



Learning to Talk and Talking to Learn: *Real Communication with Real Meaning*

South Yorkshire ALL
Tuesday 30 November 7p.m. – 9p.m.

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Why focus on speaking?

- Ofsted report “The changing landscape...”
- Renewed KS3 framework
- New secondary curriculum
- Uptake at KS4 nationally
- Professional conviction
- Evidence from student voice
- New GCSE



The changing landscape of languages

“Across all phases speaking is the least well developed of all the skills. Students’ inability to be able to say what they want to say in a new language has a negative impact on their confidence and enthusiasm.”

“...it was much rarer for reading or listening to be used to stimulate discussion and communicative activities.”

“A further hindrance to speaking fluently was that sound-spelling links not been taught well.”

‘When required to speak at greater length or in new situations, [students’] accuracy and fluency deteriorate, partly because their grasp of structure is usually less secure than their retention of vocabulary.’

“Overall, there was insufficient emphasis on helping students to use the language spontaneously for real situations. Consequently, too few students could speak creatively, or beyond the topic they were studying, by making up their own sentences in an unrehearsed situation. Several students said that being able to say what they wanted to say would improve their enjoyment.”



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Year 7 Framework - speaking

1.3 Being sensitive to the spoken word

Y7 Interpret speakers' intentions from intonation and tone of voice

Y7 Use intonation and tone of voice to create mood and meaning

1.4 Talking together

Y7 Construct and generate language, using a stock of words, phrases and sentences for social communication and to talk about their work

Y7 Make effective use of simple verbal or visual prompts in order to take part in conversations and discussions

1.5 Presenting and narrating

Y7 Plan and present a short talk or narrative, speaking clearly, audibly and with accurate pronunciation

Y7 Engage listeners' attention through expression and non-verbal techniques

4.4 Sentence structure

Y7 Use knowledge of word order, high-frequency words and punctuation to understand and build simple and compound sentences

4.6 Questions and negatives

Y7 Understand and use confidently some common question types in different contexts

Y7 Understand and use confidently some common negative forms in different contexts

Year 8 Framework - speaking

1.3 Being sensitive to the spoken word

Y8 Explore how speakers use language for specific communicative functions

Y8 Identify and use specific language for a range of communicative functions

1.4 Talking together

Y8 Initiate and participate in unrehearsed pupil-teacher and pupil-pupil exchanges

Y8 Plan and carry out unscripted conversations and discussions, taking into account the views, preferences and ideas of each group member

1.5 Presenting and narrating

Y8 Use some complex language in a prepared but unscripted talk or narrative

Y8 Add authenticity through use of simple idioms

4.4 Sentence structure

Y8 Develop and improve sentences by adding, rearranging or replacing elements

4.6 Questions and negatives

Y8 Understand and use a range of question types

Y8 Understand and use a range of negative forms

Year 9 Framework - speaking

1.3 Being sensitive to the spoken word

Y9 Listen for language variation in formal and informal contexts

Y9 Adapt the degree of formality of language to suit different situations

1.4 Talking together

Y9 Make extended and/or frequent contributions to classroom talk

Y9 Deal effectively with unexpected responses in order to sustain conversations and discussions

1.5 Presenting and narrating

Y9 Respond quickly and appropriately to audience comments or questions following a talk or narrative

Y9 Add interest through extended sentences, rhetorical devices and imaginative use of vocabulary

4.4 Sentence structure

Y9 Use knowledge of word order, phrases and clauses to understand and build a wider range of extended sentences

4.6 Questions and negatives

Y9 Make confident use of question types with simple and compound tenses

Y9 Make confident use of negative forms with simple and compound tenses



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NEW secondary curriculum (speaking related PoS)

1.1 Linguistic competence

- a. Developing the skills of listening, **speaking**, reading and writing in a range of situations and contexts.
- b. Applying linguistic knowledge and skills to **understand and communicate** effectively.

1.2 Knowledge about language

a Understanding how a language works and **how to manipulate** it.

1.3 Creativity

a Using **familiar language for new purposes** and in **new contexts**.

b Using imagination to **express thoughts, ideas, experiences and feelings**.

2.2 Developing language skills

c **respond** appropriately to **spoken** and written language

d use **correct pronunciation and intonation**

e **ask and answer questions**

f **initiate and sustain conversations**

k deal with **unfamiliar language, unexpected responses and unpredictable situations**.

3. Range and content

a the **spoken** and written forms of the target language

4. Curriculum Opportunities

a. hear, **speak**, read and write in the target language **regularly and frequently** within the classroom and beyond

b. **communicate in the target language** individually, in pairs, in groups and with speakers of the target language, including native speakers where possible, for a variety of purposes

c. use an increasing range of **more complex language**

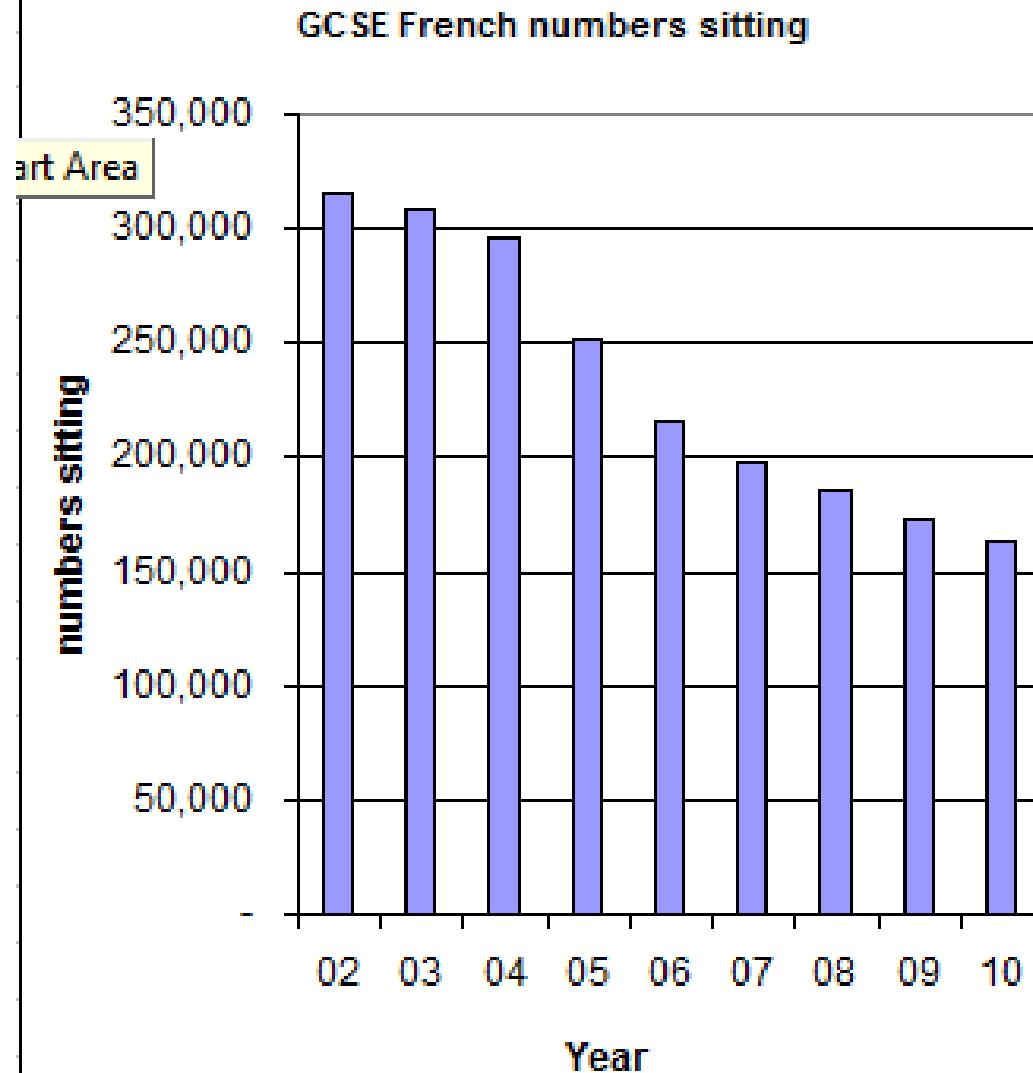
g. **use the target language** in connection with topics and issues that are engaging and may be related to other areas of the curriculum



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There has been a steady **decline in the numbers** taking GCSE Modern Languages over the last ten years, with sharp declines for the exams taken in June 2005 onwards, so that now the numbers have fallen by around half.



Specialist Schools
and Academies Trust
THE SCHOOLS NETWORK™

School type	Number of pupils	Percent any MFL qualification	Percent Level 1	Percent Level 2
Language college	37715	88%	84%	49%
Other schools	506957	40%	38%	24%

2009 performance comparison showing first specialism language colleges excluding selective schools and combined specialist colleges

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NEW GCSE Assessment criteria (speaking component - Edexcel)

<p>Communicates comprehensive and detailed information related to chosen stimulus Interacts very well Speaks very confidently and with spontaneity Frequently takes initiative and develops elaborate responses No difficulty in expressing and explaining a range of ideas and points of view Very little or no hesitation Able to deal with unpredictable elements without difficulty</p>	16-18	<p>Uses wide range of appropriate vocabulary and structures, including complex lexical items Consistently competent use of different tenses.</p>	6	<p>Very accurate, with only isolated and usually insignificant errors. Consistently good pronunciation and intonation.</p>	6
<p>Communicates detailed and relevant information related to chosen visual/topic/stimulus. Interacts well. Speaks confidently. Takes initiative and develops more elaborate responses. Has little difficulty expressing and explaining ideas and points of view. Little hesitation and little or no prompting necessary. Able to deal with unpredictable elements with some success.</p>	12-15	<p>Good variety of appropriate vocabulary and structures. Unambiguous use of different verb tenses. Generally at ease with subordination.</p>	2	<p>Some errors, especially in more complex structures, but generally accurate. Pronunciation and intonation generally good.</p>	2
<p>Communicates relevant information related to the chosen stimulus but with some obvious omissions. Some interaction Able to participate in familiar, straightforward discussion and conversation, but experiences problems with more complex question forms. Conveys opinions, but rarely expands. Some hesitation Able to deal with some unpredictable elements.</p>	8-11	<p>Adequate but predictable range of vocabulary and structures. May include different tenses or time frames, perhaps with some ambiguity Some examples of subordination</p>	3 - 4	<p>A fair number of errors made, including some basic, but communication overall unaffected. Pronunciation and intonation generally accurate.</p>	3 - 4
<p>Limited communication related to chosen visual/topic/stimulus. Some coherence in unambiguous presentation of simple information and opinions, but responses very limited. Very hesitant and reliant on teacher-examiner prompting. Able to deal with isolated unpredictable elements.</p>	4-7	<p>Limited and/or repetitive range of vocabulary or structures. Predominantly uses short sentences</p>	2	<p>Many basic errors, but main points communicated. Simple 'pre-learnt' stereotypes correct. Pronunciation generally understandable.</p>	2
<p>Minimal description of chosen stimulus. Conveys little relevant information in minimal responses (mainly one word) Largely disjointed and unconnected ideas. Very limited comprehension of basic questions. Wholly-reliant on teacher-examiner prompting..</p>	1-3	<p>Very limited range of basic structures Frequently resorts to non-target language Rarely offers complete sentences.</p>	1	<p>Consistently inaccurate language and pronunciation frequently impede communication Only isolated examples of accurate language.</p>	1



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Linked Up Project Analysis

May 2010



What do you think we mean by unplanned or spontaneous speaking?

