



Curriculum Innovation

Language World 2016

**Strategies for
spontaneous speaking at
GCSE**

What are the 'spontaneous' requirements of the new GCSE?

- Ask questions (Role Play / Text stimulus)
- Use the correct style and register (Role Play)
- Describe a photo (Picture description)
- Respond to 'unexpected' questions (RP/TS and PD)
- Give extended answers (PD and conversation)
- Respond with developed answers to questions on a variety of familiar topics – one chosen, one unexpected (conversation)

- 
- 1 Ask questions
 - 2 Describe a photo
 - 3 Respond to unexpected questions
 - 4 Develop longer/better answers

1 Ask questions



1 Ask questions

- Teach the question words (and recycle often)
- Use tasks that require questions (What are the questions? Hotseating)
- Design KS3 speaking assessments as paired interactions, involving Q&A
- Develop scaffolded speakings into more spontaneous sequences (building up)
- Focus the success criteria in SOW documentation on mastery of key questions and answers

Kaip?

ką?

Kur?

Kada?

Kas?

Kodėl?

Kiek?

Kiek?

Kuris?



¿Cómo?

¿Quién?

¿Qué?

¿Por qué?

¿Dónde?

¿Cuánto?

¿Cuándo?

¿Cuántos?

¿Cuál?



PREGUNTAS

¿Qué pregunta es?

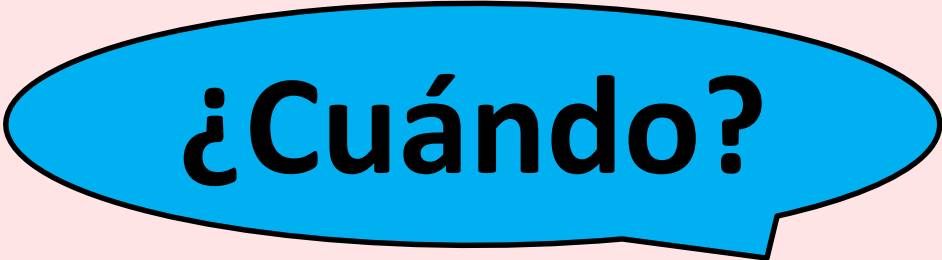
- Juego al fútbol.

-  ¿Dónde?

- en Cambridge.

¿Qué pregunta es?

- Juego al fútbol.

-  ¿Cuándo?

- el sábado.

¿Qué pregunta es?

- Juego al fútbol.

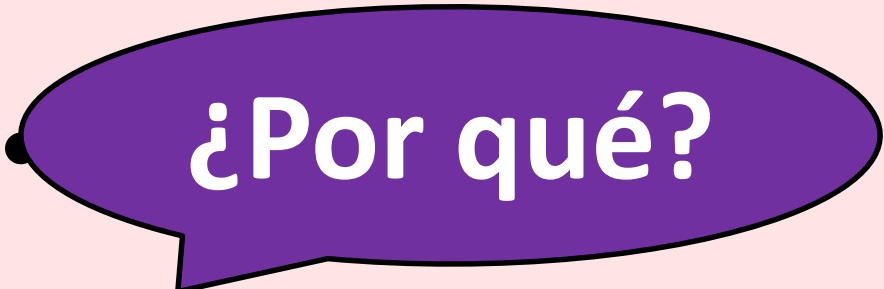
- ¿Cómo?



- ¡JUEGO AL FÚTBOL!

¿Qué pregunta es?

- Juego al fútbol.

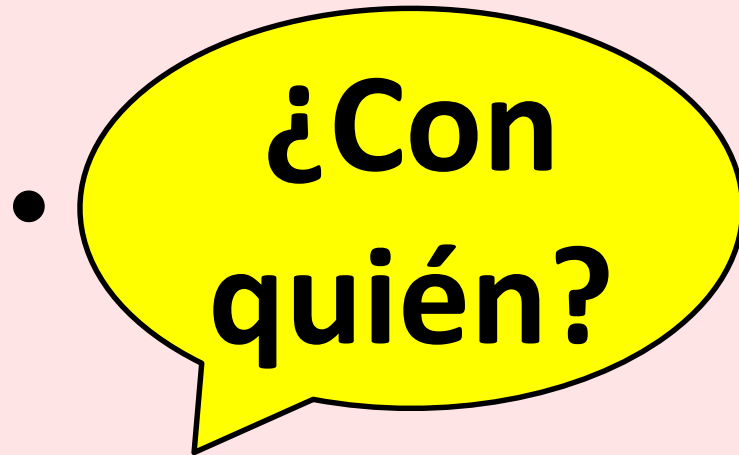


¿Por qué?

- ¡Es fenomenal!

¿Qué pregunta es?

- Juego al fútbol.



- con mis amigos.

¡Vamos a conversar!

- Aprendo el español.

¿Por qué?

con mi clase 	¡APRENDO EL ESPAÑOL! 	el viernes 
en el colegio 		¡Es muy importante! 

¿Cuáles son las preguntas?

1. Me llamo Adam.

2. Tengo 15 años.

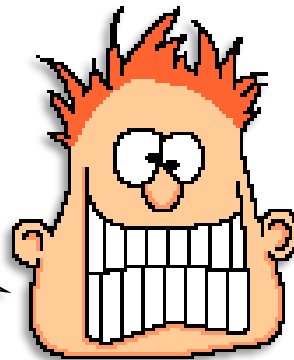
3. En Cambourne.

