on met tous les déchets du jardin ou de la cuisine. Par exemple de l’herbe, les branches d’arbres et des plantes, des légumes.

Et finalement dans les poubelles rouges on met tout le reste. Par exemple des vêtements; des canettes de soda; des aérosols; des boîtes de soupe.

Activity 2 : Listening and Talking.

In this activity, pupils look at household items and decide which recycling bin each should be placed in. This can be approached with an empty grid or an arrow drawn to the correct bin. Learners could also do this on the interactive whiteboard, or as part of a wall display.

Look at the items below... in which bin should each item be recycled ?

Work with a partner!

‘Où est-ce qu’on met.....?’

- | | | | |
|----------------------|----------------------|---------------------|----------------------------|
| une bouteille de vin | un sac en plastique | des pommes de terre | des journaux |
| une boîte de céréale | des canettes de soda | des tiges-coton | une bouteille en plastique |
| un vieux jean | un pot de confiture | un carton de jus | mes devoirs |

As this is new and unfamiliar vocabulary, offering frequent opportunities to practise and gain confidence is essential if learners are to feel able to use the language independently.

A survey activity is a good way of allowing learners to practise new constructions and to focus their listening skills on a narrower range of responses.

This could then form part of a class display where all the results are collated and would provide an opportunity for 'walk about : talk about' to view the results around the classroom.

Having covered the productive skills in this part of the lesson, the learners should have an opportunity to review and internalise the learning through a more individual task. Here the information the pupils have gathered from the listening activity can be used by linking it to a reading and writing activity, where they can use the information they already have to understand the short texts. With some support if necessary, they can produce their own speech bubble. Again, this can be shared as another talking /reading opportunity with a partner or in a small group.

Sondage: Read some of the comments from your e-twinning school on how environmentally friendly – or not - each person is. **Vous avez des habitudes eco??** Now using the time phrases can you adapt the comments to reflect your own ideas?

Toujours ; assez souvent; de temps en temps; jamais

Je trie les déchets pour ma mère de temps en temps et je mange toujours des yaourts bios, car à mon avis ils sont plus savoureux.

Je dois dire que je suis assez paresseux et je n'éteins jamais quand je quitte une pièce et ça énerve mon père. En plus je laisse toujours la télé en veille.

J'essaie de faire un effort pour le climat et j'utilise le bus pour aller en ville. J'achète des produits locaux assez souvent et j'apporte toujours mon sac en lin.


J'essaie d'être eco mais à la campagne les transports en commun ne sont pas fréquents. Dans mon jardin je fais un effort de protéger la nature et j'ai des plantes pour encourager les abeilles et les papillons.

Progression in reading and writing builds naturally from the productive skills of listening and talking. The materials below exemplify ways in which a text can be exploited, when reading for information. There is a wide range of interactive apps and games that can be used with pupils online, however, sometimes working with low tech activities can be just as effective, such as using show-me boards to practise and hone listening skills.

The reading activities that follow give learners a chance to look at the environment in a number of ways: Mener une vie écologique; Les transports écologiques ; Là où j'habite, Mon environnement. Depending on the learners, these activities could be in the form of an individual, paired or group task. Some of the reading tasks have a follow up challenge, research or writing activity, which again allows learners to synthesise their skills.

The activities within each reading task have varied levels of difficulty and fulfil the demands for learners at fourth level to be able to access texts in a range of formats. There are texts which require note-taking under headings, some where the learner looks for information and others which require the learner to give his / her opinion and justify his/her answer. Some of the unfamiliar vocabulary should be accessible through the knowledge of cognates, however, the activities can be differentiated by the level of support offered in class. Teachers could create a glossary or help-sheet, as well as access to a bilingual dictionary, to encourage learner independence to access the support they need and avoid overreliance on the class teacher.

This reading activity uses a modified piece of text for a real product - learners can find this product online. The graphic gives a hint to the content. Breaking sections down, or highlighting certain words, offers more support guide the reader.

<p><i>Friendly Frenchy :</i> Lunettes de Soleil en coquillage Deux jeunes entrepreneurs ont décidé de recycler les coquilles des fruits de mer, rarement réutilisées, pour construire des lunettes écoresponsables. En France, des millions de tonnes de coquillages sont consommées chaque année et seule une petite partie d'entre elles est réutilisée. L'idée de ces jeunes entrepreneurs est de valoriser les coquillages, qui sont normalement jetés à la poubelle. Les coquillages sont lavés, triés et séchés et ensuite broyés et réduits en poudre pour construire du bioplastique. Chaque coquillage donne alors un rendu différent. Il faut alors 30 heures de travail pour construire chaque paire de lunettes, ce qui explique des prix entre 80 et 250 euros.</p>	
	<p>Your e-twinning partner ,Lola, e-mails you this article about an innovative recycling project. Now working on your own with a partner or in a group, make notes under the headings below.</p> <ul style="list-style-type: none"> • What product is being created? • Who has set up this project? • What were their reasons for setting it up? • Name 3 of the processes the shells go through. • How long does it take to create the product? • How is this linked to the price of the product?