289 students from Years 7 – 10 from 5 different secondary schools were asked.

- a) Lack of prior preparation
- b) Absence of written support
- c) The immediacy of the experience
- d) Like a conversation
- e) Not knowing the questions/answers in advance



**"Because in real life
you don't know what
the other person is
going to say."**

2/3 students asked equate spontaneous speaking with 'real life' activity.

Why do you think unplanned or spontaneous speaking is an important focus in language learning?

Students feel that what they can do without notes/preparation is what they 'truly' know.

They also mention the link between spontaneous speaking and increased confidence.

"To make sure you definitely know it and are able to have conversations without reading off a sheet."



"They would cope really well because they would speak confidently and spontaneously really easily'

2/3 answers are unrealistic and do not mention strategies or attributes of a language learner in unrehearsed speaking situations.

Define a confident language learner - how would he/she cope in an unplanned speaking situation?

- 1) Most other answers stress *fluency* as key
- 2) Fewer mention *accuracy*
- 3) Top set students most likely to mention *accuracy AND fluency* together
- 4) A few mention quality of language, including *range of vocabulary, tense use, opinions, extended answers* - particularly Year 10 learners and 9 top sets

- 5) Rare answers mention attributes of a confident learner mentioned were: risk-taking, not afraid of mistakes, responds readily, good pronunciation
- 6) Very few mentioned these strategies: listen *carefully to pick out key words and understand the question, take time to think, use words and structures they know, ignore mistakes and keep going, use gestures and facial expression to help support meaning*



Speaking targets

- Give detailed information
- Express personal opinions
- Justify points of view
- Use longer sequences of speech
- Use a variety of vocabulary and structures
- Use time references
- Refer to the past
- Refer to the future

Do these speaking targets work for spontaneous talk?

Can learners have these sorts of targets in their heads in an unplanned speaking situation?

If not, what targets or strategies would we give to learners who are trying to hold a 'conversation' in the target language?



Conclusions:

Emerging from the analysis of our learner questionnaire data and analysis of learner responses to completing the different spontaneous talk tasks we prepared and trialled during this project is the notion that planned speaking implicates a different skills set from unplanned speaking; that both have an important place but that teachers should seek to exploit opportunities for spontaneous or unplanned target language talk as this has in our experience been a neglected aspect of pedagogy.

To encourage learners to approach spontaneous speaking in the classroom more effectively, it may be useful to stress certain skills that underpin unplanned spoken performance as distinct from others that are foregrounded in planned speaking activities.

A provisional list of strategies that may promote spontaneous interaction in the target language is on the next and final slide.



- Listen to the question VERY carefully – work to make sense of it
- Buy yourself time with a ‘hesitation’ word
- Think of something you know you can say quickly – e.g. Repeat back a couple of words of the question with raised intonation - ¿Todos los días?
- Use what you know how to say when you put your answer together (not necessarily exactly what you want to say)
- Keep talking for as long as you can – it’s always easy to add in a ‘por ejemplo’ or an opinion
- When you are beginning to run out of flow, ask a question! (¿Y tú?)
- Use other ‘help’ to get your message across well – i.e. expression, emotion – sound like you mean it + facial expressions + body language + gestures

“A confident language learner wouldn't panic, would listen carefully for key words to respond to and take time to think about answer.”

“A confident learner would use the words they do know to turn the conversation to what they are comfortable to speak about - use heavy facial expression and body language.”

“A confident learner would be able to use what they know already to come up with appropriate responses - and maybe even ask new questions.”



Practising output
(fluency , pronunciation,
automatization, memory)

**Manipulating
language**
(Sentence-building, creativity,
improvisation)

Developing quality
(Assessing, improving,
enhancing, modelling)

**Increasing
interactivity**
(spontaneity,
sustaining the flow,
filling pauses,
intonation)

Questioning

**Rewarding
spontaneity**

**SPEAKING:
CLASSROOM STRATEGIES**

Increasing student output



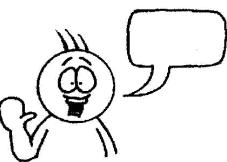
**Practising output
(fluency , pronunciation,
automatization, memory)**

TELEPATHY (TRAPDOOR/BUBBLES)

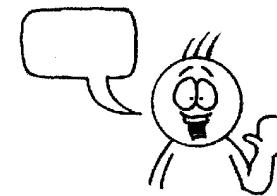
Idea 1



En el verano fui



a Portugal
a España.
a Francia.



Me alojé

en un hotel
en un camping
en un apartamento

y era

cómodo.
acogedor.
muy bien equipado.

Vi

el museo Guggenheim
el museo Louvre
el museo Dalí

y/e

hice excusiones en bici
monté a caballo
nadé en el mar.

Me gustaron

las playas
las discotecas
las personas

pero no me gustó

la comida
el calor
el tráfico.

El año que viene, iré a

Escocia
Goa
Australia

para

hacer escalada.
hacer alpinismo.
hacer piraguismo.

Practising output
**(fluency , pronunciation,
automatization, memory)**

DICE/CHUNKING

Idea 2



Rachel Hawkes



Year 8 Spanish – Level 5 speaking (30-second speeches)

Role the dice each time and move left to right through the boxes. Say your phrase out loud. Your partner will use the whiteboard to translate what you are saying. Take it in turns to produce these level 5 speeches.

1 El año pasado 2 El verano pasado 3 Hace dos años 4 Durante las vacaciones 5 En 2007 6 El invierno pasado	A 1 fui a España 2 fui a Francia 3 fui a Escocia 4 fui a Norfolk 5 fui a Grecia 6 fui a Italia	B 1 con mis amigos. 2 con mi familia. 3 con mis padres. 4 para dos semanas. 5 para una semana. 6 para un mes.	C
Me gustó mucho porque..... D 1 nadé en el mar 2 visité monumentos 3 descansé 4 jugué al voleibol 5 fui a la playa 6 comí platos típicos	E 1 y mandé mensajes. 2 y saqué fotos. 3 y tomé el sol. 4 y bailé en la discoteca. 5 y monté en bici. 6 y escuché música.	F 1 ¡Fue genial! 2 ¡Fue guay! 3 ¡Fue fantástico! 4 ¡Fue estupendo! 5 ¡Fue maravilloso! 6 ¡Fue fenomenal!	G
El año que viene, cuando vaya a España..... 1 voy a 2 me gustaría.. 3 quiero.. 4 tengo ganas de.. 5 tengo pensado.. 6 espero..	H 1 ir de compras 2 ir a la piscina 3 hablar español 4 jugar al tenis 5 montar a caballo 6 acampar	I 1 en la playa. 2 con mis amigos. 3 todo el tiempo. 4 todos los días. 5 por la noche. 6 y tomar el sol.	J

Practising output
**(fluency , pronunciation,
automatization, memory)**

VOKIS

Idea 3



Rachel Hawkes



The image shows a screenshot of a Windows Internet Explorer browser window displaying the Voki website. The main page on the left is titled "Get Your Own Speaking Avatar!" and lists features like "Fully Customizable", "Text to Speech or Recorded Speech", "E-Mail Messaging", and "For Your Blog or Social Profile". A "Get Started" button is visible. The central part of the screen shows the "Create" interface where a user's face is being used to generate a speaking avatar. The interface includes sections for "Customize Your Character" (with icons for character style, clothing, and accessories), "Give It A Voice" (with icons for phone, microphone, and file), "Background" (with icons for backgrounds and playmats), and "Publish and Share with Friends". At the bottom, there are "Done" and "Next" buttons. The status bar at the bottom right shows "Internet" and "100%".

www.voki.com



Rachel Hawkes

Practising output
**(fluency , pronunciation,
automatization, memory)**

REPASO

Idea 4



Rachel Hawkes



Last year to I went on holiday to France with my family.				



**Practising output
(fluency , pronunciation,
automatization, memory)**

JUGAR A LAS CARTAS

Idea 5



Rachel Hawkes



Lo mejor de mi instituto son mis amigos..	The best thing about my school is my friends..	Hice mis prácticas laborales en una pequeña empresa	I did my work experience in a small company
Soy bastante fuerte en...	I am quite good at...	La comida no está muy rica pero está bien	The food is not really delicious but it's ok
Suelo sacar buenas notas en...	I usually get good grades in..	Soy representante del año siete	I'm a Year 7 prefect
Cuando era más joven..	When I was younger..	Siempre me han interesado las ciencias	I've always been interested in sciences
Antes iba a Monkfield Park escuela primaria	Before I used to go to MP primary school	Quiere decir que...	That means that...
Mi asignatura preferida era..	My favourite subject used to be...	Lo que más me gusta es...	What I most like is...
No me gustaba(n)...	I used not to like...	Cuando sea mayor, me gustaría estudiar...	When I am older I would like to study...
Lo que no me gusta de mi instituto (son los deberes)	What I don't like about school (is homework)	No sé todavía qué quiero hacer en el futuro	I don't know yet what I want to do in the future
Mi profesor ideal es dinámico y me hace reír	My ideal teacher is dynamic and makes me laugh	Lo peor es...	The worst thing is..



Practising output (fluency , pronunciation, automatization, memory)

3 – 2 – 1

Idea 6



Rachel Hawkes





Johnny Depp est né le 9 juin 1963 à Owensboro dans le Kentucky, aux États-Unis. Il est acteur américain, qui est déjà très célèbre. Il est en couple avec la chanteuse et actrice française Vanessa Paradis et ils vivent en France. Ils ont deux enfants ensemble. En 2010, il a refusé le titre de l'homme le plus sexy de l'année pour servir d'exemple à ses deux enfants.

