
MFL PCK day 3

21st February: online

PCK day 3: OUTLINE

Morning session

- Dissecting an MFL lesson
- Sequencing in lesson planning
- Using the target / assessed language in lessons
- Interactive lesson activities

Afternoon session

- Vocabulary Teaching / 'drilling' numbers

TODAY'S OBJECTIVES

- To dissect an MFL lesson
- To evaluate different interactive activities
- To appraise vocabulary drilling techniques

We are revisiting how to...

...Plan MFL lessons

So that we can gain pedagogical confidence in...

...refining teaching
towards sustained
highly effective
practice

...advancing
learning through
effective
application of
subject knowledge
and discipline

...influencing
learners through
building positive
learner disposition

DISSECTING A LESSON

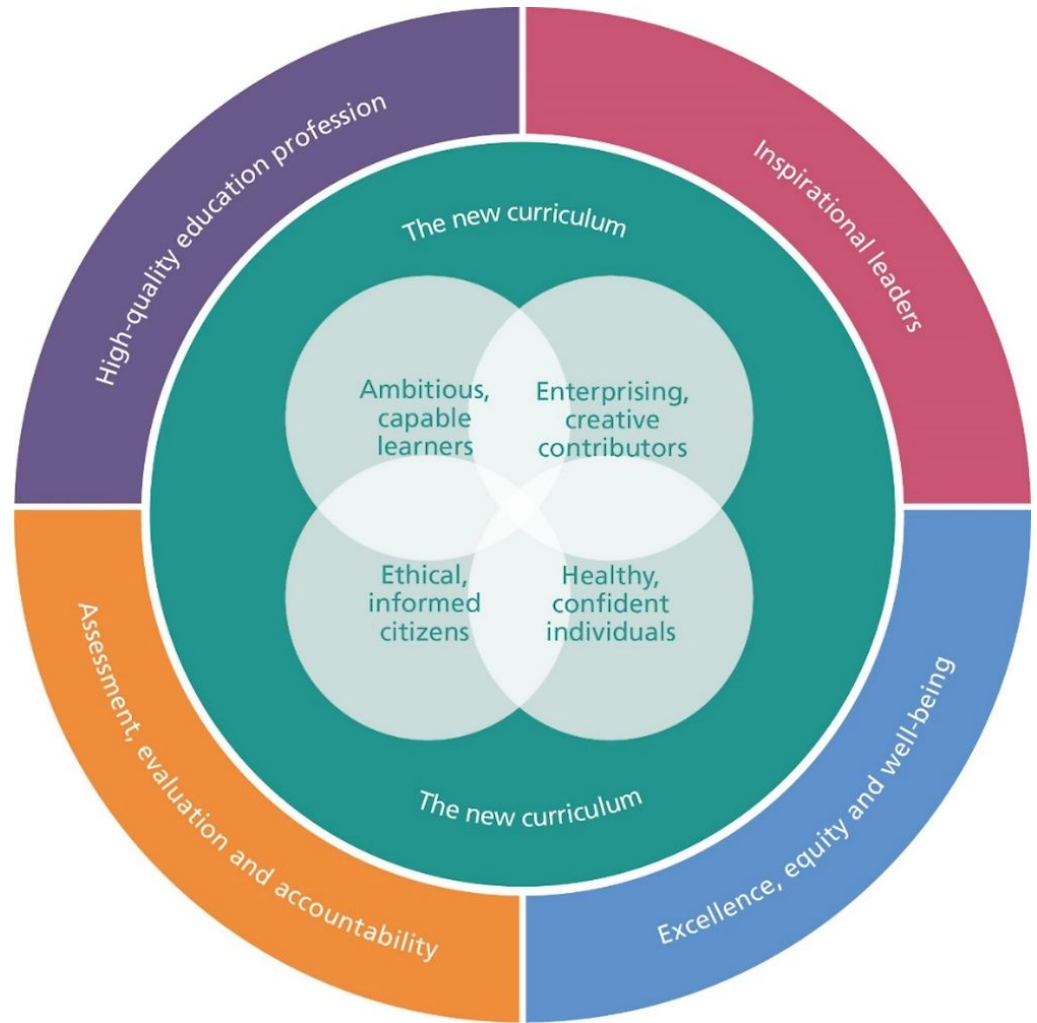
Identifying important elements of an MFL lesson

Points to consider

- When did the lesson / learning actually begin?
- APK - was prior learning activated?
- What was the role of the starter activity?
- How much target / assessed language was used?
- What scaffolding was used to support learning?
- Were there any stretch and challenge opportunities?
- How was learning assessed...during the lesson and at the end?

Curriculum for Wales

“The new curriculum for Wales is the cornerstone of the country’s efforts to turn its education system from a performance-driven education with a narrow focus, to an education led by commonly defined, learner-centred purposes.”
(OECD, 2020: para 8)



Theories of learning: sorting task

01	Behaviourism	Pavlov, Skinner
02	Constructivism	Piaget
03	Social-constructivism	Vygotsky
04	Cognitivism	Piaget, Bruner, Vygotsky

Behaviourism: implications for teaching

- Repetition and practice is key to achieve learning, as it strengthens the relation between stimulus of the teachers and the desired response by the learner
- Feedback is vital to achieve learning, as the teachers stimulates the learner to give the desired response to measure learning outcomes.
- Positively reinforced behaviour (for example, by rewards, praise or recognition) is likely to be repeated
- Negatively reinforced behaviour (for example, by ignorance) is less likely to be repeated.

Constructivism: implications for teaching

- Learners come to the classroom with prior understandings and experiences. To promote learning, teachers must address and build upon this prior knowledge.
- Teachers must think about what a child already knows, so that new knowledge can be related to existing schemata (assimilated or accommodated).
- Teachers must look for misconceptions in the learners' existing knowledge and provide learning activities that enable the learners to understand the limitations of their current conceptions.
- Teachers must prepare learning tasks in which the learners can actively participate as learners' own discovery as a crucial element in learning.

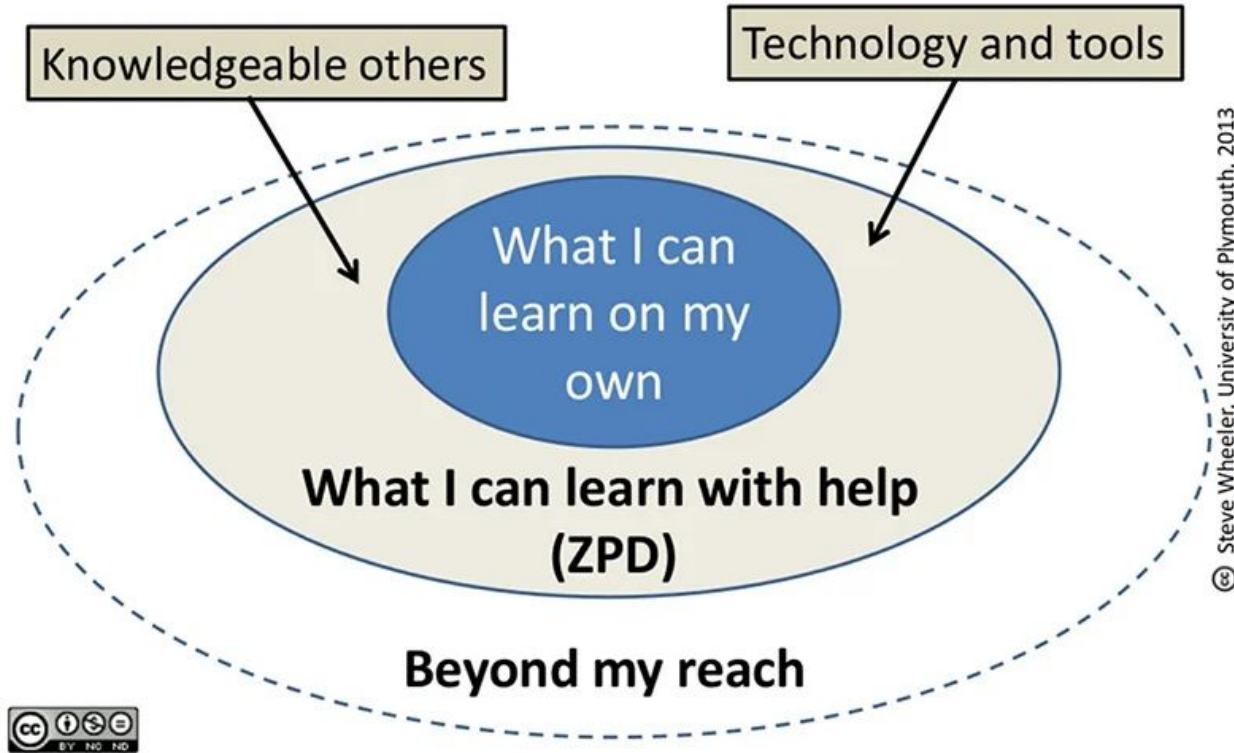
Social-constructivism: implications for teaching

