

Raising attainment at KS4: tackling the productive skills

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Session objectives



- ❑ To identify strengths and weaknesses at GCSE in Speaking and Writing
- ❑ To revisit effective strategies for the Speaking and Writing exams

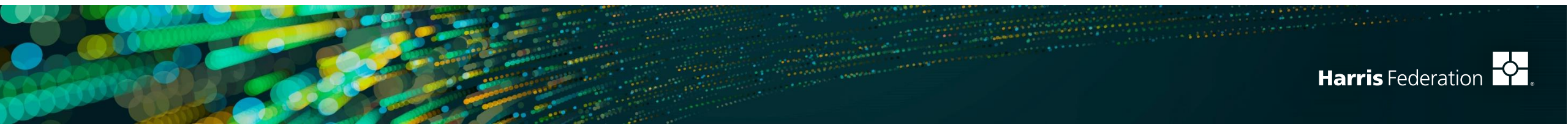


This session aims to share exam strategies and provide teaching-to-exam tips for the final stretch. As such, it will suggest some shortcuts to teaching but which we would not necessarily recommend earlier in the course.

Agenda



1. Getting tiering right
2. What we have learnt from June 2023
3. General recommendations
4. Boosting Outcomes in Speaking
5. Boosting Outcomes in Writing
6. Recommended material





Getting tiering right!

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Thu 14th March 2024

Tiering update (Foundation)

Grade boundaries trends over the years

AQA GCSE French Foundation	5	4	3	2	1
Series 2023	158 ↑	141 ↑	102 ↑	63 ↑	24 =
Series 2022	143 ↓	131 ↓	95 ↓	59 ↓	24 ↓
Series 2019	169 ↑	152 ↑	111 ↑	71 ↑	31 =
Series 2018	159	143	105	68	31

- ❑ **15 more marks** needed **to get a 5 in 2023** vs 2022, **10 to get a grade 4**
- ❑ Benchmark: series 2019 so potential increase in 2024 to be expected?

Tiering update (Higher)

Grade boundaries trends over the years

AQA GCSE French Higher	9	8	7	6	5	4	3
Series 2023 ↑↓=	188↑	166↑	144↑	129↑	114↑	99↑	91↑
Series 2022	183↓	159↓	136↓	120↓	104↓	89↓	81↓
Series 2019	203↑	181↑	151↑	141↑	123↑	106↑	97↑
Series 2018	201	176	152	132	112	92	72

- on av. **5 more marks** needed **to get a 9-8 in 2023** vs 2022
- 10 more marks** needed **to get grades 3-5**
- Benchmark: series 2019 so potential increase in 2024 to be expected?

Tiering update

Recommendations:

- ❑ **Writing** = biggest factor in tier decision!
- ❑ **Speaking** = 2nd biggest factor
- ❑ Can the student **ably** cope with the demand of **both** papers?
- ❑ Students with DfE target of 4-5 → **safest tier is foundation!**
- ❑ Students with grade U/3 in Mock 1 → **safest tier is foundation!**
- ❑ Review case by case
- ❑ Get it right in Mock 2!



What we have learnt from June 2023

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June 2023 performance analysis

Strengths and Areas for Development in Higher

Speaking

- ❑ Our students performed on av. **same as NA in Role-Play**
- ❑ Our students performed on av. **+1.4% in Photocard**
- ❑ Our students performed on av. **-0.7% in General Conversation**

Writing

- ❑ Our students performed **same as NA in Q1 (90-word)**
- ❑ Our students performed on av. **-4.2% in Q2 (150-word)**
- ❑ Our students performed on av. **-2.5% in Q3 (translation)**



source: AQA Centre Services, Data Comparison Tool

What we have learnt from June 2023

Summary of areas for development

Foundation

- Our students need more practice and techniques in the Role-Play
- Our students need better preparation for General Conversation

Higher

- Our students need more practice and techniques in the W Q3 Translation
- Our students need to prepare a structured plan for essays in W Q1 and Q2



General recommendations

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General recommendations

Discuss with the people around your table:

- What were the biggest barriers to success in Sp/Wr for students in Mock 1?
- How could we better prepare the future cohorts?



General recommendations

Plan for long-term changes!

- more focus on exam skills in Y11 = more impact
- changing homework (introduce memorising, more exam tasks)
- starting early (GC booklets in Y9, teaching KS3 to memorise)
- more robust Y10 cycle 2 assessment = clearer tiering for Mock 1



Speaking

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Speaking Best Practice

Discuss with the people around your table:

- what are your most effective strategies to improve performance?
- what are your go-to tools/activities/resources?



Speaking Overall



Poor use of preparation time directly impact performance!

On average, 7/10 students turn up in Mock 1 with an incomplete preparation:

- students prefer to start with the Photocard
- many spend the entire 12-minutes on Photocard
- some disengaged entirely with the Role-Play due to lack of comprehension
- some answer incorrectly under pressure despite correct preparation
- Teach them to use preparation time effectively!**



You get **12 minutes** of preparation time before the exam for:

- the role-play
- the photo card

You should spend **8 minutes** to prepare the **photo card**, roughly as follow:

- 2 minutes to describe the photo
- 2.5 minutes to answer question 2
- 2.5 minutes to answer question 3
- 1 minute to anticipate the 2 unprepared questions

Keep answers simple but provide 3 details with 3 verbs for each question on the card.

Candidate's Photo Card A

- Look at the photo during the preparation period.
- Make any notes you wish to on a separate piece of paper.
- Your teacher will then ask you questions about the photo and about the topic related to **friends and family**.



1. Qu'est-ce qu'il y a sur la photo ?

2. Ton portable est important pour toi ? Pourquoi ?

3. Qu'est-ce que tu as acheté en ligne récemment ?



You get **12 minutes** of preparation time before the exam for:

- the role-play
- the photo card

You should spend **4 minutes** to prepare the **role-play**, because your answers must be short and simple.

Spend 1 minute per bullet point.

Now let's practise in timed conditions!

