

Delivering Scotland's Languages policy:

Progressing from Second to
Third level

2019



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 Second to Third 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 Second to Third 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 primary and secondary schools can approach progression from second to third 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.

Although at this point most learners will be experiencing an intensive 50-55 minute lesson in the secondary context, some learners in primary school maybe approaching third level in some aspects of their language learning and these materials demonstrate how all practitioners can approach progression at this stage.

At this key transition point for learners, these materials could provide a platform for a shared context from P7 into S1. With careful lesson planning between the secondary school and its associated primaries, learners can experience a broad range of activities in order to create a consistency of approach and a transition that ensures that the progression gradient remains positive.

The context used here is 'My school life'- ' Ma vie au collège'- with the aim of allowing learners to talk about school life as they transition from the primary to secondary school and exchange information for real purpose on a familiar context. It would be ideal if secondary modern languages teachers were able to arrange to work with the associated primary schools and work with pupils and class teachers. Whether a visit is a possibility or not, all the cluster schools need to have an opportunity to agree approaches about what is to be learned and how . This would promote a consistency of experience across the cluster for all learners.

These resources build on young people's prior learning in listening and talking as they progress from second to third level.

By second level, we expect that learners will be able respond with confidence to a range of familiar questions across a number of familiar contexts, such as personal information, home area, school, hobbies etc.

As learners progress towards third level, skill development will take on a greater balance across listening, talking, reading and writing. 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 on the topic of school and allowing some transition activities that would be shared from P7 into S1. This kind of joint project gives value to the language learning experience learners have had during their primary school years and also allows secondary teachers to have a shared understanding of where the learners are and how best to exploit this as they move into specialist teaching.

Listening

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 helps develop confidence.

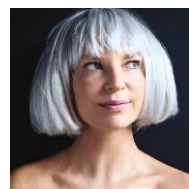
Where in primary school learners felt secure when taking part in rhymes and songs, the same concept can be used to progress listening, but at a more appropriate level and with a more relevant context for their age and stage.

Access to a number of songs translated into French from youtube can get learners involved in listening and talking in an unpressurised and fun way. The link here takes you to a current popular song, but this technique can be used with the 'tune' of the day as this is quickly out of date!

[Sia- Cheap Thrills](#). This song comes with the transcript and covers a number of useful constructions as well as some familiar vocabulary. Learners can read and understand; sing along to the lyrics and then, as they become more confident, complete a gapped text in French or English. The gapped text could be put on the screen and the words revealed at the end, or on a worksheet with a help box to score off the words as they hear them. All of this offers frequent and motivating exposure to the target language. This type of activity can be used as a starter or plenary activity or part of a lesson. A word of caution, however : make sure you watch the whole video of any song in advance to avoid coming across any unsuitable content!

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.

'Cheap Thrills' – Ça n'a pas de prix



Stage One

Listen to this French version of the song by Sía and follow the words on the sheet and on the screen as she sings about getting ready for going out on a Friday and a Saturday night.

Underline and note any words you recognise!

Allez, allez, allume la radio,
C'est vendredi soir
C'est ce qu'il me faut
Je dois me coiffer et me maquiller
Toute la semaine j'ai rêvé
Enfin pouvoir danser et me lâcher
C'est ça dont j'ai envie
Pas besoin d'argent pour passer le temps
Car je t'ai toi chéri
Bébé je n'ai pas besoin de billets

CONTEXT: SKILL DEVELOPMENT

Pour rêver ce soir
(ça n'a pas de prix)

Step 2 ; You will now hear the song again this time without the screen and the subtitles. Working in a group or with a partner, choose the correct word to fill the blanks

Allez, allez, allume la -----,
C'est ----- soir
C'est ce qu'il me faut
Je dois me coiffer et me -----
Toute la ----- j'ai rêvé
Enfin pouvoir ----- et me lâcher
C'est ça dont j'-- envie
Pas besoin d'----- pour passer le temps
Car je t'ai --- chéri
Bébé je n'ai pas besoin de billets
Pour rêver ce soir
(ça n'a pas de ----)

toi	danser
argent	semaine
radio	ai
maquiller	vendredi
prix	

This kind of activity reinforces the learning of a broad range of vocabulary by listening to and reading/singing unfamiliar vocabulary and applying rules of pronunciation.