- Learning is collaborative in nature and the social context is a major factor.
- All cognitive functions originate as products of social interactions.
- Learners can transmit knowledge to each other through language, as they are received by other learners, knowledge is co-constructed.
- It is the teacher's task to encourage teamwork and collaboration, organise discussions and debates, provide opportunities for group work and group study.

Cognitivism: implications for teaching

- Learning is a process of organising information into conceptualized models.
- Instructions should be organised, sequenced and presented in a manner that is understandable and meaningful to the learner.
- Retention and recall is important to build schema's in the brain.
- Memory is supported by organising learning material.

ZPD and scaffolding



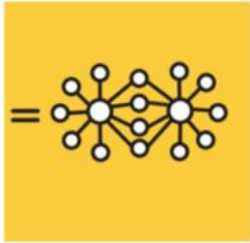
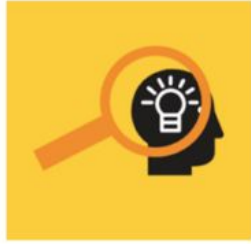
Can you explain the ZPD?

THINK

PAIR

SHARE

Rosenshine's Principles of Instruction

Rosenshine 1 - Daily review	Rosenshine 2 - New materials in small steps	Rosenshine 3 - Ask questions	Rosenshine 4 - Provide models	Rosenshine 5 - Guide student practice
				
Rosenshine 6 - Check student understanding	Rosenshine 7 - Obtain high success rate	Rosenshine 8 - Scaffolds for difficult tasks	Rosenshine 9 - Independent practice	Rosenshine 10 Weekly and monthly review
				

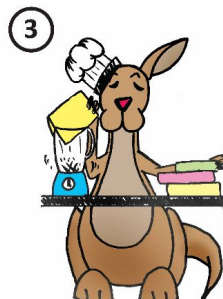
Donaldson's Pedagogical Principles



Core Purposes



Mindset and the
Power of Effort



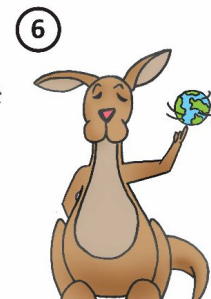
Blended Teaching



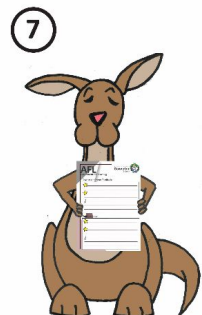
Deepening Thinking



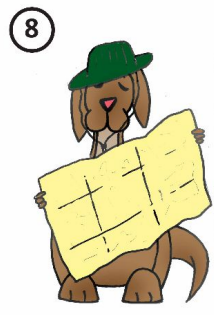
Building on
Prior Knowledge



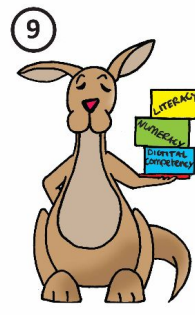
Meaningful and
Authentic



Assessment for
Learning



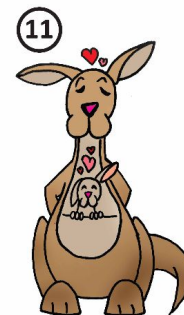
Making Powerful
Connections



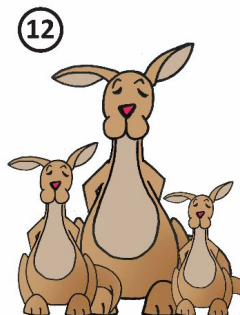
Cross Curricular



Learning to
Learn

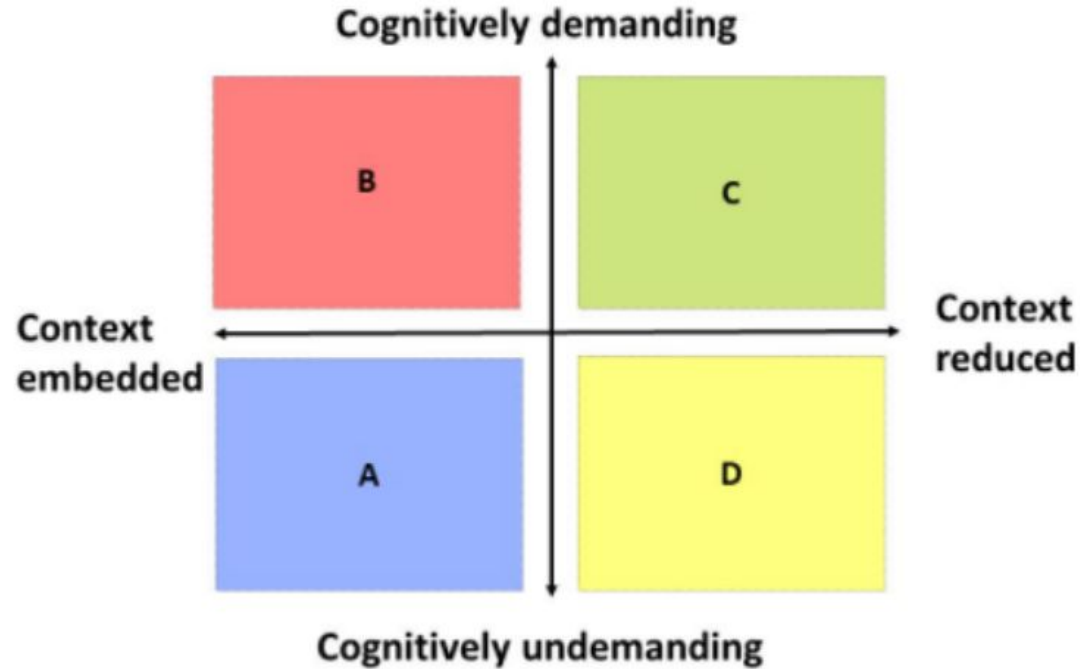


Positive Relationships



Collaboration

Cummins' Quadrant



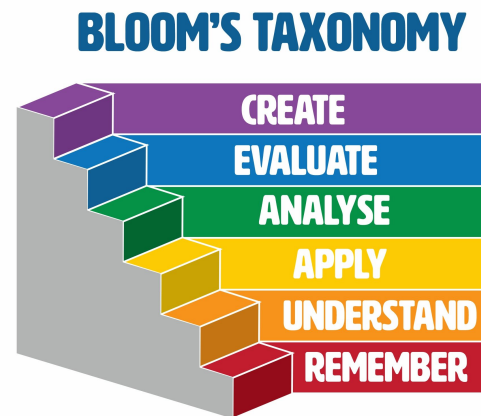
Starting the learning before the lesson

- If possible, get pupils to line up outside.
- Greet pupils in the TL as they enter the room
- Make pupils stand behind chairs
- Have a formal start to the lesson
- Get pupils to do a starter activity
- Call the register in the TL and greet pupils / ask questions.