ROLE-PLAY 1
CANDIDATE'S ROLE
<p>Instructions to candidates</p> <p>Your teacher will play the part of an employee in a tourist office in France and will speak first.</p> <p>You should address the employee as <i>vous</i>.</p> <p>When you see this – ! – you will have to respond to something you have not prepared.</p> <p>When you see this – ? – you will have to ask a question.</p>
<p>Vous parlez avec un(e) employé(e) dans un office de tourisme en France.</p> <ul style="list-style-type: none"> • En vacances – où. • ! • ? Attractions touristiques. • Visite de la ville – quand. • Région – votre opinion (un détail).



Preparing your answer sheet effectively makes the difference!

GCSE MFL Speaking tests additional answer sheet

AQA

GCSE MFL Speaking tests
additional answer sheet

Candidate no: Centre no:

Candidate name: RP

1

2 !

3

4

5

26

What to do before you start:

- Write RP for role play at the top
- Write numbers 1-5, skipping every other line
(this is so that you always know where you are!)
- Write -!- where the unprepared question is
(this is so you don't read another answer!)

Tu parles de ton collègue avec ton/ta partenaire canadien(ne).

- Transport au collège (**un** détail).
- !
- Activité(s) à midi (**deux** détails).
- ? Clubs sportifs au collège.
- Ton uniforme scolaire – quoi.



Preparing your answer sheet effectively makes the difference!

GCSE MFL Speaking tests additional answer sheet

AQA GCSE MFL Speaking tests additional answer sheet

Candidate no: Centre no:

Candidate name: _____

PC

1

2

3

4 !

5 !

26

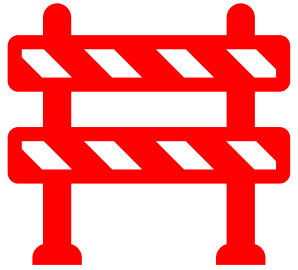
What to do before you start:

- Turn the page over and write PC for photo card
- Write numbers 1-5, skipping 3 lines
- Write -!- for 4 and 5, as they are unprepared questions

Speaking Role-Play



Improving quality of communication in responses



Barrier:

BP language/structure unclear!



Solutions:

Practise question words extensively
Simple opinions work for many BPs



Vocabulary - ROLE PLAY



Bullet point instruction - common phrases

INFORMAL

- tu es **you are**
- tu parles de ... avec **you speak about ... with**
- ton opinion **your opinion**
- ton ami(e) **your friend**
- ton/ta correspondant(e) **your exchange partner**
- ton professeur **your teacher**

FORMAL

- vous êtes **you are**
- vous parlez de ... avec **you speak about ... with**
- vos opinion **your opinion**

OTHER

- un serveur, une serveuse **a waiter, a waitress**
- un employé, une employée **an employee**
- un/une employeur **an employer**
- un vendeur, une vendeuse **a shop assistant**
- un magasin **a shop**
- un centre sportif **a sport centre**
- un collègue **a school**
- une colonie de vacances **a holiday camp**
- dernier, dernière **last**
- prochain, prochaine **next**
- une excursion **an outing, a trip**
- un échange **an exchange**
- le prix **the price**
- heure **time, hour**
- un repas **a meal**

Key Structure for the Role-Play

- j'aime **I like**
- j'adore **I love**
- je voudrais **I would like**
- un avantage c'est que **an advantage is that**
- un inconvénient c'est que **a disadvantage is that**
- je vais **I go, I am going**
- je suis allé(e) **I went**
- je vais aller **I am going to go**
- c'est **it is**
- sont **are**
- je pense que **I think that**
- à mon avis **in my opinion**
- j'ai **I have**
- je suis **I am**

Question words

- qui **who**
- avec qui **with whom**
- pour qui **for whom**
- quand **when**
- où **where**
- d'où **from where**
- pourquoi **why**
- combien **how much/many**
- à quelle heure **at what time**
- qu'est-ce que **what**
- que / qu' **what**
- quoi **what**
- quel(s) / quelle(s) **what, which**

Asking a question

Below are some question starters that you can put in front of the words from the bullet point:

INFORMAL QUESTIONS

- tu aimes **do you like**
- Tu penses quoi de **what do you think of**

FORMAL QUESTIONS

- vous aimez **do you like**
- Vous pensez quoi de **what do you think of**

OTHER QUESTIONS

- Il y a **is there**
- C'est bien **is ... any good?**

Check out our vocabulary sheets for each task of the speaking and writing papers!



Partner Talk



Spot the question words in the bullet points; translate them and match them with the appropriate answer:

example: club extraescolar - cuándo (**when**)

1) Voy al club de fútbol con mis amigos.

2) Voy al club de fútbol el lunes. ✓

3) Voy al club de fútbol porque es guay.

A. tu uniforme escolar - qué (**what**)

1) Llevo un pulóver gris.

2) Me gusta mi uniforme porque es práctico.

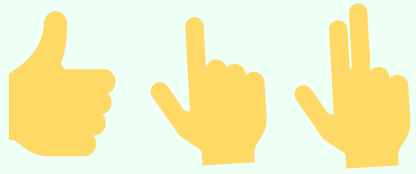
3) Mi uniforme escolar es aburrido.

B. empezar - cuándo (**when**)

1) Me gustaría empezar a trabajar.

2) Me gustaría empezar lunes.

3) Me gustaría empezar con mis colegas.



LAS RESPUESTAS – THE ANSWERS



example: club extraescolar - cuándo (when)

1) Voy al club de fútbol con mis amigos.

2) Voy al club de fútbol el lunes. ✓

3) Voy al club de fútbol porque es guay.

A. tu uniforme escolar - qué (what)

1) Llevo un pulóver gris. ✓

2) Me gusta mi uniforme porque es práctico.

3) Mi uniforme escolar es aburrido.

B. empezar - cuándo (when)

1) Me gustaría empezar a trabajar.

2) Me gustaría empezar lunes. ✓

3) Me gustaría empezar con mis colegas.



Partner Talk



For each of the bullet points, award marks and be prepared to justify:

Mark	Communication
2	The message is conveyed without ambiguity.
1	The message is partially conveyed or conveyed with some ambiguity.
0	No part of the message is conveyed.

B. proteger el medio ambiente - tu opinión (un detalle)

1) El medio ambiente, mi opinión es fantástico.	
2) Proteger el medio ambiente porque mi opinión 'useful' y fantástico.	
3) Creo que proteger el medio ambiente es fantástico.	