Confidence in listening develops incrementally over a period of time. In order to be an active and confident listener, learners need to have memorised an increasingly broad range of vocabulary. This comes more easily to some learners than to others. With each new context, there are new words to remember and learners need frequent opportunities to hear, recognise and understand their widening vocabulary. Offering a number of different ways to learn vocabulary will create better listeners.

Environmental print within the classroom plays an important role in supporting matching the written and spoken word. Key words as part 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 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 using 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.

Here are some ideas on activities to build vocabulary learning :

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 to the teacher.
- Strip lotto : Give pupils a strip of paper that the then fold twice to create 4 sections. On each section they write a school subject. When the pupil hears their subject they tear off the strip - but they can only do this if the subject has an end edge. Subjects in

the middle can't be torn off. The first person to tear off and 'bin' all their subjects is the winner.

- Jeu de morpion (noughts and crosses) : Create 2 grids, the first with the 9 items of vocabulary to be revised, 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. All this depends on having the right, reliable IT in place.
- Bataille Navale : Using a battleships format learners work in pairs using new vocabulary to win the game.
- Chaise magique : One pupil sits on a chair, another selects a flashcard or object and this is held up behind the pupil on the chair. The pupil then uses the power of the 'magic chair' to guess the item selected. The number of guesses is counted. Pupil with the fewest guesses wins.
- Last man standing: Everyone stands until they correctly guess the item/ flashcard the teacher or other pupil is concealing. Last pupil standing has to do a silly dance or spin around three times or complete a similar funny forfeit etc.
- Spoon challenge: Using small flashcards for the vocabulary to be revised, learners work in groups to get 4 matching cards . As soon as someone has four they grab a spoon. 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. The person without the spoon takes a forfeit card. Examples are given above.
- Fortune tellers: Pupils make fortune tellers using a square of folded paper, then use each section with a number, colour etc and a new piece of vocabulary in the final fold. You can limit pupils to working with 3 partners before returning to their seats.
- 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 info they need. This is linked to question/s linked to the new vocabulary. An example is listed below based on the school topic and opinions. Importantly, this also allows learners to report back in the third person with the support of examples in English and the target language.

Cherche quelqu'un qui ... - Find someone who ...

- In your class, find someone who fits each section and write their name in the space on the grid.
- Rappel: Tu aimes *les sciences*?



..... adore les sciences adore le français. loves music
..... aime l'anglais aime le sport likes geography
..... déteste les mathshates history loves French

CONTEXT: SKILL DEVELOPMENT

..... n'aime pas le dessin. doesn't like IT doesn't like PE
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The following activity is an example of how to build listening and talking skills towards third level. The context for learning is a transition project around the topic of school. Learners need to be familiar with:

- basic school subjects;
- time;
- days of the week; and
- simple opinions.

These will be areas already covered to some extent through the primary language learning experience, but may need some refreshing as learners start in S1. This is not a case of repeating work, but an opportunity to give learners confidence to demonstrate what they know through familiar words and phrases such as the day, date, time, weather, feelings etc as well as simple opinions. Some of the strategies highlighted above should be used to 'warm up' the learners before tackling this task.

The first match-up activity prepares the way for more complex listening and talking activities. Here the pupils number the correct picture and then draw an arrow to the correct opinion. Some may do both actions at once, whereas others may need more time. The rule of 3 for opportunities to hear the sentence is a good guide, however sometimes more or fewer chances will be appropriate depending on the learners in front of you.

Activity 1

Task: *As part of your school's eTwinning partnership, your partner school has asked for some information about your school in Scotland. To start with, the class has sent some podcasts from their own school, however the details have got mixed up. Listen to each one and match up the correct details about the subjects and the opinions. Listen as often as you need to.*

First steps: Before beginning this activity, make sure that there is some form of supportive environmental print or word lists available for learners.







