TEACHER NOTES
Spoken Language (Communication)
Spoken Announcements Study

Education Destination

RED FUNNEL

Contextual Summary

This is an English resource that engages students with their journey on a Red Funnel ferry. Whilst on board, they will listen carefully to any announcements which are delivered over the public address system and record any key vocabulary which is specific to maritime travel.

The resource task will also enable them to acquire a knowledge of the linguistic conventions of spoken language as they will later carry out a study of one of the announcements, which will have been delivered on board.

The resource content is designed for students in key stage 3.

Task Implementation

Prior to the ~~visit~~ ... ~~at school~~ ... ~~key skill~~ ... in key stage two). They may also have investigated the differences between formal and informal registers.

When students arrive back at school, they will be provided with a transcript of one of Red Funnel's spoken announcements. They will complete an analysis of the text (see activity resource sheet) and discuss why a safety announcement has to be delivered in this format.

Following this, they will need to think about the diverse range of passengers who travel on Red Funnel ferries and generate ideas as to which passengers may not be able to access the information delivered over the public address system. They will then have to consider how people (such as younger children) who have severe hearing impairments (and who are unable to read) could be provided with the information.

Students will then be tasked with investigating different forms of written communication (focusing particularly on the use of symbols). They could study hieroglyphs (as a system used in the past) and Makaton (a system used today). Students will be asked to generate their own symbolic communication system which young children can interpret. They will translate the spoken announcement into this format, trying to ensure that the meaning is retained. This could then be given to pupils in another group, to see if they can translate the document.

Ability Levels

There are two versions of this resource, for low-mid and high ability students in key stage 3. Teachers can support as necessary.

Key skills practised in this unit:

▶ Understanding the linguistic conventions of spoken language.
▶ Adapting language and style in a range of contexts.
▶ Writing for a specific audience/purpose.

SUBJECT
English

UNIT
Spoken Language (Communication)

OPPORTUNITIES FOR USE
✗ Pre-Visit
✓ On-Site Activity
✓ Post-Visit
✗ Peripheral Task

S1-S3

CURRICULUM / SYLLABUS
✓ National Curriculum 2014
✓ Curriculum for Excellence

Applies to Resources numbered:

1 0 7 3 6 1
1 0 7 3 6 2

1 0 7 3 6

Relationship to Curriculum

The above skills are required to be taught and practised as per the National Curriculum for key stage 3 English.

Learning Opportunities

During the Visit & Post-Visit

▶ Students complete the English resource linked to this teacher note:

   Resource ID: 1073611 (KS3 low-mid ability)   1073622 (KS3 high ability)

▶ Students listen to the content of spoken announcements and record key words and other relevant information.

Post-Visit

▶ Students study the spoken word in context.
▶ They recognise how standard English and formal register are used for a specific purpose.
▶ They will know how language and organisational features present meaning.

Enrichment Opportunities

▶ Students are developing their understanding of the structure of spoken language (in context).

▶ They are developing their understanding of the purpose and audience of spoken announcements.

▶ They are considering how meaning can be communicated in a variety of ways.

Learning Outcomes

✓ Students will recognise the features (and structure) of spoken announcements.

✓ They will demonstrate their understanding of standard English/use of formal tone.

✓ Students will demonstrate their skills of communication.

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