C. ? Contaminación en la ciudad

1) Odio la contaminación en mi ciudad.	
2) ¿Qué piensas de la contaminación en la ciudad?	
3) ¿Hay es contaminación en la ciudad?	



LES RESPUESTAS – THE ANSWERS



For each of the bullet points, award marks and be prepared to justify:

Mark	Communication
2	The message is conveyed without ambiguity.
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3) Creo que proteger el medio ambiente es fantástico.	

opinion not about 'proteger' so not relevant

ambiguity with English word and structure

communicates clearly and fully

C. ? Contaminación en la ciudad

1) Odio la contaminación en mi ciudad.	
2) ¿Qué piensas de la contaminación en la ciudad?	
3) ¿Hay es contaminación en la ciudad?	

not a question

communicates clearly and fully

ambiguity with 'Hay es'



Best answers for the most common bullet points!

Some bullet points are very common and can be answered very easily because they all require a simple opinion:

- matières - **ton opinion (un détail)**

J'aime mes matières car c'est super.

OR j'aime l'anglais car c'est super.



 Mon opinion les matières c'est super.

- activité **préférée** et **une raison**

Mon activité préférée c'est le foot car c'est amusant

OR J'adore le foot car c'est amusant.



 Mon préféré activité le foot car amusant.

- colonie de vacances - **votre opinion**

J'adore la colonie de vacances car c'est génial.

OR je pense que c'est génial.



 Votre opinion colonie de vacances c'est génial.

OR mon opinion colonie de vacances génial.

- musique - **votre préférence (un détail)**

J'adore la pop car c'est intéressant.


OR Je préfère la pop car c'est intéressant.



 Votre préférence musique pop c'est super

OR Je préférence musique pop ...

- les examens - **un avantage et un inconvénient**

 Un avantage les examens intéressant mais un inconvénient difficile.

Je pense que les exams c'est intéressant mais c'est aussi difficile.





Best answers for the most common bullet points!

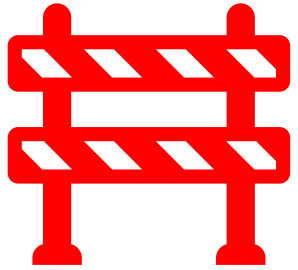
Many other bullets may not explicitly ask for a simple opinion and justification, but this may still be the most secure and accurate way to answer them. Look below:

- comida rápida (**un detalle**) Me gusta la comida rápida ya que es deliciosa. ✓
- chatear en línea (**dos detalles**) Me gusta chatear en línea porque es genial pero también es aburrido a veces. ✓
- Actividades por la tarde (**2 detalles**) Me encanta ver la tele y me gusta jugar en mi móvil. ✓
- Deportes en el colegio (**2 detalles**) Me gusta el fútbol porque es divertido pero odio el rugby dado que es aburrido. ✓
- Transporte al colegio (**un detalle**) Me gusta el autobús porque es práctico pero no me gusta el tren dado que es caro. ✓

Speaking Role-Play



Improving quality of student questions



Barriers:

complexity of question structures



Solutions:

Teach 3-4 question starters



ROLE PLAY – Asking questions



Make a question for each of the bullet points on the right side.
Respect the register (formal/informal):

Asking a question

Below are some question starters that you can put in front of the words from the bullet point:

INFORMAL QUESTIONS

- tu aimes do you like
- tu penses quoi de what do you think of
- tu as do you have

FORMAL QUESTIONS

- vous aimez do you like
- vous pensez quoi de what do you think of
- vous avez do you have

OTHER QUESTIONS

- Il y a is there
- C'est bien is ... any good?

• ? Déjeuner.

• ? Piscine.

• ? Portable.

• ? Pollution dans la ville.

• ? Concert – heure.

• ? Fête préférée.

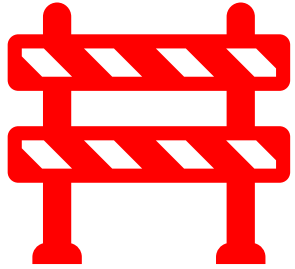
• ? Application favorite.

• ? Club(s) scolaire(s).

Speaking Photocard



Practising PALMW description in timed conditions



Poor timing in preparation

lack of present continuous in French



Practise photo in timed conditions

Teach:

'il/elle est + **en train de** + INF'

'ils/elles sont



Choose the 5 correct sentences to describe the photo:

1. Elles sont en train de jouer. ✓
2. Elles sont au collège. ✓
3. Elles sont tristes.
4. Elles sont en train de manger.
5. Sur la photo il y a quatre filles. ✓
6. Elles ont les cheveux longs. ✓
7. Elles ont les cheveux courts.
8. Sur la photo il y a quatre garçons.
9. Elles sont contentes. ✓
10. Elles sont au cinéma.



Extra: Match each correct sentence to one of the letters of PALMW

P	A	L	M	W
5	1	2	9 / 6	



Which photo is it? Write the correct letter in the box:

1. Están reciclando plástico. **A**
2. Están en casa. **A**
3. En la foto hay cinco personas. **B**
4. Están contentos. **B**
5. Están organizando ropa. **B**
6. En la foto hay cuatro personas. **A**
7. Están concentrados. **A**
8. Están en una tienda OXFAM. **B**



Extra: Match each correct sentence to one of the letters of PALM W:

P	A	L	M	W
3 / 6	1 / 5	2 / 8	4 / 7	



Use the grid below to make sentences describing the photo.
Start from the bottom and work your way up.



contentos.	una familia.	al fútbol.	parque.
jugando	hay	un	están
Ellos	Están	En la foto	Están en



1. People En la foto hay una familia.
2. Action: Están jugando al fútbol.
3. Location: Están en un parque.
4. Mood: Ellos están contentos.



Let's look at a model together first.



1

We use **PALM(W)** to make a detailed description:

P(eople) Sur la photo il y a ...
A(ction) Ils sont en train de ...
L(ocation) Ils sont ...
M(ood) Ils sont ...
W(eather) (Je pense qu')il fait ...