Transcript

1. Le sport, c'est génial
2. Je déteste l'informatique
3. La musique ça va.
4. Je n'aime pas les maths
5. J'aime l'histoire
6. L'anglais, c'est difficile
7. J'adore le français
8. Le dessin, c'est super

9. La géographie, c'est nul.

10. Les sciences sont faciles

For the first part of the display ,you need to match the correct picture with each sentence. Draw a line or an arrow to match them up and write in the number as you hear it. Then draw an arrow to the correct opinion.
The first one has been done for you!

	1	I love it
	2	It's super
	3	I don't like it
	4	It's ok
	5	It's easy
	6	It's brilliant
	7	I like it
	8	It's difficult
	9	I hate it
	10	I love it

Note: Red arrows in the original image connect the paint palette to box 1 and the child with tennis racket to box 7.

The complexity of the listening task could also be extended by having a range of opinions, encouraging the learners to focus more on the detail and listen more carefully for negative constructions.

CONTEXT: SKILL DEVELOPMENT

Some pupils have sent you a podcast on their school subject opinions.

Click on the speech bubbles and listen to each one as many times as you need to and add their information to the grid!



Fazil

Soraya

Tarik

Rania

Yanis

Doria

Complete the grid by writing the subject under the correct opinion each time:

	I love	I like	I don't like	I hate
Fazil				
Soraya				
Yanis				
Doria				
Tarik				
Rania				

Transcript

Fazil: J'aime la géo, mais je déteste les maths

Soraya : J'adore le sport, mais je n'aime pas le dessin

Yanis :J'aime les sciences et j'adore l'anglais

Doria : J'aime les maths, mais je déteste la musique

Tarik : J'adore l'informatique, mais je n'aime pas le français.

Rania : J'adore le dessin, mais je déteste l'histoire.

As a follow up task to the listening, it would be ideal to have a class or group survey on school subjects or opinions. This could be as an information gap between 2 pupils or as a group survey, where pupils ask the questions of opinions either in a structured group or as a whole class. This will depend on the learners in front of you. This kind of activity can extend the language, so learners give a reason for their opinion, revising and re-using learning from the listening exercise. This kind of task demonstrates learners' ability to listen, respond, take turns and practise the polite conventions for conversation. Again, a word list or word wall could support all learners and examples could be practised around the class or with learners using symbols or emojis to create a sentence as examples before the activity begins.

A short listening activity on the interactive whiteboard or similar could also set the scene.

Tu aimes le français? Non j'adore le français . C'est super!



This could then form part of a class display where all the opinions are collated and would provide an opportunity for a '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 and 'settling' task. The information the pupils have gathered from the listening activity can be used by linking it to a reading activity, where they can confirm the information they already have on the grid and extend it. There is also an opportunity to analyse their answers, by looking at the pupils' responses as a whole.

Your partner school has sent you some more information from the six pupils about their opinions on school subjects.

Step 1: Underline or highlight the opinion phrases:

J'adore J'aime Je n'aime pas Je déteste

Can you find anyone who mentions their favourite subject : Ma matière préférée ?

Step 2 : Now using another colour highlight or circle the school subjects

CONTEXT: SKILL DEVELOPMENT

Step 3: Now looking at the grid, tick the correct box for each person's opinion and then work out which is the most popular subject and which subject they like the least.

J'aime les sciences et j'adore l'anglais, mais je n'aime pas le dessin et je déteste les maths, c'est trop difficile

Yanis

Tu aimes le collège ? Alors moi, j'adore le dessin, c'est génial. J'aime les sciences, mais je n'aime pas l'anglais et je déteste l'histoire, c'est difficile !

Rania

Alors moi, j'adore les maths, c'est super. J'aime le sport, mais je n'aime pas le français et je déteste l'informatique, c'est nul!

Tarik

Ma matière préférée est le sport, car c'est intéressant et facile. J'aime aussi les maths. Mais je n'aime pas le dessin, car c'est difficile et je déteste la musique c'est trop barbant.

Soraya

Le collège ça va. J'aime la géo mais je n'aime pas l'histoire. Je déteste les maths, le prof est terrible. Par contre j'adore le sport, c'est ma matière préférée.