The role of lesson objectives / learning outcomes

- It allows you to share your intentions with pupils
- A shared objective “does have the power to work as the mesh to bring all the elements of a quality lesson together” (Richards, 2023)
- It allows us to clarify the knowledge or skill we will be teaching.



We are learning about.....

Holidays



So we can.....

Recall holiday
vocabulary

REMEMBER

Read and listen
to someone
describing
their holiday

APPLY

Use the
vocabulary to
create complex
sentences

CREATE

¡Pilla al intruso!

1. La pizza/La pasta/La limonada
2. El té/El chocolate/El café
3. Me gusta/No me gusta/odio

¿Qué vamos a aprender hoy?

The starter activity primes pupils for learning

a	b	c	d	e	f	g	h	i	j
1	4	11	17	19	20	6	22	24	21
k	l	m	n	o	p	q	r	s	t
10	13	12	2	9	5	16	7	18	27
u	v	w	x	y	z				
3	14	15	8	23	25				

“Your first learning activity should stimulate curiosity and open-mindedness and prepare the brain for learning”

jaideuxchiensetunchat



astuunanimal

Remember
punctuation!

Sequencing in language teaching

1

Moving from
simple to
complex

2

Moving from
single word to
sentence to
paragraph

3

Moving from
known to
unknown

4

Mastery of one
item before
learning next

5

Understanding
the inter-
dependence of
learning

Traditionally in MFL
teaching, sequencing
happens when...



...between activities in a lesson.



...in the scheme of work between lessons.



...in bottom up language learning



...between the 4 skills, mimicking the language development of a child



...in grammar teaching



...in the Gradual Release of Responsibility



...in top down language learning

Formative assessment: hinge point questions

- A hinge question is a diagnostic tool which a teacher employs when their students reach the “hinge” point.
- A hinge is a point in a lesson when a teacher needs to check whether or not students have grasped a key concept and are ready to move on to study another.
- Usually, students’ mastery of the concept that has just been taught is contingent on them being able to understand the next concept.
- A class’s response to a hinge question should inform the teacher whether to completely reteach the topic, recap the main points, or move on to the next topic.

When should it be natural to use target language

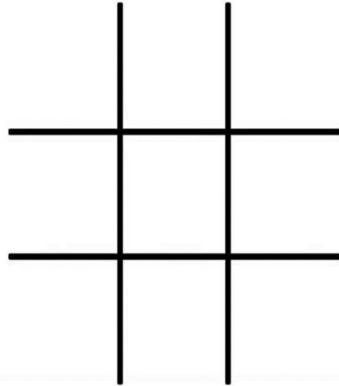
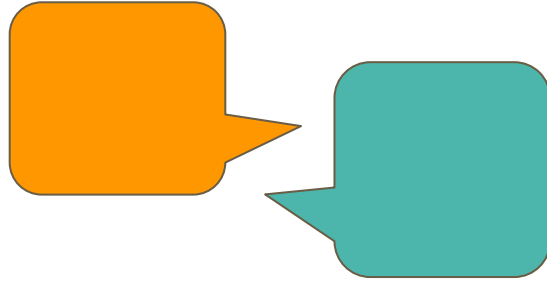
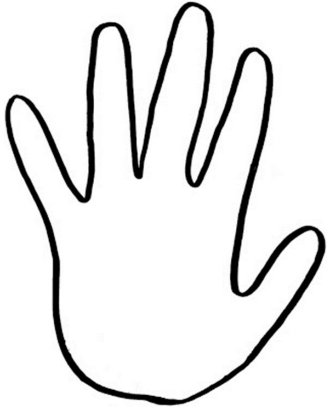
- Greetings at the door
- Goodbyes at end
- Taking the register
- Giving classroom instructions
- Setting up language tasks and activities

(Allan, 2015)

Language showering: Finland



Planning an effective plenary



Collaborative task: plan the next lesson in the SoW

- How will you structure the lesson objectives?
- How will you link to CfW?
- How much TL/ assessed language do you intend to use?
- Which starter activity will you use?
- How will you sequence the learning?
- How will you stretch and challenge learners?
- How will you differentiate?
- What scaffolding will you provide?
- How will you assess learning throughout the lesson and in the plenary?

Creating interactive resources

One dice / One pen(cil)

Each partner has a writing task to complete (gapped translations seem popular). One starts with the pen(cil), the other with the dice. While the pen-holder starts their written task, the dice holder rolls the dice until they get a 6. When they do they get to use the pen while their partner gets the dice and starts rolling until they get their turn again. The winner is the pupil who finishes their written task first.



Trapdoor

It is played in pairs. Each person chooses an option for each sentence in their head. One starts reading the text and trying to find out the other's choices. Each time they make a choice, the partner nods or shakes his/her head. If the choice is correct the person continues until they get it wrong. When they get it wrong, the other person has a go.



J'habite

une grande maison.
une petite maison.
une maison individuelle.
une maison jumelle.

Notre maison est

en ville.
à la campagne.
dans un village.

J'y habite depuis

toujours.
cinq ans.
sept ans.

Au rez-de-chaussée il y a

une cuisine et un salon
une buanderie et une salle à manger
un bureau et des toilettes

Au premier étage il y a

trois chambres
une salle de bains et deux chambres
quatre chambres

Ma chambre est

au rez-de-chaussée
au premier étage
dans les combles

Nous avons

une cave
un grand jardin

Nous n'avons pas de

salle de jeux
garage
sous-sol

Trapdoor



<http://morganmfl.blogspot.com/2013/11/trapdoor.html>

**Normalerweise in den
Ferien fahre ich nach**

Griechenland
Spanien
Schottland

mit

meiner Familie
meiner Freunden
meinen Hund

Ich mag

zum Strand gehen
Museen besuchen
Windsurfen gehen

aber ich hasse

spazieren gehen
auf dem Campingplatz bleiben
meine Grosseltern besuchen

Letztes Jahr bin ich

mit dem Boot
mit dem Zug
mit dem Auto

mit

meiner Tante
meiner Cousinen
meiner Katze

nach Italien
nach Irland
nach Deutschland

gefahren

Das Wetter war

sonnig
kalt
heiss

ich bin

auf einem Campingplatz
in einer Jugendherberge
im Hotel

und es war

super.
fantastisch.
langweilig.

Dieses Sommer fahre ich

mit dem Flugzeug
mit dem Mofa
mit dem Fahrrad

mit

meinem Onkel
meiner Schulfreunden
meinem Hamster

nach Wales
nach Portugal
in die USA

Ich will

Sandburgen bauen
Eis essen
surfen gehen

aber ich werde nicht

Rugby spielen
reiten gehen
ins Theater gehen

Emoji Mindmap

Instructions:

Working individually for 10-15 minutes, annotate the sheet in with as many words (1-2 words = 1 point), phrases (3 words = 2 points) and sentences (4+ words = 3 points) as you can to describe the emojis. Your work must be accurate but you can write anywhere, just add a little line to the emoji.



Con tu pareja, practica diciendo estas frases en español.

With your partner, practise saying these sentences in Spanish.

¿Qué hiciste durante las vacaciones el año pasado?

4.      
3.     
2.    
1.    

Thanks to Alys Perri

Canción de las Calaveras

APK



Chúmbala Ka
Chúmbala Ka
Chúmbala!



Canción de las Calaveras: Can you match up (use the rhyme to help you!)