With a partner, come up with 3 to 5 elements of **PALM(W)** to secure maximum marks.



Photo 1	<input type="checkbox"/> People:	Sur la photo il y a beaucoup de personnes.
	<input type="checkbox"/> Action:	Ils sont en train de célébrer un anniversaire.
	<input type="checkbox"/> Location:	Ils sont à la maison.
	<input type="checkbox"/> Mood:	Ils sont contents.
	<input type="checkbox"/> Weather:	Je pense qu'il fait chaud car l'homme porte une chemise.



Write a sentence for each criteria to describe the photo. Do so within the time!



2

End

3 minutes

Photo 2	<input type="checkbox"/> People:	_____
	<input type="checkbox"/> Action:	_____
	<input type="checkbox"/> Location:	_____
	<input type="checkbox"/> Mood:	_____
	<input type="checkbox"/> Weather:	_____



RÉPONSES POSSIBLES – POSSIBLE ANSWERS



2

Photo 2	<input type="checkbox"/> People:	Sur la photo, il y a une femme et un homme.
	<input type="checkbox"/> Action:	La femme est en train d'acheter des légumes.
	<input type="checkbox"/> Location:	Ils sont au marché.
	<input type="checkbox"/> Mood:	Ils sont contents.
	<input type="checkbox"/> Weather:	Je dirais qu'il fait beau.



Write a sentence for each criteria to describe the photo. Do so within the time!



Plus vite!!!

3

End

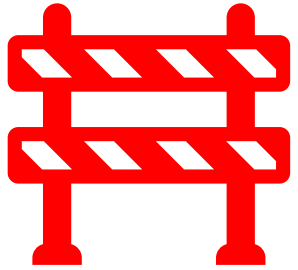


2 minutes

Photo 2	<input type="checkbox"/> People:	_____
	<input type="checkbox"/> Action:	_____
	<input type="checkbox"/> Location:	_____
	<input type="checkbox"/> Mood:	_____
	<input type="checkbox"/> Weather:	_____

Speaking Photocard

Preparing for tenses



Barriers:

inability to spot the tense question
poor verb conjugation



Solutions:

Practise identifying tenses
Practise systematic verb conjugation



Grammar - the 3 tenses



Last week, we learnt that the verb in the question must be changed and to do so, we need to pay attention to the tense and the verb form. Here is a reminder:

- **in the present**, **the verbs usually sound the same** in the 'je' and the 'tu' forms
- **in the past:**
 - 'tu as' becomes 'j'ai'
 - 'tu es' becomes 'je suis'
 - **the final verb remains the same.** Examples: joué, fait, acheté, attendu ...
- **in the future:**
 - 'tu vas' becomes 'je vais'
 - **the final verb remains the same.** Examples: jouer, faire, acheter, attendre ...
- **in the conditional:**
 - 'tu voudrais' becomes 'je voudrais'
 - **the final verb remains the same.** Examples: jouer, faire, acheter, attendre ...



Grammar



Change the verb below into the 'I' form. Be careful of the tense:

example: tu as joué → j'ai joué.

1. tu aimes _____
2. tu étudies _____
3. tu pratiques _____
4. tu es allé(e) _____
5. tu vas regarder _____

6. tu fais _____
7. vous faites _____
8. vous avez fait _____
9. tu vas faire _____
10. vous êtes _____

Now your teacher will read verbs in the 'tu' or 'vous' form. Write them in the 'I' form.

example: tu aimes → j'aime.

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |



Every photo card requires to respond to 5 questions, 2 unprepared.

We already know that the first question is always: **Qu'est ce qu'il y a sur la photo?**

For the other questions, you can expect:

Foundation:

Questions on the card:

- one question in the past OR future
- one question in the present tense

Unprepared questions:

- both questions in the present
- one question requires an opinion

Higher:

Questions on the card:

- one question in the past OR future*
- one question in the present tense

Unprepared questions:

- **one question in the future OR past***
(*different tense from question on card)
- one question in the present



Spotting the verbs in the questions and identifying the tense is crucial to make sure that you prepare accurate responses that communicate without ambiguities.

Follow the quick steps below:

- 1 - circle the verb in the question
- 2 - decide if it is past (PA), present (PR) or future (FU)
- 3 - write 3 verbs in the 'yo' form and correct tense

FU

Example: ¿Qué **vas a hacer** el próximo fin de semana con tus amigos?

voy a comer

voy a ir

voy a jugar



Without using the sentence builder, write 3 verbs in the correct tense to respond to the questions:

Example: ¿Qué **haces** normalmente los fines de semana con tu familia?

Voy / Juego / Como

- 1) ¿Qué te gusta hacer en tu tiempo libre?
- 2) ¿Qué vas a hacer después de los exámenes?
- 3) ¿Reciclaste en casa recientemente?
- 4) ¿Cómo celebraste tu último cumpleaños?
- 5) ¿Cuáles son tus planes para las próximas vacaciones?



Exam question



Now on your own!

Write PC F at the top

Number 1-5 and skip a line.

Mark -!- for the 2 unprepared questions

Use PALM(W) to answer question 1.

Use the strategies learnt so far to tackle

the next 2 questions. Remember:

- identify the tense and write up 3 verbs
- extend your response securely in 3 parts

8 minutes (play timer twice!)

CARD F

CANDIDATE'S PHOTO CARD

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **free-time activities**.



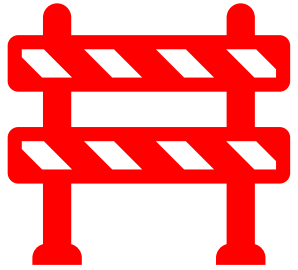
Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Décris une visite récente au cinéma.
- Qui est ton acteur ou actrice préféré(e) ? ... Pourquoi ?

Speaking General Conversation



Encouraging for more explicit narration



Barriers:

lack of grasp of what narration is

Risk of capping at 5-6/10 in Content!



Solutions:

Teach sequencers

Prompt narration in follow-up Qs



Look at the answer below and rewrite it with sequencers and more details to show narration:

Qu'est-ce que tu as fait pendant tes dernières vacances?

Je suis allé à Bordeaux.

J'ai joué au foot.

