# *Getting KS4 French/Spanish students ready for the GCSE [Edexcel] Part 2*

Julien Violette
Lead Languages Consultant

Mathilde Bouquin
Deputy Lead Languages Consultant

**Starter Task: In the chat, answer the questions below:**

1. Which exam board do you follow?
2. How did your Y11 students find their most recent mock exams?
3. What is your revision plan for your Y11?

Harris Federation

# Objectives and desired outcomes

🎯 We will revisit what we have learnt in our previous webinar and reflect on impact.

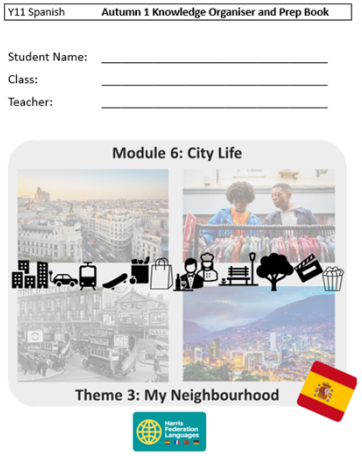
🎯 We will extend our range of teaching strategies to prepare KS4 students for their exams.

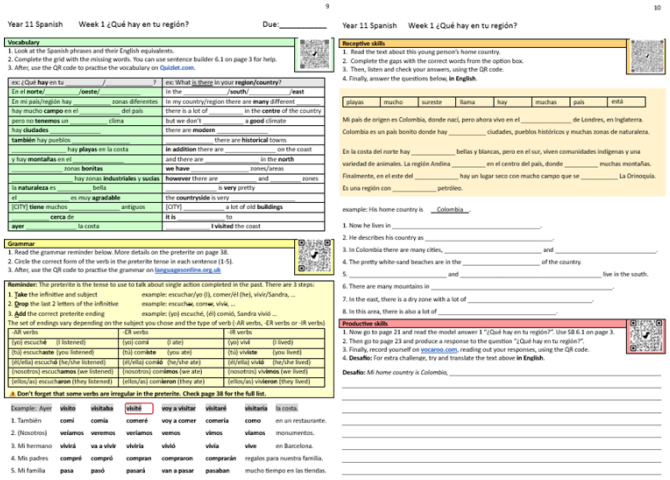
🌟 By the end of the session, we will have reflected on the impact of the teaching strategies first introduced in our November webinar and we will have acquired new strategies to drive rapid improvements in the identified areas for development observed, including:

1. **listening** and **reading**
2. **writing**
3. **speaking**

# Part 1: Recall and reflection

# Flipped learning in vocabulary acquisition



## What we recommend

- print PREP booklets
- **set weekly, as flipped learning**
- offer a weekly break or after-school clinic for support
- set as high-stake (PREP), great reward
- **systematically check completion and …**
- **provide corrections**
- make it a full part of in-class learning
- use as opportunity to address misconceptions
- praise and reward high-level of completion
- **follow-up on lack of completion**

# Flipped learning in vocabulary acquisition

## Our PREP booklets are available for each module in French and Spanish.

# Effective assessment of vocabulary acquisition

- **Reading:** receptive knowledge of vocabulary
- **Listening:** receptive knowledge of vocabulary
- **Dictation:** receptive knowledge of vocabulary
- **Speaking/Writing:** productive knowledge of vocabulary
- **Writing/Translation**

Understand a word on its own

Understand a word in context

Can write a word (SSC) they hear

Can use vocabulary to respond

Can produce specific vocabulary

# Effective assessment of vocabulary acquisition

| Listen and write | Listen and translate | Listen and respond | Read and translate into English | Read and translate into Spanish |
|---|---|---|---|---|
| 1 | 5 | 9 | 13 después fui a | 17 they are big |
| 2 | 6 | 10 | 14 a menudo voy a | 18 it is here |
| 3 | 7 | 11 | 15 diría que es útil | 19 it is exciting |
| 4 | 8 | 12 | 16 la red de transporte | 20 it is possible to |

**Desafío:** Parallel translation - Unjumble the Spanish and English sentence and complete the missing translation:

**Vivo en un neighbourhood that se llama Croydon y que is situated in the south-east de Londres, pero no me gusta nothing.**

**: Vivo en un** _____

: _____ **neighbourhood that** _____

# Effective assessment of vocabulary acquisition

| Listen and write | Listen and translate | Listen and respond | Read and translate into English | Read and translate into Spanish |
|---|---|---|---|---|
| 1 | 4 | 7 | 10 después fui a | 13 they are big |
| 2 | 5 | 8 | 11 a menudo voy a | 14 it is here |
| 3 | 6 | 9 | 12 diría que es útil | 15 it is exciting |

**Desafío:** Parallel translation - Unjumble the Spanish and English sentence and complete the missing translation:

**Vivo en un neighbourhood that se llama Croydon y que is situated in the south-east de Londres, pero no me gusta nothing.**

**: Vivo en un** _____

**:** _____ **neighbourhood that** _____

# Las respuestas - the answers

| Listen and write | Listen and translate | Listen and respond | Read and translate into English | Read and translate into Spanish |
|---|---|---|---|---|
| 1 antes había | 4 I like the building | 7 Sí, [me gusta porque] es … OR No, [no me gusta ya que] es .. | 10 after I went | 13 son grandes / alto[a]s |
| 2 mi barrio es viejo | 5 the roads | 8 [En casa] me gusta … | 11 I often go to | 14 está aquí |
| 3 hay muchas tiendas | 6 an old theatre | 9 [Pienso que] son … | 12 I would say that it is useful | 15 es emocionante |

**Desafío:** Parallel translation - Unjumble the Spanish and English sentence and complete the missing translation:

**Vivo en un neighbourhood that se llama Croydon y que is situated in the south-east de Londres, pero no me gusta at all.**

: Vivo en un barrio que se llama Croydon y que está situado en el sureste de Londres, pero no me gusta nada.

: I live in  a neighbourhood that is called Croydon and that is in south-east London, but I don't like it at all.

# Raising engagement with vocabulary acquisition

Los genios del vocabulario

Les génies du vocabulaire

# Part 1: Recall and reflection

## Reflection

- Have you used/do you consider using flipped learning (PREP)?
- Have you used/do you consider using multi-modal vocabulary quizzes?
- What are your engagement strategies to promote vocab learning?

Follow us on QUIZLET
HFLanguages

HFLanguages

Weekly vocabulary lists available

# Part 2: Improving outcomes in Reading and Listening

- Paper design and impact on exam strategies
- Sequencing receptive practice for progress
- Using templates for planning

# Reminder: structure of the Reading paper

## Question design

In Section A of the reading paper a range of question types are used. In order to support students gaining familiarity with our papers, we have committed to using the same question types in the same location every time.

**Same question types, in the same location, every time.**

| |
|---|
| Multiple choice (MCQ), Example A |
| Multiple choice (MCQ), Example B |
| Multiple response (MRQ) |
| Word cloud |
| Open response, Examples A and B |
| Open response, Example C |
| Translation |

Complete the gap in each sentence using a word from the box below. There are more words than gaps.

| | | | |
|---|---|---|---|
| France | England | Algeria | |
| plays | reads | talks | eats |

(a) Now, Zoé and her family live in ..... . (1)

(b) She always ..... in the café. (1)

(c) She ..... in the park when the weather is nice. (1)

# Question design

In the reading paper, questions are designed to test recall, process and inference skills.

**Foundation** Read Q3b, Q7b
**Higher** Read Q2b, Q4b

**Recall questions:**

by recognising specific words, the students can get the answer without having to rely heavily on their understanding of the structure of the language.

**Process questions:**

the students need to recognise grammatical and lexical relationships, in context, to work out the correct answer for a question.

**Inference questions:**

Students infer the meaning of a single unknown item of vocabulary from their knowledge of the surrounding content.

# Question design

**In the listening paper (section A), questions are designed to test recall and process skills.**

- **Foundation**: 25 marks for recall questions (50%), 15 marks for process (30%).
- **Higher**: 15 marks for recall questions (30%), 25 marks for process (50%).

**Recall questions:**

by recognising specific words, the students can get the answer without having to rely heavily on their understanding of the structure of the language.

**Process questions:**

the students need to recognise grammatical and lexical relationships, in context, to work out the correct answer for a question.

# Question design

**Recall questions:**

by recognising specific words, the students can get the answer without having to rely heavily on their understanding of the structure of the language.

**Process questions:**

the students need to recognise grammatical and lexical relationships, in context, to work out the correct answer for a question.

**Transcript - Question 5**

M2: Me llevo bien con mi hermana.
Mi hermano trabaja mucho.
Mi tía, Ana, vive con su novia. Son actrices.
Ana, su novia y yo hacemos deporte juntos a menudo.

**5** Raquel is talking about her family.
What does she say?
Listen to the recording and complete the sentences by putting a cross in the correct box for each question.

(a) Raquel gets on well with …

| | | |
|---|---|---|
| ☐ | A | mother. |
| ☐ | B | sister. |
| ☐ | C | aunt. |

**Recall questions**

(b) Raquel's brother is …

| | | |
|---|---|---|
| ☐ | A | difficult. |
| ☐ | B | tall. |
| ☐ | C | hardworking. |

**Process questions**

# Question design

**Recall questions:**

by recognising specific words, the students can get the answer without having to rely heavily on their understanding of the structure of the language.

**Process questions:**

the students need to recognise grammatical and lexical relationships, in context, to work out the correct answer for a question.

**Q4**

- Word count: 70-75 words (text split in two parts)
- Mixture of timeframes in common constructions
- Some variety of common vocab and grammar
- At least 3 process marks, may contain recall
- Open response

## Question 4 of the foundation paper

Complete the following tables **in English**. You do not need to write in full sentences.

**Hugo :** Je prends le bus quand je vais au collège. J'aime ça parce que ce n'est pas cher. Le mardi soir, je prends le train pour aller en ville. C'est rapide, mais assez inconfortable.

(a) Hugo

**Process questions**

| | | |
|---|---|---|
| **One** reason he takes the bus | ..... | (1) |
| **One** reason he takes the train | ..... | (1) |

# Reminder: structure of the Reading paper

Students should know that from question 4, they will require a different approach:

**Foundation** paper:
From Q4, questions will include **process marks**

**Higher** paper:
From Q4, questions will include:
- HT-only vocabulary and grammar
- longer texts

⚠️ Q8: process marks only

| Foundation Section A | |
|---|---|
| Q1 | |
| Q2 | |
| Q3 | |
| Q4 | grade 3 |
| Q5 | |
| **Q6** | grade 4 |
| **Q7** | |
| **Q8** | grade 5 |
| Q9 | |

| Higher Section A | |
|---|---|
| **Q1** | |
| **Q2** | |
| **Q3** | |
| Q4 | grade 6-7 |
| Q5 | |
| Q6 | grade 8-9 |
| Q7 | |
| Q8 | |

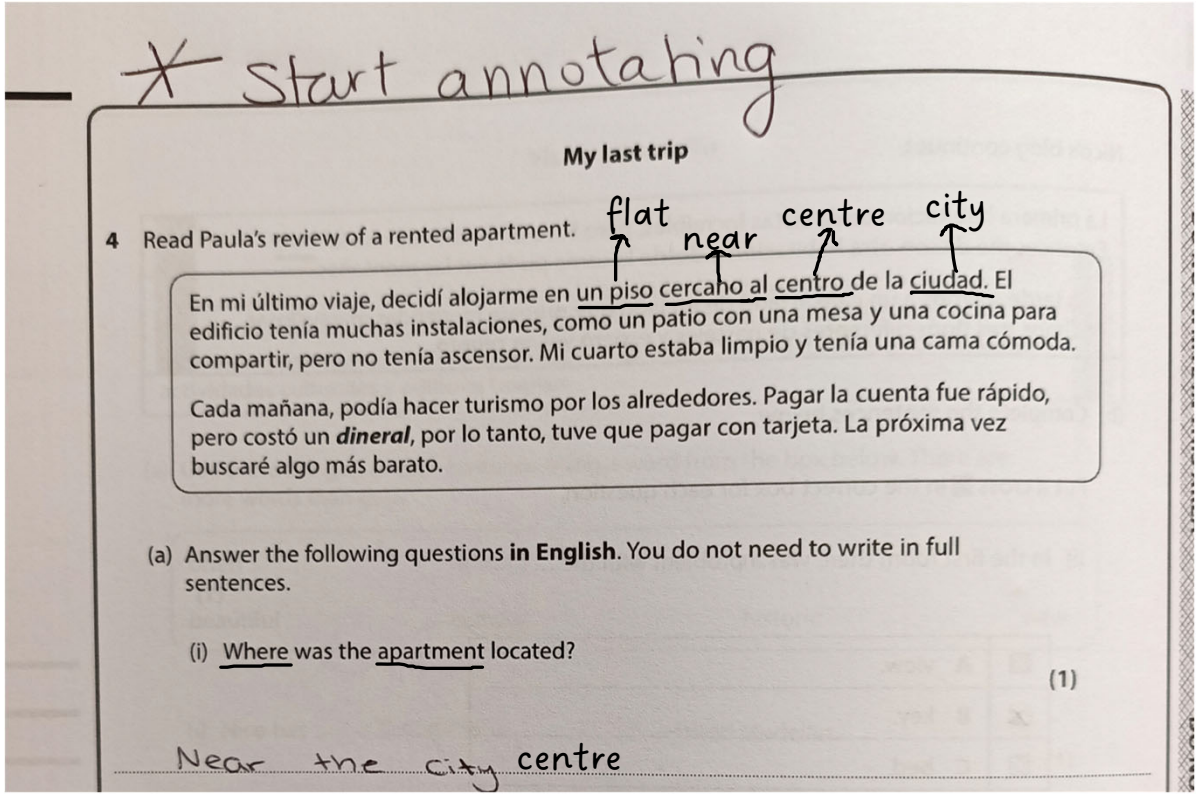
# Reminder: structure of the Reading paper

Students should know that from question 4, they will require a different approach:

**Foundation** paper:
From Q4, questions will include **process marks**

**Higher** paper:
From Q4, questions will include:
- HT only vocabulary and grammar
- longer texts

⚠️ Q8: process marks only



* Start annotating

**My last trip**

flat near centre city

**4** Read Paula's review of a rented apartment.

En mi último viaje, decidí alojarme en un piso cercano al centro de la ciudad. El edificio tenía muchas instalaciones, como un patio con una mesa y una cocina para compartir, pero no tenía ascensor. Mi cuarto estaba limpio y tenía una cama cómoda.

Cada mañana, podía hacer turismo por los alrededores. Pagar la cuenta fue rápido, pero costó un ***dineral***, por lo tanto, tuve que pagar con tarjeta. La próxima vez buscaré algo más barato.

(a) Answer the following questions **in English**. You do not need to write in full sentences.

(i) Where was the apartment located? **(1)**

Near the city centre

# Reading exam strategies

**Strategies shared with students**

- 6 exam question strategies to succeed in Reading:
  1. **Read** the **title** and the **instructions.**
  2. **Read** the **statements** or **questions.**
  3. **Highlight** and **annotate** key words **in French/Spanish.**
  4. **Scan through** the text.
  5. **Underline** where answer can be**.**
  6. Choose/Produce your **answer.**

# Reading exam strategies

Strategies that will help all students improve:

**From question 4**

- Highlight and annotate key words in the question.
- Scan through the text and underline where answer can be.

  - For **MCQ …**

  - For **MRQ …**

  - For **open response** questions **…**

# Multiple Choice Question

**Reading Strategies:**

1. Read the title and the instructions.
2. Read the questions.
3. Highlight and annotate key words in Spanish.
4. Read the text.
5. Underline in the text.
6. Choose your answer.

**2** Read Fátima's article on mental health in school.

En mi instituto hay menos estudiantes que tienen problemas mentales. Esto es porque ahora tenemos solo un examen, no hay deberes y trabajamos en grupos pequeños.

Durante los recreos los alumnos pueden ir a ver a un profesor para hablar sobre sus vidas, sus problemas, la importancia de dormir o pueden escuchar música para relajarse. Los profesores nos recomiendan que para reducir el **estrés***, debemos salir a pasear a menudo.

Todo el mundo cree que hablar sobre este tema importante es ***imprescindible*** y debería continuar.