1	Cuando el reloj marca la una
2	Cuando el reloj marca las dos
3	Cuando el reloj marca las tres
4	Cuando el reloj marca las cuatro
5	Cuando el reloj marca las cinco
6	Cuando el reloj marca las seis
7	Cuando el reloj marca las siete
8	Cuando el reloj marca las ocho
9	Cuando el reloj marca las nueve
10	Cuando el reloj marca las diez
11	Cuando el reloj marca las once
12	Cuando el reloj marca las doce

- a) las calaveras comen un bizcocho
- b) las calaveras comen un filete
- c) las calaveras pintan el bronce
- d) las calaveras juegan como Moisés
- e) las calaveras salen de su tumba
- f) las calaveras se pisan los pies
- g) las calaveras se pegan un brinco
- h) las calaveras juegan en la nieve
- i) las calaveras bailan al revés
- j) las calaveras comen arroz
- k) las calaveras se desconocen
- l) las calaveras se van al teatro



Educational
Baby

Chúmbala Ka Chúmbala Ka Chúmbala!

Cuando el reloj marca la una	las calaveras salen de su tumba
Cuando el reloj marca las dos	las calaveras comen arroz
Cuando el reloj marca las tres	las calaveras bailan al revés
Cuando el reloj marca las cuatro	las calaveras se van al teatro
Cuando el reloj marca las cinco	las calaveras se pegan un brinco
Cuando el reloj marca las seis	las calaveras juegan como Moisés
Cuando el reloj marca las siete	las calaveras comen un filete
Cuando el reloj marca las ocho	las calaveras comen un bizcocho
Cuando el reloj marca las nueve	las calaveras juegan en la nieve
Cuando el reloj marca las diez	las calaveras se pisan los pies
Cuando el reloj marca las once	las calaveras pintan el bronce
Cuando el reloj marca las doce	las calaveras se desconocen

UNSCRAMBLE

weekend

lève

me

à

le

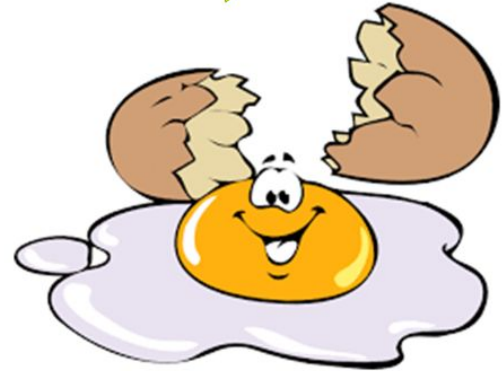
pas

11
heures

ne

je

- 3 mots
- 5 mots
- 7 mots
- 9 mots



Interlingual Comparison



INCORRECT VERSION	CORRECT VERSION
1. That which me pleases most in this moment <i>(ce qui me plaît plus en ce moment)</i>	
2. I not go more to the swimming pool the weekend <i>(je ne vais plus à la piscine le weekend)</i>	

- This technique is particularly effective when the word order in which the target structure is deployed in the L2 is markedly different from the L1.
- **The teacher will dictate the correct version of each sentence which will be written right under the flawed version.**
- The students are then charged with figuring out the differences between L1 and L2 usage and inductively work out the rule.

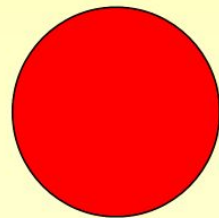
Code breaker!

1. Me gusta 2. Me gusta mucho 3. Me encanta 4. No me gusta 5. No me gusta nada 6. Odio	7. comer 8. beber	9. la pasta 10. la pizza 11. el pescado 12. la paella 13. la limonada 14. la naranjada 15. el té 16. el agua	17. y 18. pero 19. también	20. porque es delicioso/a 21. porque es sabroso/a 22. porque es horrible 23. porque es repugnante
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1. 7. 11

Me gusta comer el pescado.

5 minutos



Code breaker!

Utiliza los números para crear una frase. **Extensión: traducid las frases al inglés.**

1. Me gusta	7. comer	9. la pasta	17. y	20. porque es delicioso/a
2. Me gusta mucho	8. beber	10. la pizza	18. pero	21. porque es sabroso/a
3. Me encanta		11. el pescado	19.	22. porque es horrible
4. No me gusta		12. la paella	también	23. porque es repugnante
5. No me gusta nada		13. la limonada		
6. Odio		14. la naranjada		
		15. el té		
		16. el agua		

2.8.15 _____

inglés: _____

6.7.12.17.9 _____

inglés: _____

Déchiffrez (et traduisez) les codes...

A: 9, 34, 21, 5, 7,17

B: 19, 34,10, 5, 25, 4

C: 7, 12, 18, 6, 5, 34

en ville 1.	danser avec mes copains 2.	jouer au tennis 3.	faire du ski 4.	parce que 5.	je préfère 6.	je peux 7.
me bronzer 8.	j'aime 9.	à la montagne 10.	faire de la planche à voile 11.	aller à la pêche 12.	faire des randonnées 13.	faire du camping 14.
visiter les musées 15.	visiter les monuments 16.	aller à la plage 17.	à la campagne 18.	je n'aime pas 19.	me détendre 20.	au bord de la mer 21.
j'adore 22.	faire des balades à vélo 23.	jouer au volley 24.	je ne peux pas 25.	faire du parapente 26.	faire du shopping 27.	aller au théâtre 28.
à l'étranger 29.	manger dans les restaurants 30.	je déteste 31.	faire des balades à cheval 32.	faire de l'escalade 33.	les vacances 34.	faire du VTT 35.

Mini whiteboards: déchiffrez les codes!

A: 9, 34, 21, 5, 7, 17.

J'aime les vacances au bord de la mer
parce que je peux aller à la plage.

B: 19, 34, 10, 5, 25, 4.

Je n'aime pas les vacances à la montagne
parce que je ne peux pas faire du ski.

This time, the code is mixed up:

C: 7, 12, 18, 6, 5, 34,

Je préfère les vacances à la campagne
Parce que je peux aller à la pêche.

Key words



Warm up

Translate the word



Jog

Put it in a sentence



Sprint

Extend the sentence

el pescado

beber

odio

TRANSLATING DUTCH

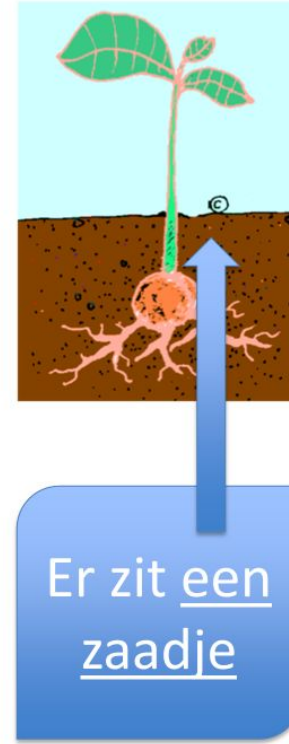


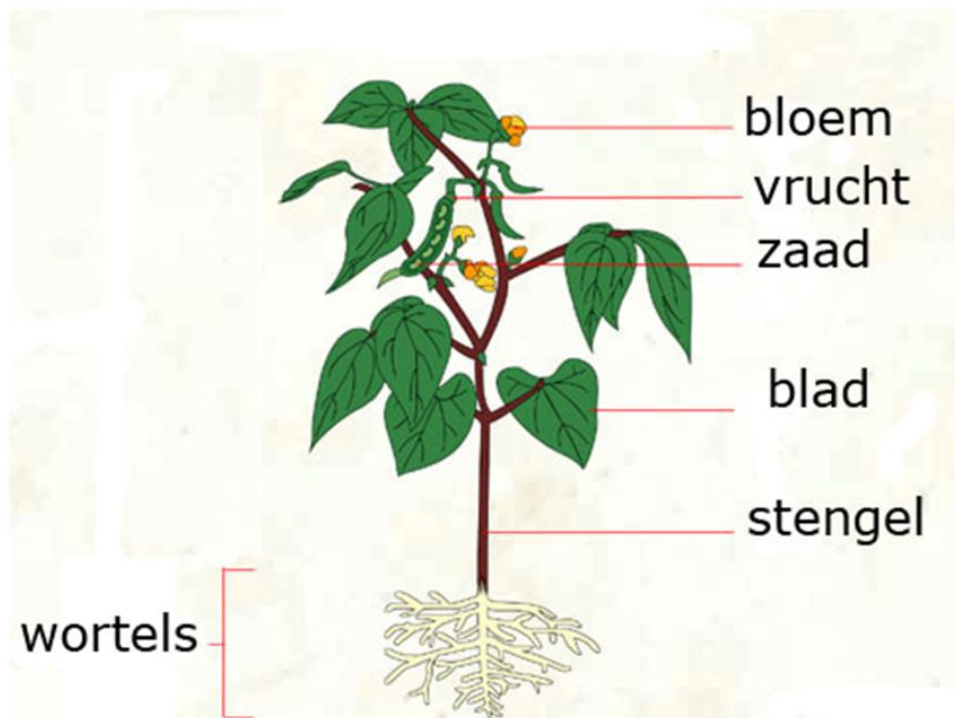
- Hier is een zaadje
- In het begin, groeit de wortel
- Na de wortel, groeit de stengel
- Na de stengel, groeien de bladeren
- Na de bladeren, groeit de bloem
- Na de bloem, groeit de vrucht
- De vrucht geeft ons de zaden