J'ai visité un musée.

J'ai fait beaucoup de choses

le premier jour

le deuxième jour / après

le dernier jour

I did a lot of things

on the first day

on the 2nd day / after

on the last day

L'année dernière **je suis allé** en vacances à Bordeaux et **j'ai fait** beaucoup de

choses. **D'abord, j'ai joué** au foot dans un parc avec mon frère. **Ensuite, j'ai**

visité un musée avec ma famille mais c'était ennuyeux. **Finalement, j'ai mangé**

au restaurant avec ma famille tous les soirs.



LES RÉPONSES – THE ANSWERS

A. Change the time expressions in the present to time expressions in the past:

- | | |
|-------------------------|---------------------------------------|
| 1. le week-end | le week-end dernier |
| 2. pendant les vacances | pendant les dernières vacances |
| 3. le samedi | samedi dernier |
| 4. cette année | l'année dernière |

B. Now change the conjugated verbs in the present to their perfect tense form:

- | | |
|---------------|---------------------|
| 5. je joue | j'ai joué |
| 6. je mange | j'ai mangé |
| 7. je vais | je suis allé |
| 8. j'écoute | j'ai écouté |
| 9. je fais | j'ai fait |
| 10. j'achète* | j'ai acheté |

* take off the accent on the first -e



Look at the answer in the present tense below. Make the necessary changes to adapt it to the past. You should change:

- **time expressions**
- **conjugated verbs**

¿Qué haces normalmente en el fin de semana?

Normalmente, en el fin de semana, hago mucho. **Primero, juego** al fútbol con mis amigos en el parque. Es muy divertido. **Luego, voy** al cine con mi familia porque **siempre es** entretenido. **Finalmente comemos** una pizza. Es riquísimo.

¿Qué hiciste el fin de semana pasado?

El fin de semana pasado _____

_____.

Speaking General Conversation



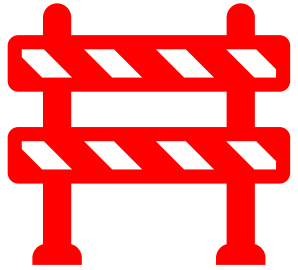
Prompting narration in follow-up questions

As narration is a clear criteria of the content descriptor for score 5-10, teachers can use follow-up questions to prompt:

- *Qu'est-ce que tu as fait dans ta ville récemment?*
- *Et après? Et ensuite?*
- *Et finalement? Et le soir?*

Speaking General Conversation

Improving variety of language and structures



Barriers:

Lack of variety in vocab/structures

Risk of capping at 5-6/10 in Range!



Solutions:

Practise using synonyms



Look at the answer in the present tense below. Make the necessary changes to recycle it for another similar question without sounding repetitive. Use synonyms and varied vocabulary to change the highlighted parts:

Qu'est-ce que tu fais normalement dans ton temps libre?

Normalement, dans mon temps libre, je fais beaucoup de choses. D'abord, je joue au foot avec mes amis au parc. C'est très amusant. Ensuite, je vais au ciné avec ma famille car c'est toujours divertissant. Finalement je mange une pizza. C'est super délicieux.

Qu'est-ce que tu as fait dans ta ville le week-end?

D'habitude, le week-end, je fais beaucoup de choses. Premièrement, le samedi matin, je fais mes devoirs avec ma sœur à la maison. C'est souvent barbant et ennuyeux.

Après, mes amis et moi on va au centre commercial car c'est animé. Enfin, le dimanche, je vais à l'église avec ma famille, mais c'est trop long.



Partner Talk



With a partner, come up with synonyms or equivalents for the following words:

car

parce que
puisque
vu que
étant donné que

je pense que

je crois que
je trouve que
selon moi
à mon avis

normalement

d'habitude
généralement
d'ordinaire
en général

après

ensuite
puis
après

mais

cependant
néanmoins
en revanche
par contre

c'est génial

c'est chouette
c'est fascinant
c'est passionnant
c'est trop bien

le week-end

le samedi
le dimanche

finalelement

enfin
le dernier jour
pour finir



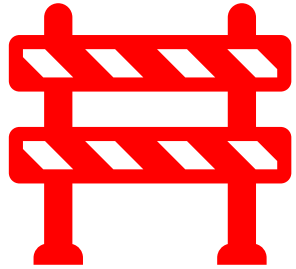
With a partner, list as many words as you know for each category:

conjunctions	intensifiers, sequencers or adverbs	verbs	generic adjectives	opinion phrases	time expressions

Note for teachers: this can also be adapted as 'petit bac' game when the teacher gives one specific letter and students have to come up with words that start with the letter for each category.

Speaking General Conversation

Manipulating complex structures



structures are simple and repetitive

complex structures are poorly manipulated

Risk of capping at 5-6/10 in Range!



Teach a handful of useful, adaptable phrases

Task One: Top 5 Complex Structures

With the people on your table, list your top 5 complex structures that you train your students to use.





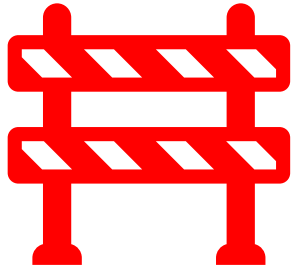
Writing

ALL Webinar: Raising Attainment, Tackling the Productive skills

Thu 14th March 2024



Improving task coverage and content marks



Barriers:

Unknown vocabulary in BP
Risk of capping in Content!



Solutions:

Express opinions

Tackling an unknown bullet point

Discuss with the people at your table the strategies you teach your students to overcome the barrier(s) of an unknown bullet point.





The secret key to covering all 4 bullet points!



You do not have to lose mark for content, just because you don't know what a bullet point means.

The secret? Use:

an opinion phrase

+

the words from
the bullet point

+ a justification with a
generic adjective

- un après-midi en vacances.

Example:

J'aime

un après-midi en vacances

car c'est intéressant.