**estrés* = stress

(a) Complete the sentences below.
Put a cross ☒ in the correct box for each question.

(i) The number of students with mental health problems has ...

| | | |
|---|---|---|
| ☐ | **A** | increased. |
| ☐ | **B** | stayed the same. |
| ☐ | **C** | reduced. |

(1)

(ii) In Fátima's school there ...

| | | |
|---|---|---|
| ☐ | **A** | is only one exam. |
| ☐ | **B** | is a lot of homework. |
| ☐ | **C** | are large groups. |

(1)

(iii) At break time, students can...

| | | |
|---|---|---|
| ☐ | **A** | have a nap. |
| ☐ | **B** | listen to music. |
| ☐ | **C** | do homework. |

(1)

(iv) Teachers say students should ...

| | | |
|---|---|---|
| ☐ | **A** | go for walks. |
| ☐ | **B** | talk to family. |
| ☐ | **C** | prepare for exams. |

(1)

(b) Which of these is the best translation for the word ***imprescindible***?
Put a cross ☒ in the correct box.

| | | |
|---|---|---|
| ☐ | **A** | unnecessary |
| ☐ | **B** | vital |
| ☐ | **C** | impressive |

(1)

Harris Federation Languages

# Multiple Choice Question

**Modelling Reading Strategies:**

2. Read the questions.
3. Highlight and annotate key words in Spanish.

Put a cross ☒ in the correct box for each question.

(i) In Fátima's school there …

| | | | |
|---|---|---|---|
| ☐ | A | is only one exam. | solo un |
| ☐ | B | is a lot of homework. | muchos deberes |
| ☐ | C | are large groups. | grupo largo |

(ii). At break time, students can …

| | | | |
|---|---|---|---|
| ☐ | A | have a nap. | siesta |
| ☐ | B | listen to music. | escuchar música |
| ☐ | C | do homework. | hacer deberes |

(iii) Teachers say students should …

| | | | |
|---|---|---|---|
| ☐ | A | go for walks. | pasear |
| ☐ | B | talk to family. | hablar con familia |
| ☐ | C | prepare for exams. | exámenes |

(iv). Which is the best translation for ***imprescindible***?

| | | |
|---|---|---|
| ☐ | A | unnecessary. |
| ☐ | B | vital. |
| ☐ | C | impressive. |

Harris Federation Languages

# Multiple Choice Question

**Modelling Reading Strategies:**

4. Read the text.
5. Highlight/Underline in the text.

En mi instituto hay menos estudiantes que tienen problemas mentales. Esto es porque ahora tenemos solo un examen, no hay deberes y trabajamos en grupos pequeños.
Durante los recreos los alumnos pueden ir a ver a un profesor para hablar sobre sus vidas, sus problemas, la importancia de dormir o pueden escuchar música para relajarse. Los profesores nos recomiendan que para reducir el estrés*, debemos salir a pasear a menudo.
Todo el mundo cree que hablar sobre este tema importante es ***imprescindible*** y debería continuar.

Put a cross ☒ in the correct box for each question.

(i) In Fátima's school there ...

| | |
|---|---|
| ☐ | A is only one exam. |
| ☐ | B is a lot of homework. |
| ☐ | C are large groups. |

(ii). At break time, students can ...

| | |
|---|---|
| ☐ | A have a nap. |
| ☐ | B listen to music. |
| ☐ | C do homework. |

(iii) Teachers say students should ...

| | |
|---|---|
| ☐ | A go for walks. |
| ☐ | B talk to family. |
| ☐ | C prepare for exams. |

(iv). Which is the best translation for ***imprescindible***?

| | |
|---|---|
| ☐ | A unnecessary. |
| ☐ | B vital. |
| ☐ | C impressive. |

Harris Federation Languages

# Multiple Choice Question

**Modelling Reading Strategies:**

6. Choose your answer.

En mi instituto hay menos estudiantes que tienen problemas mentales. Esto es porque ahora tenemos solo un examen, no hay deberes y trabajamos en grupos pequeños.
Durante los recreos los alumnos pueden ir a ver a un profesor para hablar sobre sus vidas, sus problemas, la importancia de dormir o pueden escuchar música para relajarse. Los profesores nos recomiendan que para reducir el estrés*, debemos salir a pasear a menudo.
Todo el mundo cree que hablar sobre este tema importante es ***imprescindible*** y debería continuar.

Put a cross ☒ in the correct box for each question.

(i) In Fátima's school there …

| | | |
|---|---|---|
| ☑ | A | is only one exam. |
| ☐ | B | is a lot of homework. |
| ☐ | C | are large groups. |

(ii). At break time, students can …

| | | |
|---|---|---|
| ☐ | A | have a nap. |
| ☑ | B | listen to music. |
| ☐ | C | do homework. |

(iii) Teachers say students should …

| | | |
|---|---|---|
| ☑ | A | go for walks. |
| ☐ | B | talk to family. |
| ☐ | C | prepare for exams. |

(iv). Which is the best translation for ***imprescindible***?

| | | |
|---|---|---|
| ☐ | A | unnecessary. |
| ☐ | B | vital. |
| ☐ | C | impressive. |

Harris Federation Languages

# Reading exam strategies

Strategies that will help all students improve:

**1. From question 4**

- Highlight and annotate …
- Scan through the text …

**2.** For **MCQ …**

**3.** For **MRQ …**

Ayer, por primera vez fui a Sol, un restaurante mexicano muy caro. Mi primo me recomendó probar la maravillosa comida que sirven, y evidentemente me encantó.

El espacio es amplio, cómodo y no hay demasiada gente, pero deberías reservar una mesa una semana antes de venir. Este negocio se abrió hace muchos años y la dueña me contó que ha cambiado muy poco en todo este tiempo. ¡Incluso la carta es la misma que antes!

distractors

(a) Put a cross ☒ next to each one of the two correct statements.

The restaurant Sol …

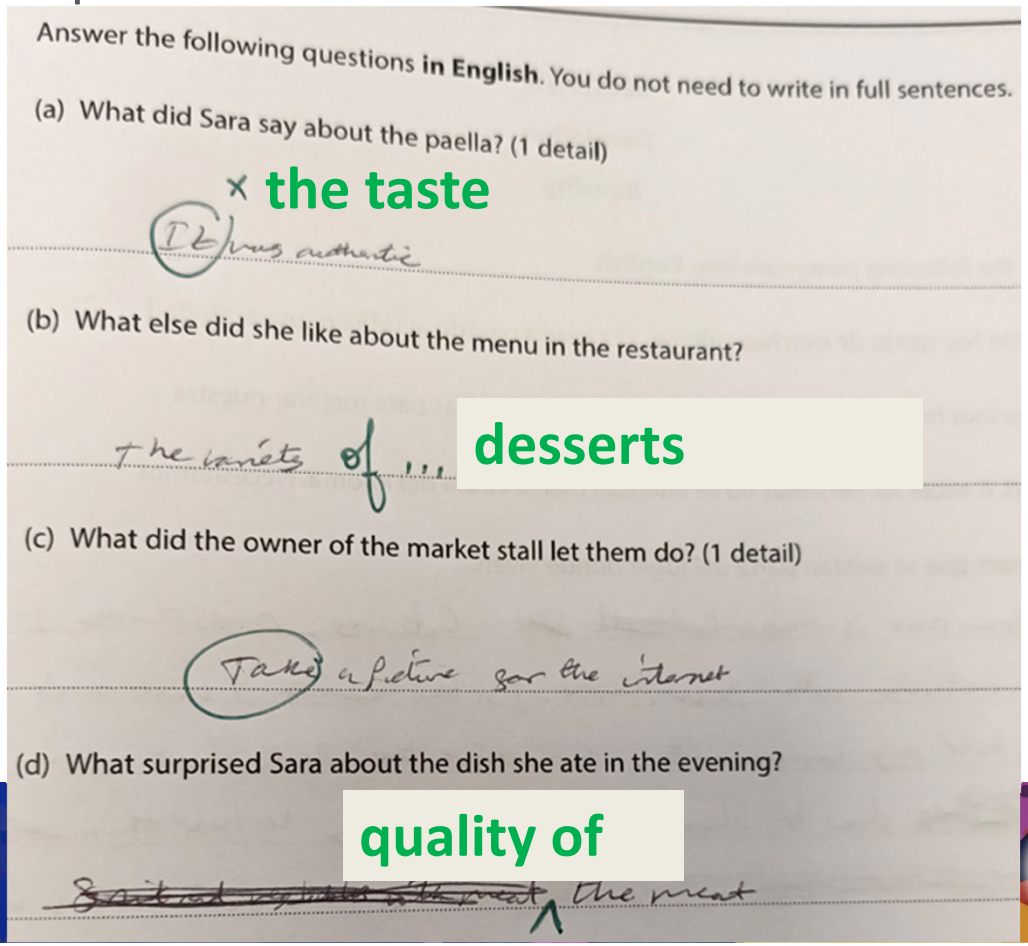
| | |
|---|---|
| ☐ | A is a cheap restaurant. |
| ☐ | B was recommended to Leya. |
| ☐ | C is very small. |
| ☐ | D has changed little. |

# Reading exam strategies

Strategies that will help all students improve:

For **open response** questions **…**

⚠️ **Give precise answers…**



Answer the following questions **in English**. You do not need to write in full sentences.

(a) What did Sara say about the paella? (1 detail)

× the taste

It was authentic

(b) What else did she like about the menu in the restaurant?

the variety of … desserts

(c) What did the owner of the market stall let them do? (1 detail)

Take a picture for the internet

(d) What surprised Sara about the dish she ate in the evening?

quality of

~~Spoiled with the meat~~ the meat

# Reading exam strategies

Strategies that will help all students improve:

For **open response** questions **…**

**…but the space provided is always enough for the answer!**

(a) Cris

| | | |
|---|---|---|
| Problem with public transport (1 detail) | there are quite alot of People ~~during the cold~~ | (1) |
| Suggested improvement | ~~more~~ more trains ~~in summer~~ | (1) |

# Reading exam strategies

**Use the context of the sentence and what you already know in Spanish**

If the text does **not** mention the verb 'tomar' but mentions 'internet'…

(c) What did the owner of the market stall let them do? (1 detail)

**upload / post**

(1)

take a photo of him

# Reading exam strategies

Strategies that will help all students improve:

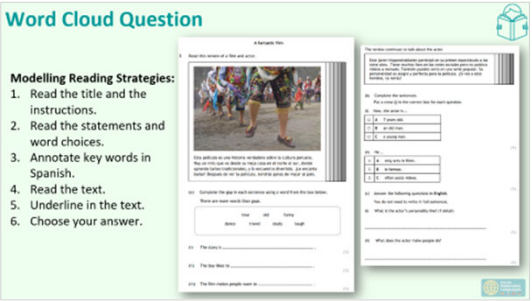
For **open response** questions **…**

- Highlight and annotate key words in the question
- Scan through the text and underline where answer can be

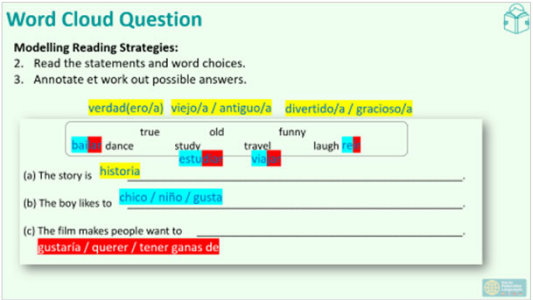
- Give **precise** answers…
- …but the **space provided** is always **enough** for the answer!
- **Only give one option** if one detail is required
- **Use the context** of the sentence and what you **already know** in **French**/**Spanish**

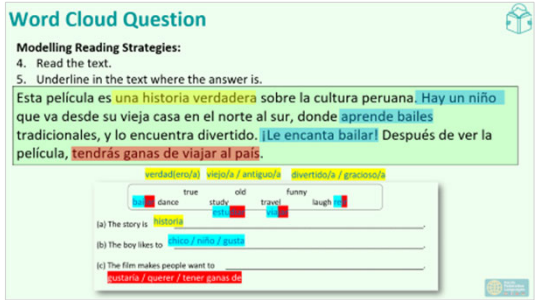
# Sequencing reading practice in class

## 1. Strategies

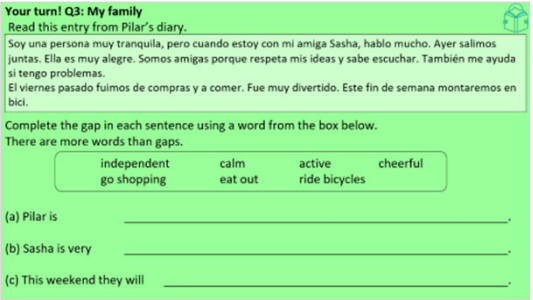



## 2. Modelled practice

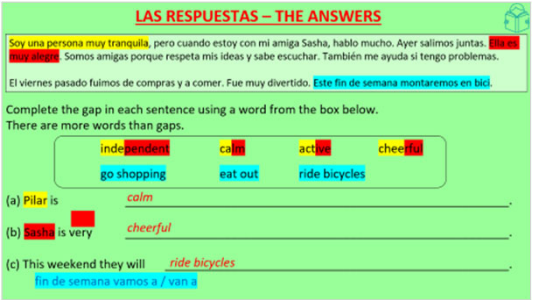


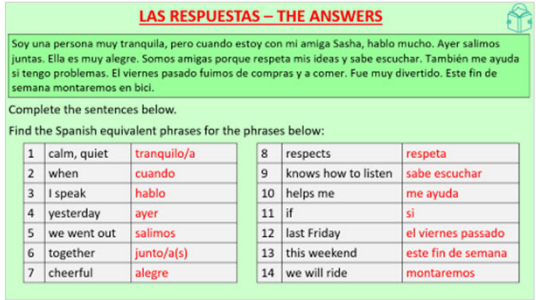

## 3. Independent practice




## 4.Correction/Questioning




## 5. Test/Review



# Word Cloud Question

**Modelling Reading Strategies:**

1. Read the title and the instructions.
2. Read the statements and word choices.
3. Annotate key words in Spanish.
4. Read the text.
5. Underline in the text.
6. Choose your answer.

**A fantastic film**

3 Read this review of a film and actor.

Esta película es una historia verdadera sobre la cultura peruana. Hay un niño que va desde su vieja casa en el norte al sur, donde aprende bailes tradicionales, y lo encuentra divertido. ¡Le encanta bailar! Después de ver la película, tendrás ganas de viajar al país.

(a) Complete the gap in each sentence using a word from the box below.

There are more words than gaps.

| | | | |
|---|---|---|---|
| true | old | funny | |
| dance | travel | study | laugh |

(i) The story is ..... . (1)

(ii) The boy likes to ..... . (1)

(iii) The film makes people want to ..... . (1)

The review continues to talk about the actor.

Este joven hispanohablante participó en su primer espectáculo a los siete años. Tiene muchos fans en las redes sociales pero no publica vídeos a menudo. También puedes verlo en una serie popular. Su personalidad es alegre y perfecta para la película. ¡Si ves a este hombre, te reirás!

(b) Complete the sentences.

Put a cross ☒ in the correct box for each question.

(i) Now, the actor is ...

| | | |
|---|---|---|
| ☐ | A | 7 years old. |
| ☐ | B | an old man. |
| ☐ | C | a young man. |

(1)

(ii) He ...

| | | |
|---|---|---|
| ☐ | A | only acts in films. |
| ☐ | B | is famous. |
| ☐ | C | often posts videos. |

(1)

(c) Answer the following questions **in English**.

You do not need to write in full sentences.

(i) What is the actor's personality like? (1 detail)

..... (1)

(ii) What does the actor make people do?

..... (1)

Harris Federation Languages

# Word Cloud Question

**Modelling Reading Strategies:**

2. Read the statements and word choices.
3. Annotate et work out possible answers.

verdad(ero/a) viejo/a / antiguo/a divertido/a / gracioso/a

true old funny

bailar dance study travel laugh reír

estudiar viajar

(a) The story is historia _____.

(b) The boy likes to chico / niño / gusta _____.