4. Sí.

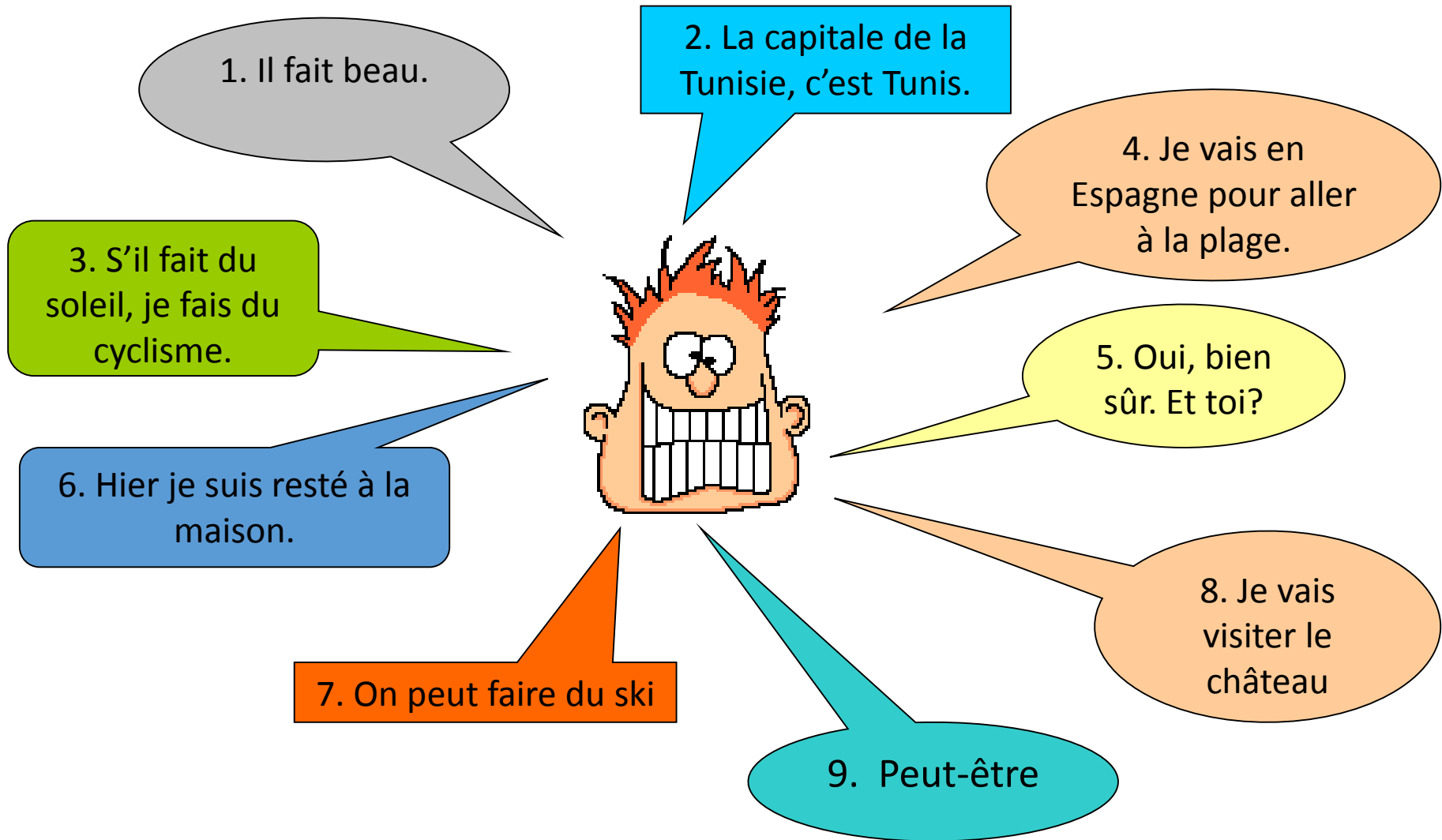
5. Sí, me gusta mucho.

6. Sí, por supuesto.
¿Y tú?

7. Sí, pero es un poco aburrido.



Quelles sont les questions?



Was sind die Fragen?

Ja. Ich habe eine Schwester und zwei Brüder.

Mein Lieblingsfach ist Deutsch!

Es ist neun Uhr dreißig.

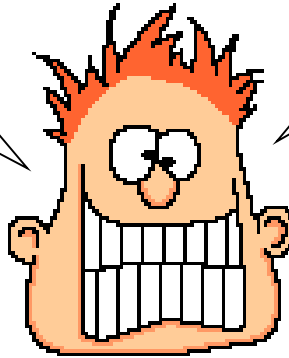
Ab und zu...

Vielleicht...

In meiner Freizeit fahre ich gern Rad und ich besuche Freunde.

Ich wohne in Hamburg in Deutschland.

Das ist eine gute Frage!



français

le vendredi
dans la salle ML6
avec Mme Hawkes
Oui, j'aime beaucoup →
c'est génial
Je parle, j'écoute, je lis
et j'écris...et je chante!

Fantastique!

Super!

Bon
accent!

Chouette!

Bien fait!

???????

le
dans la salle.....
avec
Oui... / Non... → c'est
.....,
et.....

Fantastique!

Super!

Bon
accent!

Chouette!

Bien fait!

ANTONIO



Hotseating



Argentina, el uno de enero, 2015

- ① ¡Hola! ¿Qué tal? Me llamo Antonio y vivo en Argentina, en Buenos Aires. Tengo trece años y mi cumpleaños es el quince de mayo.
- ② Soy bastante sincero. También soy generoso, pero no soy tímido. Tengo una hermana que se llama Rosa. Tiene catorce años. En mi opinión, es un poco tonta.
- ③ Tengo un ratón y dos peces. Mi ratón es blanco y muy divertido. Mis peces son azules y amarillos y son estupendos, pero no son muy listos. Mi color favorito es el amarillo.
- ④ Mi pasión es el rugby y mi héroe es Felipe Contepomi. ¡Es genial! Mi cantante favorita es Beyoncé porque es fenomenal. Mi programa favorito es 'Factor X'.

¿Y tú? ¿Qué tipo de persona eres?

¿Tienes mascotas?

¿Tienes hermanos?

¿Cuándo es tu cumpleaños?

Ich bin



in Italien.

auf Mallorca.

in Irland.

und ich bin mit

einer Schulgruppe.

meinen Großeltern.

meinem Vater.

hier.

Das Wetter ist

leider mies!

sonnig, aber windig.

regnerisch.

Wir wohnen

in einer Pension.

auf einem
Campingplatz.

in einer
Jugendherberge.

Hier kann man

das schöne Wetter genießen.

am Strand liegen.

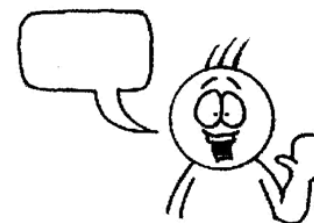
eine neue Kultur erleben.

und

das Essen probieren.

neue Leute kennen lernen.

sich entspannen.



Ich finde es

ausgezeichnet

wunderbar

unvergesslich

hier, weil es

so schön ist.

so viel zu tun gibt.

so angenehm ist.

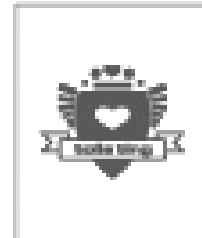
Im Urlaub

1	W _ b _ _ _ d _ ? <i>(Where are you?)</i>
2	M _ _ w _ _ b _ _ _ d _ ? <i>(Who are you with?)</i>
3	W _ _ i _ _ _ d _ _ W _ _ _ _ ? <i>(What is the weather like?)</i>
4	W _ w _ _ _ _ d _ d _ _ _ ? <i>(Where are you staying there?)</i>
5	W _ _ k _ _ _ m _ _ d _ _ _ m _ _ _ _ ? <i>(What can you do there?)</i>
6	W _ _ f _ _ _ _ d _ e _ _ ? <i>(What do you think of it?)</i>

1

Foto: Florian Garmstadler für www.tolle-ling.de

Hallo! Ich bin in Salzburg,
in Österreich mit meiner
Mutter. Wir wohnen in
einem tollen Ferienhaus.
Das Wetter ist sehr heiß.
Hier kann man sich
entspannen und eine
neue Kultur erleben. Ich
finde es prima hier!