For each of these obscure bullet points, use the secret key to write a simple opinion:

- **les sorties scolaires** **J'adore les sorties scolaires car elles sont fascinantes.**
- **les matières** **Je n'aime pas les matières vu qu'elles sont barbantes.**
- **le bénévolat** **Je pense que le bénévolat c'est très intéressant.**
- **le temps** **À mon avis le temps c'est génial.**
- **les règles** **Je déteste les règles parce qu'elles sont nulles.**
- **l'amitié** **J'adore l'amitié étant donné que c'est super.**

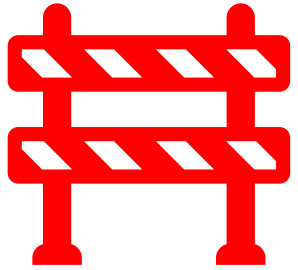


Félicitations! You now know how to fool the examiners!

Translation



Improving accuracy



Barriers:

Unknown vocabulary

Poor manipulation of grammar



Solutions:

Spot patterns

Practice common grammar

Task Three: Patterns in Translation

With the people at your table, look at the translation questions from series 2018 to 2023. List the common patterns.



Series 2023

My sister plays football.
I like geography because it is interesting.
There is a small table in the bedroom.
Every day I go to the park by bus.
Last week I lost my mobile phone at the market.

Series 2021

I am small and kind.
I don't like science.
There is a lot of pollution in the river.
Normally we do sport at the youth club.
Last week I went to a match with my uncle.

Series 2019

My father is a doctor.
It rains a lot in March.
I like to listen to the radio in the kitchen.
Tomorrow I am going to help at the museum.
Last weekend I bought a mobile phone.

Series 2022

I do my homework in the kitchen.
At school there is a big sports ground.
My aunt has a job in a café every Monday.
Usually, I find the Internet useful.
Today I ate a lot of vegetables.

Series 2020

English is fun.
I go on holiday by train.
I talk with my friends in the park after school.
It is important to recycle paper.
Last Saturday, I celebrated my birthday at a good restaurant.

Series 2018

I live in a village.
In my house there are six bedrooms and a garage.
At the weekend I play on my computer.
I adore fish because it is healthy.
Yesterday I did a lot of homework.

Series 2023

My sister plays football.

I like geography because it is interesting.

There is a small table in the bedroom.

Every day I go to the park by bus.

Last week I lost my mobile phone at the market.

Series 2021

I am small and kind.

I don't like science.

There is a lot of pollution in the river.

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Series 2019

My father is a doctor.

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I like to listen to the radio in the kitchen.

Tomorrow I am going to help at the museum.

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Series 2022

I do my homework in the kitchen.

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English is fun.

I go on holiday by train.

I talk with my friends in the park after school.

It is important to recycle paper.

Last Saturday, I celebrated my birthday at a good restaurant.

Series 2018

I live in a village.

In my house there are six bedrooms and a garage.

At the weekend I play on my computer.

I adore fish because it is healthy.

Yesterday I did a lot of homework.

Series 2023

I go to the cinema every month, but my friend prefers films online. This morning we listened to music with our teacher. I would really like to play an instrument. I don't like living in the countryside, so when I am older, I'll buy a flat in the town centre, even if there is a lot of pollution.

Series 2021

Every day I must do a lot of homework, so I use the Internet to help me. It's very useful, especially if I am studying history or science. During our holidays last summer, we visited Spain where I bought a T-shirt for a friend because it wasn't too expensive. Next year I'll go to Canada.

Series 2019

When I was young, I used to play badminton often with my friends because it was fun. Last Saturday we went to town by bus. If we take public transport, we can reduce pollution. At Christmas I received tickets for a tennis match that I will see in June. Next year I would like to work in a sports shop.

Series 2022

Our history teacher is quite strict, but I get on well with him. He thinks that my grades in this subject are really good. However, I would prefer to study biology at university because I have always loved flowers. Recently, I spent a week with my cousin. We went camping in the countryside near to a river.

Series 2020

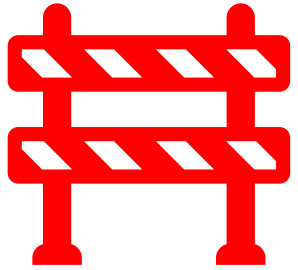
I get on very well with my sister, so we often go to the shopping centre together. Yesterday I gave some clothes to the homeless. I think that one must help others. After my studies at university, I hope to live abroad, where I will do voluntary work for a year.

Series 2018

Last Saturday I did my homework and some recycling. Then I spent the afternoon in the countryside with my grandmother. We ate in a small cafe. I forgot my mobile, so it was a bit boring in my opinion. Next weekend I would like to go to the sports centre as I want to stay fit.



Building students' resilience with longer tasks



Barriers:

Unknown vocabulary in BP

Lack of confidence



Solutions:

Reuse strategies from 40-word

Prepare for tenses



Taking it one step at a time makes the difference!

Or:

0 4 .2 Daniela, una amiga de Paraguay, te ha preguntado sobre tu colegio.

Escríbele un email.

Menciona:

- tu opinión sobre tus estudios
- qué haces en el colegio durante la hora de comer
- qué hiciste en tu última clase de español
- si te gustaría ser profesor/profesora en el futuro.

Escribe aproximadamente 90 palabras en **español**. Responde a todos los aspectos de la pregunta.

[16 marks]

Me gustan mis estudios porque son interesantes.

Me encanta el español dado que mi profe es muy buena.

Durante la hora de comer, juego al fútbol.

Sin embargo, no como nada porque la comida en mi insti es horrible.

En mi última clase de español, estudié mucho.

Era muy fácil.

Además, repasé para los exámenes.

Me gustaría ser profe en el futuro ya que es bien pagado.

Sin embargo no me gustaría ser médico porque es difícil.

First focus on writing 10 words per bullet point

Skip 3 lines between each answer!

(That's so you can add more details later)

You reached 38 words!

Now go back and try to add 10 more words per bullet points by:

- adding an extra or contrasting opinion
- adding an extra activity

And just like that, you reached 77 words!



Taking it one step at a time makes the difference!

Or:

0 4 .2 Daniela, una amiga de Paraguay, te ha preguntado sobre tu colegio.

Escríbele un email.

Menciona:

- tu opinión sobre tus estudios
- qué haces en el colegio durante la hora de comer
- qué hiciste en tu última clase de español
- si te gustaría ser profesor/profesora en el futuro.