Een plant

- 1 Hier is een zaadje
- 2 In het begin, groeit de wortel
- 3 Na de wortel, groeit de stengel
- 4 Na de stengel, groeien de bladeren
- 5 Na de bladeren, groeit de bloem
- 6 Na de bloem, groeit de vrucht
- 7 De vrucht geeft ons de zaden



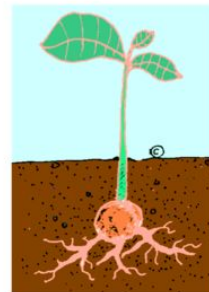


Translation TL to English

Hier is een zaadje. In het begin, groeit de wortel en na de wortel, groeit de stengel .

Na de stengel, groeien de bladeren. De vrucht geeft ons de zaden. **In een droog klimaat vinden we planten met kleine bladeren.**

- **Remember to DECODE first**
- **Then FORCE the text to make sense.**



Translate into Dutch

Seed plants have roots, stems and leaves. They also have flowers.

All plants have leaves. Most plants produce seeds. The fruit gives us seeds. The main function of a stem is the transport of nutrients between roots and leaves. In a dry climate we find plants with small leaves.

How did you do?

Zaad-planten hebben wortels, stengels en bladeren. Ze hebben ook bloemen. Alle planten hebben bladeren. De meeste planten produceren zaden. De vrucht geeft ons de zaden. De voornaamste functie van de stengel is het transport van stoffen tussen wortels en bladeren. In een droog klimaat vinden we planten met kleine bladeren.

What were features of this exercise?

- Context used to aid understanding
- Text used initially to assess prior knowledge
- Pupils encouraged to find patterns / cognates
- Progression from single words to longer sentences to paragraph
- Collaborative exercise to encourage higher thinking

Fortune Tellers



Translation: No Snakes, No Ladders

SALIDA	1	It <u>rained a lot</u>	2	We <u>hired a bike</u>	3	The flight was <u>long and boring</u>	4	I went there <u>with my girlfriend</u>	5	This city is <u>famous for its beautiful beaches</u>	6	I <u>loved the ancient churches and the palaces</u>	7	The worst thing <u>was the weather</u>
	↓													
	14	The people <u>were havin fun doing surf or swimming</u>	13	The day was <u>sunny and itw as hot</u>	12	The flight <u>lasted two hours</u>	11	We <u>had a car accident</u>	10	The <u>best thing was the food. It was very tasty</u>	9	In the evening <u>we used to go clubbing</u>	8	In the morning <u>we went to the beach every day (PRETERITE)</u>
	↓													
	15	My girlfriend <u>lost her wallet and her passport</u>	16	My brother <u>met a beautiful girl from Australia</u>	17	My parents <u>did not come with us</u>	18	We <u>used to go back to the hotel at three a.m.</u>	19	<u>On the first day we were tired</u>	20	<u>...therefore we did not do anything</u>	21	In my room <u>nothing worked (imperfect)</u>
	↓													
	META	28	 There <u>were lots of cockroaches in the wardrobe</u>	27	My brother <u>broke his right leg</u>	26	My sister <u>bought a lot of branded clothes</u>	25	My parents <u>sunbathed on the beach</u>	24	My mother <u>spent the whole time reading</u>	23	We <u>never went clubbing</u>	22

The rules are as follows: in groups of three students (2 player + 1 referee) or five (2 teams of two players and one referee), players take turn in rolling a dice. Whichever case the player/team lands based on their dice score, they will have 10-15 seconds to translate the relative sentence(s) into the target language orally. The referee will then tell the players (with the help of the answer sheet) if their translation is correct.

Idea from Gianfranco Conti
/ Dylan Viñales



Bonjour, je m'appelle Manon, et j'ai onze ans. J'habite à Marseille avec ma famille. J'adore les animaux.

À mon avis un lion est féroce mais un tigre n'est pas féroce. Une girafe est grande et un éléphant est grand aussi. Un lapin est doux, je pense, et une souris est douce, cependant une chèvre est forte. Une baleine est très, très grande, et une tortue est assez lente. Une vache n'est pas rapide, mais un kangourou est très rapide.

Tu aimes les animaux ?

À bientôt, Manon

1. Trouvez 11 animaux

2. Traduisez les animaux

Top-down processing happens when...

- you use background information to predict the meaning of language they are going to listen to or read.
- you start with “higher-level” features – background knowledge, context, overall meaning – and proceed through a series of steps “down” to “lower-level” semantic, syntactical and phonological features.
- rather than relying first on the actual words or sounds (bottom up), you develop pupils’ expectations about what they will hear or read, and confirm or reject these as they listen or read.

Top-down processing is thought to be an effective way of processing language; it makes the most of what the person brings to the situation.