Doria

Alors moi, j'adore le sport c'est super. J'aime le français, mais je n'aime pas le dessin et je déteste les maths, c'est nul!



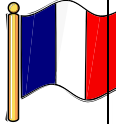










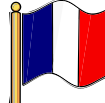


Fazil

Progression in reading and writing builds naturally from the productive skills of listening and talking. The materials below exemplify one way in which a text can be exploited, when reading for information. Again the familiar context of school is used, but there are also some cultural references included, including the use of 24 hour clock, as part of looking at a pupil timetable. This provides an ideal opportunity to recap numbers and telling the time. 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 telling the time and hone listening skills. Use a couple of teaching clocks

to create some team games, e.g. pupils have the clocks and stand back to back ; clock hands at midnight; the teacher says the time and the pupil first to put the clock hands in the correct place and hold up the clock gets a team point.

When the pupils have had a chance to revise and review numbers, they will be ready to attempt the timetable activity. Here learners read the statement and draw/write in the correct subject. This can be done individually or in pairs. This kind of task works well as part of a transition unit between primary and secondary, as primary 7 pupils will be receiving a timetable for secondary school, thereby creating a relevant context for their learning. The full task can be found in the appendix section.

For the next part of the display, there is part of the timetable from one of the pupils in the school, but some subjects are missing. Look at the sentences below and complete the timetable. You can either write the English for the subject or draw a symbol.

	08.00	09.05		10.25	11.30	12.35		14.00	15.05	16.10		
lundi			R E C R E A T I O N				D E J U N E R					
mardi												
mercredi												
jeudi												
vendredi												

The reading activities that follow give learners a chance to look at education in another part of the world, where the target language is spoken and provides a platform for further discussion of different school systems and cultures. Depending on the learners, this could be an individual, paired or group task.

CONTEXT: SKILL DEVELOPMENT

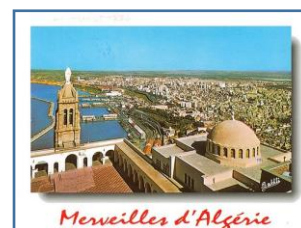
The activities within the text build in their level of difficulty with each section. The final section contains more unfamiliar vocabulary that should be accessible through the knowledge of cognates, however, the activities can be differentiated by the level of support offered in class. Teachers could create a glossary or help-sheet, or allow pupils to use a bilingual dictionary, to encourage learner independence. Below is an extract of the activity. A text of this length also allows learners to practise their talking skills and to apply the rules of pronunciation they are honing in the language. Reading aloud a text with some more unfamiliar words will challenge learners and creates an opportunity to record on a mobile phone, ipad or other recording device - a chance for peer review and fun! By reading the text aloud, the reader and those listening are given further opportunities to engage with the text, match the written and the spoken word, and explore the wider cultural references. The full task can be accessed in the appendix section.

Samia has sent some postcards with information about herself and her life at school.

Bonjour je m'appelle Samia. J'ai onze ans et j'habite avec ma famille à Alger, la capitale de l'Algérie. Mon collège est situé à cinq minutes de chez moi. Mon collège est grand et moderne. Dans ma classe il y a trente-huit élèves : vingt garçons et dix-huit filles.

Answer true or false for the questions below:

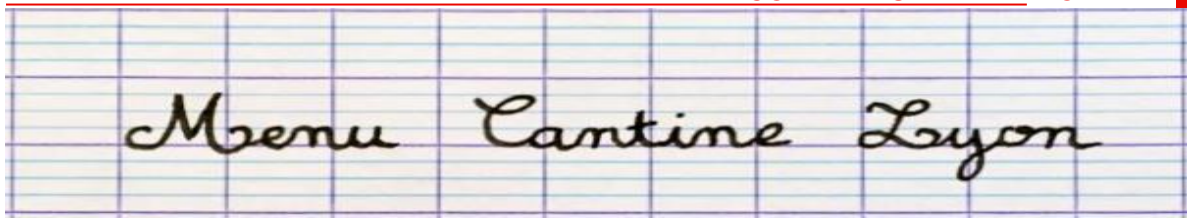
- | | |
|--|-----|
| a) Samia is eleven years old | T/F |
| b) She lives with her family. | T/F |
| c) Samia lives ten minutes from her school | T/F |
| d) It's a large modern school | T/F |
| e) There are 36 pupils in her class | T/F |