Manipulating language

**(Sentence-building, creativity,
improvisation)**

ODD ONE OUT

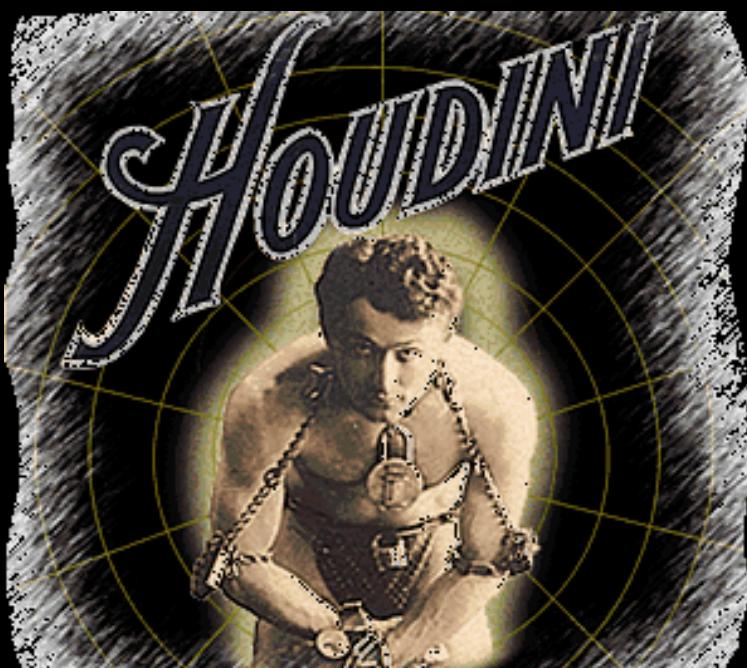
Idea 7



Rachel Hawkes



HAVE I GOT NEWS
FOR YOU



Una paloma de carreras británica llamada Houdini se perdió en su primera carrera y terminó a 8300 kilómetros de distancia, en Panamá. Diez aves habían estado llevando a cabo una carrera de seis horas de Guernesey a Dudley. "Estaba boquiabierto. Ni siquiera sabía donde estaba Panamá " dice el asombrado dueño . "Es un caso muy inusual", dice un entendido .

**Manipulating
language**
**(Sentence-building, creativity,
improvisation)**

READING IMAGES

Idea 8



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Qu'est-ce qu'il veut faire?

Qu'est-ce qu'il peut faire?

¿Qué va a
pasar
ahora?

¿Qué
acaba de
pasar?

¿Cuándo se
hizo la
foto?



¿Qué no se
puede ver?

¿Dónde
estamos?

¿Qué o
quién hay
en la foto?

¿Qué se
puede ver?

**Manipulating
language**
**(Sentence-building, creativity,
improvisation)**

IN THE ZONE

Idea 9



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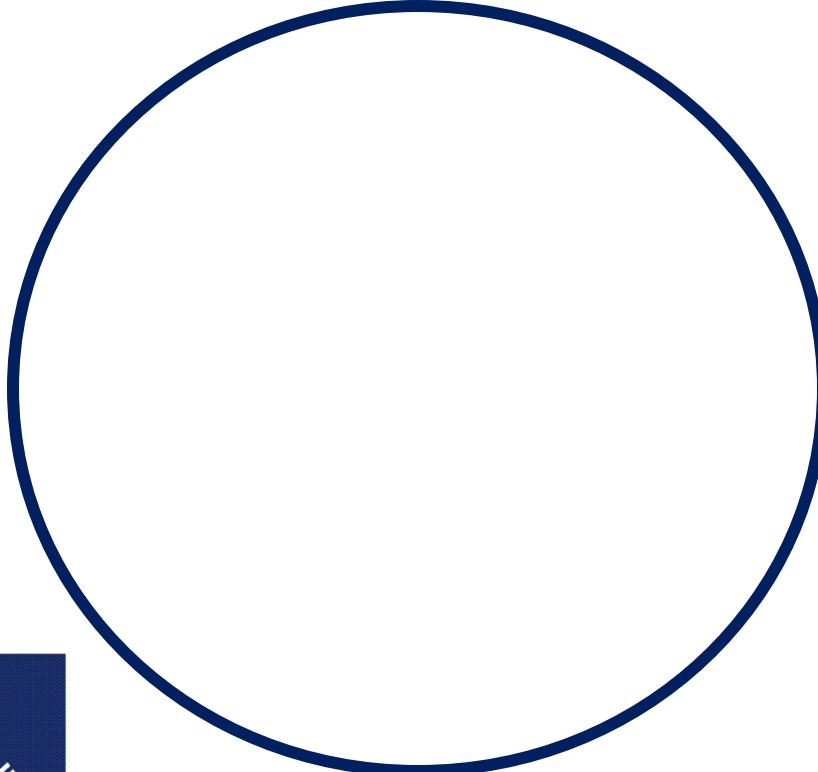
suspender



El año pasado



cuando



si



Lo que más me
gusta



**Manipulating
language**
**(Sentence-building, creativity,
improvisation)**

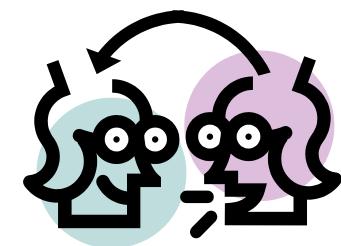
TARGET TALK

Idea 10



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- ¿Tienes una asignatura favorita?
- ¿Cómo es tu instituto?
- ¿Qué opinas del uniforme escolar?
- ¿Cuál es el mayor problema de tu instituto ?
- ¿Qué planes tienes para el próximo año?
- ¿Cómo será el colegio del futuro?

**NB: Tu respuesta debe tener 7 palabras.
Y ahora, 10+ palabras**

¿Qué hiciste durante las vacaciones?

- A Durante las vacaciones fui.....
- B En casa.....
- C Con mis amigos.....
- D Con mi familia.....
- E Lo mejor fue.....
- F Lo que no me gustó fue.....
- G Normalmente durante las vacaciones.....
- H El año que viene



Hay que contestar con 7/8 palabras

Hay que contestar con más de 10 palabras

**Manipulating
language**
**(Sentence-building, creativity,
improvisation)**

**PIMP MY SPANISH
(GERMAN, FRENCH...)**

Idea 11



Rachel Hawkes



Je joue au tennis.

J'habite au nord de l'Angleterre.

Mon chien s'appelle Bob.

**Manipulating
language**
**(Sentence-building, creativity,
improvisation)**

SAY SOMETHING ELSE

Idea 12

12

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1. Das Mädchen ist zwanzig Jahre alt.
2. Es trägt ein schwarzes Kleid.
3. Es ist in der Küche.
4. Das Mädchen ist faul.
5. Es hat schwarze Haare.
6. Das Zimmer ist schwarz und weiß.
7. Die Puppe ist glücklich und sehr groß.
8. Ich finde das Bild fantastisch.



Sag etwas anders!

Mi colegio es un colegio mixto.

Es un colegio especializado en ciencias.

En mi opinión las normas no son demasiado estrictas.

Lo bueno del colegio es que hay llevar uniforme.

Mi asignatura favorita es el inglés porque me encanta escribir historias.

Para mejorar mi instituto acabaría con los castigos.

El año que viene quiero estudiar el francés.

Manipulating language

(Sentence-building, creativity,
improvisation)

THEN & NOW

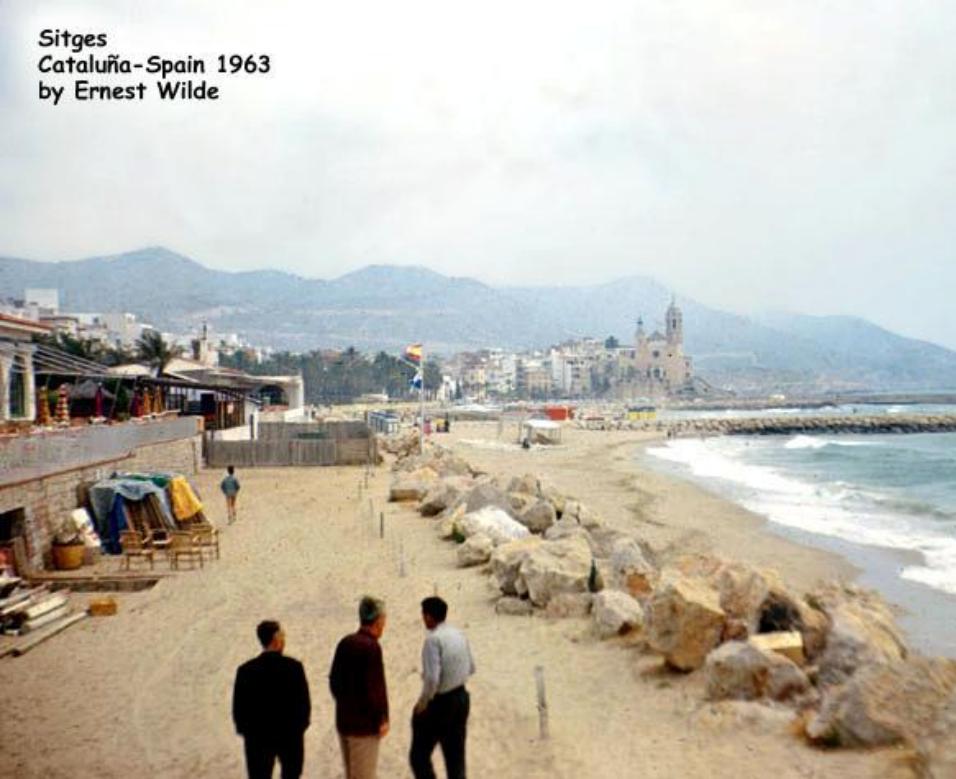
Idea 13

13

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Sitges
Cataluña-Spain 1963
by Ernest Wilde



Sitges
Cataluña, Spain 2009



Hace 50 años, había más rocas en la playa.

Hoy no hay rocas en la playa.



Cambridge, Petty Cury 1909 Ref: 61469



Cambridge, Petty Cury 2009

Il y a cent ans, il y avait des magasins dans cette rue.

Aujourd'hui, il y a encore plus de magasins ici.