(c) The film makes people want to _____.

gustaría / querer / tener ganas de

Harris Federation Languages

# Word Cloud Question

**Modelling Reading Strategies:**

4. Read the text.
5. Underline in the text where the answer is.

Esta película es una historia verdadera sobre la cultura peruana. Hay un niño que va desde su vieja casa en el norte al sur, donde aprende bailes tradicionales, y lo encuentra divertido. ¡Le encanta bailar! Después de ver la película, tendrás ganas de viajar al país.

verdad(ero/a) viejo/a / antiguo/a divertido/a / gracioso/a

true old funny

bailar dance study travel laugh reir

estudiar viajar

(a) The story is historia _____.

(b) The boy likes to chico / niño / gusta _____.

(c) The film makes people want to _____.

gustaría / querer / tener ganas de

**Your turn! Q3: My family**

Read this entry from Pilar's diary.

Soy una persona muy tranquila, pero cuando estoy con mi amiga Sasha, hablo mucho. Ayer salimos juntas. Ella es muy alegre. Somos amigas porque respeta mis ideas y sabe escuchar. También me ayuda si tengo problemas.
El viernes pasado fuimos de compras y a comer. Fue muy divertido. Este fin de semana montaremos en bici.

Complete the gap in each sentence using a word from the box below.
There are more words than gaps.

| | | | |
|---|---|---|---|
| independent | calm | active | cheerful |
| go shopping | eat out | ride bicycles | |

(a) Pilar is _____.

(b) Sasha is very _____.

(c) This weekend they will _____.

# LAS RESPUESTAS – THE ANSWERS

Soy una persona muy tranquila, pero cuando estoy con mi amiga Sasha, hablo mucho. Ayer salimos juntas. Ella es muy alegre. Somos amigas porque respeta mis ideas y sabe escuchar. También me ayuda si tengo problemas.

El viernes pasado fuimos de compras y a comer. Fue muy divertido. Este fin de semana montaremos en bici.

Complete the gap in each sentence using a word from the box below.
There are more words than gaps.

| | | | |
|---|---|---|---|
| independent | calm | active | cheerful |
| go shopping | eat out | ride bicycles | |

(a) Pilar is *calm* _____.

(b) Sasha is very *cheerful* _____.

(c) This weekend they will *ride bicycles* _____.

fin de semana vamos a / van a

# LAS RESPUESTAS – THE ANSWERS

Soy una persona muy tranquila, pero cuando estoy con mi amiga Sasha, hablo mucho. Ayer salimos juntas. Ella es muy alegre. Somos amigas porque respeta mis ideas y sabe escuchar. También me ayuda si tengo problemas. El viernes pasado fuimos de compras y a comer. Fue muy divertido. Este fin de semana montaremos en bici.

Complete the sentences below.

Find the Spanish equivalent phrases for the phrases below:

| | | |
|---|---|---|
| 1 | calm, quiet | tranquilo/a |
| 2 | when | cuando |
| 3 | I speak | hablo |
| 4 | yesterday | ayer |
| 5 | we went out | salimos |
| 6 | together | junto/a(s) |
| 7 | cheerful | alegre |

| | | |
|---|---|---|
| 8 | respects | respeta |
| 9 | knows how to listen | sabe escuchar |
| 10 | helps me | me ayuda |
| 11 | if | si |
| 12 | last Friday | el viernes passado |
| 13 | this weekend | este fin de semana |
| 14 | we will ride | montaremos |

# Sequencing listening practice in class

1. Strategies
2. Modelled practice
3. Review **with transcript**
4. Independent practice
5. Review **with transcript**
6. Correction/Questioning

# Lesson builder - Reading

## Multiple choice (MCQ)

Read the texts.

| | | |
|---|---|---|
| **Amina:** xxx | **Abdel:** xxx | |
| **Jules:** xxx | **Juan:** xxx | |
| **Clara:** xxx | **Clara:** xxx | |

Who says what? Choose the correct answers.
Put a cross ☒ in the correct column for each question.

| | **Who...** | **A...** | **J...** | **Clara** |
|---|---|---|---|---|
| (a) | ... xxxx? | | | |
| (b) | | | | |
| (c) | | | | |
| (d) | | | | |
| (e) | | | | |
| (f) | | | | |

## Word cloud

**[TITLE]**
XXX writes in his diary.

Complete the gap in each sentence using a word from the box below.
There are more words than gaps.

| | | | |
|---|---|---|---|
| option 1 | option 2 | option 3 | |
| option 4 | option 5 | option 6 | option 7 |

(a) Thomas dislikes the _____.
(b) He is worried about meeting _____.
(c) He has already met _____.

## Open response (ex C) & inference

**[TITLE]**
Read xxx's email to xxx

In **inference** questions (FT Q3b, Q7b / HT Q2b, Q4b), the **distractors** are all **outside of the vocabulary list** to ensure that students do not use knowledge of the vocabulary list to deduce the correct answer.

**Two details** to help students infer the meaning of the unknown word.

On the inference question, **none of the options are from the vocabulary list.**

(**b**) Which of these is the best translation of the word **...?**
Put a cross ☒ in the correct box.

| | |
|---|---|
| ☐ | A .... (word not from vocab list) |
| ☐ | B .... (word not from vocab list) |
| ☐ | C .... (word not from vocab list) |

## Multiple response (MRQ)

**[TITLE]**
XXX has written a blog about xxx

What does xxx say about xxx?
Put a cross ☒ next to each one of the **three** correct statements.

| | | |
|---|---|---|
| ☐ | **A** | XXXX |
| ☐ | **B** | XXXX |
| ☐ | **C** | XXXX |
| ☐ | **D** | XXXX |
| ☐ | **E** | XXXX |
| ☐ | **F** | XXXX |

## Open response (ex A and B)

**[TITLE]**
XXX has written a blog about xxx

What does XXX says about xxx?
Complete the tables **in English**. You do not need to write in full sentences.

(a) Emma

| | |
|---|---|
| **One thing she...** | |
| **One ... she ...** | |

(b) Fatima

| | |
|---|---|
| **Her future ...** | |
| **Reasons why** | |

## Translation

**Translation in English**

| **Section B** | **Q10 Translation** | **Q9 Translation** |
|---|---|---|
| | • Word count: 35-40 words<br>• 5 sentences linked by context ramped from grade targets 1-5.<br>• One past timeframe sentence will be used.<br>• The other 4 sentences will be present timeframe.<br>• One third person sentence.<br>• Will only contain FT vocab and grammar. | • Word count: 50-55 words<br>• 1 paragraph of 5 sentences linked by context ramped from grade targets 5-9.<br>• Present and past timeframes will be used.<br>• One future timeframe sentence may be used.<br>• At least one but no more than 2 third person sentences.<br>• Will contain some FT vocab/ grammar but must contain some HT-only vocab/grammar in the last 2-3 sentences. |

# Lesson builder - Listening

## Multiple choice (MCQ)

**[TITLE]**
[NAME] is talking about [CONTEXT].
What does s/he say?
Listen to the recording and complete the sentences by putting a cross ☒ in the correct box for each question.

(a) XXXX ...

| | |
|---|---|
| ☐ | A …. . |
| ☐ | B …. . |
| ☐ | C …. . |

(c) XXXX ...

| | |
|---|---|
| ☐ | A …. . |
| ☐ | B …. . |
| ☐ | C …. . |

(b) XXXX ...

| | |
|---|---|
| ☐ | A …. . |
| ☐ | B …. . |
| ☐ | C …. . |

(d) XXXX ...

| | |
|---|---|
| ☐ | A …. . |
| ☐ | B …. . |
| ☐ | C …. . |

## Word cloud

**[TITLE]**
[NAME] is talking about [CONTEXT]
What does s/he say?
Complete the gap in each sentence using a word or phrase from the box below.
There are more words/phrases than gaps.

| | | | |
|---|---|---|---|
| option 1 | option 2 | option 3 | |
| option 4 | option 5 | option 6 | option 7 |

(a). Thomas dislikes the _____.

(b). He is worried about _____ at his new school and about _____

## Open response (ex C)

**[TITLE]**
[NAME 1], [NAME 2 ], [NAME 3] and [Name 4] are talking about [CONTEXT]
What do they say / like and dislike?
Listen to the recording and complete the following tables **in English**.
You do not need to write in full sentences.

(a) Name 1...

| | |
|---|---|
| **likes... OR Advantage** | |
| **dislikes... OR Disadvantage** | |

(c) Name 3

| | |
|---|---|
| **likes...** | |
| **dislikes...** | |

(b) Name 2

| | |
|---|---|
| **likes... OR Advantage** | |
| **dislikes... OR Disadvantage** | |

(d) Name 4

| | |
|---|---|
| **Advantage** | |
| **Disadvantage** | |

## Multiple response (MRQ)

**[TITLE]**
Listen to...
What is mentioned?
Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

| | | |
|---|---|---|
| ☐ | **A** | [Write sentence here] |
| ☐ | **B** | [Write sentence here] |
| ☐ | **C** | [Write sentence here] |
| ☐ | **D** | [Write sentence here] |
| ☐ | **E** | [Write sentence here] |
| ☐ | **F** | [Write sentence here] |

## Open response (ex A and B)

**[TITLE]**
[NAME 1], [NAME 2] and [Name 3] are talking about [CONTEXT]
What do they say?
Listen to the recording and complete the following table **in English.**
You do not need to write in full sentences.

(a)

| | |
|---|---|
| | **How to stay safe on social media** |
| **Name 1** | |

(b)

| | |
|---|---|
| | **Her parent's rule** |
| **Name 2** | |

(c)

| | |
|---|---|
| | **When he turn off his phone** |
| **Name 3** | |

## Dictation

**Dictation**

- You are going to hear someone talking about **xxx**.
- Sentences 1, 2 and 3: Write down the missing words in the gaps provided.
- In each gap, you will write one word **in Spanish**.

1. Es _____ para la _____
2. Estoy en un _____ de _____
3. Los sábados _____ por la _____

- Sentences 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, **in Spanish.**

4. _____
5. _____
6. _____

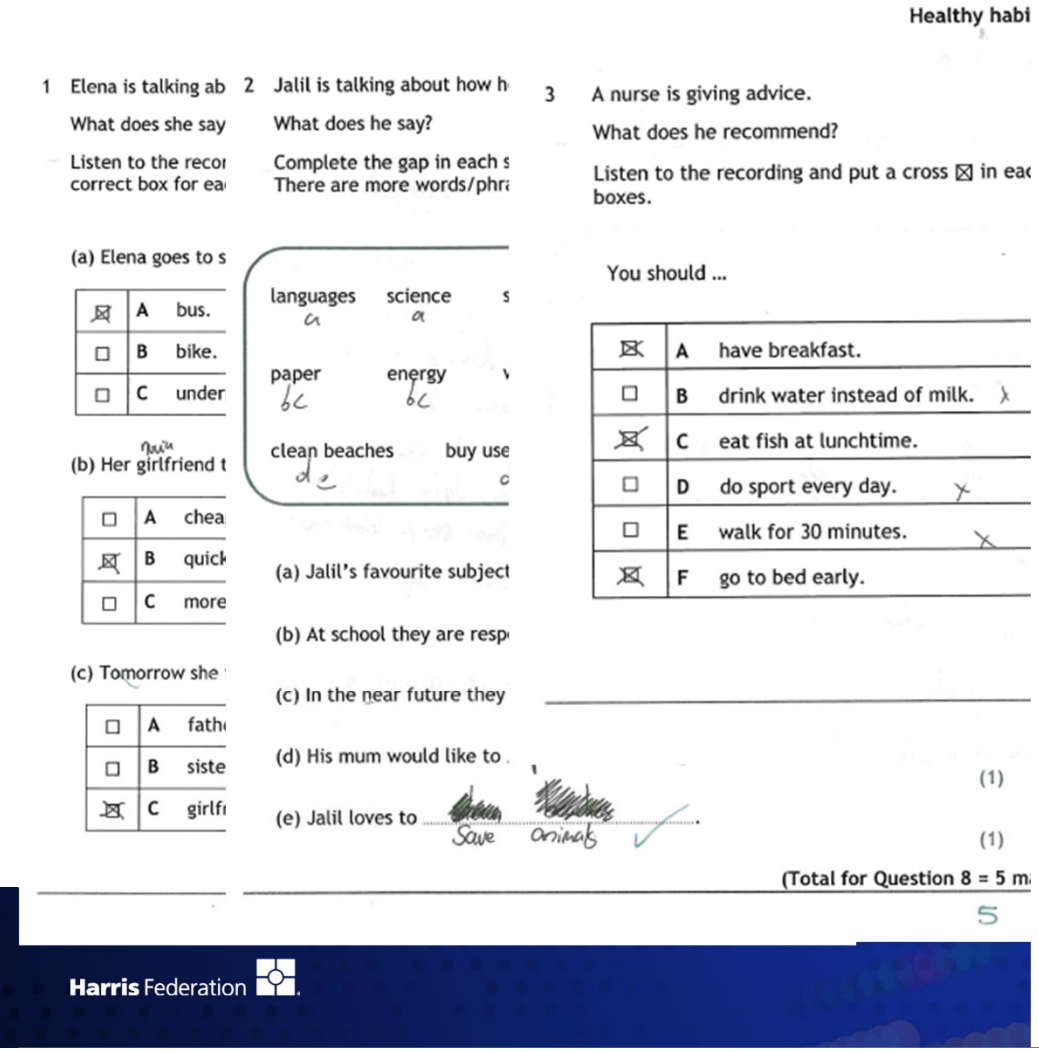
# Reminder: structure of the Listening paper

*Why could it be a good advice to tell students they should start their 5-min reading time with question 5?

| | |
|---|---|
| Q1 | grade 1 |
| Q2 | |
| Q3 | grade 2 |
| Q4 | |
| * Q5 | grade 3 |
| Q6 | |
| Q7 | grade 4 |
| Q8 | |
| Q9 | grade 5 |
| Q10 | |
| Q11 | |

| | |
|---|---|
| Q1 | grade 4 |
| Q2 | |
| Q3 | grade 5 |
| Q4 | |
| * Q5 | grade 6-7 |
| Q6 | |
| Q7 | |
| Q8 | grade 8-9 |
| Q9 | |

# Importance of modelling expectations in class



Healthy habi

1 Elena is talking ab
What does she say
Listen to the recor
correct box for ea

(a) Elena goes to s

| | | |
|---|---|---|
| ☒ | A | bus. |
| ☐ | B | bike. |
| ☐ | C | under |

(b) Her girlfriend t

| | | |
|---|---|---|
| ☐ | A | chea |
| ☒ | B | quick |
| ☐ | C | more |

(c) Tomorrow she

| | | |
|---|---|---|
| ☐ | A | fath |
| ☐ | B | siste |
| ☒ | C | girlfr |

2 Jalil is talking about how h
What does he say?
Complete the gap in each s
There are more words/phra

languages science s
paper energy
clean beaches buy use

(a) Jalil's favourite subject
(b) At school they are resp
(c) In the near future they
(d) His mum would like to
(e) Jalil loves to ..... .

(1)

(1)

(Total for Question 8 = 5 m

3 A nurse is giving advice.
What does he recommend?
Listen to the recording and put a cross ☒ in eac
boxes.

You should ...

| | | |
|---|---|---|
| ☒ | A | have breakfast. |
| ☐ | B | drink water instead of milk. |
| ☒ | C | eat fish at lunchtime. |
| ☐ | D | do sport every day. |
| ☐ | E | walk for 30 minutes. |
| ☒ | F | go to bed early. |

My family

8 Amira and Emilio are talking about their family members.
What do they say?
Listen to the recordings and complete the sentences by putting a cross ☒ in the correct box for each question.