une baleine



une vache



une tortue



une girafe



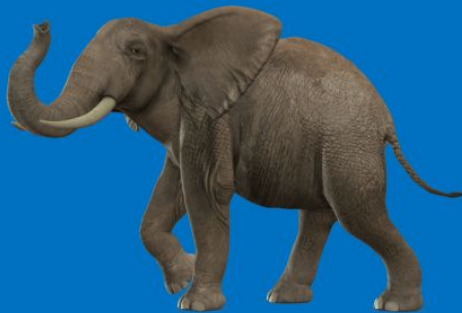
une chèvre



une souris



un kangourou



un éléphant



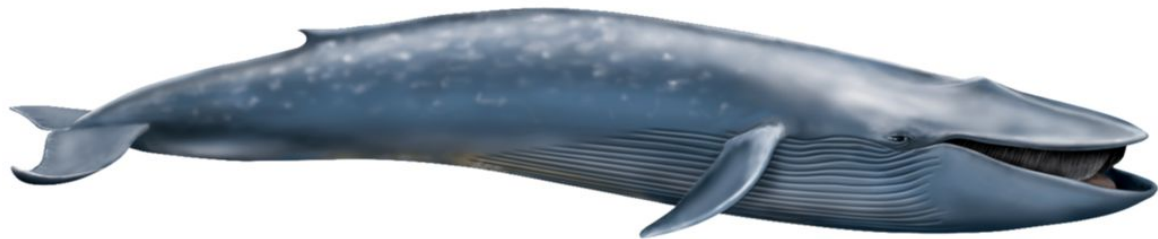
un lion



un lapin



un tigre





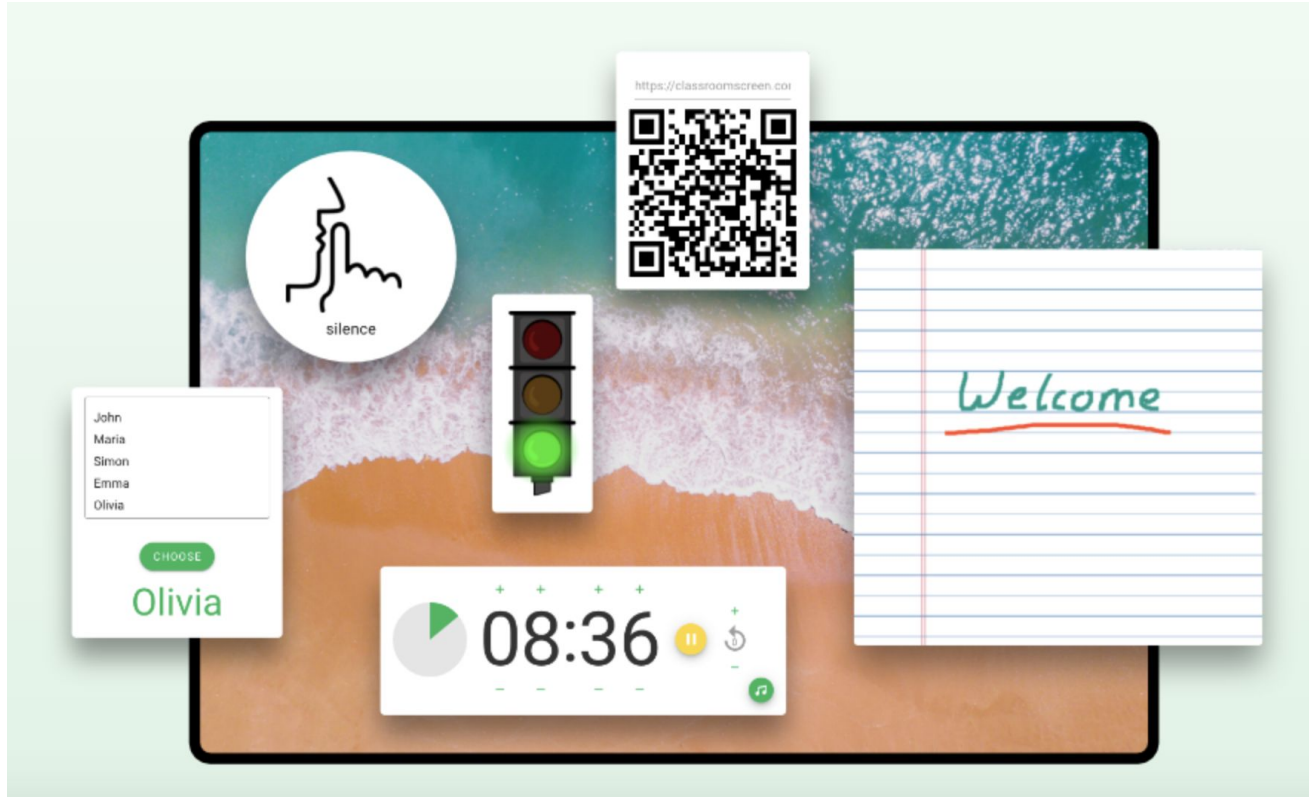


Rip / 'Strip' Bingo

1. The teacher SLOWLY reads aloud the text or list.
2. When the teacher pauses, ALL students call out what the word or phrase means in English.
3. If one of the words or phrases that was spoken before that pause is written on one end of a student's paper (the far right or far left), that student can tear off that word or phrase from their strip.



Classroom Screen



Plenary time!

Structure

- How we teach vocabulary
- Memory & cognitive science
- Drilling techniques
- Drilling numbers - practical demonstration (Mandarin & Swedish)
- Student task - prepare & demonstrate vocabulary drilling

How we teach vocabulary



Sound

(PHONOLOGY):
HOW TO
PRONOUNCE IT



Form

(MORPHOLOGY):
HOW IT IS MADE
UP OF PARTS



Syntax: HOW IT
COMBINES WITH
OTHER WORDS IN
PHRASES AND
SENTENCES



Meaning:
DIFFERENT
THINGS IT CAN
MEAN IN
DIFFERENT
CONTEXTS

Teaching and learning vocabulary (Nation, 2022)

Table 28.1 The four strands and the conditions needed for each strand

<i>Strand</i>	<i>Conditions</i>
Meaning-focused input	Some unfamiliar vocabulary (2%) A focus on the message Large quantities of input
Meaning-focused output	Slightly challenging output A focus on communicating Large quantities of output
Language-focused learning	A focus on language items Deliberate study
Fluency development	No unfamiliar vocabulary or grammar, and familiar content Pressure to perform faster Quantity of practice Focus on the message

Principles of vocabulary learning

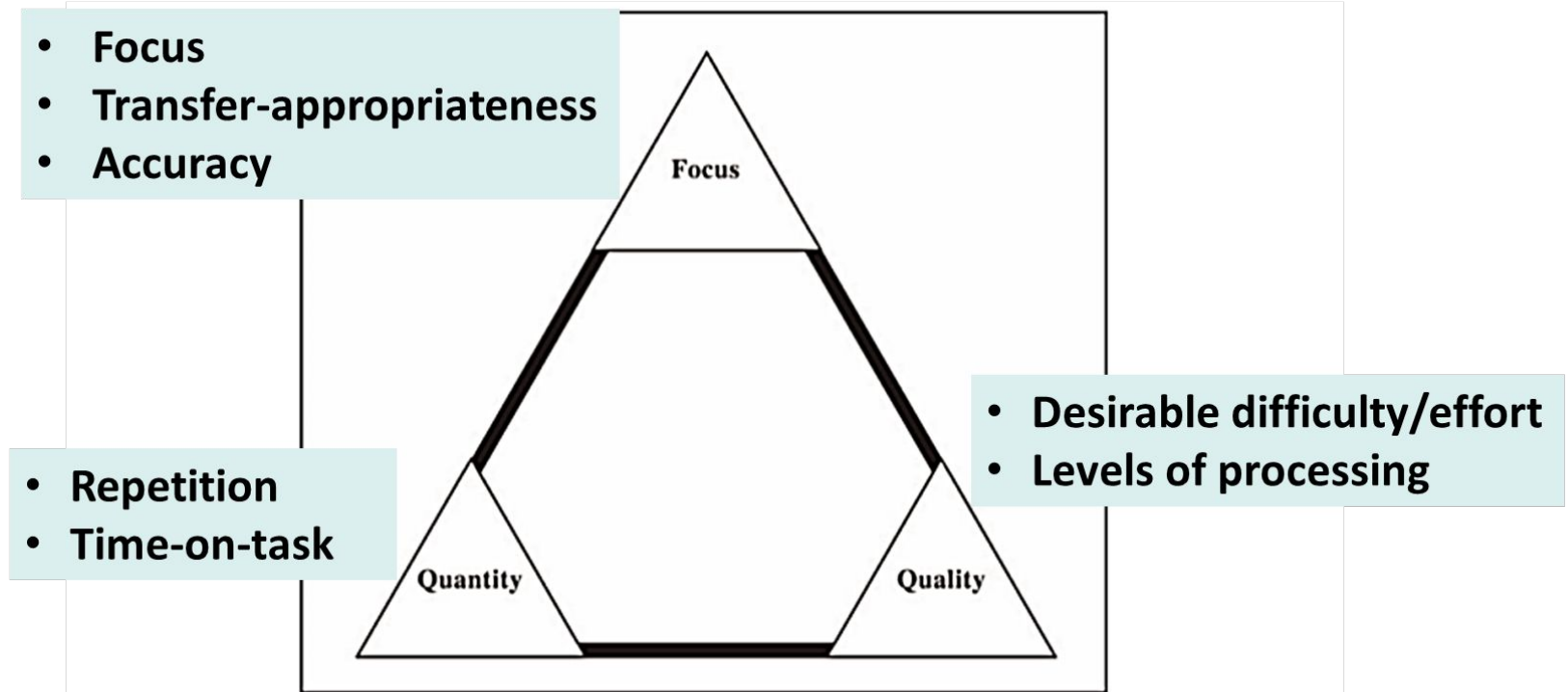


Figure 1: The three aspects of attention that affect learning

Table 1: *Extensive reading and vocabulary learning conditions*

Number of meetings	Initial occurrence/Repetition	
<u>Quality of attention</u>	<u>Incidental attention</u>	<u>Deliberate attention</u>
Noticing	Guessing from context	Dictionary look-up
Receptive or productive retrieval	Re-occurrence of words in a text or other texts Repetition through repeated reading of the same text	Putting words met during reading onto word cards and learning using the cards
Varied meetings (receptive) or varied use (productive)	Meeting words in varied contexts	Consulting a concordance while reading as in Lextutor Reading with resources
Receptive or productive elaboration	Applying a dictionary definition to a particular textual context	Applying the dictionary strategy