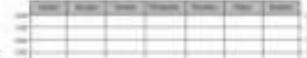
Manipulating language

(Sentence-building, creativity,
improvisation)

I → S/HE → WE

Idea 14



1. la Navidad	2. diciembre	3. febrero	4. San Valentín	5. la Tomatina
				
6. el sábado	7. el jueves	8. Top of the Pops	9. Blue Peter	10. Jordan
				
11. el Newcastle	12. el azul	13. el rojo	14. el número tres	15. el número quince
				
16. la música	17. el fútbol	18. el café	19. la ensalada	20. la televisión
?				

**Manipulating
language**
**(Sentence-building, creativity,
improvisation)**

HARVESTING



Idea 15

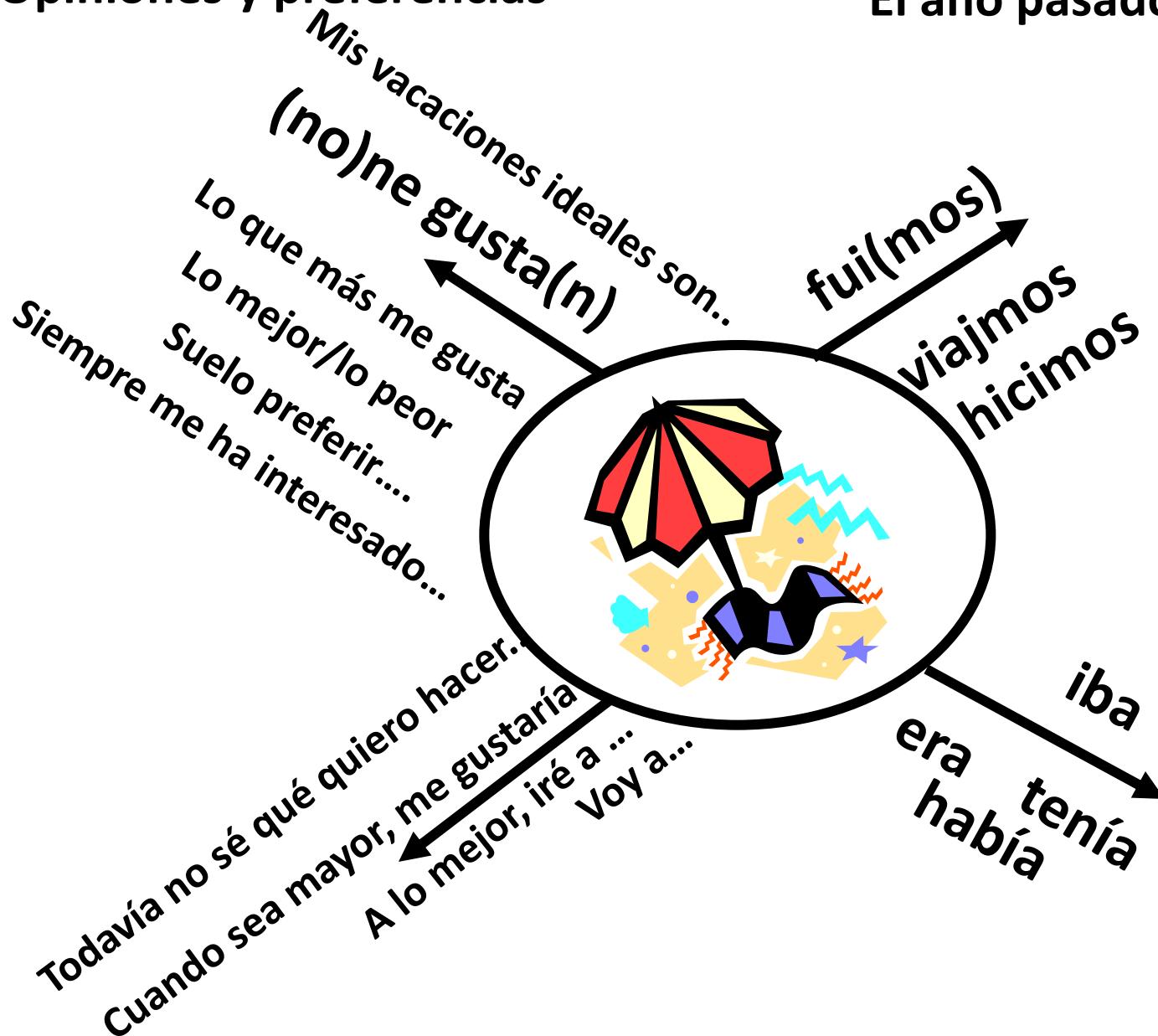
15

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Opiniones y preferencias

El año pasado.../hace 2 años

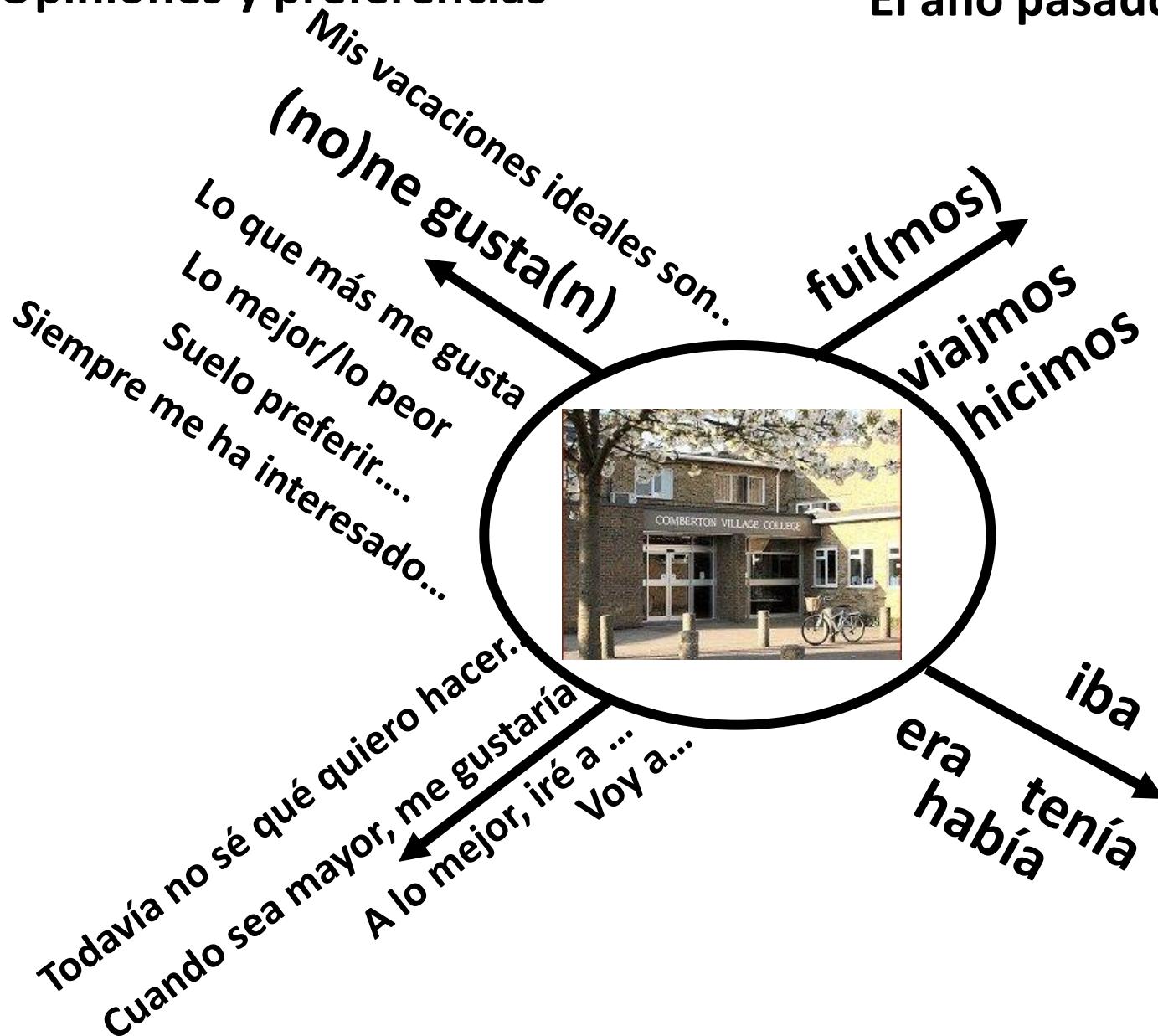


En el futuro.....

Cuando era más joven...

Opiniones y preferencias

El año pasado.../hace 2 años



En el futuro.....

Cuando era más joven...

Mes préférences

Je m'intéresse à ...
Ce que m'intéresse le plus c'est..
Mes vacances idéales sont...
Ma destination préférée, c'est...
A mon avis
Je pense que
Je trouve que

Mes vacances dernières

Je suis allé(e) à
pour...semaines
Après être arrivé
Avant de partir
J'ai joué au golf
Je joue au golf depuis 3 ans
Après avoir (fini)
Je me suis bien amusée

A l'avenir
J'ai envie de...
J'ai l'intention de..
Je voudrais..
J'amerais...
J'irai.....
Si j'avais le choix, j'irai...

L'année prochaine.....

Je viens de lire ta lettre.....



mais = but
parce que = because
aussi = also/as well
par exemple = for example
pendant = during/whilst
peut-être = perhaps
qui = who
si = if
quand = when
et = and
probablement = probably
seulement = only

J'allais à....
avec ma famille
Quand il faisait beau je sortais...
Quand il faisait mauvais je restais...
j'aimais beaucoup....

Quand j'étais plus jeune..