Escribe aproximadamente 90 palabras en **español**. Responde a todos los aspectos de la pregunta.

[16 marks]

Me gustan mis estudios porque son interesantes. Me encanta el español dado que mi profe es muy buena.

Durante la hora de comer, juego al fútbol **con mis amigos en el patio**. Sin embargo, no como nada porque la comida **en el comedor de** mi insti es horrible.

En mi última clase de español, estudié mucho. Era muy fácil. Además, repasé para los exámenes **la semana pasada**.

Me gustaría ser profe en el futuro ya que es bien pagado. Sin embargo, no me gustaría ser médico porque es difícil.

When word count matters, remember that you can:

- gain 3 words by saying **who you do an activity with** (con mi familia, con mis amigos)
- gain 2-3 words by **saying where** (al/en el cine, al/en el parque)
- gain 2-3 by **adding time expressions** (el fin de semana pasado, el próximo año ...)
- And now you have 89 words!!!



Tu amiga chilena, Ana, es estudiante y trabaja en una tienda los sábados para ganar dinero.

Escríbele un email.

Menciona:

- qué hiciste recientemente para ganar dinero
- tu opinión sobre los trabajos a tiempo parcial
- qué te gusta hacer con tu dinero
- qué vas a hacer el septiembre próximo.

PA

ayudé / trabajé / fue / gané

OP

OP

FU

voy a ir / voy a estudiar / va a ser

Escribe aproximadamente **90** palabras en **español**. Responde a todos los aspectos de la pregunta.

[16 marks]

1. Read the bullet points and identify which one is in the **past (PA)**, which one is in the **future (FU)**, and which one requires an **opinion (OP)**.
2. Use the following sentence starters to start answering each bullet points.
 - Recientemente para ganar dinero ... Gané ...
 - En mi opinión, creo que los trabajos a tiempo parcial son ...
 - Con mi dinero me gusta ...
 - El septiembre próximo voy a ...

5 minutes



Exam question



Now on your own!

Apply all the strategies:

- start by producing 10w per bullet points and skip 3 lines
- remove all references to 'you'
- build-up 10 extra words by giving extra/contrasting opinions, add an extra activity, say who with, where

Aim to:

- use simple language
- communicate clearly
- answer each bullet point

Give a **relevant justified opinion** about each bullet point.

Tu amiga chilena, Ana, es estudiante y trabaja en una tienda los sábados para ganar dinero.

Escríbele un email.

Menciona:

- qué hiciste recientemente para ganar dinero
- tu opinión sobre los trabajos a tiempo parcial
- qué te gusta hacer con tu dinero
- qué vas a hacer el septiembre próximo.

Escribe aproximadamente **90** palabras en **español**. Responde a todos los aspectos de la pregunta.

[16 marks]



10 minutes



Exam question



Check your work!

Use the check list below:

I wrote about all 4 bullet points - write **B1,B2,B3,B4** next to each paragraph.

I conjugated 3 verbs in the past and 3 verbs in the future - **highlight** them in your essay.

I gave my opinions - write **O** next to them; and I justified them - write **J** next to them

I used a variety of conjunctions - **circle** them.

I used a variety of opinion phrases - underline them.

I didn't reuse the following words from the bullet points: **hiciste, tu, te, vas a**

Tu amiga chilena, Ana, es estudiante y trabaja en una tienda los sábados para ganar dinero.

Escríbele un email.

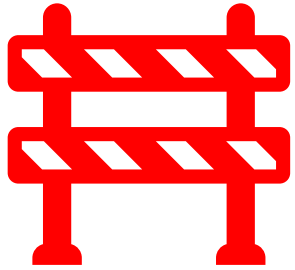
Menciona:

- qué hiciste recientemente para ganar dinero
- tu opinión sobre los trabajos a tiempo parcial
- qué te gusta hacer con tu dinero
- qué vas a hacer el septiembre próximo.

150-word essay



Producing a fully relevant response



Barriers:

Unknown vocabulary in BP

Lack of planning



Solutions:

Unpick the bullet points

Teach to prepare a plan

Vous écrivez un article sur le travail pour votre collègue partenaire français.

Décrivez:

- les avantages (travailler avec les enfants)
- les désavantages (beaucoup de travail, mal-payé)

- les avantages et les désavantages d'être professeur
- vos projets futurs pour le travail.
- l'été prochain je vais travailler dans un restaurant
- à l'avenir, je voudrais être docteur

Ecrivez environ **150** mots en **français**. Répondez aux deux aspects de la question.

Vous écrivez un blog sur l'argent et le shopping.

Décrivez:

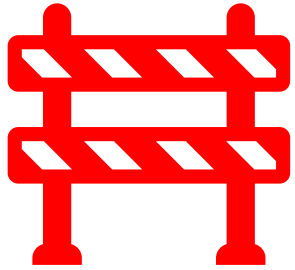
- important car la vie est chère, il y a aussi l'inflation
 - plus important = aimer le travail et la famille
 - le week-end dernier je suis allé(e) au magasin de ...
 - le week-end prochain, je vais aller au centre commercial
- l'importance de l'argent dans votre vie
 - une visite spéciale que vous avez faite récemment aux magasins.

Ecrivez environ **150** mots en **français**. Répondez aux deux aspects de la question.

150-word essay



Producing a response rich in range of language



Barriers:

Lack of familiarity with MS



Solutions:

Teach complex structures

Teach to prepare a plan

150-word essay

Range of language

Level	Marks	Responses
4	10-12	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.
3	7-9	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate.
2	4-6	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.
1	1-3	Little variety of appropriate vocabulary. Structures are likely to be short and simple. Little or no awareness of style and register.
0	0	The range of language produced does not meet the standard required for a mark at this tier

Mr Violette's star structures

- ❑ Conjugation with a range of pronouns/subjects
- ❑ Conjugation of irregular verbs / reflexive verbs
- ❑ Negative structures in the passé-composé and the near future tense
- ❑ Double verb structures / modal verbs (with infinitives)
- ❑ Subordinate and relative clauses
- ❑ Interesting conjunctions
- ❑ Generic idiomatic expressions
- ❑ **You don't need subjunctives!**





Complex structures – 150-word



Phrases with INFINITIVES:

- j'ai hâte de (I cannot wait to)
- j'ai l'intention de (I intend to)
- j'ai envie de (I feel like)
- je viens de (I just ...)