When deliberately teaching a word,

during the first meeting with the word

focus on the core meaning of the word

give some examples of use

give pronunciation practice

examine the context in which the word occurred

provide some collocates

relate the word to other words taught at the same time

break the word into parts

relate to spelling rules

recall at the end of the lesson

at later meetings with the word

get the learners to recall the form

get the learners to recall the meaning

look at the role of the word in context

set the learners a task to do in pairs using the word

look at the word family

look at a concordance of the word

provide other words with the same stem

include in a spelling test or dictation

use word cards and peer testing

Table 1.6. *Ways of learning and teaching high-frequency words*

Direct teaching	Teacher explanation Peer teaching
Direct learning	Study from word cards Dictionary use
Incidental learning	Guessing from context in extensive reading Use in communication activities
Planned encounters	Graded reading Vocabulary exercises

Tier 1 words

Everyday words

Most often found in
everyday talk.

e.g. the 20 most
common words: the, be,
to, of, and, a, in, that,
have, I, it, for, not, on,
with, he, as, you, do, at.

Tier 2 words ✓

General academic and literary words

Most often found in
academic speech and
texts.

e.g. relative, vary,
formulate, specificity,
accumulate, calibrate,
itemise, misfortune,
dignified, faltered,
unabashedly,
periphery.

Tier 3 words ✓

Subject specific words

Most often found in
Information texts within
a specific subject or
field.

e.g. lava, missionary,
timbre, circumference,
deciduous.

High-frequency vocabulary project

Background

- Research into frequently used vocabulary suggests that a small number of common words and phrases make up a significant percentage of written and spoken language.
- In English, it is estimated that 100 words make up around half of what we read in our everyday activities and just 25 words make up a third of what we read.
- Similarly, **in Spanish, around 100 core words make up 50% of everyday language.**
- It is logical, therefore, to ensure that learners of Spanish have a secure understanding of the most common words and phrases.

Guidelines for the project:

- This booklet contains **125 words** that are among the most commonly used words or phrases in Spanish.
- The 125 words have been broken down into **five sets of 25 words.**

Vocabulary for block 1

Spanish	English
el/la/los/las	the
un/una	a
unos/unas	some
mi/mis	my
tu/tus	your
y	and
con	with
de	from / of
pero	but
en	in

[illegible]

Vocabulary for block 5

Spanish	English
como	I eat
bebo	I drink
desayuno	I have (for) breakfast
ceno	I have (for) dinner
meriendo	I have (for) a snack
comer	to eat/I have (for) lunch
beber	to drink
desayunar	to have (for) breakfast
cenar	to have (for) dinner
merendar	to have (for) a snack
fui	I went

[illegible]

APPENDIX A

GCSE Spanish vocabulary list

Vocabulary used in assessments will not be limited to the words on this vocabulary list.

This vocabulary list is intended as a guide only and is not exhaustive. Inevitably there will be overlap between sub-themes.

Foundation tier: Learners will be required to understand and respond to common or familiar words and/or forms of words that are **not** on the vocabulary list.

Higher tier: Learners will be required to understand and respond to words and/or forms of words that are **not** on the vocabulary list and which are less common or familiar than those used in relation to foundation tier assessments.

AQA GCSE Spanish Vocabulary Booklet

This is the complete list of vocabulary that you need to be able to recognise and understand for success in GCSE **Reading and Listening** at the end of Year 11.

You need to be able to produce ie (spell and pronounce) a smaller range of vocabulary for success in GCSE **Speaking and Writing**. Of course, the more you know, the higher your grades.

HOWEVER..... to be GCSE ready, it's not just what you know, it's what you know how to do. The techniques below are essential, as you can't memorise this whole book. It's impossible!!!!

Vocabulary learning skills:

TECHNIQUE SWAG BAG



1. To try and reduce the number you need to learn, try to use all the tricks you can e.g.
 - a. **“ha ha it sounds like”** – e.g. *lana*=wool. A sheep called Lana! . (If it makes you laugh it is more likely to work. Our brains are funny like that!)
 - b. **“ooh it reminds me of”** – pantalones = a bit like pantaloons = those funny old fashioned trousers in your history books.

Unit 1: Me, My family and Friends

☐	apellido, el	last name	☐	Alegre	happy
☐	nombre, el	name	☐	amable	kind
☐	Sr (señor)	Mr	☐	amistoso	friendly
☐	Sra (señora)	Mrs	☐	animado	lively
☐	Srta (señorita)	Miss	☐	antipático	unpleasant
☐	Sta (santa)	St	☐	comprensivo	understanding
☐	Dr (doctor)	Dr	☐	débil	weak
☐	Dra (doctora)	Dr	☐	deportivo	sporty
☐			☐	egoísta	selfish
☐	abuelo, el	grandfather	☐	feliz	happy
☐	novio, el	boyfriend	☐	formal	polite
☐	gente, la	people	☐	fuerte	strong
☐	hermanastro, el	stepbrother	☐	gracioso	funny
☐	hijo (único), el	(single) child	☐	hablador	talkative
☐	hijos, los	children	☐	honrado	honest
☐	hombre, el	man	☐	loco	mad
☐	invitado, el	guest	☐	maduro	mature
☐	joven, el	young person	☐	maleducado	rude

La próxima temporada ...
Se van a llevar las faldas cortas.
Esperamos que les haya gustado nuestro desfile de moda.

Next season ...
Short skirts will be the trend.
We hope you have enjoyed our fashion show.

Teach vocab
In context



Saludos

Bienvenidos a nuestro desfile de moda.

El modelo / la modelo lleva ...

Nuestro primer/segundo/tercer modelo lleva ...

Nuestra primera/segunda/tercera modelo lleva ...

Greetings

Welcome to our fashion catwalk.

The model is wearing ...

Our first/second/third model (m) is wearing ...

Our first/second/third model (f) is wearing ...

La ropa

una camisa

una camiseta

un jersey / una sudadera

una falda / una minifalda

un vestido

Clothes

a shirt

a T-shirt

a jumper/sweatshirt

skirt/mini-skirt

a dress

Clothes

Key question

Qu'est-ce que tu portes (en été / en hiver / le week-end ...)? What do you wear (in summer / in winter / at the weekend...)?