Wo: Salzburg, Österreich

1 Mit wem: _____

Wetter: _____

Wohnt: _____

Aktivitäten: _____

Meinung: _____ 

3 Wo: _____

Mit wem: _____

Wetter: _____

Wohnt: _____

Aktivitäten: _____

Meinung: _____ 

2 Wo: _____

Mit wem: _____

Wetter: _____

Wohnt: _____

Aktivitäten: _____

Meinung: _____ 

4 Wo: _____

Mit wem: _____

Wetter: _____

Wohnt: _____

Aktivitäten: _____

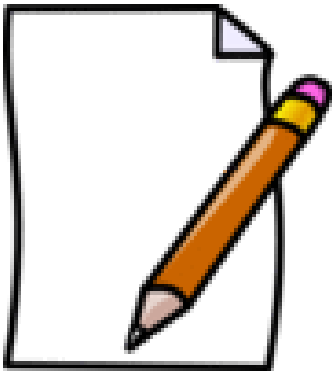
Meinung: _____ 

Gruppenarbeit



Person 1	Person 2	Person 3	Person 4
			Richtig / falsch?  Aussprache?

Personen 1, 2, 3 und 4:



There are 4 rounds.
Swap roles each round.
Everyone must do each role once.
(If you have 3 in your group – you have to make it work!)

Organise yourselves into roles (quickly!)

Everyone writes answers.
No-one speaks English!

Klassensprache

- Das **ist** richtig / falsch!
- Fertig! (**Ich bin** fertig / **wir sind** fertig)
- Du **bist** dran!
- Schnell! (Schneller!)
- Beweg dich!
- Schwindler!
- Nein! / Ja!
- Ok, gut.

2 Describe a photo



2 Describe a photo

- Start early (in Y7)
- Build up in terms of breadth of comment as you cover new content
- Ask students to note down after the task what they wanted to say but couldn't
- Scaffold to start with, depending on class ability, and withdraw gradually
- Support with routines to give them ideas of 'what to say'





En tu opinión...

¿Qué va a pasar ahora?

¿Qué acaba de pasar?

¿Qué tiempo hace?

¿Están contentos?
¿Cómo lo sabes?

¿Qué están haciendo?



S-H-E

¿Qué o quién hay en la foto?

Da más detalles físicos

¿Dónde está(n)?

¿Por qué crees esto?

P-A-L-M-(W)



¿Dónde?

¿Qué?

¿Cómo?

¿Está..?

¿Tiene..?

¿Es..?

¿Hay..?

grande?	turístico?	tiene la foto en en el centro?	un sitio tranquilo?	están las personas?
en España?	es la foto?	una playa?	hay abajo?	un parque?
hay arriba en la foto?	bonito?	edificios (modernos)?	está?	industrial?
animales en la la foto?	histórico?	mucho tráfico?	árboles?	mucha gente? gente?

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



Tip 1: Use the question to start your answer.

“Sur la photo, il y a”

Isabelle Rodríguez

St John Fisher, Peterborough

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

Sur la photo, il y a

un petit chat

et

un petit chien



Tip 2: Describe the picture in a few words.

Isabelle Rodríguez

St John Fisher, Peterborough

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

Sur la photo, il y a

un petit chat



et

un petit chien

Je pense que c'est

vraiment mignon!

Tip 3: Add an opinion

“Je pense que c'est.....!”

Isabelle Rodríguez

St John Fisher, Peterborough

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

que c'est

il y a

Sur la
photo

joli et
tranquille.

et des
champs.

des
arbres

Je pense

C'est la
campagne.



Tip 1: Use the question to start your answer.

Tip 2: Describe the picture in a few simple words.

Tip 3: Add an opinion.

Isabelle Rodríguez
St John Fisher, Peterborough

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

ma
famille.

quatre

C'est ma
famille.

personnes.

Sur la
photo

J'adore

il y a



Tip 1: Use the question to start your answer.

Tip 2: Describe the picture in a few simple words.

Tip 3: Add an opinion.

Isabelle Rodríguez
St John Fisher, Peterborough

¿Est-ce que tu joues au basket?

Où?

Avec
qui...?

Quand...?

Pourquoi...?



En tu opinión...



9. ¿Qué va a pasar ahora?

8. ¿Qué acaba de pasar?

7. ¿Qué tiempo hace?

6. ¿Está contento o triste?



1. ¿Qué o quién hay en la foto?

2. Da más detalles físicos

3. ¿Dónde está(n)?

5. ¿Qué hace(n)?

4. ¿Qué piensas?

1. There is a young boy. I think he is 13.
2. He is very tall, blonde and handsome.
3. He is in his garden at home.
4. I think he is very sporty and a bit skinny.
5. He has toast and tea for breakfast. Also an orange juice.
6. He is quite happy. He has a big smile.
7. The weather is very good; besides it is hot.
8. He has just prepared breakfast for his family.
9. Later he is going to school.

Physical
description
Action
Location
(Weather)
Mood



En tu opinión...

9. ¿Qué va a pasar ahora?

8. ¿Qué acaba de pasar?

7. ¿Qué tiempo hace?

6. ¿Está contento o triste?

5. ¿Qué hace(n)?

1. ¿Qué o quién hay en la foto?

2. Da más detalles físicos

3. ¿Dónde está(n)?

4. ¿Qué piensas?



1. Hay un chico joven. Creo que tiene 13 años.

2. Es muy alto, rubio y guapo.

3. Está en el jardín en casa.

4. Pienso que es muy deportista y un poco delgado.

5. Desayuna tostadas con café. También zumo de naranja.

6. Está bastante contento. Tiene una sonrisa grande.

7. Hace muy buen tiempo y además hace calor.

8. Acaba de preparar el desayuno para su familia.

9. Más tarde va a ir al insti.

Physical
description
Action
Location
(Weather)
Mood



Paco Fernández
Cambourne Village College



- Provide a model
- Students analyse for content
- Give another photo from a similar context
- Allow them to make notes on one A4
- Run the task in pairs

En la foto hay un grupo de personas. A lo mejor es una familia porque hay personas de varias edades.

En el centro podría ser el padre, y a la derecha quizás la madre. Al lado del padre hay una chica. Tiene el pelo largo y marrón, y a mi parecer tiene diez u once años.

Están sentados en una mesa fuera y están comiendo y charlando. En mi opinión podrían estar en el jardín pero no se puede ver mucho en el fondo.

Pienso que es un evento especial porque no es un picnic. Parece una celebración más formal, posiblemente un cumpleaños aunque no hay regalos ni tarta de cumpleaños en la foto. Por lo visto están muy contentos porque todos están sonriendo y parecen muy relajados. Creo que hace mucho sol y calor porque llevan gafas de sol y ropa de verano.