The follow up task focuses on the learners' creativity skills by getting them to design their own recycled sunglasses through a 'Dragons' Den' style event; this could be adapted to suit any context and could form part of an interdisciplinary project with another department such as art and design, for example. However, it is still the target language content which forms a key part of the success criteria!

Friendly Frenchy : Le Défi à deux!

You have seen how '**Friendly Frenchy**' have used recycled sea shells to make their designer sunglasses. Now re-cycling some of the materials your teacher has provided, design and construct a pair of sunglasses to present to a panel of your peers (dragons' den style!)

You should introduce your design and give a brief description of its qualities in French. You should include

- a name for your company and the design of the product
- the materials used in its construction
- Any process you have used or what or who inspired the design
- The cost of the product.



The article then builds up to a more sophisticated listening task, where the thread running through the context is employability. This could be used with or without learners seeing the transcript for the podcast. The podcast covers many aspects of the language that will have been covered in other areas, such as daily routine, numbers, transport, days of the week. The task requires the listener to make notes under some headings. This could be done as a paired or group task using some A3 or flipchart paper to make this a more collaborative experience. The final question encourages learners to review what they have heard and decide if they can agree on the answer.

Inspired by this Lola decides to try and find a part –time job, where she will be helping the environment in her area. She sends you a link to a podcast, where Nathan is talking about his part-time job and realises there is a lot to consider when looking for part-time work.

Listen to the podcast a make notes under the headings

Location

Shift pattern

Duties

Pay

Staff

General opinion of the job

Although Nathan's job isn't an 'eco-job' is there an aspect of his working life, which is environmentally friendly?



The final aspect of this task could be a lead in to a greater focus on employability. The text is in the form of two job adverts and the task is to identify the one that would suit Lola best and to give reasons for choosing this advert. In this way, the learner demonstrates understanding and then applies that knowledge to make an informed judgement. If desired, learners could write an e-mail of application for the job of their choice. This could be a stepping stone towards the writing task at National 4 or 5.

Task 3:

Inspired by this she decides to try and find a part –time job, where she will be helping the environment in her area. She sends you 2 job adverts and asks for your help in choosing which one to apply for. Which one do you think is the most suitable for Lola and give at least three reasons for your choice

Plages Propres



On cherche des jeunes personnes pour aider à nettoyer les plages locales pour enlever les déchets et les mégots de cigarettes. Le but c'est de créer des plages propres pour revitaliser le tourisme.
 Nous cherchons des personnes motivées, qui peuvent travailler en équipe.
 Les heures : 8h à 17h le samedi et le dimanche
 Salaire : 10 euros par heure
 (combinaison de travail et gants protecteurs seront fournis)
 Contactez M. Goubert : HGoubert@plagepropres.fr

Café Carottes:



Café végétarien
 Nous servons des snacks et repas bios et délicieux sans viande en utilisant les produits locaux.
 On cherche serveur/serveuse à mi-temps, ponctuel et qui aime travailler avec le public
 Les heures: 17h à 20h le vendredi et 9h à 18h le samedi
 Salaire: 10 euros par heure plus pourboires
 Contactez Mme Bonnel : mbonnel@cafecar.euronet.fr

An example of broadening out this context could involve looking at your home area from the view of the French speaking visitor. The activities again offer a context covering the full range of skills at fourth level. The transcript includes listening to customer feedback on a stay in Scotland, followed by two reading texts of online feedback to the 'Forthview Hotel'. The setting is based on Edinburgh, but could be adapted to any location. The translation activity could be used creatively as a running translation, with groups or pairs, using 'one person one dice', or gapped made into a gapped text, to provide additional support. The text could be cut into sections with each pair/pupil working separately, reassembling the text in the correct order to complete the task. The language used in the listening is re-used in the reading tasks. The final aspect of this section suggests to learners that they do their own research and write their own review of a destination they may know well or one they would like to visit in the future.

You now read 2 reviews on line. On your own, in a group or with a partner, try and translate the text with as much detail as possible. Use your word list and/or a dictionary to help you. Text 1

Il y a deux mois nous avons passé trois nuits à l'hôtel "Forthview" à Leith dans les environs d'Edimbourg. On a voyagé en voiture et l'hôtel avait son propre parking. Tout le personnel était très accueillant et serviable. On a logé dans une chambre de famille avec salle de bains et balcon. C'était confortable et bien aménagé. Pendant notre séjour on a essayé les plats traditionnels comme le "fish supper". C'était délicieux. Nous avons visité tous les sites historiques comme le célèbre château et le Palais de Holyrood. Il a fait assez beau pendant notre séjour, mais il a plu pendant un jour seulement. Nous nous sommes amusés en Ecosse et nous espérons retourner l'année prochaine.



For Scotland's learners, with Scotland's educators

Offering a reading stimulus can be a supportive way for learners to write in the target language. They can show their understanding by adapting the text to reflect their own ideas and opinions within an existing structure. This kind of activity can be done in one lesson or completed over a period of time. Some learners could access writing frames for extra support, if required. The final aspect of this section asks learners to do their own research and write their own review of a destination they may know well or one they would like to visit in the future.