(a) Amira

(i) Amira's sister behaves like ...

| | | |
|---|---|---|
| ☐ | A | the little sister. |
| ☒ | B | the big sister. |
| ☐ | C | her parents. |

(1)

(ii) Amira's sister always ...

| | | |
|---|---|---|
| ☒ | A | steals her homework. |
| ☐ | B | laughs at her friends. |
| ☐ | C | wears her clothes. |

(1)

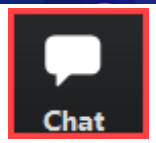
(iii) Amira says her cousin ...

| | | |
|---|---|---|
| ☐ | A | accepts her. |
| ☐ | B | lives close by. |
| ☒ | C | has the same interests. |

(1)

# Improving outcomes in Listening and Reading

## Quiz time




1. What do we call questions that require students to **recognise specific words in the text without having to rely on their understanding of the structure of the language**?
2. What do we call questions that require students to **recognise grammatical and lexical relationships**?
3. What do we call questions that require students to **infer the meaning of a word from their knowledge of the surrounding content**?
4. In the Edexcel reading paper, **when** should students start annotating the questions and the text to get more accurate answers?
5. **Why**?
6. What is missing in this sequence for **reading** practice in class: **Strategies / Guided practice / Correction / Test or Review**
7. What is missing in this sequence for **listening** practice in class: **Strategies / Modelled practice / Review / Independent practice / Correction**

Harris Federation

# Improving outcomes in Listening and Reading

**Summary:**

- Ramping of demand with **Edexcel**: make students aware
- Reading: annotation of Qs and text from **Q4 onwards** (for **Edexcel)**
- Listening: 5-min annotation from **Q5 onwards** (for **Edexcel)**
- **Sequence** comprehension practice and embed exam techniques to build students' confidence
- Model what annotating looks like in R and in L during lesson time (use of visualiser)

# Part 3: Improving outcomes in Writing

- Understanding the exam structure
- Planning for success
- Feedback from Pearson Edexcel

# Understanding the structure of the writing

| | Foundation | Higher |
|---|---|---|
| **Structure and Marks** | • 50 marks<br>• [redacted] writing tasks<br>• 1 [redacted] task | • 50 marks<br>• [redacted] writing tasks<br>• 1 [redacted] task |
| **Exam duration** | [redacted] hour [redacted] minutes | [redacted] hour [redacted] minutes |
| **Grade targets** | 1 - 5 | 4 - 9 |
| **Translation word count** | [redacted] words | [redacted] words |
| **Crossover questions** | Q[redacted] | Q[redacted] |
| **Question language** | Question titles, rubrics and answers **in** [redacted] | |
| **Vocab and grammar** | FT only | FT and HT |

# Understanding the structure of the writing

| | Foundation paper |
|---|---|
| grade 1-2 | Q1 Photo |
| grade 3 | Q2 40-50 word |
| grade 4-5 | **Q3 80-90 word** |
| grade 1-5 | Q4 Translation |

| Higher paper | |
|---|---|
| **Q1 80-90 word** | grade 4-5 |
| Q2 130-150 word | grade 6-9 |
| Q3 Translation | grade 4-9 |

# Understanding the structure of the writing (Foundation)

## Q1 - Picture task

- One colour image
- Write **4 short sentences**
- Purpose: **describe**
- **Present** timeframe required
- 8 marks (focus on communication – AO2)

## Q2 - Open response, 40-50 words

- **Formal** context
- Select 1 of **2 options**
- Purpose: give an **opinion**, **present facts**
- **Present** and **future** timeframes
- 14 marks

- where the café is
- your opinion of the food
- when you will next visit the café.

## Q3 - Crossover, Open response, 80-90 words

- **Informal** context
- Select 1 of **2 options**
- Purpose: express **justified opinion**, **narrate** (**Present**, **past** and **future**)
- 18 marks

- types of shops in your area
- your opinion of one shop with reasons
- what you have bought recently
- where you will go for your next shopping trip.

## Q4 - Translation (35-40 words)

- **5 sentences** (thematically linked)
- **4 present** timeframe sentences,
- **1 past** timeframe sentence
- At least **1 third person** sentence
- 10 marks (holistically marked)

# Understanding the structure of the writing (Higher)

## Q1 - Crossover, Open response, 80-90 words

- **Informal** context
- Select 1 of **2 options**
- Purpose: express **justified opinion**, **narrate**
- **Present**, **past** and **future**
- 18 marks

- types of shops in your area
- your opinion of one shop with reasons
- what you have bought recently
- where you will go for your next shopping trip.

## Q2 - Open response, 130-150 words

- **Formal** context
- Select 1 of **2 options**
- Purpose: express **pros and cons**, **explain**, **narrate**
- **Present**, **past** and **future**
- 22 marks

- what makes a healthy diet
- the pros and cons of eating out
- what healthy activities you did last week
- how you will stay healthy this weekend.

## Q3 - Translation (50-55w)

- **1 paragraph of 5 sentences**
- **Present, past, future timeframes (**future used only if necessary for the coherence of the text)
- Variety of **first** and **third person** sentences
- 10 marks (holistically marked)

# Recall: Writing strategy from our previous webinar

## Preparing for the overlap question: 80-90-word essay

**Make students prepare a 5-min plan of their ideas (in ENG or SPA)**

- what your school is like
- your opinion of one of your subjects with reasons
- what you did in school last week
- what you will do after school this week.

**53 words already!!!**

- es bastante moderno
- hay muchas reglas tontas
- no me gustan los profes

- me encanta el español
- ya que es muy interesante y fácil
- sin embargo odio las matemáticas

- la semana pasada
- estudié inglés
- fue aburrido y difícil

- próxima semana, después del insti
- voy a ir a la biblioteca
- voy a hacer mis deberes en línea

Harris Federation

**Aim:**

- minimise cognitive strain
- increase clarity of messages
- increase quality and accuracy

## Preparing for the overlap question: 80-90-word essay

**Use CLEAR PATH**

- what your school is like
- your opinion of one of your subjects with reasons
- what you did in school last week
- what you will do after school this week.

| # | ☑ ☒ | 'CLEAR PATH' Success Criteria: |
|---|---|---|
| C | | I used Complex grammar, including **subordinate** clauses. |
| L | | I produced Longer sentences, linked with **conjunctions**. |
| E | | I used Expanded vocabulary. |
| A | | I included some Advanced phrases in the **subjunctive**. |
| R | | I avoided Repetition of the same words or grammar. |
| P | | I used a range Pronouns to conjugate verbs. |
| A | | My grammar is Accurate. |
| T | | I used a range of Tenses (**past, present, future**) 4 times each. |
| H | | I included High-level verbs, like **irregular** and **modal verbs**. |

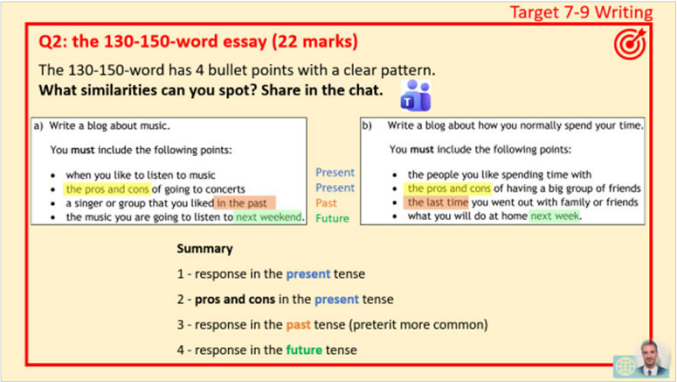
C - creo que mi insti es bastante moderno
L - por un lado … pero por otro lado …
E - reglas / asignaturas / biblioteca
A - diría que / es la leche
R - porque / ya que / dado que
P - me gusta / le gusta / estudiamos
A - /
T - estudié / fue / voy a ir / voy a hacer
H - puedo

Harris Federation

Harris Federation

# Improving outcomes in the 130–150-word question

## Here are strategies to support students struggling with the 130–150-word essay
## Consistency in bullet point structure and planning for success:



Target 7-9 Writing

**Q2: the 130-150-word essay (22 marks)**

The 130-150-word has 4 bullet points with a clear pattern.
**What similarities can you spot? Share in the chat.**

a) Write a blog about music.

You **must** include the following points:

- when you like to listen to music — Present
- the pros and cons of going to concerts — Present
- a singer or group that you liked in the past — Past
- the music you are going to listen to next weekend. — Future

b) Write a blog about how you normally spend your time.

You **must** include the following points:

- the people you like spending time with
- the pros and cons of having a big group of friends
- the last time you went out with family or friends
- what you will do at home next week.

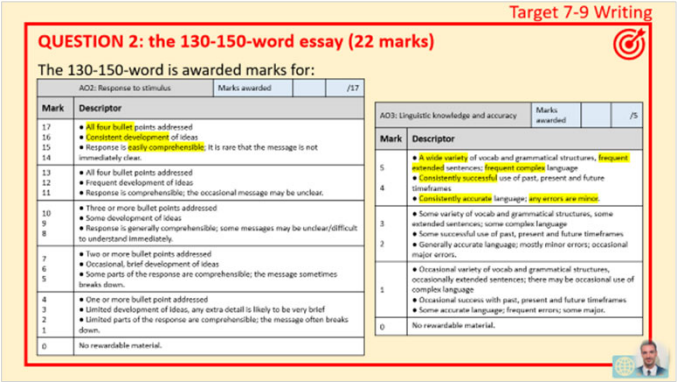
**Summary**

1 - response in the **present** tense

2 - **pros and cons** in the **present** tense

3 - response in the **past** tense (preterit more common)

4 - response in the **future** tense



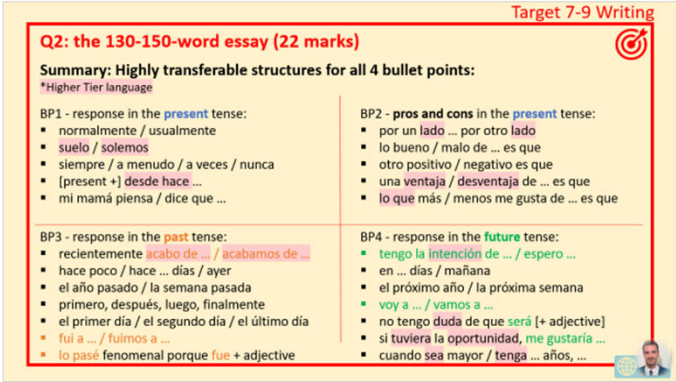
Target 7-9 Writing

**QUESTION 2: the 130-150-word essay (22 marks)**

The 130-150-word is awarded marks for:

| AO2: Response to stimulus | Marks awarded | /17 |
|---|---|---|
| **Mark** | **Descriptor** | |
| 17<br>16<br>15<br>14 | • All four bullet points addressed<br>• Consistent development of ideas<br>• Response is easily comprehensible; it is rare that the message is not immediately clear. | |
| 13<br>12<br>11 | • All four bullet points addressed<br>• Frequent development of ideas<br>• Response is comprehensible; the occasional message may be unclear. | |
| 10<br>9<br>8 | • Three or more bullet points addressed<br>• Some development of ideas<br>• Response is generally comprehensible; some messages may be unclear/difficult to understand immediately. | |
| 7<br>6<br>5 | • Two or more bullet points addressed<br>• Occasional, brief development of ideas<br>• Some parts of the response are comprehensible; the message sometimes breaks down. | |
| 4<br>3<br>2<br>1 | • One or more bullet point addressed<br>• Limited development of ideas, any extra detail is likely to be very brief<br>• Limited parts of the response are comprehensible; the message often breaks down. | |
| 0 | No rewardable material. | |

| AO3: Linguistic knowledge and accuracy | Marks awarded | /5 |
|---|---|---|
| **Mark** | **Descriptor** | |
| 5<br>4 | • A wide variety of vocab and grammatical structures, frequent extended sentences; frequent complex language<br>• Consistently successful use of past, present and future timeframes<br>• Consistently accurate language; any errors are minor. | |
| 3<br>2 | • Some variety of vocab and grammatical structures, some extended sentences; some complex language<br>• Some successful use of past, present and future timeframes<br>• Generally accurate language; mostly minor errors; occasional major errors. | |
| 1 | • Occasional variety of vocab and grammatical structures, occasionally extended sentences; there may be occasional use of complex language<br>• Occasional success with past, present and future timeframes<br>• Some accurate language; frequent errors; some major. | |
| 0 | No rewardable material. | |



Target 7-9 Writing

**Q2: the 130-150-word essay (22 marks)**

**Summary: Highly transferable structures for all 4 bullet points:**
*Higher Tier language

BP1 - response in the **present** tense:
- normalmente / usualmente
- suelo / solemos
- siempre / a menudo / a veces / nunca
- [present +] desde hace ...
- mi mamá piensa / dice que ...

BP2 - **pros and cons** in the **present** tense:
- por un lado ... por otro lado
- lo bueno / malo de ... es que
- otro positivo / negativo es que
- una ventaja / desventaja de ... es que
- lo que más / menos me gusta de ... es que

BP3 - response in the **past** tense:
- recientemente acabo de ... / acabamos de ...
- hace poco / hace ... días / ayer
- el año pasado / la semana pasada
- primero, después, luego, finalmente
- el primer día / el segundo día / el último día
- fui a ... / fuimos a ...
- lo pasé fenomenal porque fue + adjective

BP4 - response in the **future** tense:
- tengo la intención de ... / espero ...
- en ... días / mañana
- el próximo año / la próxima semana
- voy a ... / vamos a ...
- no tengo duda de que será [+ adjective]
- si tuviera la oportunidad, me gustaría ...
- cuando sea mayor / tenga ... años, ...

# Q2: the 130-150-word essay (22 marks)

The 130-150-word has 4 bullet points with a clear pattern.

**What similarities can you spot? Share in the chat.**

a) Write a blog about music.

You **must** include the following points:

- when you like to listen to music — Present
- the pros and cons of going to concerts — Present
- a singer or group that you liked in the past — Past
- the music you are going to listen to next weekend. — Future

b) Write a blog about how you normally spend your time.

You **must** include the following points:

- the people you like spending time with
- the pros and cons of having a big group of friends
- the last time you went out with family or friends
- what you will do at home next week.

**Summary**

1 - response in the **present** tense

2 - **pros and cons** in the **present** tense

3 - response in the **past** tense (preterit more common)

4 - response in the **future** tense

# QUESTION 2: the 130-150-word essay (22 marks)

The 130-150-word is awarded marks for:

| AO2: Response to stimulus | Marks awarded | | /17 |
|---|---|---|---|

| Mark | Descriptor |
|---|---|
| 17<br>16<br>15<br>14 | ● All four bullet points addressed<br>● Consistent development of ideas<br>● Response is easily comprehensible; it is rare that the message is not immediately clear. |
| 13<br>12<br>11 | ● All four bullet points addressed<br>● Frequent development of ideas<br>● Response is comprehensible; the occasional message may be unclear. |
| 10<br>9<br>8 | ● Three or more bullet points addressed<br>● Some development of ideas<br>● Response is generally comprehensible; some messages may be unclear/difficult to understand immediately. |
| 7<br>6<br>5 | ● Two or more bullet points addressed<br>● Occasional, brief development of ideas<br>● Some parts of the response are comprehensible; the message sometimes breaks down. |
| 4<br>3<br>2<br>1 | ● One or more bullet point addressed<br>● Limited development of ideas, any extra detail is likely to be very brief<br>● Limited parts of the response are comprehensible; the message often breaks down. |
| 0 | No rewardable material. |

| AO3: Linguistic knowledge and accuracy | Marks awarded | | /5 |
|---|---|---|---|

| Mark | Descriptor |
|---|---|
| 5<br>4 | ● A wide variety of vocab and grammatical structures, frequent extended sentences; frequent complex language<br>● Consistently successful use of past, present and future timeframes<br>● Consistently accurate language; any errors are minor. |
| 3<br>2 | ● Some variety of vocab and grammatical structures, some extended sentences; some complex language<br>● Some successful use of past, present and future timeframes<br>● Generally accurate language; mostly minor errors; occasional major errors. |
| 1 | ● Occasional variety of vocab and grammatical structures, occasionally extended sentences; there may be occasional use of complex language<br>● Occasional success with past, present and future timeframes<br>● Some accurate language; frequent errors; some major. |
| 0 | No rewardable material. |

# Q2: the 130-150-word essay (22 marks)

## Summary: Highly transferable structures for all 4 bullet points:

*Higher Tier language

BP1 - response in the **present** tense:

- normalmente / usualmente
- suelo / solemos
- siempre / a menudo / a veces / nunca
- [present +] desde hace …
- mi mamá piensa / dice que …

BP2 - **pros and cons** in the **present** tense:

- por un lado … por otro lado
- lo bueno / malo de … es que
- otro positivo / negativo es que
- una ventaja / desventaja de … es que
- lo que más / menos me gusta de … es que

BP3 - response in the **past** tense:

- recientemente acabo de … / acabamos de …
- hace poco / hace … días / ayer
- el año pasado / la semana pasada
- primero, después, luego, finalmente
- el primer día / el segundo día / el último día
- fui a … / fuimos a …
- lo pasé fenomenal porque fue + adjective

BP4 - response in the **future** tense:

- tengo la intención de … / espero …
- en … días / mañana
- el próximo año / la próxima semana
- voy a … / vamos a …
- no tengo duda de que será [+ adjective]
- si tuviera la oportunidad, me gustaría …
- cuando sea mayor / tenga … años, …

# Q2: the 130-150-word essay (22 marks)

**Great transferable structures for all 4 bullet points** *Higher tier structures and vocabulary

BP1 - response in the **present** tense:

- normalement / d'habitude / en ce moment
- je fais/joue/ j'étudie … depuis … ans/mois
- j'en fais / j'y joue / je l'étudie comme c'est
- toujours / souvent / parfois / de temps en temps
- ma mère pense que / dit que …

BP2 - **pros and cons** in the **present** tense:

- d'un côté… cependant / par contre…
- l'avantage de / l'inconvénient de… c'est que
- un autre avantage/inconvénient de … c'est que
- ce que j'aime le plus/le moins c'est
- le mieux/pire c'est

BP3 - response in the **past** tense:

- récemment j'ai … / nous avons …
- il y a … jours / hier
- je viens de + infinitive
- l'année dernière / la semaine dernière / le week-end dernier
- d'abord, après, ensuite, finalement
- je suis allé(e) à … / nous sommes allés à …
- j'ai trouvé ça exceptionnel puisque c'était + adjective

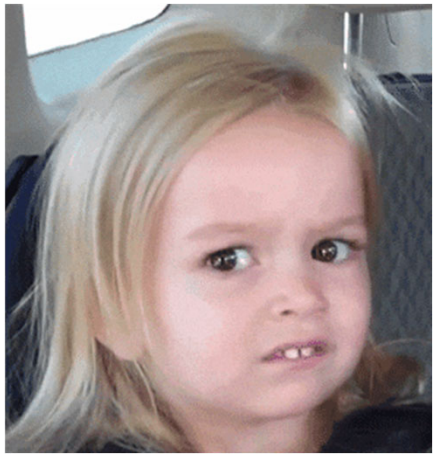
BP4 - response in the **future** tense:

- prochainement j'espère… / je rêve de… / mon but est de… / je veux…
- dans … jours / demain
- l'année prochaine / la semaine prochaine / le week-end prochain
- d'abord, après, ensuite, finalement
- je vais … / je voudrais… / nous allons …
- je n'ai aucun doute que ce sera + adjective

# Improving outcomes in the 130–150-word question

**Biggest challenge:**

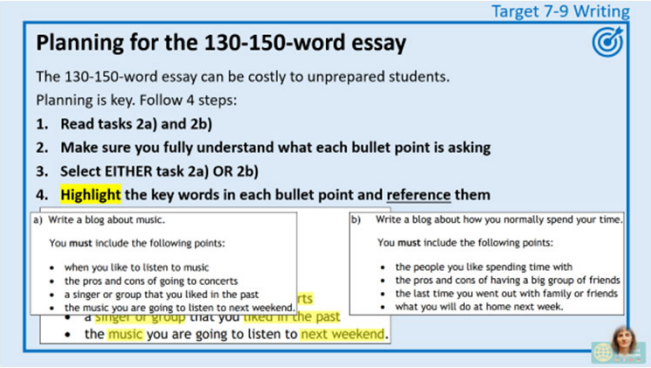
Convincing our students of the value of planning before writing!



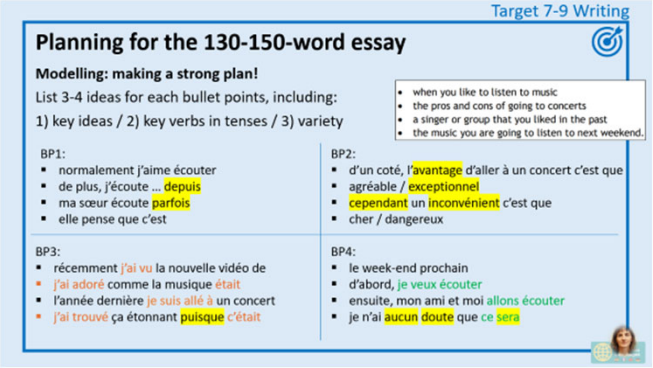
# Improving outcomes in the 130–150-word question

## Modelling: Planning for success

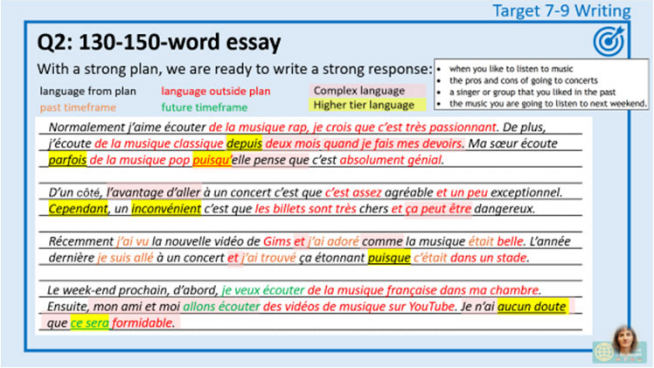
### 1) Task review




### 2) Planning for success




### 3) Producing the response



# Planning for the 130-150-word essay

The 130-150-word essay can be costly to unprepared students.

Planning is key. Follow 4 steps:

1. **Read tasks 2a) and 2b)**
2. **Make sure you fully understand what each bullet point is asking**
3. **Select EITHER task 2a) OR 2b)**
4. **Highlight the key words in each bullet point and reference them**

a) Write a blog about music.

You **must** include the following points:

- when you like to listen to music
- the pros and cons of going to concerts
- a singer or group that you liked in the past
- the music you are going to listen to next weekend.

b) Write a blog about how you normally spend your time.

You **must** include the following points:

- the people you like spending time with
- the pros and cons of having a big group of friends
- the last time you went out with family or friends
- what you will do at home next week.

rts
- a singer or group that you liked in the past
- the music you are going to listen to next weekend.

# Planning for the 130-150-word essay

**Modelling: making a strong plan!**

List 3-4 ideas for each bullet points, including:

1) key ideas / 2) key verbs in tenses / 3) variety

- when you like to listen to music
- the pros and cons of going to concerts
- a singer or group that you liked in the past
- the music you are going to listen to next weekend.

BP1:
- normalement j'aime écouter
- de plus, j'écoute … depuis
- ma sœur écoute parfois
- elle pense que c'est

BP2:
- d'un coté, l'avantage d'aller à un concert c'est que
- agréable / exceptionnel
- cependant un inconvénient c'est que
- cher / dangereux

BP3:
- récemment j'ai vu la nouvelle vidéo de
- j'ai adoré comme la musique était
- l'année dernière je suis allé à un concert
- j'ai trouvé ça étonnant puisque c'était

BP4:
- le week-end prochain
- d'abord, je veux écouter
- ensuite, mon ami et moi allons écouter
- je n'ai aucun doute que ce sera

# Q2: 130-150-word essay

With a strong plan, we are ready to write a strong response:

- when you like to listen to music
- the pros and cons of going to concerts
- a singer or group that you liked in the past
- the music you are going to listen to next weekend.

language from plan | language outside plan | Complex language
past timeframe | future timeframe | Higher tier language

*Normalement j'aime écouter de la musique rap, je crois que c'est très passionnant. De plus, j'écoute de la musique classique depuis deux mois quand je fais mes devoirs. Ma sœur écoute parfois de la musique pop puisqu'elle pense que c'est absolument génial.*

*D'un côté, l'avantage d'aller à un concert c'est que c'est assez agréable et un peu exceptionnel. Cependant, un inconvénient c'est que les billets sont très chers et ça peut être dangereux.*

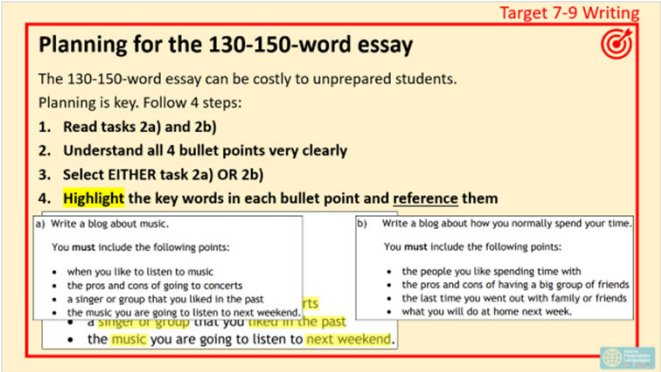
*Récemment j'ai vu la nouvelle vidéo de Gims et j'ai adoré comme la musique était belle. L'année dernière je suis allé à un concert et j'ai trouvé ça étonnant puisque c'était dans un stade.*

*Le week-end prochain, d'abord, je veux écouter de la musique française dans ma chambre. Ensuite, mon ami et moi allons écouter des vidéos de musique sur YouTube. Je n'ai aucun doute que ce sera formidable.*

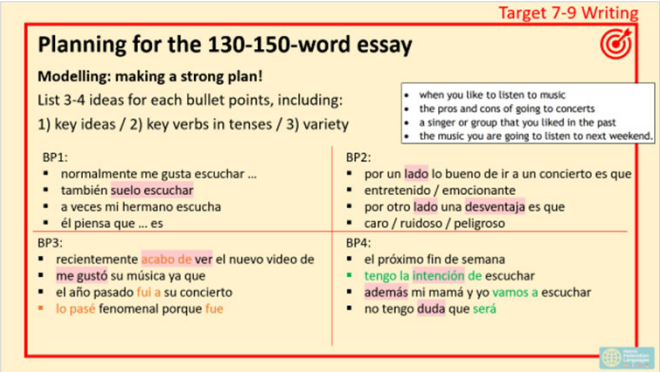
# Improving outcomes in the 130–150-word question

## Modelling: Planning for success

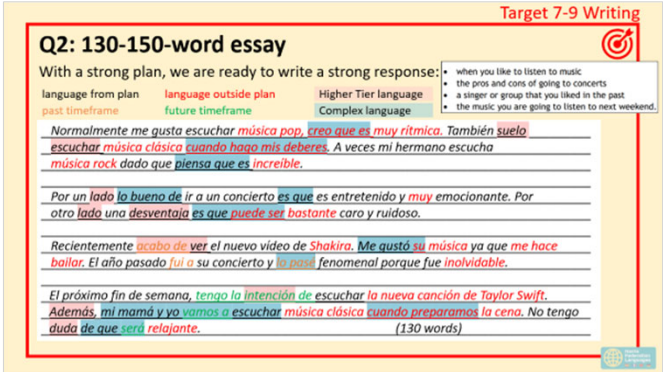
### 1) Task review




### 2) Planning for success




### 3) Producing the response



# Planning for the 130-150-word essay

The 130-150-word essay can be costly to unprepared students.

Planning is key. Follow 4 steps:

1. **Read tasks 2a) and 2b)**
2. **Understand all 4 bullet points very clearly**
3. **Select EITHER task 2a) OR 2b)**
4. **Highlight the key words in each bullet point and <u>reference</u> them**

a) Write a blog about music.

You **must** include the following points:

- when you like to listen to music
- the pros and cons of going to concerts
- a singer or group that you liked in the past
- the music you are going to listen to next weekend.

b) Write a blog about how you normally spend your time.

You **must** include the following points:

- the people you like spending time with
- the pros and cons of having a big group of friends
- the last time you went out with family or friends
- what you will do at home next week.

rts
- a singer or group that you liked in the past
- the music you are going to listen to next weekend.

Target 7-9 Writing

# Planning for the 130-150-word essay

**Modelling: making a strong plan!**

List 3-4 ideas for each bullet points, including:

1) key ideas / 2) key verbs in tenses / 3) variety

- when you like to listen to music
- the pros and cons of going to concerts
- a singer or group that you liked in the past
- the music you are going to listen to next weekend.

BP1:

- normalmente me gusta escuchar …
- también suelo escuchar
- a veces mi hermano escucha
- él piensa que … es

BP2:

- por un lado lo bueno de ir a un concierto es que
- entretenido / emocionante
- por otro lado una desventaja es que
- caro / ruidoso / peligroso

BP3:

- recientemente acabo de ver el nuevo video de
- me gustó su música ya que
- el año pasado fui a su concierto
- lo pasé fenomenal porque fue

BP4:

- el próximo fin de semana
- tengo la intención de escuchar
- además mi mamá y yo vamos a escuchar
- no tengo duda que será

Harris Federation Languages

Target 7-9 Writing

# Q2: 130-150-word essay

With a strong plan, we are ready to write a strong response:

- when you like to listen to music
- the pros and cons of going to concerts
- a singer or group that you liked in the past
- the music you are going to listen to next weekend.

language from plan | language outside plan | Higher Tier language
past timeframe | future timeframe | Complex language

*Normalmente me gusta escuchar música pop, creo que es muy rítmica. También suelo escuchar música clásica cuando hago mis deberes. A veces mi hermano escucha música rock dado que piensa que es increíble.*

*Por un lado lo bueno de ir a un concierto es que es entretenido y muy emocionante. Por otro lado una desventaja es que puede ser bastante caro y ruidoso.*

*Recientemente acabo de ver el nuevo vídeo de Shakira. Me gustó su música ya que me hace bailar. El año pasado fui a su concierto y lo pasé fenomenal porque fue inolvidable.*

*El próximo fin de semana, tengo la intención de escuchar la nueva canción de Taylor Swift. Además, mi mamá y yo vamos a escuchar música clásica cuando preparamos la cena. No tengo duda de que será relajante.* *(130 words)*

Harris Federation Languages

# Improving outcomes in the 80–90-word question

## Consistency in bullet point structure and planning for success:

Target 5 Writing

### Q1: the 80-90-word essay (18 marks)

The 80-90-word has 4 bullet points, also with a clear pattern.
**What similarities can you spot?**

| | | |
|---|---|---|
| 1 (a) Write a blog about mental health/how to stay happy and healthy.<br>You **must** include the following points:<br>• hobbies that make you happy<br>• your opinion of spending time with friends/family with reasons<br>• how you relaxed last weekend<br>• when you will next do something outdoors with friends/family. | | (b) Write a blog about places you can see or go where you live.<br>You **must** include the following points:<br>• where you like to spend time<br>• your opinion of your local area with reasons<br>• what you did with friends/family last week<br>• when you will next visit a place in your area. |
| | Present<br>Present<br>Past<br>Future | |

**Summary**

1 - response in the **present** tense

2 - **justified opinion** in the **present** tense

3 - response in the **past** tense

4 - response in the **future** tense

Target 5 Writing

### Q1: the 80-90-word essay (18 marks)

**The same structures can be applied to Q1:**

BP1 - response in the **present** tense:
- normalement / d'habitude / en ce moment
- je fais / je vais / je joue/ j'étudie
- toujours / souvent / de temps en temps
- ma mère pense que / dit que ...

BP2 – **justified opinion** in the **present** tense:
- j'aime / j'adore / je déteste
- car / parce que / comme
- c'est / il/elle est / ils/elles sont
- facile / difficile / utile / inutile

BP3 - response in the **past** tense:
- récemment j'ai ... / nous avons ...
- l'année dernière / la semaine dernière / le week-end dernier
- je suis allé(e) à ... avec ...
- c'était + adjective

BP4 - response in the **future** tense:
- l'année prochaine / la semaine prochaine / le week-end prochain
- je vais ... / je voudrais... / nous allons ...
- je pense que ce sera + adjective
- mais je ne vais pas...

# Q1: the 80-90-word essay (18 marks)

The 80-90-word has 4 bullet points, also with a clear pattern.

**What similarities can you spot?**

1 (a) Write a blog about mental health/how to stay happy and healthy.

You **must** include the following points:

- hobbies that make you happy
- your opinion of spending time with friends/family with reasons
- how you relaxed last weekend
- when you will next do something outdoors with friends/family.