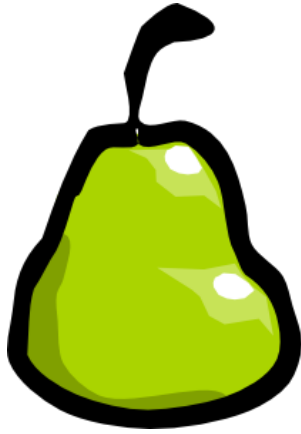
Language functions and structures	<i>Examples from the model answer</i>
Physical description	
Position / Location	
Action	
Describing weather	
Mood	
Speculation / Hypothesis	
Reasons / Justifications	
Negation – i.e. Saying what isn't there	
General → specific vocabulary	

Language functions	Examples from the model answer
Physical description	<i>tiene el pelo largo y marrón</i>
Position / Location	<i>en la foto hay..., en el centro, a la derecha, al lado del (padre), en el fondo, están sentados, en una mesa, fuera,</i>
Action	<i>están comiendo y charlando, todos están sonriendo</i>
Describing weather	<i>hace mucho sol y calor</i>
Mood	<i>están contentos, están sonriendo</i>
Speculation / Hypothesis	<i>A lo mejor, podría ser, quizás, a mi parecer, en mi opinión, podrían estar, pienso que, parece, posiblemente, por lo visto, parecen, creo que</i>
Reasons / Justifications	<i>porque, pero, aunque, porque</i>
Negation – i.e. Saying what isn't there	<i>no es un picnic, no se puede ver mucho en el fondo, no hay regalos ni tarta</i>
General → specific vocabulary	<i>un grupo de personas → una familia → el padre, la madre, una chica un event especial / una celebración → un cumpleaños</i>

3 Respond to unexpected questions

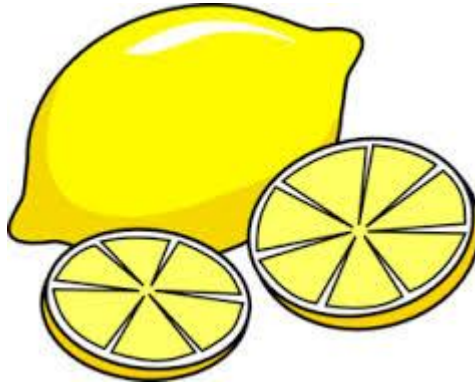
- Speed of processing meaning is key
- Improves with repeated practice
- Pair work is ideal
- Unpredictability is vital
- Can initially focus on 'listen and respond' tasks and build towards question and answer

1



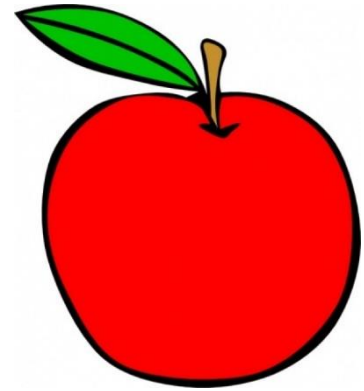
una pera

2



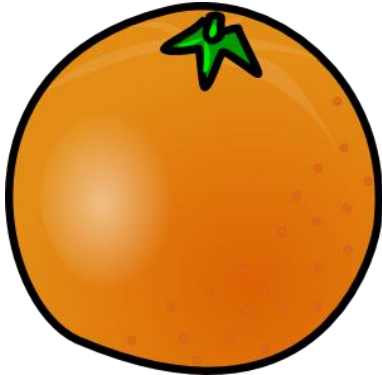
un limón

3



una manzana

4



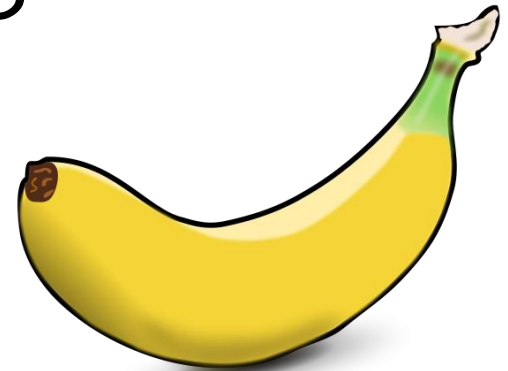
una naranja

5



una fresa

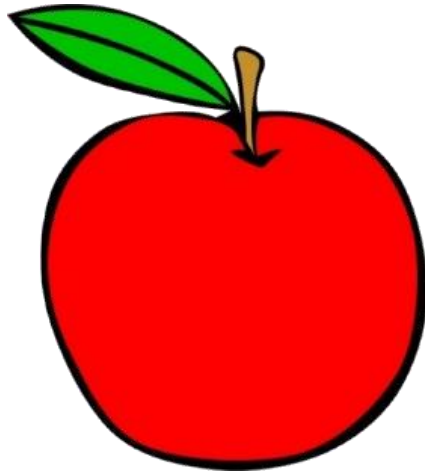
6



un plátano

Exploiting self-made cards

- speed listening
- say something else
- taboo
- Q & A (e.g. put all the cards together – each learner picks 3) ¿Tienes una naranja? Sí / No – make pairs this way.
- say as many things as you can about one of the items
- ask as many questions as you can about one of the items



Think about language
you know:

Questions

Statements

Negative statements

Opinions

- You have 60 seconds
- In the target language...
- Take it in turns
- Say as many sentences about an apple, or apples as you can – from any of the categories - to your neighbour
- E.g. I like .. , How much is ..?

1



2



3

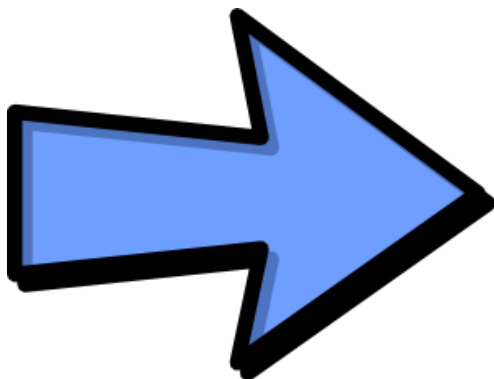


Je fais du judo.

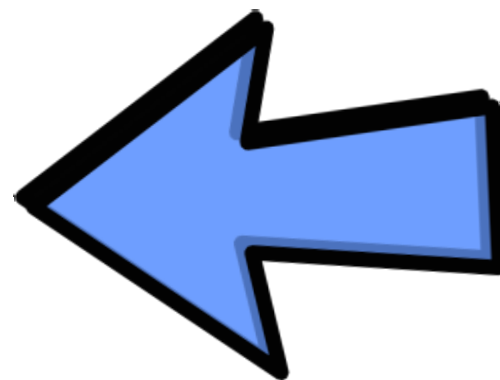
4



5



6





KS3 Translation Bee

Stage 1: Present Tense

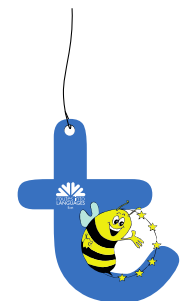
Students translate from English into the TL as many sentences as possible in one minute.

All sentences in Stage 1 are drawn from the vocabulary list.

For example: **We travel to Italy. >> Viajamos a Italia.**

To gain a point, pronunciation and accuracy must be good.

<http://thisissurreal.com/shai/flsb/screen/>



1 ¿ <u>Cómo</u> te llamas?	2 ¿ <u>Cómo</u> <u>estás</u> ?	3 ¿ <u>Dónde</u> <u>vives</u> ?	4 ¿ <u>Cuántos</u> <u>años</u> tienes?
5 ¿ <u>Cuándo</u> es tu <u>cumpleaños</u> ?	6 ¿ <u>Qué día</u> es hoy?	7 ¿ <u>Qué fecha</u> es?	8 ¿ <u>Cuál</u> es tu color <u>favorito</u> ?
9 ¿ <u>Tienes</u> un animal?	10 ¿ <u>Tienes</u> un <u>gato</u> ?	11 ¿ <u>Tienes</u> un <u>perro</u> ?	12 ¿ <u>Tienes</u> un color <u>favorito</u> ?