**Manipulating
language**
**(Sentence-building, creativity,
improvisation)**

MIND MAPPING

Idea 16



Rachel Hawkes



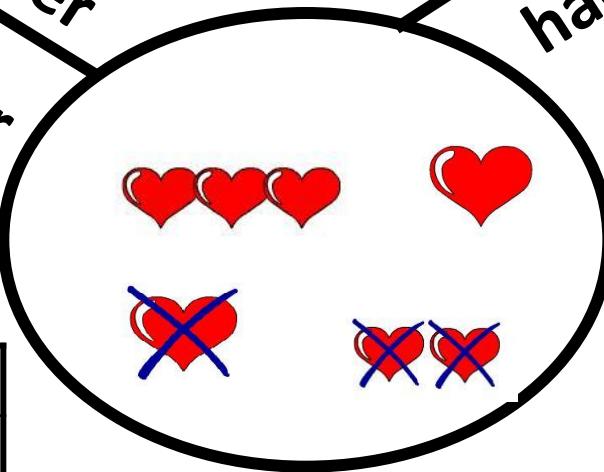


porque

**comer
beber**

**jugar al
hacer**

sano	malsano
delicioso	
bueno	malo
picante	
dulce	
salado	
amargo	



**divertido
cómico
guay
interesante
emocionante
aburrido**

porque

porque



siempre

normalmente

a veces

nunca



con = with
sin = without
en = in

**Manipulating
language**
**(Sentence-building, creativity,
improvisation)**

TALKING PYRAMIDS

Idea 17

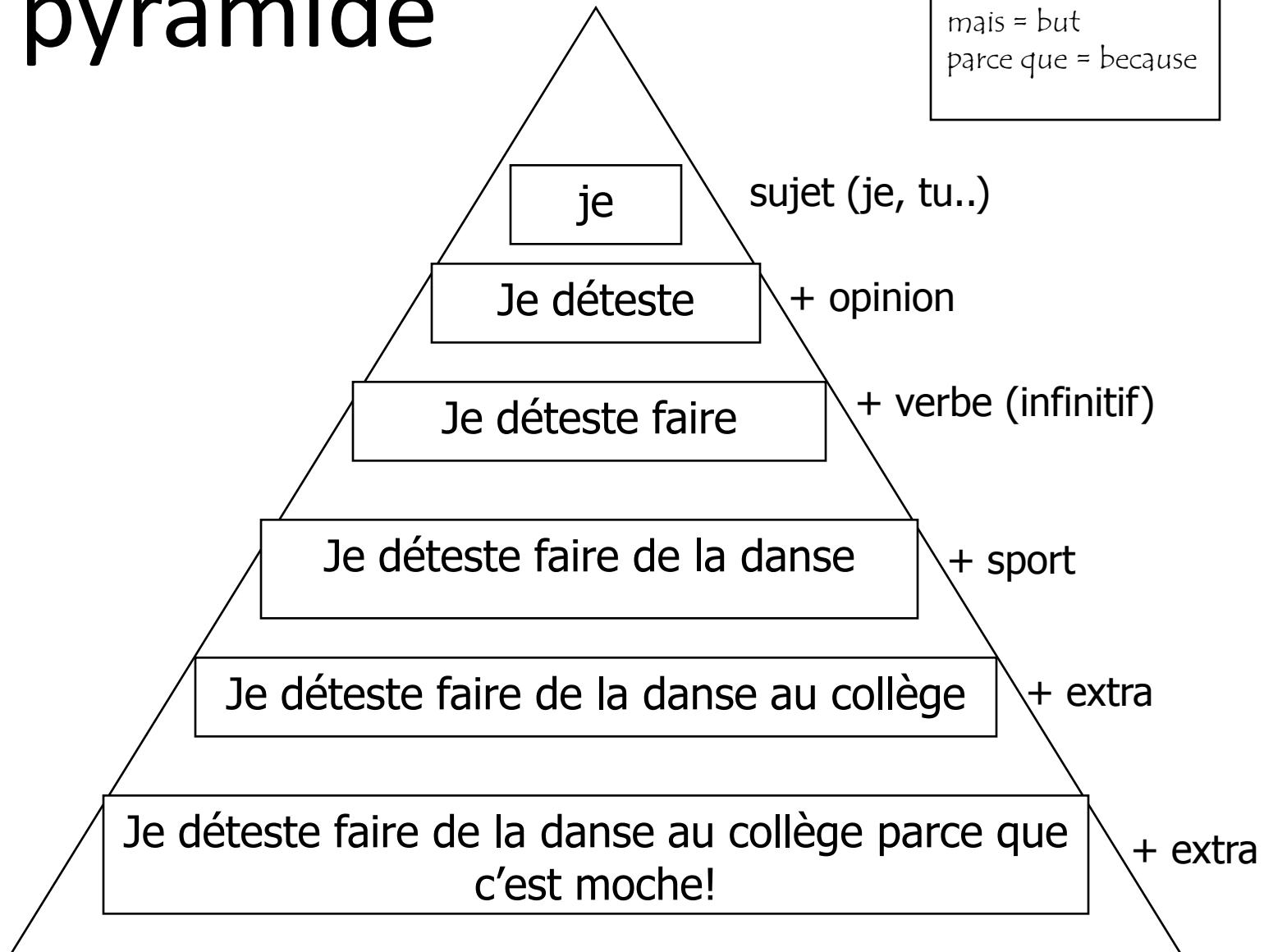
17

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La pyramide

avec = with
et = and
mais = but
parce que = because



**Increasing
interactivity**
(spontaneity,
sustaining the flow,
filling pauses,
intonation)

Questioning

FIND SOMEONE WHO

Idea 18

18

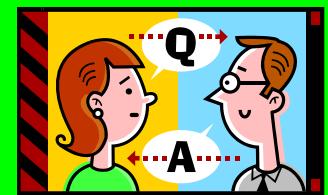
Rachel Hawkes

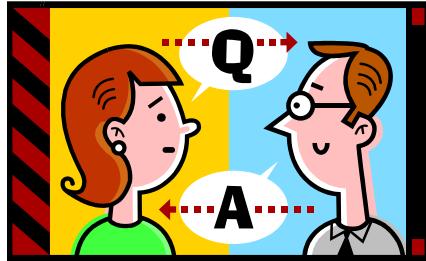




Findet eine Person, die.....

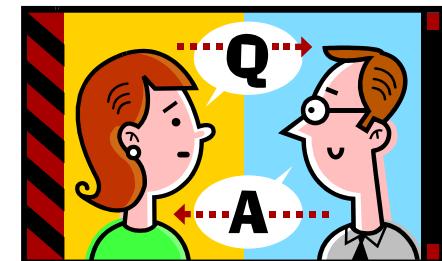
1. nicht gern Sport treibt
2. schon in Frankreich war
3. gern ins Kino geht
4. mehr als ein Haustier hat





Encuentra a la persona en la clase que.....

- tiene su cumpleaños en junio
- tiene más de una hermana
- tiene un color favorito
- no tiene animales en casa





Encuentra a la persona en la clase que....

- fue al cine el sábado
- tiene una canción de Lady Gaga en su colección
- quiere estudiar matemáticas para el bachillerato



**Increasing
interactivity
(spontaneity,
sustaining the flow,
filling pauses,
intonation)**

Questioning

WHAT ARE THE QUESTIONS?

Idea 19



19

Rachel Hawkes



Quelles sont les questions?

1. Il fait beau.

2. La capitale de la Tunisie, c'est Tunis.

3. S'il fait du soleil, je fais du cyclisme.

6. Hier je suis resté à la maison.

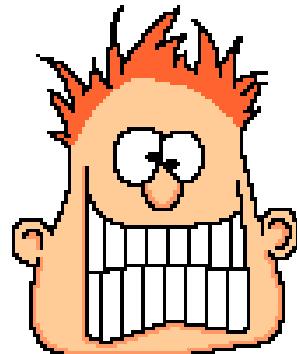
7. On peut faire du ski

4. Je vais en Espagne pour aller à la plage.

5. Oui, bien sûr. Et toi?

8. Je vais visiter le château

9. Peut-être



Was sind die Fragen?

1. Es donnert und blitzt.

2. Die Hauptstadt von Österreich ist Wien.

3. Wenn es heiß ist, esse ich Eis.

4. Ich fahre nach Schottland, um Nessie zu sehen.

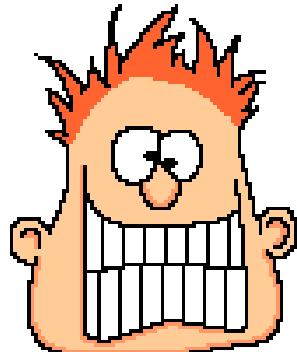
5. Ja, sicher. Und du?

6. Gestern bin ich zu Hause geblieben.

7. Man kann Skifahren

8. Ich werde die Burg besichtigen

9. Vielleicht



¿Cuáles son las preguntas?

1. Mi instituto es un colegio mixto con mil quinientos alumnos.

8. Tengo pensado hacer mi bachillerato. Quisiera estudiar ciencias.

7. Hice dos semanas de prácticas laborales en un taller mecánico.

6. Mi escuela primaria era muy pequeña y no teníamos que llevar uniforme.

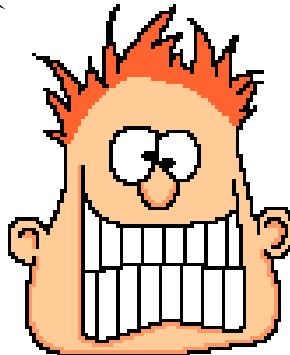
9. Si, por supuesto. ¿Y tú?

2. La asignatura que más me gusta es la música.

3. Es muy amable y abierto y explica todo muy bien

4. Soy socio del club de baloncesto.

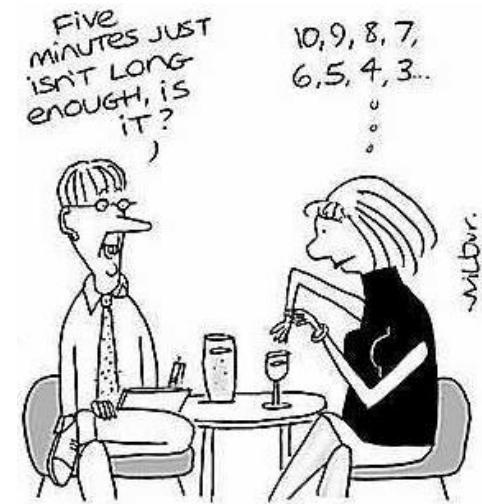
5. Quizás





**Increasing
interactivity**
(spontaneity,
sustaining the flow,
filling pauses,
intonation)

Questioning



SPEAKING LINES/SPEED DATING

Idea 20

20

Rachel Hawkes



- c_____t_t'_____?
- Q____â__a_t? _____
- Q____s____f____t? _____
- Q'_e__-c_q_t_a____f____? _____

Prénom : Stéphanie



Âge : 11 ans

Sports : tennis, hockey

Loisirs : écouter de la musique, lire

- c_____t_t'_____?
- Q____â__a_t? _____
- Q____s____f____t? _____
- Q'_e__-c_q_t_a____f____? _____

Prénom : Fabien



Âge : 11 ans

Sports : basket, VTT

Loisirs : jouer à l'ordinateur, aller en ville

- c_____t_t'_____?
- Q____â__a_t? _____
- Q____s____f____t? _____
- Q'_e__-c_q_t_a____f____? _____

Prénom : Éric



Âge : 12 ans

Sports : rugby, volley

Loisirs : aller au McDo, faire les courses

- c_____t_t'_____?
- Q____â__a_t? _____
- Q____s____f____t? _____
- Q'_e__-c_q_t_a____f____? _____

Prénom : Marianne



Âge : 12 ans

Sports : natation, judo

Loisirs : regarder la télé, aller au cinéma

Ligne de bavardage



Y7 Speaking: Peer Assessment Sheet

You are going to assess the speaking of others in your class today. You are going to assess at least 3 different students in your class in a speaking line. Ask your partner all of the 7 questions listed below and then s/he will ask you 3 questions. For each answer or question give him/her either 2,1 or 0. At least 3 students will also assess your speaking.