Present
Present
Past
Future

(b) Write a blog about places you can see or go where you live.

You **must** include the following points:

- where you like to spend time
- your opinion of your local area with reasons
- what you did with friends/family last week
- when you will next visit a place in your area.

**Summary**

1 - response in the **present** tense

2 - **justified opinion** in the **present** tense

3 - response in the **past** tense

4 - response in the **future** tense

# Q1: the 80-90-word essay (18 marks)

**The same structures can be applied to Q1:**

BP1 - response in the **present** tense:

- normalement / d'habitude / en ce moment
- je fais / je vais / je joue/ j'étudie
- toujours / souvent / de temps en temps
- ma mère pense que / dit que …

BP2 – **justified opinion** in the **present** tense:

- j'aime / j'adore / je déteste
- car / parce que / comme
- c'est / il/elle est / ils/elles sont
- facile / difficile / utile / inutile

BP3 - response in the **past** tense:

- récemment j'ai … / nous avons …
- l'année dernière / la semaine dernière / le week-end dernier
- je suis allé(e) à … avec …
- c'était + adjective

BP4 - response in the **future** tense:

- l'année prochaine / la semaine prochaine / le week-end prochain
- je vais … / je voudrais… / nous allons …
- je pense que ce sera + adjective
- mais je ne vais pas…

# Improving outcomes in the 80–90-word question

## Consistency in bullet point structure and planning for success:

Target 5 Writing

**Q1: the 80-90-word essay (18 marks)**

The 80-90-word has 4 bullet points, also with a clear pattern.
**What similarities can you spot? Share in the chat.**

1 (a) Write a blog about mental health/how to stay happy and healthy.

You **must** include the following points:

- hobbies that make you happy
- your opinion of spending time with friends/family with reasons
- how you relaxed last weekend
- when you will next do something outdoors with friends/family.

Present
Present
Past
Future

(b) Write a blog about places you can see or go where you live.

You **must** include the following points:

- where you like to spend time
- your opinion of your local area with reasons
- what you did with friends/family last week
- when you will next visit a place in your area.

**Summary**

1 - response in the **present** tense

2 - **justified opinion** in the **present** tense

3 - response in the **past** tense (preterit more common)

4 - response in the **future** tense

Target 5 Writing

**Q2: the 80-90-word essay (18 marks)**

**The same structures can be applied to Q1:**

BP1 - response in the **present** tense:
- normalmente
- suelo / solemos
- siempre / a menudo / a veces / nunca
- mi mamá piensa / dice que ...

BP2 - **justified opinion** in the **present** tense:
- me gusta(n) / me encanta(n)
- porque / dado que / ya que
- lo bueno / malo de ... es que
- lo que más / menos me gusta de ... es que

BP3 - response in the **past** tense:
- recientemente acabo de ... / acabamos de ...
- el año pasado / la semana pasada
- fui a ... / fuimos a ...
- lo pasé genial porque fue + adjective

BP4 - response in the **future** tense develop:
- tengo la intención de ... / espero ...
- el próximo año / la próxima semana
- voy a ... / vamos a ...
- será + adjective

# Q1: the 80-90-word essay (18 marks)

The 80-90-word has 4 bullet points, also with a clear pattern.

**What similarities can you spot? Share in the chat.**

1 (a) Write a blog about mental health/how to stay happy and healthy.

You **must** include the following points:

- hobbies that make you happy
- your opinion of spending time with friends/family with reasons
- how you relaxed last weekend
- when you will next do something outdoors with friends/family.

Present
Present
Past
Future

(b) Write a blog about places you can see or go where you live.

You **must** include the following points:

- where you like to spend time
- your opinion of your local area with reasons
- what you did with friends/family last week
- when you will next visit a place in your area.

**Summary**

1 - response in the **present** tense

2 - **justified opinion** in the **present** tense

3 - response in the **past** tense (preterit more common)

4 - response in the **future** tense

Harris Federation Languages

# Q2: the 80-90-word essay (18 marks)

**The same structures can be applied to Q1:**

BP1 - response in the **present** tense:
- normalmente
- suelo / solemos
- siempre / a menudo / a veces / nunca
- mi mamá piensa / dice que …

BP2 - **justified opinion** in the **present** tense:
- me gusta(n) / me encanta(n)
- porque / dado que / ya que
- lo bueno / malo de … es que
- lo que más / menos me gusta de … es que

BP3 - response in the **past** tense:
- recientemente acabo de … / acabamos de …
- el año pasado / la semana pasada
- fui a … / fuimos a …
- lo pasé genial porque fue + adjective

BP4 - response in the **future** tense develop:
- tengo la intención de … / espero …
- el próximo año / la próxima semana
- voy a … / vamos a …
- será + adjective

Harris Federation Languages

# Improving outcomes in Writing

**Summary:**

- students **must read bullet points carefully** and identify key words
- students should **pause and plan**
- teachers provide a **model plan with key structures** as language frame
- **teachers build the routine of planning in lesson**: model it, expect it, feedback on it

Read the texts.

| | | |
|---|---|---|
| **Amina:** xxx | **Abdel:** xxx | |
| **Jules:** xxx | **Juan:** xxx | |
| **Clara**: xxx | **Clara**: xxx | |

Who says what? Choose the correct answers.

Put a cross ☒ in the correct column for each question.

| | **Who…** | **A…** | **J…** | **Clara** |
|---|---|---|---|---|
| (a) | … xxxx? | | | |
| (b) | | | | |
| (c) | | | | |
| (d) | | | | |
| (e) | | | | |
| (f) | | | | |

**[TITLE]**

Read XXX's blog about [CONTEXT]

Complete the sentences below.

Put a cross ☒ in the correct box for each question.

(i) XXXX …

| | |
|---|---|
| ☐ | A …. . |
| ☐ | B …. . |
| ☐ | C …. . |

(ii). XXXX …

| | |
|---|---|
| ☐ | A …. . |
| ☐ | B …. . |
| ☐ | C …. . |

(iii). XXXX …

| | |
|---|---|
| ☐ | A …. . |
| ☐ | B …. . |
| ☐ | C …. . |

(iv). XXXX …

| | |
|---|---|
| ☐ | A …. . |
| ☐ | B …. . |
| ☐ | C …. . |

**[TITLE]**

XXX has written a blog about xxx

What does xxx say about xxx?

Put a cross ☒ next to each one of the **three** correct statements.

| | | |
|---|---|---|
| ☐ | **A** | XXXX |
| ☐ | **B** | XXXX |
| ☐ | **C** | XXXX |
| ☐ | **D** | XXXX |
| ☐ | **E** | XXXX |
| ☐ | **F** | XXXX |

**[TITLE]**

XXX writes in his diary.

Complete the gap in each sentence using a word from the box below.
There are more words than gaps.

| | | | |
|---|---|---|---|
| | option 1 | option 2 | option 3 |
| option 4 | option 5 | option 6 | option 7 |

(a) Thomas dislikes the _____.

(b) He is worried about meeting _____.

(c) He has already met _____.

**[TITLE]**

XXX has written a blog about xxx

What does XXX says about xxx?

Complete the tables **in English**. You do not need to write in full sentences.

(a) Emma

| | |
|---|---|
| **One thing she…** | |
| **One … she …** | |

(b) Fatima

| | |
|---|---|
| **Her future …** | |
| **Reasons why** | |

**[TITLE]**

Read xxx's email to xxx

In **inference** questions (FT Q3b, Q7b / HT Q2b, Q4b), the **distractors** are all **outside of the vocabulary list** to ensure that students do not use knowledge of the vocabulary list to deduce the correct answer.

**Two details** to help students infer the meaning of the unknown word.

On the inference question, **none of the options are from the vocabulary list.**

(**b**) Which of these is the best translation of the word ***…?***

Put a cross ☒ in the correct box.

| | |
|---|---|
| ☐ | A …. (word not from vocab list) |
| ☐ | B …. (word not from vocab list) |
| ☐ | C …. (word not from vocab list) |

## Translation in English

| Section B | Q10 Translation | Q9 Translation |
|---|---|---|
| | • Word count: 35-40 words<br>• 5 sentences linked by context ramped from grade targets 1-5.<br>• One past timeframe sentence will be used.<br>• The other 4 sentences will be present timeframe.<br>• One third person sentence.<br>• Will only contain FT vocab and grammar. | • Word count: 50-55 words<br>• 1 paragraph of 5 sentences linked by context ramped from grade targets 5-9.<br>• Present and past timeframes will be used.<br>• One future timeframe sentence may be used.<br>• At least one but no more than 2 third person sentences.<br>• Will contain some FT vocab/ grammar but must contain some HT-only vocab/grammar in the last 2-3 sentences. |

**[TITLE]**

[NAME] is talking about [CONTEXT].

What does s/he say?

Listen to the recording and complete the sentences by putting a cross ☒ in the correct box for each question.

(a) XXXX …

| | |
|---|---|
| ☐ | A …. . |
| ☐ | B …. . |
| ☐ | C …. . |

(b) XXXX …

| | |
|---|---|
| ☐ | A …. . |
| ☐ | B …. . |
| ☐ | C …. . |

(c) XXXX …

| | |
|---|---|
| ☐ | A …. . |
| ☐ | B …. . |
| ☐ | C …. . |

(d) XXXX …

| | |
|---|---|
| ☐ | A …. . |
| ☐ | B …. . |
| ☐ | C …. . |

Use the transcript to check your answers.

1. Read the transcript below

[INSERT TRANSCRIPT HERE]

2. Listen to the audio again and read the transcript at the same time.

3. Check the answers you have: do you want to make any changes?

4. Translate the highlighted parts in the transcript: remember that you **might not** understand all the words but with the vocabulary you understand and the context you can **infer the meaning. Try your best!**

**[TITLE]**

Listen to…

What is mentioned?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

| | | |
|---|---|---|
| ☐ | **A** | [Write sentence here] |
| ☐ | **B** | [Write sentence here] |
| ☐ | **C** | [Write sentence here] |
| ☐ | **D** | [Write sentence here] |
| ☐ | **E** | [Write sentence here] |
| ☐ | **F** | [Write sentence here] |

Use the transcript to check your answers.

1. Read the transcript below

[INSERT TRANSCRIPT HERE]

2. Listen to the audio again and read the transcript at the same time.

3. Check the answers you have: do you want to make any changes?

4. Translate the highlighted parts in the transcript: remember that you **might not** understand all the words but with the vocabulary you understand and the context you can **infer the meaning. Try your best!**

**[TITLE]**

[NAME] is talking about [CONTEXT]

What does s/he say?

Complete the gap in each sentence using a word or phrase from the box below.

There are more words/phrases than gaps.

| | | | |
|---|---|---|---|
| option 1 | option 2 | option 3 | |
| option 4 | option 5 | option 6 | option 7 |

(a). Thomas dislikes the_____.

(b). He is worried about _____ at his new school and about _____.

Use the transcript to check your answers.

1. Read the transcript below

[INSERT TRANSCRIPT HERE]

2. Listen to the audio again and read the transcript at the same time.

3. Check the answers you have: do you want to make any changes?

4. Translate the highlighted parts in the transcript: remember that you **might not** understand all the words but with the vocabulary you understand and the context you can **infer the meaning. Try your best!**

**[TITLE]**

[NAME 1], [NAME 2] and [Name 3] are talking about [CONTEXT]

What do they say?

Listen to the recording and complete the following table **in English.**

You do not need to write in full sentences.

(a)

| | **How to stay safe on social media** |
|---|---|
| **Name 1** | |

(b)

| | **Her parent's rule** |
|---|---|
| **Name 2** | |

(c)

| | **When he turn off his phone** |
|---|---|
| **Name 3** | |

Use the transcript to check your answers.

1. Read the transcript below

[INSERT TRANSCRIPT HERE]

2. Listen to the audio again and read the transcript at the same time.

3. Check the answers you have: do you want to make any changes?

4. Translate the highlighted parts in the transcript: remember that you **might not** understand all the words but with the vocabulary you understand and the context you can **infer the meaning. Try your best!**

**[TITLE]**

[NAME 1], [NAME 2 ], [NAME 3] and [Name 4] are talking about [CONTEXT]

What do they say / like and dislike?

Listen to the recording and complete the following tables **in English**.

You do not need to write in full sentences.

(a) Name 1…

| | |
|---|---|
| **likes… OR Advantage** | |
| **dislikes… OR Disadvantage** | |

(b) Name 2

| | |
|---|---|
| **likes… OR Advantage** | |
| **dislikes… OR Disadvantage** | |

(c) Name 3

| | |
|---|---|
| **likes…** | |
| **dislikes…** | |

(d) Name 4

| | |
|---|---|
| **Advantage** | |
| **Disadvantage** | |

Use the transcript to check your answers.

1. Read the transcript below

[INSERT TRANSCRIPT HERE]

2. Listen to the audio again and read the transcript at the same time.

3. Check the answers you have: do you want to make any changes?

4. Translate the highlighted parts in the transcript: remember that you **might not** understand all the words but with the vocabulary you understand and the context you can **infer the meaning. Try your best!**

**[TITLE]**

(a) / (b) You (also) hear this report on [CONTEXT]

Listen to the recording and answer the following questions **in English**.

You do not need to write in full sentences.

(i) Name **one** …….. .

_____

(ii) Name **one** …….. .

_____

Use the transcript to check your answers.

1. Read the transcript below

[INSERT TRANSCRIPT HERE]

2. Listen to the audio again and read the transcript at the same time.

3. Check the answers you have: do you want to make any changes?

4. Translate the highlighted parts in the transcript: remember that you **might not** understand all the words but with the vocabulary you understand and the context you can **infer the meaning. Try your best!**

# Dictation

## Foundation tier

12 You are going to hear someone talking about music.

Sentences 1, 2 and 3: Write down the missing words in the gaps provided.
In each gap, you will write one word in French.

*Example: Le groupe est excellent.*

1. Ma _____ aime la _____.

2. Je _____ du _____.

3. Mon _____ adore le _____.

Sentences 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, in French.

*Example: La chanson est excellente.*

4. _____
_____.

5. _____
_____.

6. _____
_____.

(Total for Question 12 = 10 marks)

Page **12** of **26**

Introduction sentence explains the subject of the dictation

The example will link to the subject

Sentence 1: Two gaps – each to be filled with one word from the vocabulary list

Sentences 2 and 3: Two gaps - one to be filled with one word from the vocabulary list, the other to be filled with **one word from outside vocabulary list**

The example will link to the subject

Sentences 4, 5 and 6: Open sentences, all words from the vocabulary list

ded, **in**

# Dictation

## Higher tier

The rubric explains the subject of the dictation

The example links to the subject

Sentence 1: three gaps - two to be filled with words from the vocabulary list, **one to be filled** with **one word from outside the vocabulary list**

Sentence 2: three gaps – one to be filled with a word from the vocabulary list, **two to be filled** with **words from outside the vocabulary list**

The example links to the subject

Sentences 3, 4, 5 and 6: Open sentences, all words from the vocabulary list.

Sentences 5 & 6 may be longer and contain more demanding grammatical structures

**10** You are going to hear someone talking about food.

Sentences 1 and 2: Write down the missing words in the gaps provided.
In each gap you will write one word in French.

*Example:* J'aime les gâteaux et le chocolat.

1. Le ..... .....

   est la ..... .

2. J'aime .....

   les ..... et les ..... .

Sentences 3, 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, in French.

*Example:* *Les glaces de ce magasin sont délicieuses.*

3. .....

   ..... .

4. .....

   ..... .

5. .....

   ..... .

6. .....

   ..... .

Total for Question 10 = 10 marks)



_____.

_____.

rovided, **in**

___

___

___

___

**Dictation**

- You are going to hear someone talking about **xxx**.
- Sentences 1, 2 and 3: Write down the missing words in the gaps provided.
- In each gap, you will write one word **in Spanish**.

1. Es _____ para la _____
2. Estoy en un _____ de _____
3. Los sábados _____ por la _____

- Sentences 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, **in Spanish.**

4. _____
5. _____
6. _____

**Dictation**

- You are going to hear someone talking about **xxx**.
- Sentences 1 and 2: Write down the missing words in the gaps provided.
- In each gap, you will write one word **in Spanish**.