Trabaja en tándem



1 What is your name?	2 How are you?	3 Where do you live?	4 How old are you?
5 When is your birthday?	6 What day is it today?	7 What date is it?	8 Which is your favourite colour?
9 Do you have a pet?	10 Do you have a cat?	11 Do you have a dog?	12 Do you have a favourite colour?

Ligne de bavardage

- C_____t t'_____?
- Q_____â_____a t?
- Q_____s_____f_____t?
- Q'e_____c q t a_____f_____?

Prénom : Stéphanie

Âge : 11 ans

Sports : tennis, hockey

Loisirs : écouter de la musique, lire



- C_____t t'_____?
- Q_____â_____a t?
- Q_____s_____f_____t?
- Q'e_____c q t a_____f_____?

Prénom : Fabien

Âge : 11 ans

Sports : basket, VTT

Loisirs : jouer à l'ordinateur, aller en ville



- C_____t t'_____?
- Q_____â_____a t?
- Q_____s_____f_____t?
- Q'e_____c q t a_____f_____?

Prénom : Éric

Âge : 12 ans

Sports : rugby, volley

Loisirs : aller au McDo, faire les courses



- C_____t t'_____?
- Q_____â_____a t?
- Q_____s_____f_____t?
- Q'e_____c q t a_____f_____?

Prénom : Marianne

Âge : 12 ans

Sports : natation, judo

Loisirs : regarder la télé, aller au cinéma



iSensass!

iBon
accent!

iSuperbe

iBien
fait!

iImpecc!

¡Pregunta!

¡Pregunta!

¡Intercambia!



¡Fenomenal!

¡Genial!

*¡Buen
acento!*

*¡Qué
guay!*

*¡Bien
hecho!*



Encuentra a la persona que...

- 1. vive en Hardwick**
- 2. tiene su cumpleaños en marzo**
- 3. habla otro idioma (aparte del inglés) en casa**
- 4. tiene segundo nombre que empieza con la letra 'S'**

¿Cuáles son las preguntas?

1. ¿Dónde vives?

**2. ¿Cuándo es tu cumpleaños?
¿Es tu cumpleaños en marzo?**

**3. ¿Hablas inglés en casa?
¿Qué idiomas hablas en casa?**

**4. ¿Cuál es tu segundo nombre?
¿Tu segundo nombre empieza con 'S'?**

¿Cuáles son las preguntas?

1. ¿D_____ v_____?

2. ¿C_____ e_ t_ c_____?

¿E_ t_ c_____ e_ m_?

3. ¿H_____ i_____ e_ c_____?

¿Q__ i_____ h_____ e_ c_____?

4. ¿C_____ e_ t_ s_____ n_____?

¿T_ s_____ n_____ e_____ c__ 'S'?

¿Cuáles son las preguntas?

1.



2.



3.



4. S

SAY SOMETHING DIFFERENT

J'habite dans un village.

Chez nous il y a beaucoup de pollution.

À Cambridge on peut faire les magasins.

Le weekend on va souvent au centre de loisirs.

Mon frère va normalement au stade.

Mes copains vont à la piscine.

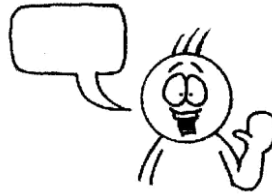
L'année dernière, je suis allé(e)



en Espagne.

aux États-unis

en France.



Je suis resté(e)

dans un hotel

dans un camping

dans une gîte

et c'était

confortable.

bien équipé(e).

très moderne.

J'ai visité

des monuments

des musées

des galeries

et

j'ai fait du cyclisme.

j'ai nagé dans la mer.

j'ai fait des excursions.

J'aimais bien

les plages

les boîtes de nuit

les restaurants

mais pas

la chaleur.

les toilettes.

les embouteillages.

L'année prochaine, j'irai en

Écosse

Autriche

Australie

pour

faire de l'alpinisme.

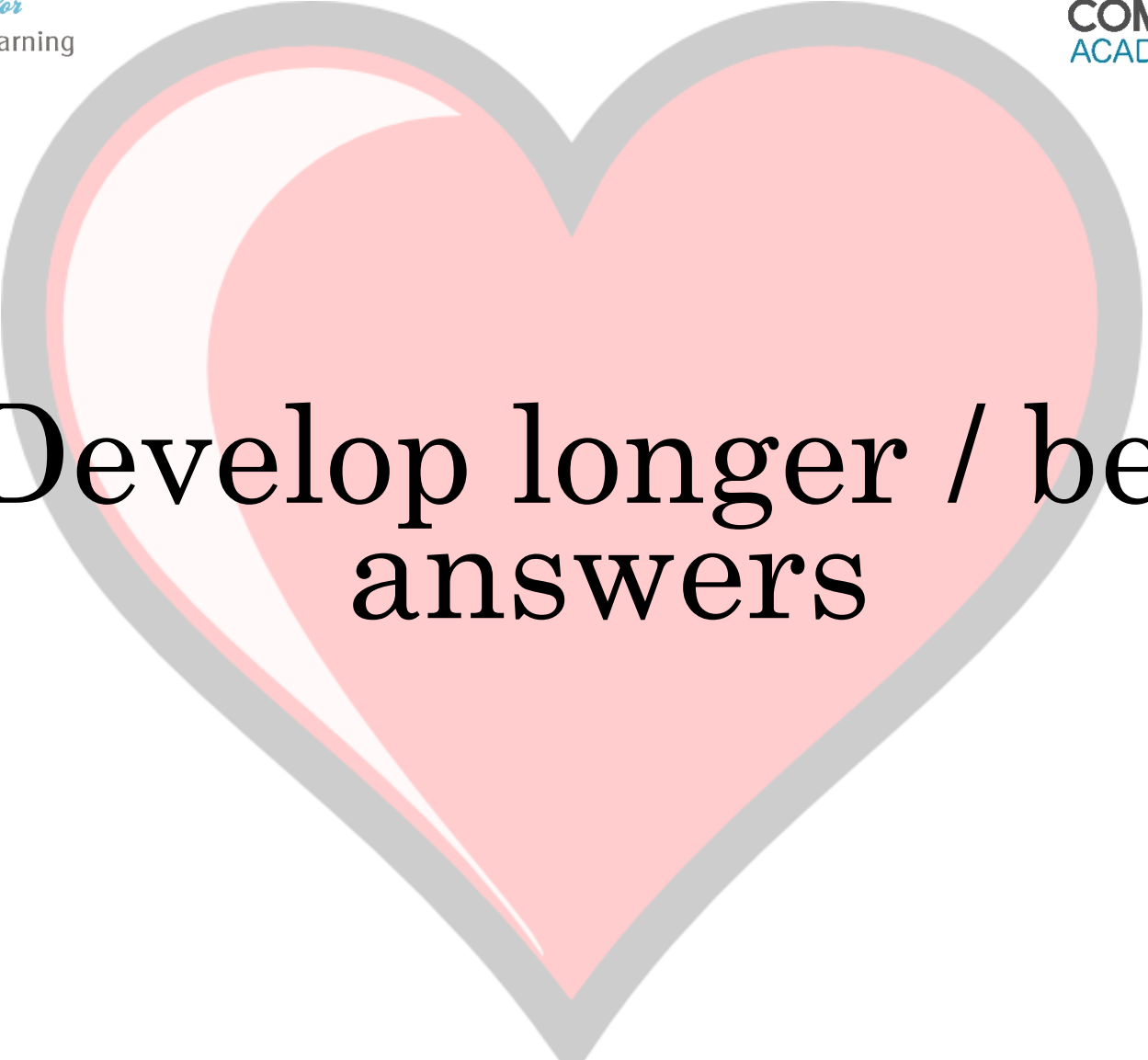
faire du canoë-kayac.

visiter les attractions.