	Questions
1	¿Cómo te llamas?
2	¿Cómo estás ¿Qué tal?
3	¿Cómo se escribe?
4	¿De dónde eres?
5	¿Cuál es tu nacionalidad?
6	¿Qué idiomas hablas?
7	¿Dónde vives?

	Name	Name	Name	Marksheme. Give 2, 1 or 0 for each answer
1				2 = full sentence answer (or question), ready response, not much hesitation, significant effort to sound Spanish
2				
3				
4				
5				1 = answer that does communicate BUT might not be complete sentence, some attempt to sound Spanish
6				
7				
?				
?				
?				
Total	/20	/20	/20	0 = cannot answer OR does not recognise the question so gives a different answer

Education

1. ¿Qué asignaturas estudias? ¿Cuál es tu favorita?
2. Describe a tu profesor ideal.
3. ¿Cuánto tiempo pasas estudiando al día?
4. Describe un día escolar.
5. ¿Tienes responsabilidades en el instituto?
6. ¿Te parece bueno tu instituto?
7. Cuando termines el instituto, ¿qué estudiás?
¿Dónde? ¿Por qué?
8. ¿Qué quieres ser de mayor?
9. ¿Qué has hecho como experiencia laboral?
10. En tu opinión, ¿cuáles son las diferencias entre tu instituto y tu escuela primaria?

**Increasing
interactivity**
(spontaneity,
sustaining the flow,
filling pauses,
intonation)

Questioning

HOTSEATING

Idea 21

21

Rachel Hawkes



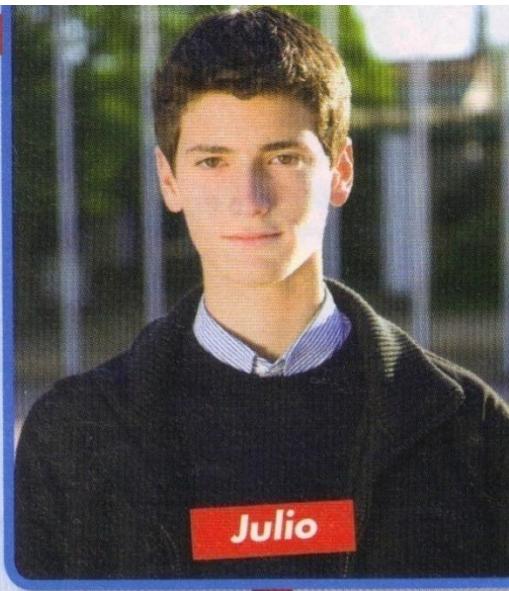
1 Me llamo Julio y tengo quince años. Vivo con mis padres y mi hermano en el centro de Madrid. Mi colegio está bastante cerca, y por eso normalmente voy a pie o en bicicleta. Cuando hace mal tiempo, voy en autobús. ¡Mi hermano es más perezoso que yo, y siempre va en autobús!

2 Mi cole es masculino y privado. Somos seiscientos alumnos y hay por lo menos sesenta profesores. A mi parecer los profesores son muy simpáticos, aunque hay algunos que son muy severos.

3 El colegio tiene unas instalaciones impresionantes. Por ejemplo, hay dos piscinas y ocho pistas de tenis. También hay una pista de atletismo y varios campos de fútbol y de rugby. A mí me interesan los deportes, pero no juego en ningún equipo, aunque la semana pasada participé en una competición de natación. A mi hermano no le gusta nada jugar al fútbol. ¡Prefiere jugar con el ordenador!

4 Lo que más me gusta del colegio es el salón de actos porque es muy grande, ¡como un centro comercial! Mi asignatura preferida es el teatro porque es muy divertido y soy una persona muy creativa. Hace seis meses fuimos un fin de semana a Inglaterra con el colegio. El sábado por la noche un grupo de alumnos fue al cine, pero yo fui con otro grupo a ver una obra de Shakespeare en Stratford. El teatro era muy grande y fue una experiencia impresionante, pero como no hablo muy bien inglés, no entendí mucho.

5 La verdad es que no me gustan demasiado los idiomas. En marzo del año que viene iré a Francia con el colegio. Pasaré una semana con una familia francesa y tendré que hablar francés. ¡Tengo mucho miedo!



**Increasing
interactivity**
(spontaneity,
sustaining the flow,
filling pauses,
intonation)

Questioning

ASK AWAY!

Idea 22



Rachel Hawkes



¿Dónde?

¿Qué?

¿Cómo?

¿Está..?

¿Tiene..?

¿Es..?

¿Hay..?

grande?

turístico?

tiene la foto
en el centro?

un sitio
tranquilo?

están las
personas?

en España?

es la foto?

una playa?

hay abajo?

un parque?

hay arriba
en la foto?

bonito?

edificios
(modernos)?

está?

industrial?

animales en
la foto?

histórico?

mucho
tráfico?

árboles?

muchas
gente?



**Increasing
interactivity**
(spontaneity,
sustaining the flow,
filling pauses,
intonation)

SPEND THE WORDS

Idea 23



Rachel Hawkes



ayer	también	en mi opinión	creo que	es más ...que
el sábado	el próximo fin de semana	así que	fui	tuve que
sería	me parece	lo mejor	compré	pude
el domingo	por ejemplo	lo peor	tengo	quería
prefiero	voy a ir	no me gusta	en el futuro	me gustaría

**Increasing
interactivity
(spontaneity,
sustaining the flow,
filling pauses,
intonation)**

TELL THE STORY

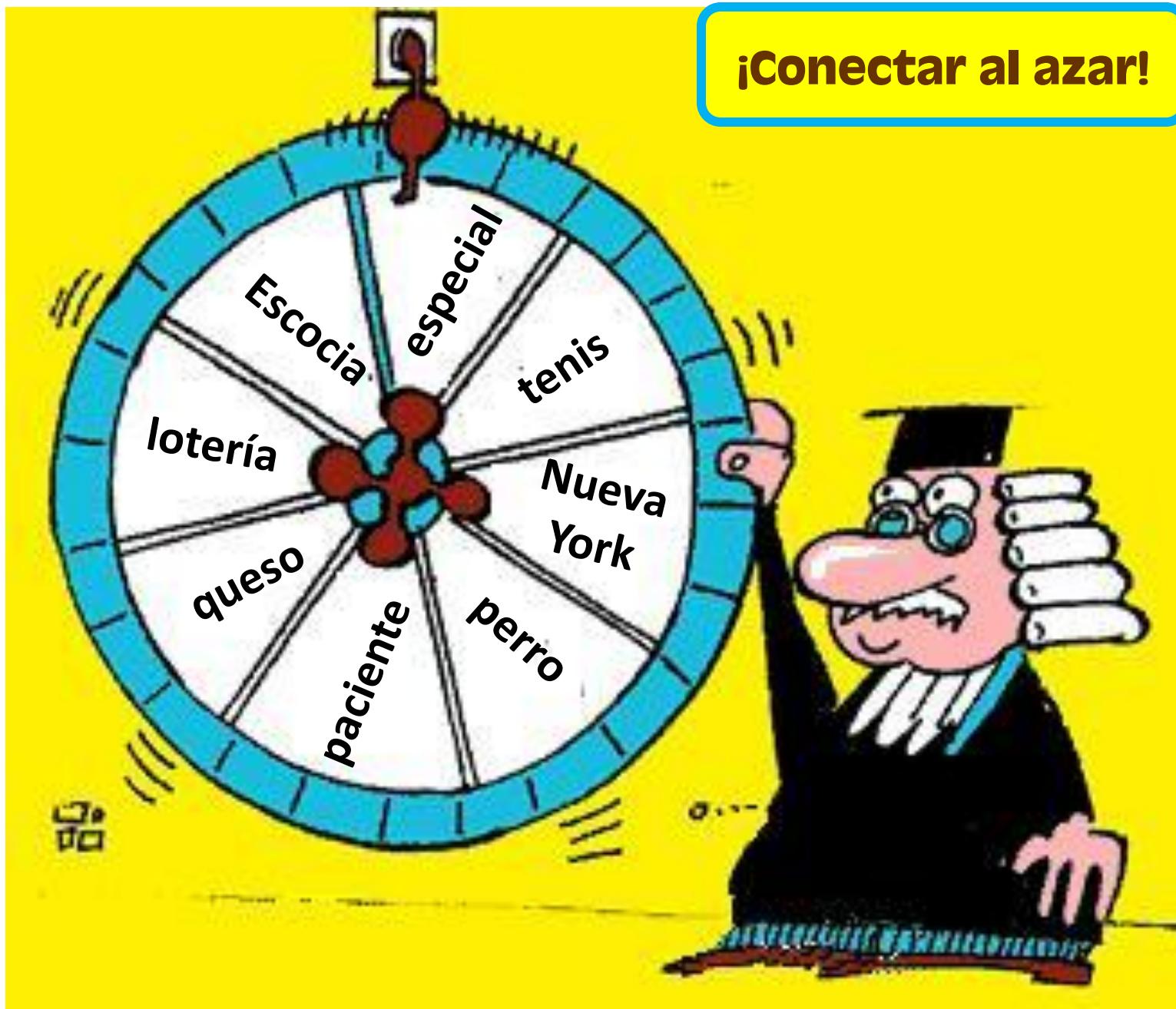
Idea 24

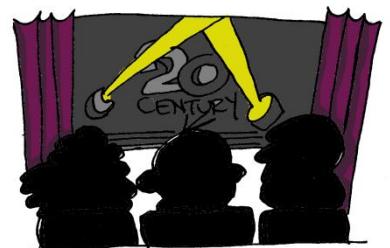
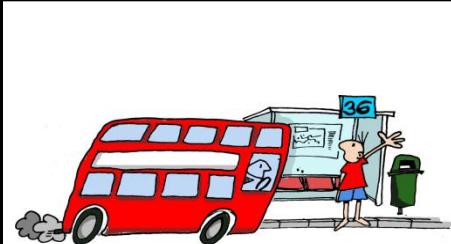
24

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¡Conectar al azar!