The topic of school can be broadened to include looking at other aspects of the school experience. This activity takes the context of school meals, picking up on Samia's description of her school in Algeria. This provides a stimulus to revise opinions on food and can lead on to the topic of healthy eating as well as an opportunity to compare and contrast the cultural aspects of lunch. Again, there is a synthesis of skills, reading, talking and writing. This also gives learners the chance to use their creativity and would provide an ideal opportunity to deliver some interdisciplinary learning with colleagues in home economics or even with the canteen staff.

Manger à la cantine

As in Scotland, young people in France are being encouraged to eat healthily and this can be seen in the lunch choices on offer. Look at a typical menu below from a school in Lyon.



Du 5 au 9 septembre	<u>lundi</u>	<u>mardi</u>	<u>mercredi</u>	<u>jeudi</u>	<u>vendredi</u>
	Bettraves vinaigrette	Salade de crevettes		Carottes rapées	Radis au beurre
	Cordon Bleu de dinde	Sauté de veau		Escalope de porc	Poulet rôti
	Petits pois / carottes	Pâtes au beurre		Haricots verts	Gratin de choufleur
	Fruit de saison	Tarte aux pommes		Yaourt nature	Fromage blanc aux fruits

- Which day's menu would you look forward to and why?
- How does it compare with the lunch menu in your school?
- Why do you think there is no menu for Wednesday?
- Using the ideas from the text and the support of a dictionary or word list, create your ideal healthy lunch menu in French.

The activity below on the topic of bullying provides a further opportunity to extend the learning in this context – Le Harcèlement. Although challenging in content, this topic can be accessed by pupils at third level with support. This activity integrates the skills of listening , talking, reading and writing, where learners watch a video clip and follow up with some reading and writing activities. It also provides a good platform for discussion and links to work in personal and social education. Here is an extract of the activity below. The full task can be found in the appendix section.



CONTEXT: SKILL DEVELOPMENT

Bullying can be a problem in any school. Samia's class have been talking about bullying and how to tackle it with their teacher. In class you have already talked about bullying and had a look at the '[Respectme](#)' website.

Samia has sent you a copy of a poster and a leaflet she has in school. Her teacher has also shown the class [a short video](#). She has sent you the link and wants to know if things are different in Scotland.

Watch the video a couple of times with your class or in a group. The language is quite fast and you won't understand all of it but don't panic, the pictures will give you a good idea of what is being discussed.

Now in a group or with a partner, have a look at the leaflet that accompanies the video. The 'harcèlement' means bullying and it appears many times. Now using the word list and a dictionary if you need it, try and give some answers under the headings. Use bullet points if it helps.

Mais c'est quoi, au juste, le harcèlement à l'école?

1



Un enfant sur 10 en France serait victime de harcèlement dans son établissement scolaire, surtout à la fin du primaire et au collège.

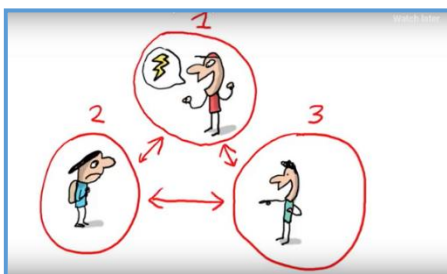
3

En fait, le harcèlement est un phénomène de violence qui obéit à chaque fois à la même logique.

2

Un harceleur fait subir de façon répétée

- des moqueries,
- des mots injurieux
- des coups à une victime, toujours la même, sous les yeux d'autres



Le harcèlement, c'est donc une relation à trois :

- le harceleur
- le harcelé
- les spectateurs, ceux qui trouvent ça rigolo.

En général la victime est **ciblée** parce qu'elle paraît différente.