Summary

Respond to unexpected questions

Card routines	
Translation Bee	
Tandem	
Speaking line / Speed dating	
Give one, get one	
Find someone who	
Fortune tellers	
Say something else	



4 Develop longer / better answers

Links

Opinions and reasons

Variety of structures

Extended sentences

Interesting vocabulary and idioms

Tenses



Curriculum Innovation

Language World 2016

**Strategies for
spontaneous speaking at
GCSE**

Classroom talk: Strategies to build communication

Teacher talk

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The 5 Cs

- Consistent
- Clear / concise
- Communicative
- Checks understanding
- Creative



Opportunities provided by teacher talk

Recent studies (Hawkes, 2005; 2010, 2012) have shown that the teacher is able to create interactions with students that provide learning opportunities that are not to be found, in the same way, in pair and group work. Such interactions provide:

- a source of high quality language input for acquisition
- contingent feedback
- sensitive co-construction
- the creation of a 'safe place' for trial and error
- the broadening of a learner's interactional repertoire
- the inclusion of humour
- talking to mean and implicit reflection on form

Not every teacher-led interaction works in this way. The talk needs to:

- hand over the role of primary knower to the student
(*Que penses-tu? Quel est ton avis? Pourquoi? Comment?*)
- have a predominance of open questions so that, even when closed in form, questions are open in function
(*e.g. Comment s'appelle-t-il? E.g. when class is hypothesising an identity for someone*)
- feature conversational responses to learner utterances, characterised by an interested tone of voice, phatic echoes, repetitions with raised intonation, and exclamations
(*Ah bon? C'est à dire...? Vas-y. D'accord...*)
- help to 'buy' learners time to construct their response; the teacher holds the interactional frame and fills pauses with padding
(*Alors ... + repetition of question / rewording*)
- contain any correction with implicit re-casts, so that the conversational frame remains intact for as long as possible
- include humour, both from teacher and students
- be inviting; students need to want to take part, feel they can initiate and take part. The teacher needs to actively solicit learner opinions and contributions
(*C'est à vous. Qu'en dites-vous?*)
- include (ideally) a stable topic of conversation, but allow for the unpredictability of individual contributions

Asking questions

- 1 Students can initiate in the classroom as soon as they know the individual question words, so teach these with gestures asap!
- 2 Introduce question-generating tasks, even when students can only produce individual question words.

¿Qué pregunta es?

Juego al fútbol.

?

en Comberton.

¿Qué pregunta es?

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¿Dónde?

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3 Use a range of tasks to elicit questions:

- (i) What are the questions?
- (ii) Find someone who
- (iii) Picture talk
- iv) Hotseating



Exploiting routine communications and incidental language

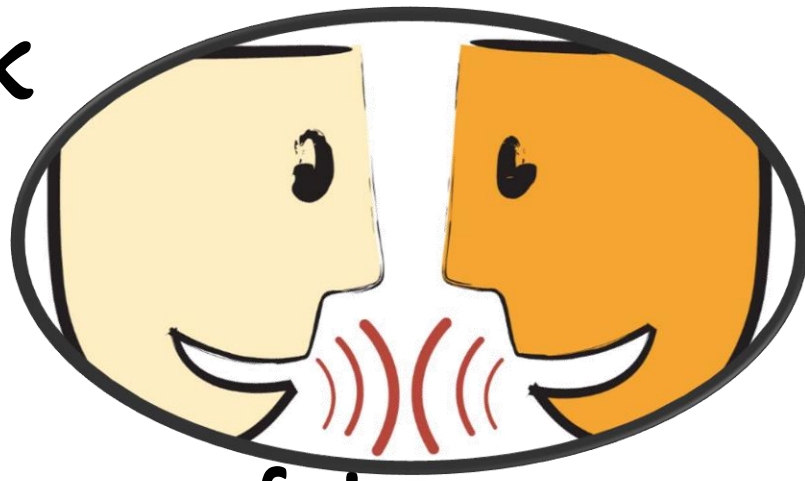
- 1 Interaction language needs teaching. Introduce key structures and encourage students to use and re-use them often.
- 2 Present the language, using images to support the meaning. It often works to use gestures to 'fix' the language in memory and to prompt students to recall it
- 3 Work to embed the language by removing the written word and eliciting the key language from the visual prompt or gesture.
- 4 Students can also work in pairs to practise the language, using cards.
- 5 As well as teacher insistence, incentivise students to use the TL, using merits or other rewards.
- 6 Exploit any moments of 'communicative need' that present themselves. Students who have something they want to say are optimally placed to acquire new language (much more so that when they are following our plan for the lesson!) It is not just the communicating student who is receptive to this learning – the unpredictability of the talk motivates all learners.
- 7 Have a routine for recording the incidental language (e.g. Teacher establishes meaning with students through gesture, example and writes up the TL on the board. Students write down the TL and add the English meaning in the back of their exercise books.)
- 8 Integrate the incidental language with scheme of work language as often as possible, in starter or other activities, so that students do not see them as separate, and in order to recycle new language as often as possible.

Pair and group work

- 1 Keep the language of pair and group tasks more straightforward than teacher – student talk.
- 2 There can be a mixture of language 'practice' and 'use' tasks.
- 3 Tasks can be collaborative as well as competitive.
- 4 Use a variety of tasks, as appropriate to the age, ability and interest of the group:
 - (i) tandem
 - (ii) speed-dating
 - (iii) speaking lines
 - (iv) brainstorming
 - (v) give one, get one
 - (vi) target talk
 - (vii) telepathy
 - (viii) pair share
 - (ix) say something else
 - (x) spend the words



Target talk



Qu'est-ce que tu fais comme matières?

Your answer must contain EXACTLY 7 words!

Quelle est ta matière préférée?

Your answer must contain more than 9 words!

Pimp my French!

Je joue au tennis.

J'habite au nord de l'Angleterre.

Mon chien s'appelle Bob.

Love it!

Pilla al intruso

Nadal



Paella



David Villa



Andy Murray



¿Qué piensas?

Pienso que...



¡Sí, es verdad!