1. Tengo _____ por mis

   _____, son _____.

2. Mi _____ es _____

   pero _____.

- Sentences 3, 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, **in Spanish.**

3. _____

4. _____

5. _____

6. _____

# Part 4: Improving outcomes in Speaking

- Takeaways from most recent Mocks
- Strategies for improvement

# Improving outcomes in Speaking

**Discussion:**

✅ What **improvements** in performance have you observed in the last mock?

🎯 What are the remaining **areas for development (AfD)**?

# Takeaways from our most recent Mock Speaking

## Our observations:

| Task | ✅ 👍 🥳 | ⚠️ 🎯 🧑‍🏫 |
|---|---|---|
| Preparation | better preparation notes | **practise time management**<br>**model what perfect prep looks like** |
| Read Aloud | better annotations on card<br>good use of 1-min practice | **<u>all</u> to read out loud during 1-min**<br>**teach specific -?- structure from task**<br>**practise tackling unprepared ?** |
| Role Play | short answer with no details | **teach -?- words and structures** |
| Picture Task | Extended description<br>People-Activity-Location mentioned systematically +3 details for People | **practise giving details for A and L**<br>**teach specific -?- structure from task**<br>**practise tackling unprepared -?-** |
| Conversation | readiness prior to exam: booklet | **teach memorisation techniques**<br>**practise adapting -?- to answer**<br>**provide answer structures for details** |

# Improving outcomes in Speaking

- **AfD1: tackling the unprepared questions in the Read-Aloud and the Picture Task**
- AfD2: using the teacher prompts effectively to get more details in the Picture Task
- AfD3: preparing students effectively for the conversation
- AfD4: balancing prepared questions and spontaneous questions for flow

# AfD1: Tackling the unprepared questions

## Strategy 1: Teach the questions explicitly

📖 **Follow-on questions (Foundation)**

Q1. ¿Qué te gusta …?

Q2. ¿Qué piensas de (la idea de) …?

📖 **Follow-on questions (Higher)**

Q1. ¿… te gusta(ría) …?

Q2. ¿Cuál es tu opinión de / sobre …?

📷 **Follow-on questions (Foundation)**

Q1. ¿Qué piensas de (la idea de) …?

Q2. Open question in present tense

📷 **Follow-on questions (Higher)**

Q1. Open question in present tense

Q2. Open question in preterit tense

**Task 1: Read aloud**

**Instructions to the teacher**

**Higher tier HRA3**

**Thematic context: My neighbourhood**

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

**Compulsory questions related to pictures**

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

**Questions for Picture 1**

*(a) ¿Con quién te gusta ir de compras?*

*(b) ¿Adónde fuiste de compras la semana pasada?*

**Questions for Picture 2**

*(a) ¿Qué haces cuando vas al centro de la ciudad?*

*(b) ¿Adónde fuiste el fin de semana pasado?*

y el papel.

La red de transporte público no es buena y los autobuses están sucios,

entonces voy a pie o en bicicleta.

**Follow-on questions**

Once the candidate has read the text aloud, you **must** take the stimulus material from them.

You should then ask the following questions.

*Q1. ¿Cómo te gusta viajar en tu barrio?*

*Q2. ¿Cuál es tu opinión sobre reciclar?*

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

# AfD1: Tackling the unprepared questions

## Strategy 1: Teach the questions explicitly

📖 **Follow-on questions (Foundation)**

Q1. Qu'est-ce que tu aimes/voudrais …?

Q2. Qu'est-ce que tu penses de(s) …?

📖 **Follow-on questions (Higher)**

Q1. … est-ce que tu aimes/voudrais*…?

Q2. Quel est ton avis sur…?

*… aimes-tu/voudrais-tu

📷 **Follow-on questions (Foundation)**

Q1. Qu'est-ce que tu aimes/fais/penses*…?

Q2. Open question in present tense

📷 **Follow-on questions (Higher)**

Q1. Open question in present tense

Q2. Open question in past tense

**Higher tier HRA3**

**Thematic context: My neighbourhood**

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

**Compulsory questions related to pictures**

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

**Questions for Picture 1**

*(a) Qu'est-ce que tu fais avec tes ami(e)s?*

*(b) Qu'est-ce que tu as bu hier ?*

**Questions for Picture 2**

*(a) Où est-ce que tu fais tes devoirs ?*

*(b) Comment as-tu utilisé la technologie hier ?*

Je trouve que c'est un quartier multiculturel avec beaucoup de choses intéressantes à faire.

ulus material from

* Quel est ton … préféré?

Qu'est-ce qu'il y a …?

Comment aimes-tu …?

Comment vas-tu …?

Comment est-ce que tu utilises …?

Qu'est-ce que tu manges …?

Qu'est-ce qu'on peut faire …?

# AfD1: Tackling the unprepared questions

## Strategy 2: Teach answer starters

📖 **Follow-on questions (Foundation)**

Q1. Qu'est-ce que tu aimes/voudrais …? ➡️ Q1. J'aime / je voudrais **…**

Q2. Qu'est-ce que tu penses de(s) …? ➡️ Q2. Je pense que **c'est / ils/elles sont …**

📖 **Follow-on questions (Higher)**

Q1. … est-ce que tu aimes/voudrais…? ➡️ Q1. J'aime / je voudrais **…**

Q2. Quel est ton avis sur …? ➡️ Q2. J'aime **…** / Je pense que **c'est / ils sont**

📸 **Follow-on questions (Foundation)**

Q1. Qu'est-ce que tu fais…? ➡️ Q1. Je **…**

Q2. Open question in present tense

📸 **Follow-on questions (Higher)**

Q1. Open question in present tense

Q2. Open question in past tense ➡️ Q2. Je suis allé **…** **(50%)** J'ai **…** **(~~fait~~)**

# AfD1: Tackling the unprepared questions

## Strategy 2: Teach answer starters

📖 **Follow-on questions (Foundation)**

Q1. ¿Qué te gusta …? ➡️ Q1. Me gusta(n) **…**

Q2. ¿Qué piensas de (la idea de) …? ➡️ Q2. Pienso / Creo que **es / son …**

📖 **Follow-on questions (Higher)**

Q1. ¿… te gusta(ría) …? ➡️ Q1. Me gusta(ría) **…**

Q2. ¿Cuál es tu opinión de / sobre …? ➡️ Q2. Me gusta(n) **…** / Pienso que **es / son …**

📸 **Follow-on questions (Foundation)**

Q1. ¿Qué piensas de (la idea de) …? ➡️ Q2. Pienso / Creo que **es / son …**

Q2. Open question in present tense

📸 **Follow-on questions (Higher)**

Q1. Open question in present tense

Q2. Open question in preterit tense ➡️ Q2. fui **… (80%)**

# AfD1: Tackling the unprepared questions

## Strategy 2: Teach strategies to adapt question

¿Qué te **gusta** hacer **en** tu **tiempo libre**?

**En** mi **tiempo libre** me **gusta** …
me **gusta** …
Jugar al fútbol

**Now try:**

- ¿Qué te gusta comer en el recreo?
- ¿Qué te gusta ver en la tele?
- ¿Qué te gusta estudiar en el insti?

**Follow-up questions:** Exam practice

*What clubs are there in your school?*

¿Qué clubes hay en tu instituto?

En mi instituto hay...

# AfD1: Tackling the unprepared questions

## Strategy 2: Teach strategies to adapt question

¿Qué **piensas** de la idea de ir a conciertos?

**Pienso** que es …
Me gusta ir a conciertos.
Es guay.

**Now try:**

- ¿Qué piensas de la idea de viajar en avión?
- ¿Qué piensas de la idea de reciclar el plástico?
- ¿Qué piensas de la idea de ir a la universidad?

# AfD1: Tackling the unprepared questions

## Strategy 2: Teach strategies to adapt question

¿Qué te **gustaría** hacer **en** el **futuro**?

**En el futuro** me **gustaría** …
me **gustaría** …
Trabajar en un restaurante.

**Now try:**

- ¿Cómo te gustaría pasar tus próximas vacaciones?
- ¿Dónde te gustaría vivir en el futuro?
- ¿Qué plato típico te gustaría probar en el futuro?

# AfD1: Tackling the unprepared questions

## Strategy 2: Teach strategies to adapt question

¿Cuál **es** tu opinión sobre **las redes sociales**?

**En** mi **opinión** son …
me **gustan** …
Son guais.

**Now try:**

- ¿Cuál es tu opinión de los transportes públicos?
- ¿Cuál es tu opinión de la música en vivo?
- ¿Cuál es tu opinión sobre hacer compras en línea?

# AfD1: Tackling the unprepared questions

## Strategy 2: Teach strategies to adapt question

Qu’est-ce que tu **aimes** faire en ligne?

J’**aime** … en ligne.
J’**aime** …
Regarder des vidéos

**Now try:**

- Qu’est-ce que tu aimes manger?
- Qu’est-ce que tu aimes lire?
- Qu’est-ce que tu aimes faire dehors?

**Follow-up questions:** Exam practice

*What clubs are there in your school?*

¿Qué clubes hay en tu instituto?

En mi instituto hay...

# AfD1: Tackling the unprepared questions

## Strategy 2: Teach strategies to adapt question

Qu'est-ce que tu **penses** de ta **ville** / ton **village**?

Je **pense** que ma **ville** c'est …
J'aime mon **village**.
C'est génial.

**Now try:**

- Qu'est-ce que tu penses des films d'action?
- Qu'est-ce que tu penses du fastfood?
- Qu'est-ce que tu penses des restaurants dans ta ville?

# AfD1: Tackling the unprepared questions

## Strategy 2: Teach strategies to adapt question

**Avec** qui est-ce que tu **aimes passer du temps** le soir?

Le soir j'**aime passer du temps avec…**
J'**aime… avec…**
**Avec** mon frère.

**Now try:**

- Qu'est-ce que tu aimes faire quand tu es stressé(e) ?
- Où est-ce que tu voudrais aller en vacances ?
- Quelle(s) activité(s) aimes-tu faire le dimanche matin ?

# AfD1: Tackling the unprepared questions

## Strategy 2: Teach strategies to adapt question

Quel est ton **avis** sur **les sports d'équipe**?

À mon **avis les sports d'équipe** sont…
J'aime…
C'est génial.

**Now try:**

- Quel est ton avis sur les règles au collège ?
- Quel est ton avis sur les bâtiments historiques ?
- Quel est ton avis sur les portables ?

# Improving outcomes in Speaking

- AfD1: tackling the unprepared questions in the Read-Aloud and the Picture Task
- **AfD2: using the teacher prompts effectively to get more details in the Picture Task**
- AfD3: preparing students effectively for the conversation
- AfD4: balancing prepared questions and spontaneous questions for flow

# AfD2: using the teacher prompts in the Picture Task

## Strategy: Teach the questions explicitly

- (Et) les personnes ?
- (Et) c'est où ?
- (Et) que font-ils ?
- Autre chose ?

- physical description: **il/elle a les cheveux … / les yeux …**
- clothing: **il/elle porte un pantalon …**
- assumption about age/relationship: **je dirais qu'il/elle a… /ils sont …**
- mood: **il/elle semble…**

- description of the location: **je pense qu'ils sont dans …**
- items that can be seen: **je peux voir …**
- assumption about weather or season: **je crois qu'il fait …**

- **"de plus, ils sourient / parlent"**
- another action from someone: **… est en train de …**

- any additional detail

Picture Task - Tips

You need to describe People, Action, Location.

- Mention **at least 3 details** for People, 3 for Action and 3 for Location.
- Mood/Clothes/Physical description all count for People.
- Objects/Position/Weather all count for Location.
- 'Ils sourient' counts for Action.
- If not enough details are given I will ask the following questions:
  - *(Et) les personnes ?*
  - *(Et) c'est où ?*
  - *(Et) que font-ils ?*
  - *Autre chose ?*

Harris

Pearson | Edexcel

# AfD2: using the teacher prompts in the Picture Task

## Strategy: Teach the questions explicitly

- *¿(Y) la gente/las personas?*
- *¿(Y) dónde está(n)?*
- *¿(Y) qué está(n) haciendo?*
- *¿Algo más?*

- physical description: **tiene(n) el pelo … / los ojos …**
- clothing: **lleva(n) pantalones …**
- assumption about age/relationship: **diría que tiene(n)/es/son …**
- mood: **está(n)… / parece(n) …**

- description of the location: **el lugar puede ser …**
- items that can be seen: **puedo ver …**
- assumption about weather or season: **diría que hace / es**

- "**además están sonriendo / hablando**"
- another action from someone: **… está …**

- any additional detail

Picture Task - Tips

You need to describe People, Action, Location.

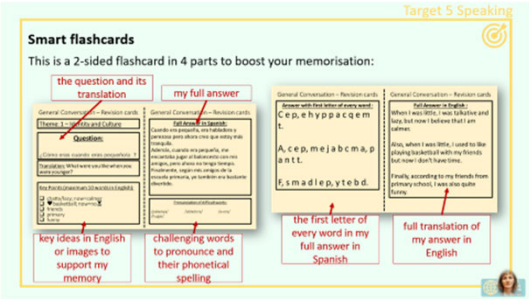
- Mention **at least 3 details** for People, 3 for Action and 3 for Location.
- Mood/Clothes/Physical description all count for People.
- Objects/Position/Weather all count for Location.
- 'Ils sourient' counts for Action.
- If not enough details are given I will ask the following questions:
  - *(Et) les personnes ?*
  - *(Et) c'est où ?*
  - *(Et) que font-ils ?*
  - *Autre chose ?*

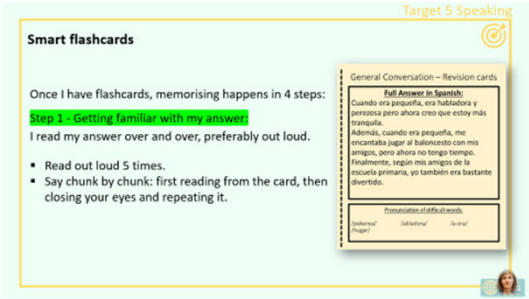
# Improving outcomes in Speaking

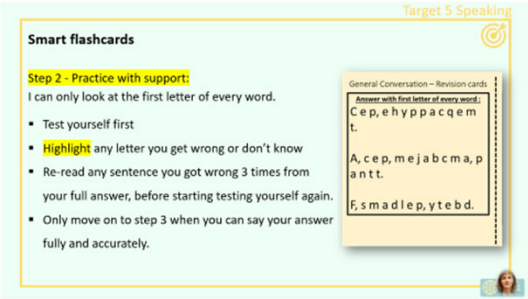
- AfD1: tackling the unprepared questions in the Read-Aloud and the Picture Task
- AfD2: using the teacher prompts effectively to get more details in the Picture Task
- **AfD3: preparing students effectively for the conversation**
- AfD4: balancing prepared questions and spontaneous questions for flow

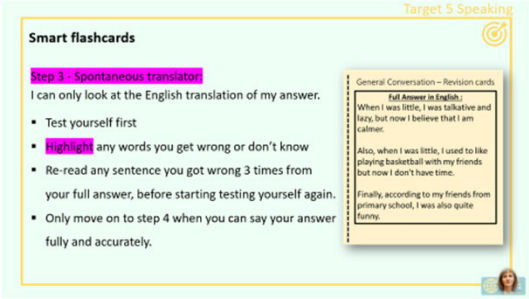
# AfD3: preparing students effectively for the conversation

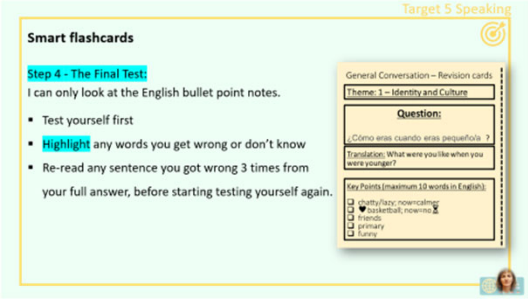
## Strategy 1: Teach students memorisation techniques



# Smart flashcards

This is a 2-sided flashcard in 4 parts to boost your memorisation:

the question and its translation

my full answer

General Conversation – Revision cards

Theme: 1 – Identity and Culture

**Question:**

¿Cómo eras cuando eras pequeño/a ?