This can also provide an opportunity to look at some of the grammar points you will already have covered, in this instance, the use of the past tense, adjectives and correct conjugation of verbs beyond the first and second person singular. More detail on the level of grammatical understanding at fourth level can be found in the Knowledge about Language ([KaL](#)) grid

On fait des recherches...

In a group or with a partner find a hotel in your area or in a place you have visited and have a look at some of the reviews. Now write your own 'Trip Advisor' style review. Use a dictionary or a word list to help you!

You should try and include:

- How long you stayed and when
- What the staff were like
- Describe your room or apartment.
- Anything you did/visited
- You overall opinion of your stay



Using a bilingual dictionary is a key skill in language learning and offers a huge amount of support for learners' literacy skills in English. Although showing learners how to use a reliable translation website in the classroom such as wordreference.com is also a useful skill, the ability to access a bilingual dictionary is essential for learners as they progress from third on to fourth level and then on to National Qualifications and beyond.

Learners need frequent practice in using a bilingual dictionary in order to hone their skills and develop their confidence in finding the correct meanings from a number of definitions. Context is one of the biggest pitfalls for learners and can lead to some real 'howlers' in pieces of writing. Highlighting this in fun ways can reinforce the need to sometimes look past the first word offered in the dictionary. Activities such as the 'dictionary derby' are still useful at this stage but varying the tasks, by having learners guess the meaning from some [very badly translated](#) phrases, and provides learners with an insight to their limitations and can be an enjoyable learning activity. The [google translate](#) version of some popular songs from the target language into English/Gaelic shows how things can go badly wrong!

The final activity is based on an extract of a poem, where learners have an opportunity to demonstrate understanding of grammar and structure. This gives learners the opportunity to create their own short verse by simply changing the highlighted words within the poetic structure. Using a short but powerful text such as a piece of poetry not only provides a broader context for learning, but also exemplifies how grammar underpins the ability to apply their language skills to create an original and personal response to their home area or a place they know well.

Grammar



La Couleur locale! In this extract of the poem, Jacques Prévert gives his unique look at the countryside in Brittany – la Bretagne. In a very simple way he shows how perspective changes our view. Looking from a distance he sees the beauty as if he can put it in the palm of his hand. Look at the highlighted phrases and make a list (or draw) the features he mentions.

*Comme il est beau ce petit paysage
Ces **deux rochers** ces **quelques arbres**
et puis **l'eau** et puis **le rivage**
comme il est beau
Très peu de **bruit** un peu de **vent**
et beaucoup **d'eau**
C'est un petit paysage de Bretagne
il peut tenir dans le creux de la main
quand on le regarde de loin*

Now try and change the words highlighted to describe a local or imagined scene: here are some words to help you get started!

la rivière	la forêt	les montagnes
la plage	le parc	l'herbe
le banc	les champs	la mer
le lac	les buissons	les fleurs
les vaches	les moutons	la ferme
le soleil	la pluie	le froid
la chaleur	la neige	le brouillard

A robust understanding of grammatical concepts in the target language is essential as learners move through curriculum levels, if they are to make the requisite progress in language learning. By this stage, learners should have a good understanding of some simple verb conjugations, gender, adjectival agreement and some question forms. Building on this learning can be achieved through formal discrete grammar lessons at appropriate points within a context. Effective questioning techniques can enhance learners' understanding of these grammatical concepts. Drawing attention to a certain grammar point within a text and encouraging learners to deduce the grammatical rule and getting them to come up with the grammar rule is one way of doing this. It can sometimes be the case that learners who might struggle with other aspects of language learning will respond well to this kind of activity, where they can apply a rule within a firm logical structure. As in other aspects of language learning, the key is to make sure that the activity forms part of a wider lesson and where there is a variety of teaching techniques. Often the learning of grammar in the target language can offer a 'lightbulb' moment on the understanding of English grammar.

An example of delivering grammar in context is given in the first section of the pupil activities. It builds on prior learning of vocabulary on understanding and giving opinions to develop the idea of infinitive constructions. The cost free resources in the '[Languages Online](#)' website offer a variety of exercises, designed to help learners practise using grammatical points. Here is an extract from the learners activities.

Look at the sentences below and add in the correct verb from the help box

1. J'essaie de _____ les produits bios.
2. Je fais un effort de _____ la nature.
3. J'essaie de _____ le bus ou le vélo.
4. Je fais un effort de _____ les déchets.
5. J'essaie d' _____ des produits locaux
6. Je fais un effort d' _____ mon sac en lin au supermarché

Je fais un effort de
I make an effort to

J'essaie de- I try to

Trier prendre utiliser acheter manger protéger

Now write 2 sentences of your own. Read them to your partner and see if they can translate.

7. Je fais un effort de _____

Opportunities to exemplify and build grammatical skills can be found throughout the learner activities. The full expectations of the grammar to be covered by Fourth level can be found in the KaL grammar grid.