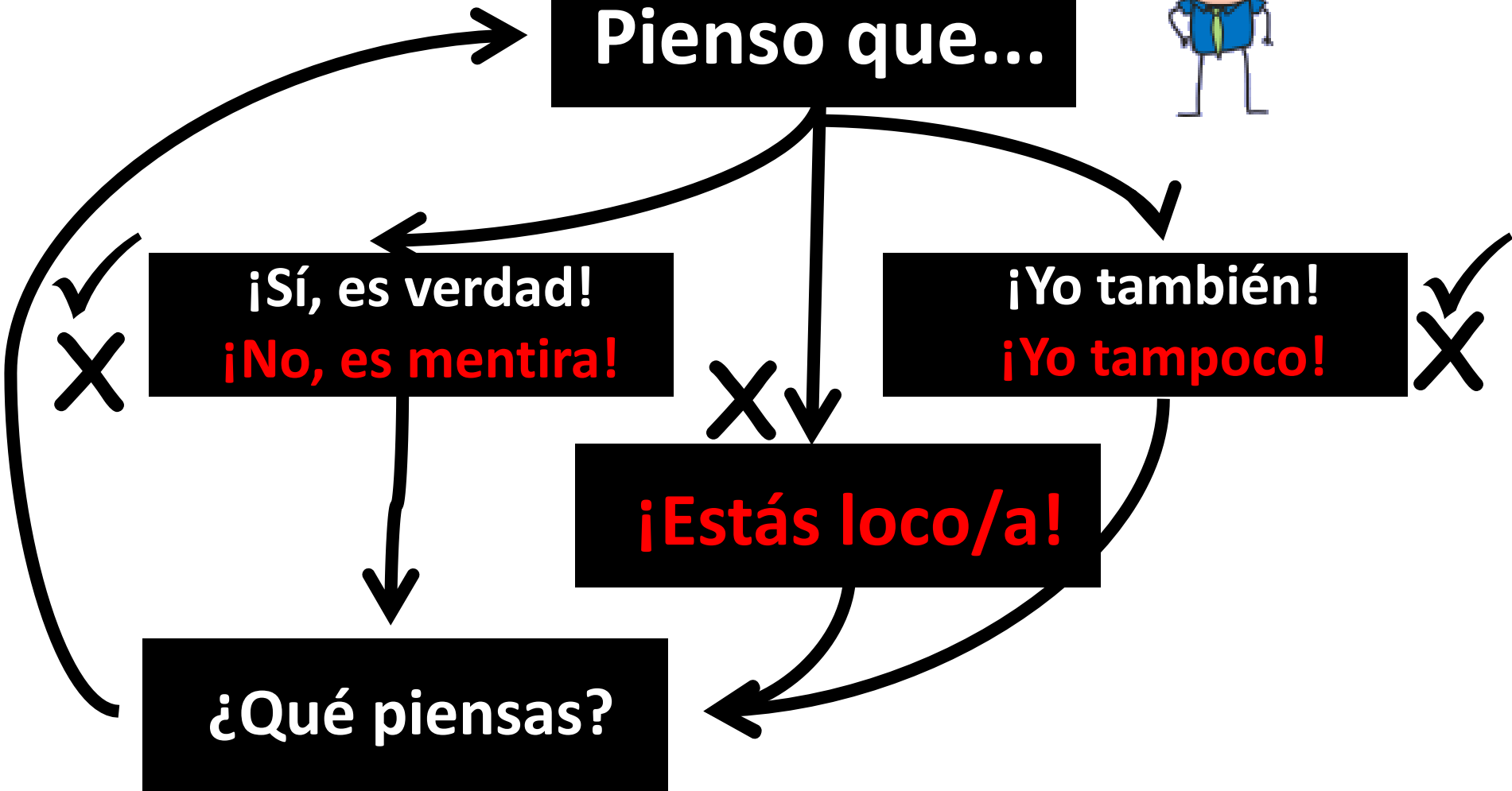
¡No, es mentira!

¡Yo también!

¡Yo tampoco!

¡Estás loco/a!

¿Qué piensas?



Pienso que...	I think that...
Creo que..	I believe
La excepción es..	the exception is
porque	because/for
Es (from verb 'SER' to be)	It is (permanent characteristics)
un animal – una persona - un país – un continente -	an animal – a person - a country – a continent
de Inglaterra, Escocia, España...	
plural/singular	plural/singular
un verbo – un adjetivo – un sustantivo	a verb - an adjective - a noun
masculino - femenino	masculine - feminine
diferente	different
los otros son...	the others are...

Discussion

Objetivos

- Hablar sin preparación
- Dar opiniones con razones
- Conversar sobre la tele



¡Vamos a conversar!



¿Qué
piensas
de...?

¡A mí
también/
tampoco!

¿Por qué?

¿Y tú, qué
piensas?

¡Vaya!

¿Te gusta...?

¡Es
muchísimo!

¿Cuánto
ves...?



Speaking Peer assessment

Nombre:

Preguntas

Opiniones:

- Me encanta

- Me gusta mucho

- No me gusta nada

- Odio

Razones: (e.g. aburrido,
gracioso ...)

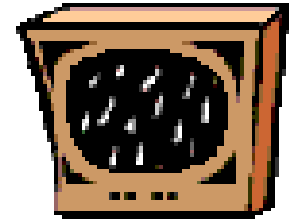
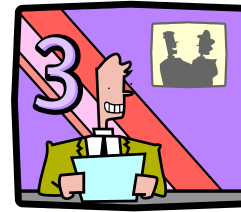
Enlaces:

- porque

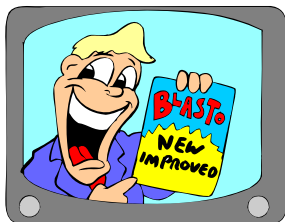
- también... y ...

- tampoco ... ni...

- pero



Me gustan mucho	tiene lugar en	Mi programa preferido
entretenido (a/os/as)	son	Prefiero
porque	trata de	No me gustan tanto
A mi madre	una telenovela	tonto (a/os/as)



hier	mais	À mon avis	Je pense que
le weekend dernier	Ce que je trouve intéressant, c'est..	Par exemple	Avant de...
parce que	Je voudrais	Je préfère	Je suis allé(e)

Spend the Words

Take it in turns to ask and answer the same questions as before. This time, rather than speaking for as long as you can, you need to try and include the words below and 'spend' the words as you answer your 5 questions. Your partner will cross them off as you use them and you need to do the same for your partner. The first to use up all the words is the winner.

um...zu...	schwerer als	leicht	aufstehen	es würde...geben
man darf (nicht/kein(e))	wir müssen	streng	nicht leiden	Mobbing
dreckig	meiner Meinung nach	AGs	...fällt mir/fallen mir	gestern
letzte Woche	Deutschland	Schulregeln	weder...noch...	können
Mittagspause	gute Noten	vielleicht	Schuluniform	Gang

Prepare to speak about one hobby that you like. Use this one as a model.

Answer the **HIDDEN QUESTIONS**

Otra actividad que me gusta es hacer el footing. Me gusta porque es bueno para la salud y es relajante.

¿Otra actividad?

cantar

¿Cuándo?
¿Dónde?



Me encanta **cantar**.
Canto todos los días en casa y a veces en conciertos en el colegio o en la iglesia.