IDIOMS

- c'est pas la mer à boire (it's not that hard)
- j'en ai marre (I'm fed up with it)
- ça en vaut la peine (it is worth it)
- casse-pieds (annoying)
- C'est trop de la balle vs c'est de la bombe

'No-meaning' phrases:

- pour autant que je sache (for all I know)
- cela/il va de soi que (it goes without saying)

Relative clauses:

- ... qui s'appelle ... (... who is called ...)
- ... que j'aime le plus (... that I like the most)

WHEN clauses:

- quand j'étais petit (when I was small)
- quand j'avais 5 ans (when I was 5)
- quand je serai grand (when I am older)
- quand j'aurai 25 ans (when I am 25)

IF clauses:

- s'il fait beau (if the weather's good)
- si j'ai le temps (if I have the time)
- si je pouvais (if I could)
- si j'avais plus de temps (if I had more time)
- si j'avais plus d'argent (if I had more money)

Structure with PREPOSITIONS:

- je joue au tennis **depuis** 5 ans
- **après** avoir fini mes études

Object pronoun:

- ma sœur m'aide (my sister helps me)
- je le déteste (I hate him/it)



Complex structures – 150-word

Target 5 Writing



Join the Wifi: iPhone

Password: HABS2024



Go to play.blooket.com
and enter Game ID:

3294921

Complexity – Après + perfect infinitive



Complétez:

perfect infinitive

simple future or immediate future

- | | | | | |
|----------|----------------------|-----------------------|----------------------|---|
| 1. Après | <input type="text"/> | mes devoirs, je | <input type="text"/> | en ville avec mes amis. (finir, sortir) |
| 2. Après | <input type="text"/> | au café, nous | <input type="text"/> | des boissons. (arriver, commander) |
| 3. Après | <input type="text"/> | nos boissons, nous | <input type="text"/> | à la patinoire. (boire, aller) |
| 4. Après | <input type="text"/> | du patin à glace, je | <input type="text"/> | chez moi. (faire, rentrer) |
| 5. Après | <input type="text"/> | le déjeuner, nous l' | <input type="text"/> | ensemble. (préparer, manger) |
| 6. Après | <input type="text"/> | le film à la télé, je | <input type="text"/> | . (regarder, se coucher) |

Extra: Changez la phrase 1 avec le pronom 'il' et la phrase 2 avec le pronom 'elles'.



Planning for the 150-word essay

Vous écrivez un article sur le travail pour votre collègue partenaire français.

Décrivez:

- les avantages et les désavantages d'être professeur
- vos projets futurs pour le travail.

Ecrivez environ **150** mots en **français**. Répondez aux deux aspects de la question.

- split each bullet point into a further 2 bullet points
 - list a couple of ideas/arguments per BP
-
- 1. Key complex structures and phrases
 - 2. 3-5 verbs in different tenses and pronouns
 - 3. A complex, contrasting opinion
 - 4. A list of impressive conjunctions



Planning for the 150-word essay

Vous écrivez un article sur le travail pour votre collègue partenaire français.

Décrivez:

- les avantages et les désavantages d'être professeur
- vos projets futurs pour le travail.

Ecrivez environ **150** mots en **français**. Répondez aux deux aspects de la question.

- d'un côté ... de l'autre côté
- je dirais que
- Pour autant que je sache,
- Néanmoins certains pensent que
- après avoir fini les examens
- j'ai l'intention de travailler
- je voudrais être
- si je pouvais, je serais
- quand je serai grand, je serai
- mes parents préféreraient

- les avantages (travailler avec les enfants)
- les désavantages (beaucoup de travail, mal-payé)

- l'été prochain (travailler dans un restaurant)
- à l'avenir (profession: être docteur; préférence parents = avocat)



Exam question



Vous écrivez un article sur le travail pour votre collègue partenaire français.

Décrivez:

- les avantages et les désavantages d'être professeur
- vos projets futurs pour le travail.

Ecrivez environ **150** mots en **français**. Répondez aux deux aspects de la question.

Now on your own!

Spend 5 minutes preparing

Then, 30 minutes writing

- split each bullet point into a further 2 bullet points
- list a couple of ideas/arguments per BP
- 1. Key complex structures and phrases
- 2. 3-5 verbs in different tenses and pronouns
- 3. A complex, contrasting opinion
- 4. A list of impressive conjunctions



Exam question



Check your work!

Use the check list below:

- I wrote about all 2 bullet points - write **B1,B2** next to each paragraph.
- I conjugated 3-5 verbs in the past and 3 verbs in the future - **highlight** them in your essay.
- I gave my opinions - write **O** next to them; and I justified them - write **J** next to them
- I used a variety of conjunctions - **circle** them.
- I used a variety of opinion phrases - underline them.
- I used complex structures – draw a wave under them.

Vous écrivez un article sur le travail pour votre collège partenaire français.

Décrivez:

- les avantages et les désavantages d'être professeur
- vos projets futurs pour le travail.

Ecrivez environ **150** mots en **français**. Répondez aux deux aspects de la question.



Recommended material

ALL Webinar: Raising Attainment, Tackling the Productive skills

Thu 14th March 2024

Target 5 Speaking and Writing lessons

For foundation students

- Step-by-step
- Question by question
- Mid-term Plan with interleaving
- Extensive practice opportunities
- Build for students with limited knowledge and skills

All resources will be shared alongside the Webinar presentations, in adaptable format.

Speaking lessons can also be taught to Higher and mixed-tiered groups!

Examp^{ro}

Easy access to past exam questions to make personalised material

- ❑ Exam questions per topic, tier, paper, series, ...
- ❑ Create quick tasks, homework, revision material
- ❑ Annotated student answers for standardisation and moderation
- ❑ Demo: <https://app.doublestruck.eu/gate.php?br=EP#>



Questions and Answers

ALL Webinar: Raising Attainment, Tackling the Productive skills

Thu 14th March 2024

SPRING CONFERENCE

Merci