Translation: What were you like when you were younger?

Key Points (maximum 10 words in English):

- ❑ chatty/lazy; now=calmer
- ❑ ♥ basketball; now=no ⌛
- ❑ friends
- ❑ primary
- ❑ funny

General Conversation – Revision cards

**Full Answer in Spanish:**

Cuando era pequeña, era habladora y perezosa pero ahora creo que estoy más tranquila.
Además, cuando era pequeña, me encantaba jugar al baloncesto con mis amigos, pero ahora no tengo tiempo.
Finalmente, según mis amigos de la escuela primaria, yo también era bastante divertido.

Pronunciation of difficult words:

/pekenya/ /abladora/ /a-ora/ /hugar/

key ideas in English or images to support my memory

challenging words to pronounce and their phonetical spelling

General Conversation – Revision cards

**Answer with first letter of every word :**

C e p, e h y p p a c q e m t.

A, c e p, m e j a b c m a, p a n t t.

F, s m a d l e p, y t e b d.

General Conversation – Revision cards

**Full Answer in English :**

When I was little, I was talkative and lazy, but now I believe that I am calmer.

Also, when I was little, I used to like playing basketball with my friends but now I don't have time.

Finally, according to my friends from primary school, I was also quite funny.

the first letter of every word in my full answer in Spanish

full translation of my answer in English

# Smart flashcards

Once I have flashcards, memorising happens in 4 steps:

Step 1 - Getting familiar with my answer:

I read my answer over and over, preferably out loud.

- Read out loud 5 times.
- Say chunk by chunk: first reading from the card, then closing your eyes and repeating it.

General Conversation – Revision cards

**Full Answer in Spanish:**

Cuando era pequeña, era habladora y perezosa pero ahora creo que estoy más tranquila.
Además, cuando era pequeña, me encantaba jugar al baloncesto con mis amigos, pero ahora no tengo tiempo.
Finalmente, según mis amigos de la escuela primaria, yo también era bastante divertido.

Pronunciation of difficult words:

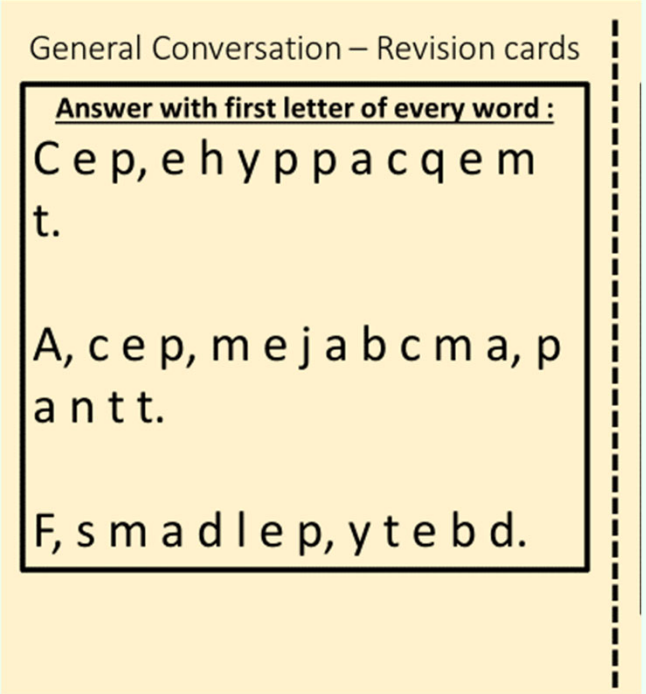
/pekenya/ /abladora/ /a-ora/
/hugar/

## Smart flashcards

Step 2 - Practice with support:

I can only look at the first letter of every word.

- Test yourself first
- Highlight any letter you get wrong or don't know
- Re-read any sentence you got wrong 3 times from your full answer, before starting testing yourself again.
- Only move on to step 3 when you can say your answer fully and accurately.



## Smart flashcards

**Step 3 - Spontaneous translator:**

I can only look at the English translation of my answer.

- Test yourself first
- Highlight any words you get wrong or don’t know
- Re-read any sentence you got wrong 3 times from your full answer, before starting testing yourself again.
- Only move on to step 4 when you can say your answer fully and accurately.

General Conversation – Revision cards

**Full Answer in English :**

When I was little, I was talkative and lazy, but now I believe that I am calmer.

Also, when I was little, I used to like playing basketball with my friends but now I don't have time.

Finally, according to my friends from primary school, I was also quite funny.

# Smart flashcards

## Step 4 - The Final Test:

I can only look at the English bullet point notes.

- Test yourself first
- Highlight any words you get wrong or don't know
- Re-read any sentence you got wrong 3 times from your full answer, before starting testing yourself again.

General Conversation – Revision cards

Theme: 1 – Identity and Culture

**Question:**

¿Cómo eras cuando eras pequeño/a ?

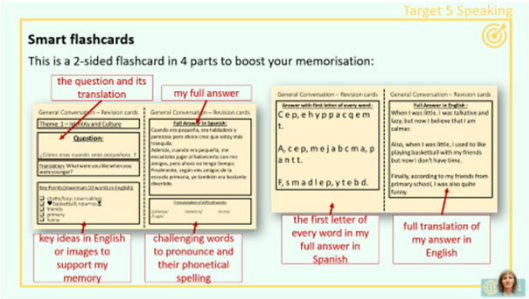
Translation: What were you like when you were younger?

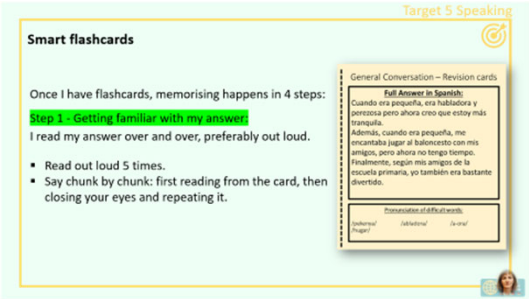
Key Points (maximum 10 words in English):

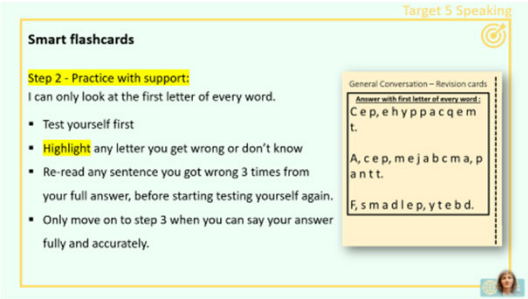
- ❑ chatty/lazy; now=calmer
- ❑ ❤ basketball; now=no ⌛
- ❑ friends
- ❑ primary
- ❑ funny

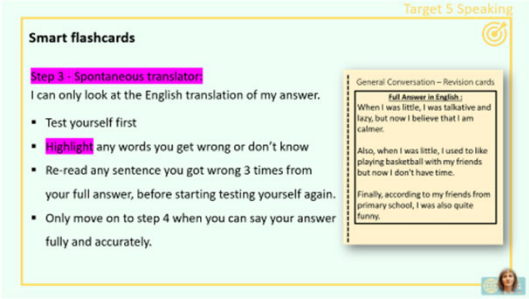
# AfD3: preparing students effectively for the conversation

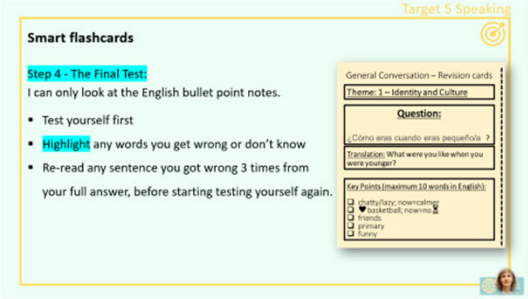
## Strategy 1: Teach them memorisation techniques



# Smart flashcards

This is a 2-sided flashcard in 4 parts to boost your memorisation:

the question and its translation

my full answer

General Conversation – Revision cards

Theme: 1 – Identity and Culture

**Question:**
Comment étais-tu quand tu étais petit?

Translation: What were you like when you were younger?

Key Points (maximum 10 words in English):

- ❑ chatty/lazy; now=calmer
- ❑ ♥ basketball; now=no ⌛
- ❑ friends
- ❑ primary
- ❑ funny

General Conversation – Revision cards

**Full Answer in French :**
Quand j'étais petit, j'étais bavard et paresseux mais maintenant je trouve que je suis plus calme.
De plus, quand j'étais petit, j'aimais jouer au basket avec mes amis mais malheureusement maintenant je n'ai plus le temps.
Enfin d'après mes amis d'école primaire, j'étais aussi assez drôle.

Pronunciation of difficult words:

/kon/ /jetai/ /paressu/ /muntnon/
/jaimai/ /mezami/ /maluruzmon/ /ton/
/onfun/ /dapray/ /daykol/ /assay/

key ideas in English or images to support my memory

challenging words to pronounce and their phonetical spelling

General Conversation – Revision cards

**Answer with first letter of every word :**
Q j'é p, j'é b et p m m j t q j s p c.

D p, q j'é p, j'a j a b a m a m m m j n'a p l t.

E d'a m a d'é p, j'é a a d.

General Conversation – Revision cards

**Full Answer in English :**
When I was little, I was talkative and lazy, but now I find that I am calmer.

Also, when I was little, I used to like playing basketball with my friends but unfortunately now I don't have time.

Finally, according to my friends from primary school, I was also quite funny.

the first letter of every word in my full answer in French.

full translation of my answer in English.

Harris Federation Languages

# Smart flashcards

Once I have flashcards, memorising happens in 4 steps:

**Step 1 - Getting familiar with my answer:**

I read my answer over and over, preferably out loud.

- Read out loud 5 times.
- Say chunk by chunk: first reading from the card, then closing your eyes and repeating it.

General Conversation – Revision cards

**Full Answer in French :**

Quand j'étais petit, j'étais bavard et paresseux mais maintenant je trouve que je suis plus calme.
De plus, quand j'étais petit, j'aimais jouer au basket avec mes amis mais malheureusement maintenant je n'ai plus le temps.
Enfin d'après mes amis d'école primaire, j'étais aussi assez drôle.

Pronunciation of difficult words:

/kon/ /jetai/ /paressu/ /muntnon/
/jaimai/ /mezami/ /maluruzmon/ /ton/
/onfun/ /dapray/ /daykol/ /assay/

## Smart flashcards

Step 2 - Practice with support:

I can only look at the first letter of every word.

- Test yourself first
- Highlight any letter you get wrong or don't know
- Re-read any sentence you got wrong 3 times from your full answer, before starting testing yourself again.
- Only move on to step 3 when you can say your answer fully and accurately.

General Conversation – Revision cards

**Answer with first letter of every word :**

Q j'é p, j'é b et p m m j t q j s p c.

D p, q j'é p, j'a j a b a m a m m m j n'a p l t.

E d'a m a d'é p, j'é a a d.

Harris Federation Languages

# Smart flashcards

## Step 3 - Spontaneous translator:

I can only look at the English translation of my answer.

- Test yourself first
- Highlight any words you get wrong or don't know
- Re-read any sentence you got wrong 3 times from your full answer, before starting testing yourself again.
- Only move on to step 4 when you can say your answer fully and accurately.

General Conversation – Revision cards

**Full Answer in English :**

When I was little, I was talkative and lazy, but now I find that I am calmer.

Also, when I was little, I used to like playing basketball with my friends but unfortunately now I don't have time.

Finally, according to my friends from primary school, I was also quite funny.

# Smart flashcards

## Step 4 - The Final Test:

I can only look at the English bullet point notes.

- Test yourself first
- Highlight any words you get wrong or don't know
- Re-read any sentence you got wrong 3 times from your full answer, before starting testing yourself again.
- Only move on to step 3 when you can say your answer fully and accurately.

General Conversation – Revision cards

Theme: 1 – Identity and Culture

**Question:**
Comment étais-tu quand tu étais petit?

Translation: What were you like when you were younger?

Key Points (maximum 10 words in English):

- ❑ chatty/lazy; now=calmer
- ❑ ♥ basketball; now=no ⌛
- ❑ friends
- ❑ primary
- ❑ funny

Harris Federation Languages

# Improving outcomes in Speaking

- AfD1: tackling the unprepared questions in the Read-Aloud and the Picture Task
- AfD2: using the teacher prompts effectively to get more details in the Picture Task
- AfD3: preparing students effectively for the conversation
- **AfD4: balancing prepared questions and spontaneous questions for flow**

# AfD4: balancing prepared and spontaneous questions

**Recommendations:**

*¿Te gusta jugar al fútbol en el recreo?*
*¿Qué comes en el recreo?*

Your very first question …

- ❑ … must be on the topic suggested by the Teacher Booklet
- ❑ … can be the suggested question or made up by you!

**Follow-on conversation on the broader thematic context**

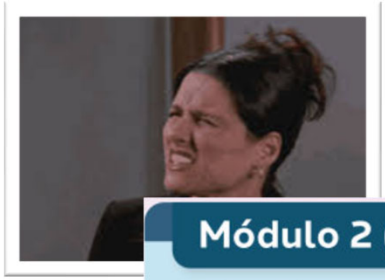
- You must begin the follow-on conversation by asking the candidate to talk about **BREAK TIME**, for example: *¿Qué piensas de las instalaciones en tu instituto?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

# AfD4: balancing prepared and spontaneous questions

**Recommendations:**

Aim for a natural conversation:

1. Avoid jumping sub-topics too quickly
2. Try to react to the student's response



**Theme 6: Travel and tourism**

**6.1** ¿Adónde te gustaría ir de vacaciones en el futuro?

**6.2** ¿Conoces unos festivales españoles?

**6.3** ¿Qué hiciste durante unas vacaciones recientes?

**6.4** ¿Cómo viajaste?

**6.5** ¿Dónde te quedaste?

**6.6** Háblame de tus vacaciones normalmente.

**6.7** ¿Qué vas a hacer durante las próximas vacaciones?

**Módulo 2 (pages 30–53)**

**Thematic context: Travel and tourism**

1. ¿Adónde te gustaría ir de vacaciones?
2. ¿Qué te gustaría hacer allí?
3. ¿Cómo te gustaría viajar? ¿Por qué?
4. ¿Cuál es la fiesta más divertida? ¿Por qué?
5. ¿Qué comida te gusta comer cuando vas a un restaurante?
6. ¿Qué sueles hacer en verano?
7. ¿Qué tal tus últimas vacaciones?
8. ¿Qué hiciste?
9. ¿Qué fue lo mejor de tus vacaciones?
10. ¿Dónde te quedaste?
11. ¿Cómo era el pueblo / la ciudad?
12. ¿Adónde vas a ir de vacaciones el año próximo?

# AfD4: balancing prepared and spontaneous questions

## Modelling

**Theme 6: Travel and tourism**

**-?- (TEACHER BOOKLET)** ¿Prefieres pasar las vacaciones con tu familia o tus amigos?

**6.6** Háblame de tus vacaciones normalmente.

-?- ¿Y qué **no** te gusta en tus vacaciones normalmente?

**6.1** ¿Adónde te gustaría ir de vacaciones en el futuro?

**6.7** ¿Qué vas a hacer durante las próximas vacaciones?

**6.3** ¿Qué hiciste durante unas vacaciones recientes?

-?- ¿Te gustó?

**6.4** ¿Cómo viajaste?

**6.5** ¿Dónde te quedaste?

-?- ¿Y qué prefieres: un hotel o un piso?

**6.2** ¿Conoces unos festivales españoles?

-?- ¿Cuál es tu preferido?

# AfD4: balancing prepared and spontaneous questions

**Final recommendations:**

Keep your spontaneous question simple (opinion, yes/no)

Ideal ratio: 1 surprise -?- every 2 prep -?-

**Avoid persisting with prep -?- if the student is not coping - improvise!**

Get past and future timeframe -?- out of the way early but naturally!

Harris Federation

# Improving outcomes in Speaking

**Summary:**

- Create routines of practice weekly
- Practise responding to unprepared questions
- Teach memorisation strategies
- Practise answering conversation questions in 5-min quickfire drill
- Prepare for naturally flowing, well-balanced conversation

Harris Federation

# Thank you for attending this webinar

Do you have any questions or anything you would like to share?