Me encanta **cantar** porque es divertido y relajante y también porque me gusta la música.

¿Admiras a alguien?

Admiro mucho a Maria Callas que fue una cantante de opera muy famosa. También admiro a Adele porque tiene mucho talento y mucho éxito.

¿Por qué te gusta?

¿Cuándo empezaste?
(When did you start?)

Empecé a **cantar** cuando tenía 5 años.



1



2



3



4



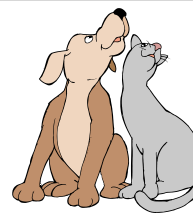
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8



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10



11



12



13



14



15



16



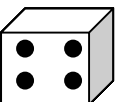
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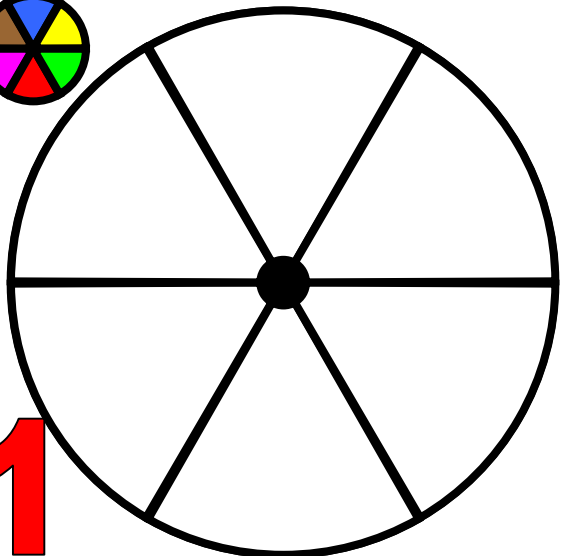


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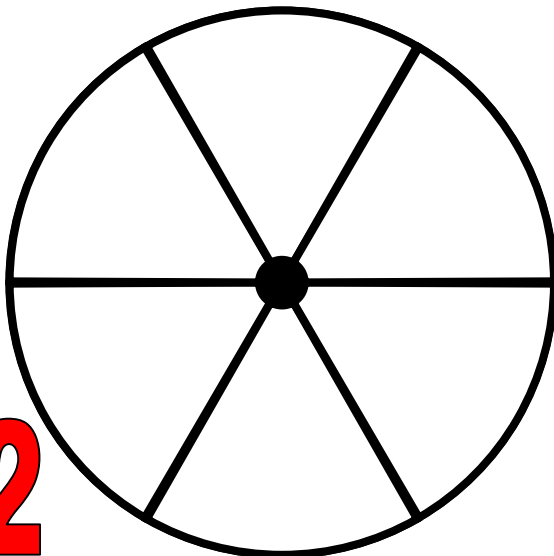




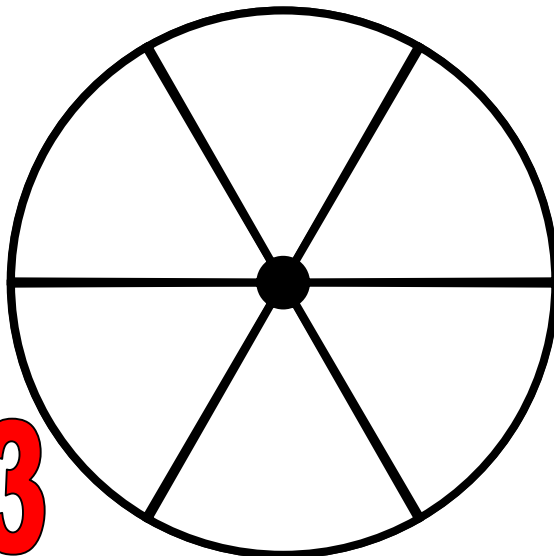
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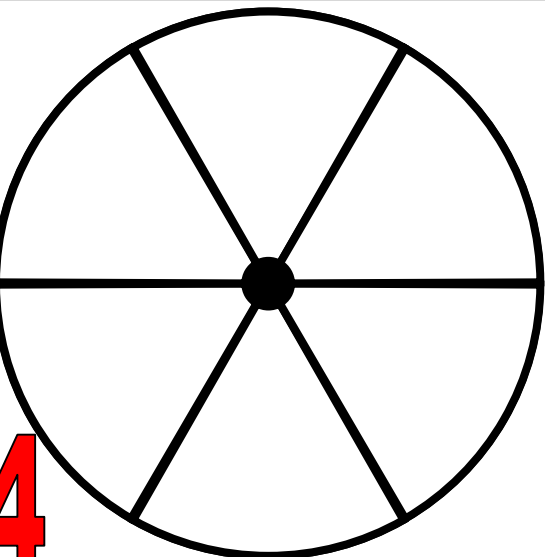


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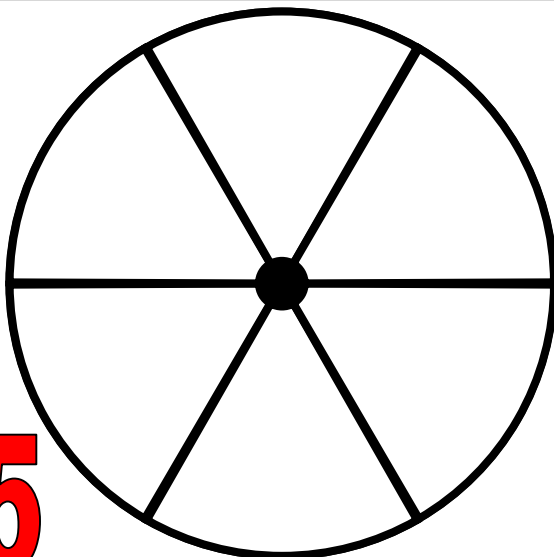


	opinión		normalmente..		pasado
	futuro		porque		pregunta

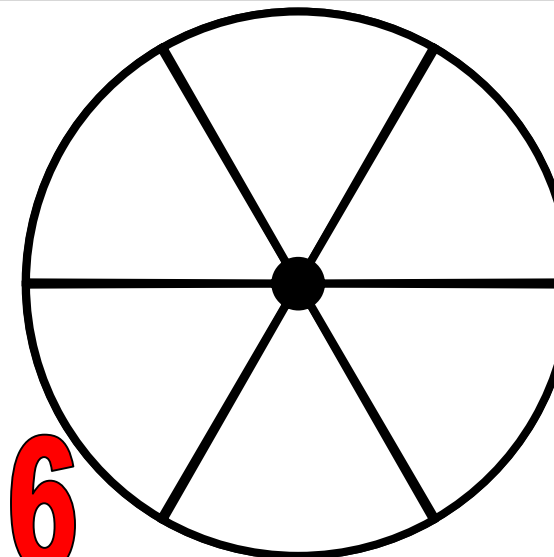
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5



6



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

Summary

Develop longer / better answers

Mnemonic [Love it!] for quality criteria	
Target talk	
Pimp my (French)!	
Spend the words	
Peer assessment	
Modelling	
Trivial Pursuit	
Bingo	



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