**Increasing
interactivity
(spontaneity,
sustaining the flow,
filling pauses,
intonation)**

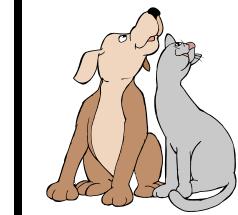
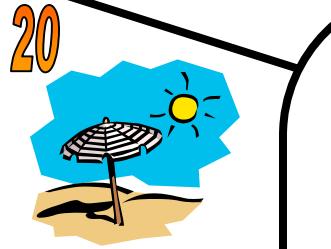
JUST A MINUTE! (GROUPS)

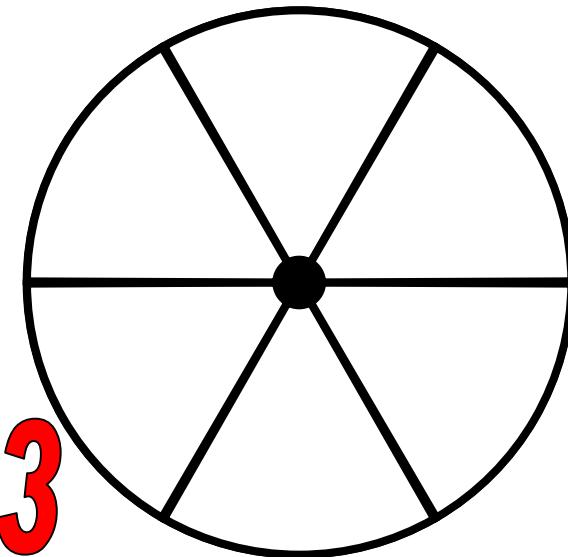
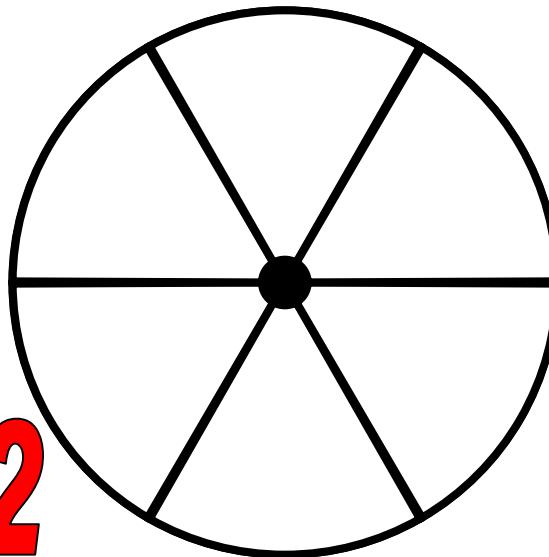
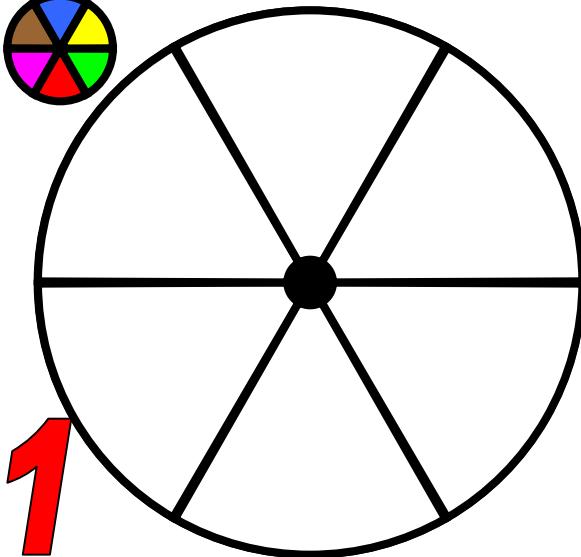


Idea 25

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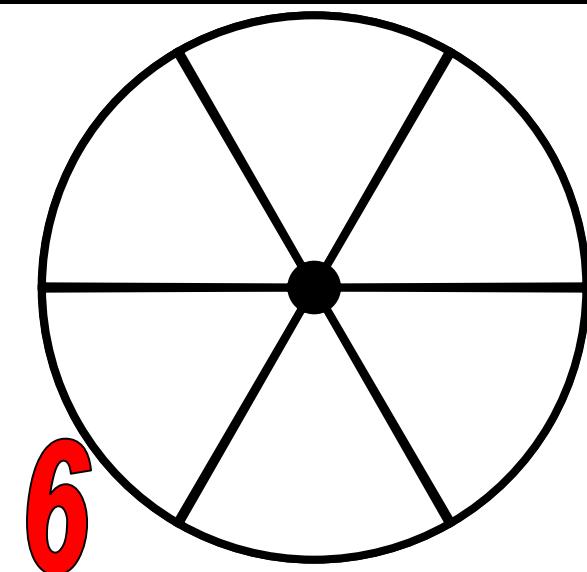
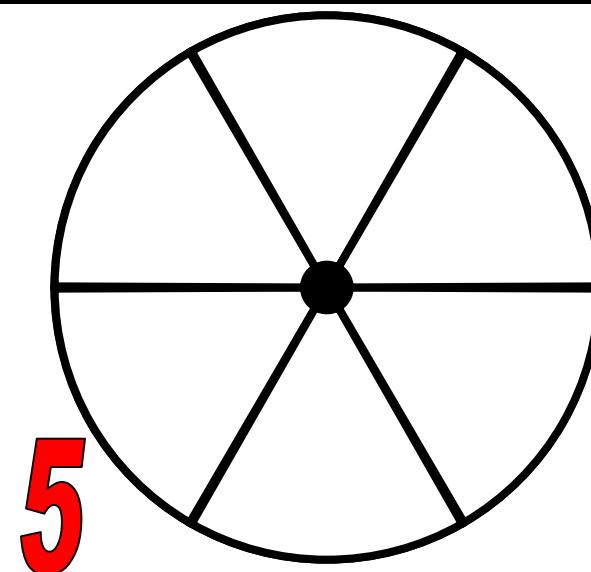
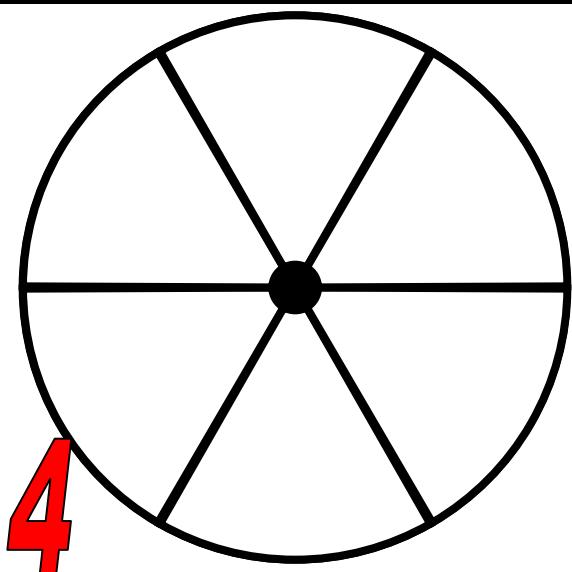




Las vacaciones
 Los deportes

Mi tiempo libre
 El instituto

Mi música preferida
 Mi familia y mis amigos



**Increasing
interactivity
(spontaneity,
sustaining the flow,
filling pauses,
intonation)**

THE OSCARS

Idea 26

26

Rachel Hawkes



THE

OSCAR®



Je voudrais
remercier ...

Quiero dar las
gracias a....