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 reflect to their own ideas and opinions within an existing structure. This kind of activity can be done in one lesson or can be completed over a period of time. Writing frames can be created to offer more support. This can also provide an opportunity to look at some of the grammar points you will already have covered such as the use of the present tense, adjectives and correct conjugation of simple verbs beyond the first and second person singular.

The reading texts offer learners an opportunity to model and adapt to express their own opinions and school details. These texts can be highlighted by the class teacher and allow the correct amount of support for learners to be offered. As learners begin to write at third level, many try to be more ambitious and risk losing meaning in their writing through overreliance on the dictionary. A balance needs to be struck through being supportive, but still allowing learners the opportunity to move forward, whilst maintaining a reasonable level of accuracy. This can be achieved by offering some key structures which can be adapted or by having a list of 'wow' words or 'golden' phrases that you would like to see in their writing. This can be supported in word lists or glossaries or through a focused classroom display.

Bonjour je m'appelle Samia. J'ai onze ans et j'habite avec ma famille à Alger, la capitale de l'Algérie. Mon collège est situé à cinq minutes de chez moi. Mon collège est grand et moderne. Dans ma classe il y a trente-huit élèves : vingt garçons et dix-huit filles.

By highlighting the words to be changed, there is a solid frame for writing to begin. As learners then move on to expressing opinions, suggest that they look at the short paragraphs of text and make some changes by mixing and matching the opinions to express their own.

J'aime les sciences et j'adore l'anglais, mais je n'aime pas le dessin et je déteste les maths, c'est trop difficile

Tu aimes le collège ? Alors moi, j'adore le dessin, c'est génial. J'aime les sciences, mais je n'aime pas l'anglais et

By creating a short writing opportunity after each reading activity, learners can then build up to a longer piece of writing, which covers all the aspects of the topic. This could be collated into an 'exploding book; that could be personalised with pictures and emojis and shared with others in the class. A guide to creating an exploding book can be found here.



Writing for real purpose can give learners more motivation and confidence. Having an eTwinning link or partner school can provide this. Writing for real purpose is not just limited to sending postcards, letters or e-mails, although these are all perfectly acceptable formats, but learners could try producing a script for a short video giving a tour of their school, or creating questions for interviews with pupils in their class giving a snapshot of school life. Further ideas can be found online. Below is an example that covers most of the aspects of context.

NB There is an accompanying pupil activity pack that could be used and supported by some powerpoint slides by the class teacher to give additional help for the task in each of the sections. There are also opportunities for pupils to do some research on other aspects of school life. For example, exploring some of the famous people after whom some French schools are named.

Using a bilingual dictionary remains a key skill 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.

Learners need frequent opportunities to use a bilingual dictionary in order to hone their skills and develop their confidence in finding the correct meanings and contexts. 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 to guess the meaning from some very badly translated phrases can offer some fun. The [google translate](https://www.google.com/translate) version of some popular songs from the target language into English/Gaelic shows how things can go badly wrong.

Grammar

As learners move from second to third level, firm grasp of grammar concepts is essential in the target language is essential, if secure progression in language learning is to be achieved. 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 in covering a context. One of the keys to sound grammar teaching is through effective questioning. Drawing the learners' attention to a certain grammar point and having them come up with the grammar rule, with a bit of help and encouragement from the class teacher is one way of doing this. Allowing the learners to internalise and practise a rule is a valid learning pathway; it can often be the case that learners who struggle with other aspects of language learning will respond well to this kind of activity, where they need to 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 a variety of teaching techniques are on offer. Often the learning of grammar in the target language can offer a 'lightbulb' moment on the understanding of English grammar. Below is an extract of an example of how to introduce ER verbs. The full activity forms part of the suite of resources in the NIH supporting progression from Second to Third level.


The Present Tense

- Step 1 take the infinitive
- Step 2 remove **ER**
- Step 3 select the ending

travailler

travail**er**

Je travail**e**



** Remember of the verb begins with a vowel or an 'h'

Je becomes *J'* e.g. *J'aime* ; *J'écoute*; *J'habite*

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