**Increasing
interactivity
(spontaneity,
sustaining the flow,
filling pauses,
intonation)**

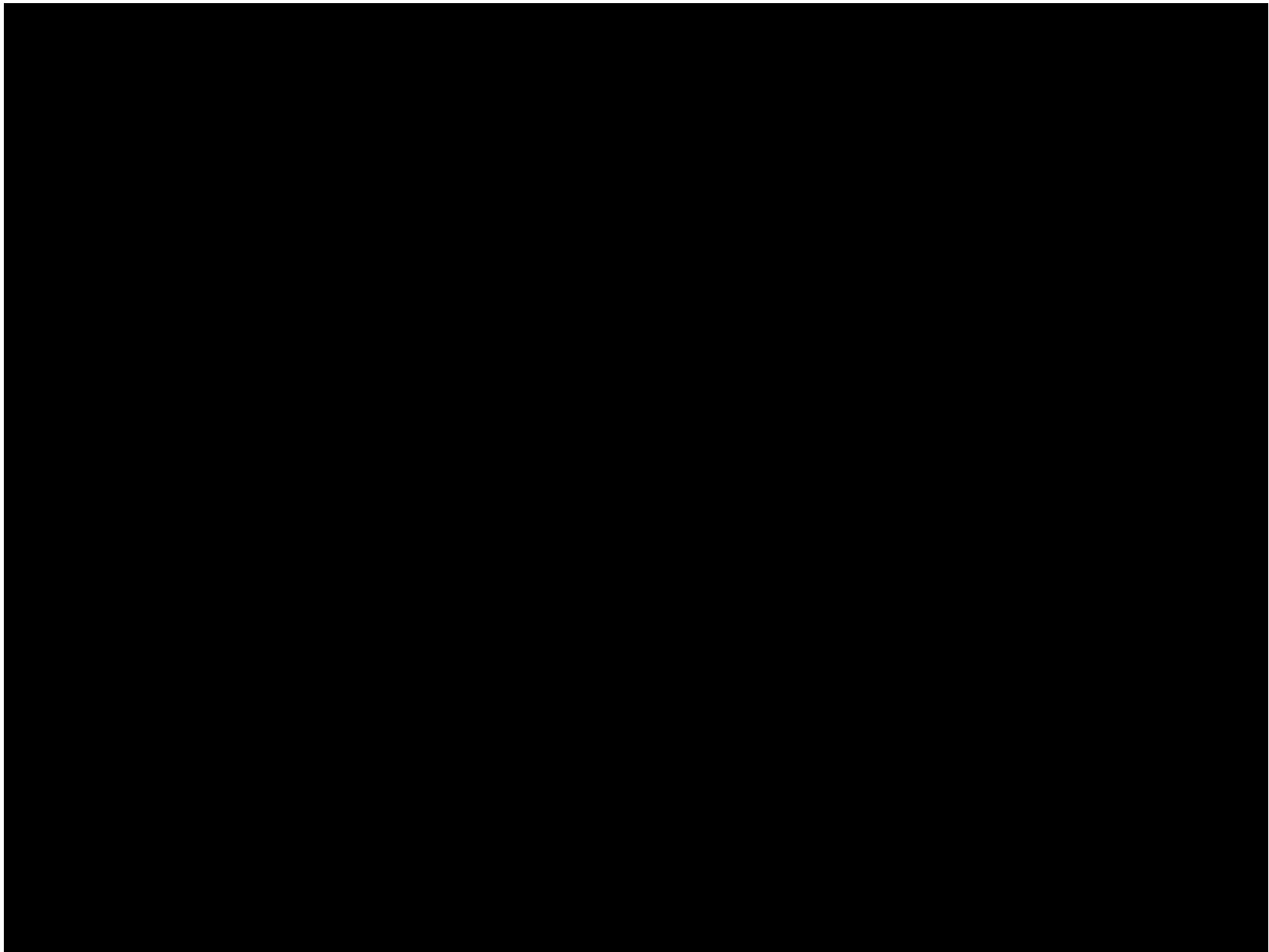
VOICE OVERS

Idea 27

27

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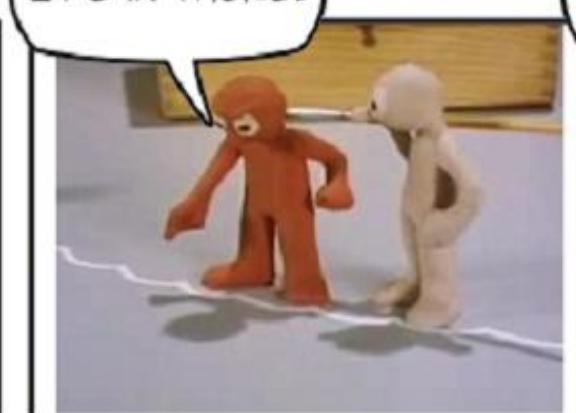




Once more with feeling!

English	French	Spanish
What's up?	Qu'est-ce qu'il se passe?	¿Qué pasa?
Something's missing!	Quelque chose me manque!	¡Algo falta!
I have an idea!	J'ai une idée!	¡Yo tengo una idea!
There you go!	Et voilà!	¡Aquí tienes!
Thank you	Merci!	¡Gracias!
You're welcome	De rien!	¡De nada!
Oh no! You idiot!	Ah non! Imbécile!	¡Ay no! ¡Qué tonto eres!
Look – it's in there!	Regarde – c'est là-dedans!	¡Mira – está dentro!
Uh oh!	Ah non!	¡Ay no!





**Increasing
interactivity**
(spontaneity,
sustaining the flow,
filling pauses,
intonation)

GROUP TALK

Idea 28

28

Rachel Hawkes



Es ist toll!

¡Es ist schrecklich!

Ich mag das (nicht)!

Wie findest du das?

✓ Ja, das stimmt!

✗ ¡Nein, das stimmt nicht!

✗ Ich auch!

✗ Ich nicht!

✗ Du bist verrückt!

Ich denke...



**Increasing
interactivity
(spontaneity,
sustaining the flow,
filling pauses,
intonation)**

FILL THE SILENCE

Idea 29

29

Rachel Hawkes



Para mí..

En mi
opinión...



Entonces..

A ver...

Bueno..

Pues...

Por ejemplo...

O sea...

Es decir...



**Increasing
interactivity
(spontaneity,
sustaining the flow,
filling pauses,
intonation)**

ROLE PLAY: ONCE MORE WITH FEELING!

Idea 30



Rachel Hawkes



Charakter 1

doof
lacht viel
jünger als die anderen Personen

Charakter 5

kommandiert gern
unterricht ständig

Charakter 6

sehr schlechter Laune
hört sich launisch an
stampft mit dem Fuß

Charakter 2

selbstbewusst
spricht sehr laut

Charakter 3

schüchtern
spricht sehr leise

Charakter 7

enthusiastisch
lächelt und klatscht in die Hände

Charakter 4

sehr energisch
bewegt sich viel

Charakter 8

nachdenklich
kratzt sich am Kopf
starrt vor sich hin

**Increasing
interactivity
(spontaneity,
sustaining the flow,
filling pauses,
intonation)**

RANDOM QUESTIONS!

Idea 31

31

Rachel Hawkes



**Increasing
interactivity**
(spontaneity,
sustaining the flow,
filling pauses,
intonation)

COCKTAIL PARTY

Idea 32

32

Rachel Hawkes





En una fiesta en Barcelona

You are attending a trade fair in Barcelona. In the evening there is a cocktail party for all the guests in the hotel. You circulate and meet some of the other trade fair delegates.

Some questions you could ask in your conversation:

Hola, buenas tardes. ¿Cómo se llama?

¿De dónde es? (Soy de...)

¿En qué trabaja? (Soy... y trabajo para...)

¿Desde hace cuánto tiempo? (e.g. dos años)

¿Le gusta Barcelona? (Sí, me gusta... y)

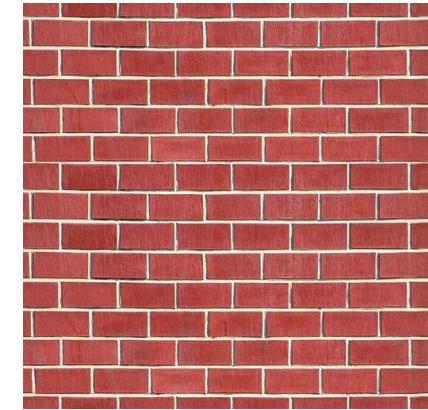


When you have finished talking to one person, you move on to talk to someone new. If s/he is still talking to someone else, you may need to wait, as you would at a party! Try to stop referring to your notes as soon as you can.

- NVQ Level 2

Could also be adapted to:

- GCSE CA task



Rewarding
spontaneity



REWARDS



Idea 33

33

Developing quality (Assessing, improving, enhancing, modelling)

TICK GRIDS

Idea 34



Rachel Hawkes



Prepare the text for your PowerPoint presentation on your family. You will need 5 slides only (but you can add additional slides if you wish) and you may add in photos or drawings at home. In this lesson, you will be planning and writing the text. Include the following information:

Year 8 End of Unit project

- a description of yourself
- how many people in your family and who they are and a bit about them.
- a detailed description of one family member (sibling) and a comparison of yourself with that person
- a description of the hobbies and interests you and your family have
- a description of your plans for next weekend

Use verb forms other than 'I' and choose some 'radical' verbs and other irregulars – e.g. ser/tener/jugar/hacer/pensar

Say a little about your plans for next weekend and what the rest of your family will be doing too.

You use this when you like you like doing something – i.e. me gusta bailar.

Links are ways to join sentences or halves of sentences together – e.g. y, también, pero, sin embargo, después, luego

As well as 'me gusta' etc.. Why not also include pienso que, creo que, a mi parecer, me parece que, en mi opinión

p.2 – 4
vocabulary
book

porque =
because!

		😊	😢
Present (reg & irreg)	5		
Future	2		
Preterite			
Imperfect			
Verb & infinitive	2		
links	3		
opinions	3		
reasons	2		
adjectives	5		
questions	2		
negatives	2		
comp./sup.	2		
spelling errors			

see p.5 vocabulary book
e.g. nicer than, funnier
than, bigger than..

present		
present (other persons)		
past (preterit)		
past (imperfect)		
past (perfect)		
future		
conditional		
subjunctive		
verb & infinitive		
links		
opinions		
reasons		
negatives		
comp./sup.		
idioms		
subordination		
vocabulary +		
pronunciation		

How to use the tick grid

- With text book listening tasks
- With written text
- When peer assessing
- When completing speaking preparation for GCSE tasks
- When listening to exam board sample material
- When assessing model answer provided by the teacher

Developing quality

(Assessing, improving,
enhancing, modelling)

BINGO

Idea 35

35

Rachel Hawkes



Opinion	Present	Future
Reason	Time expression	Comparison
Complexity	Past	Reference to others



Developing quality
**(Assessing, improving,
enhancing, modelling)**

MODELLING

Idea 36

36

Rachel Hawkes



FORM CA2 Controlled assessments (Speaking)

Candidate Name:

Teaching group:

Date:

Candidate Number:

Language:

Centre Number:

Task type

(Please tick)

(Please insert title of stimulus)

 Picture-based discussion Presentation and follow-up questions Open interaction

You can produce up to 30 words of notes in the box on the right.
Notes should appear in bullet point format or as a spider diagram
and full words must be used (Codes are not acceptable). You may also
produce up to five small drawings in the box below.

1. Students can generate possible questions to ask (if this is the prompt sheet)
2. They can answer the questions as if this was them
3. They can prepare a prompt sheet for a different topic

Prácticas laborales
escuela
horas de trabajo
primer día
no ganaba
ayudar a
jugaba
más me gustó
buena experiencia
trabajo a tiempo parcial
futuro
bachillerato
gente
al extranjero
no tengo ganas..

NB: A separate form must be used for each assessment



Fitness for purpose

- David understands readily and is keen to communicate. A risk taker, he often launches in to speaking without having thought through how the sentence might end up. He is very spontaneous but because he is quite lazy with learning verb endings, he half knows a lot of words, but most sentences will have mistakes and many will end up ambiguous because of wrong verb endings.

Fitness for purpose (2)

- Emma has an excellent memory and is really keen to do well, and also prepared to put in serious time and commitment to memorising. She is quite anxious and under confident, but on top of this, she does not understand unexpected questions readily and is prone to answering the question she thinks you might be asking. In addition, her pronunciation is not secure and she has difficulty retaining the sounds of more complex words over time.

Fitness for purpose (2)

- Simon is extremely bright and adapts his extensive English vocabulary to his foreign language learning very well. He is secure with all tenses, using his own conditional perfect in his last oral assessment! Because he is ambitious and always wants to say exactly the right answer, he can sound stilted in oral examinations. He can get tongue-tied as he is considering the various different options!

Fitness for purpose (4)

- Vanessa is also very bright. She doesn't seem at ease with Spanish and says that she prefers German. However, recently she has begun to be much more spontaneous in class, and her knowledge of grammar is sufficiently well developed for her to build sentences creatively and independently. In oral exams she doesn't sound as confident as she should be, and there is a real danger she is underselling herself here, as her knowledge and application of grammar is sufficiently well developed for her to be able to make her own meaningful exchanges.



Association *for*
Language Learning

Thank you !

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Rachel Hawkes

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Comberton Village College, Cambridgeshire