En été, <i>In summer,</i> En hiver, <i>In winter,</i> Le week-end, <i>At the weekend,</i> En semaine, <i>During the week,</i> Quand il fait chaud, <i>When it is hot,</i> Quand il fait froid, <i>When it is cold,</i>	je porte <i>I wear</i>	un blouson - <i>a jacket</i> un chapeau - <i>a hat</i> un costume - <i>a suit</i> un jean - <i>jeans</i> un manteau - <i>a coat</i> un pantalon - <i>trousers</i> un polo - <i>a polo shirt</i> un pull - <i>a jumper</i> un short - <i>shorts</i> un tee-shirt - <i>a T-shirt</i>	blanc bleu gris jaune marron mauve	noir orange rose rouge vert	
	je dois porter <i>I have to wear</i>	une casquette - <i>a cap</i> une ceinture - <i>a belt</i> une chemise - <i>a shirt</i> une écharpe - <i>a scarf</i> une jupe - <i>a skirt</i> une veste - <i>a jacket</i>	blanche bleue grise jaune marron mauve	noire orange rose rouge verte	
	Taking it further: j'ai l'habitude de porter <i>I am used to wearing</i>	des bottes - <i>boots</i> des chaussettes - <i>socks</i> des chaussures - <i>shoes</i> des gants - <i>gloves</i> des lunettes de soleil - <i>sunglasses</i>	Useful connectives: et - <i>and</i> de plus - <i>moreover</i> aussi - <i>also</i>		
	car - because	c'est - it is	vraiment - <i>really</i> très - <i>very</i>	à la mode - <i>fashionable</i> beau - <i>beautiful</i> chic - <i>smart</i> confortable - <i>comfortable</i> joli - <i>pretty</i>	
ça me va bien - <i>it suits me</i> c'est mon style - <i>it is my style</i>					

Sentence
builder

Me encanta la música rock; los sábados salgo con mis amigos al parque. Prefiero los colores oscuros y compro ropa en tiendas pequeñas. Me importa tener un estilo original. **Carlos**



Me encantan la ropa y los complementos, gasto todo mi dinero en estas cosas. Los sábados siempre voy de compras con mis amigas. La semana pasada compré un bolso precioso de cuero blanco. **Marisa**



No me importa la moda, para mí, la comodidad es más importante. Soy aficionado al deporte y prefiero llevar mi camiseta del Real Madrid. Voy a comprarme una bufanda porque en estos momentos hace frío. **Alfredo**



Nunca gasto mi dinero en ropa, no vale la pena porque nunca salgo de casa. Paso el tiempo con la videoconsola. Para Navidad me regalaron un nuevo juego buenísimo y me gustaría comprar el número dos de la serie. **Juanma**



Who ...

1. is sporty?
2. loves to play video games?
3. likes to wear dark colours?
4. spends all their money on clothes?
5. talks about what they got for Christmas?
6. talks about what they bought last week?
7. talks about what they plan to buy in the future? (two people)
.....
8. talks about small shops?.....

¿Y tú?

- Use ideas from the texts above to answer the question fully.
- To get a higher grade you need to include references to past events and future plans.

Flashcards (e.g. Quizlet)



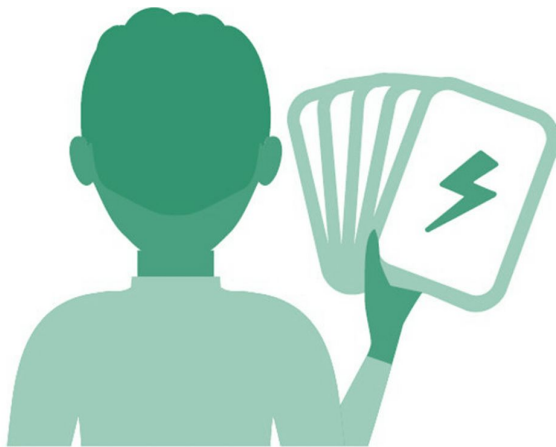
Flashcards ▾

11 / 16

Mandarin Numbers



十一



shí yī - un deg un



Wordwall

0:25

◀ 7 of 25 ▶

✓ 0



Flip





der Rock

twinkl.com



das Kleid

twinkl.com



das T-shirt

twinkl.com



der Pullover

twinkl.com



das Hemd

twinkl.com



die Jacke

twinkl.com

Pullover



Jacken



Schuhe



Hüte



Random cards



0:06

Random wheel



Spin It

0:04

✓ 0

une casquette

Quiz

A



B



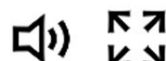
C



D



◀ 1 of 25 ▶



Game show Quiz

0:22

✓ 0

une casquette

A



B



C



D



x2 Score

50:50

Extra Time



1 of 25



0:30

Tap one to open

✓ 0



Open the box



**des
gants**

A



B



C



D



On décrit des vêtements

Tu vois ces vêtements en ligne. Assortis-les aux descriptions ci-dessous.

Matching

1 	2 	3 	4 
5 	6 	7 	8 
9 	10 	11 	12 
13 	14 	15 	16 

21



22



23



24



t-shirt rayé		accessoires d'hiver		baskets multicolores	
ceinture de couleur bleu marine		lot de trois casquettes		baskets unies (différentes couleurs)	
chemise à manches courtes		maillot de bain pour homme		sweat à capuche	
t-shirt avec motif		cravate en soie		pantoufles en laine	
blouson de moto en cuir		accessoires d'été		pantoufles pour enfant	
bottes italiennes élégantes		bottes militaires		accessoires pour la pluie	
lot de trois caleçons		diverses chemises		bonnet gris foncé	
maillot de bain pour femme		chemise à manches longues		sweat en coton	

0:03

Match
up



des chaussures
 des collants
 des bottes
 un maillot de bain
 un pull
 un manteau
 des sandales
 un chapeau
 une jupe

un short de bain
 des chaussettes
 un T-shirt
 un pantalon
 un short
 des gants
 une chemise
 un cardigan
 un sweat

une crème solaire
 une robe
 une écharpe
 une casquette
 des lunettes de soleil
 un bonnet
 une serviette de bain

Submit Answers



0:07

une jupe

des baskets

une robe

une casquette

des bottes

un jean

des
chaussettes

un T-shirt

un sweat



une chemise

une cravate

des
chaussures

un pantalon

un pull

une veste

un manteau

un short

Submit Answers



Welche Kleider kannst du sehen?



Welche Kleider kannst du sehen?

- ☐ das Hemd
- ☐ der Rock
- ☐ die Schuhe
- ☐ die Handschuhe
- ☐ das Kleid
- ☐ die Mütze
- ☐ die Badehose
- ☐ der Badeanzug
- ☐ die Turnschuhe
- ☐ die Regenjacke
- ☐ die Sonnenbrille
- ☐ der Gürtel

Vocab worksheet

Label the clothes

9 	10 	11 	12 
13 	14 	15 	16 

un	jean / imper / chapeau / pantalon / short / pull / T-shirt
une	robe / cravate / casquette / jupe / chemise
des	chaussures / baskets / sandales / chaussettes

Differentiated version

16 	17 	18 	19 	20 
21 	22 	23 	24 	25 

un	T-shirt / chapeau / jean / chemisier / blouson / pantalon / imper / maillot de bain / pull / short / sweat / collant / manteau
une	veste / robe / casquette / chemise / écharpe / jupe / cravate
des	sandales / chaussures / gants / chaussettes / baskets

LES VÊTEMENTS/LES FRINGUES



Match up the descriptions with the items of clothing and colour them in correctly. For number 14, colour it in as you wish & write the description in French

- 1 un chapeau vert et jaune
- 2 un pantalon gris
- 3 une cravate violette/mauve
- 4 une casquette rouge et verte
- 5 des chaussettes noires et blanches
- 6 un T shirt bleu, blanc et orange
- 7 un pull gris, brun, jaune et vert
- 8 une ceinture noire et grise
- 9 une veste bleue et noire
- 10 des chaussures brunes et noires
- 11 des lunettes rouges
- 12 un sac à dos multicolore
- 13 une serviette brune et noire
- 14 _____



Colour in the clothes then describe them in French

(give a colour & at least one opinion)

la robe bleue est jolie et branchée

le short vert est monotone et démodé



Colour in the clothes then describe them in French

(give a colour & at least one opinion)

la robe bleue est jolie et branchée

le short vert est monotone et démodé

Flip tiles



Random Spinner

Shuffle

Restore Eliminated



0:25



Random Spinner

Shuffle

Restore Eliminated



2:41

Not a pair



Anagram game

0:05

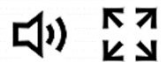
✓ 0

n u

l l u p



◀ 1 of 17 ▶

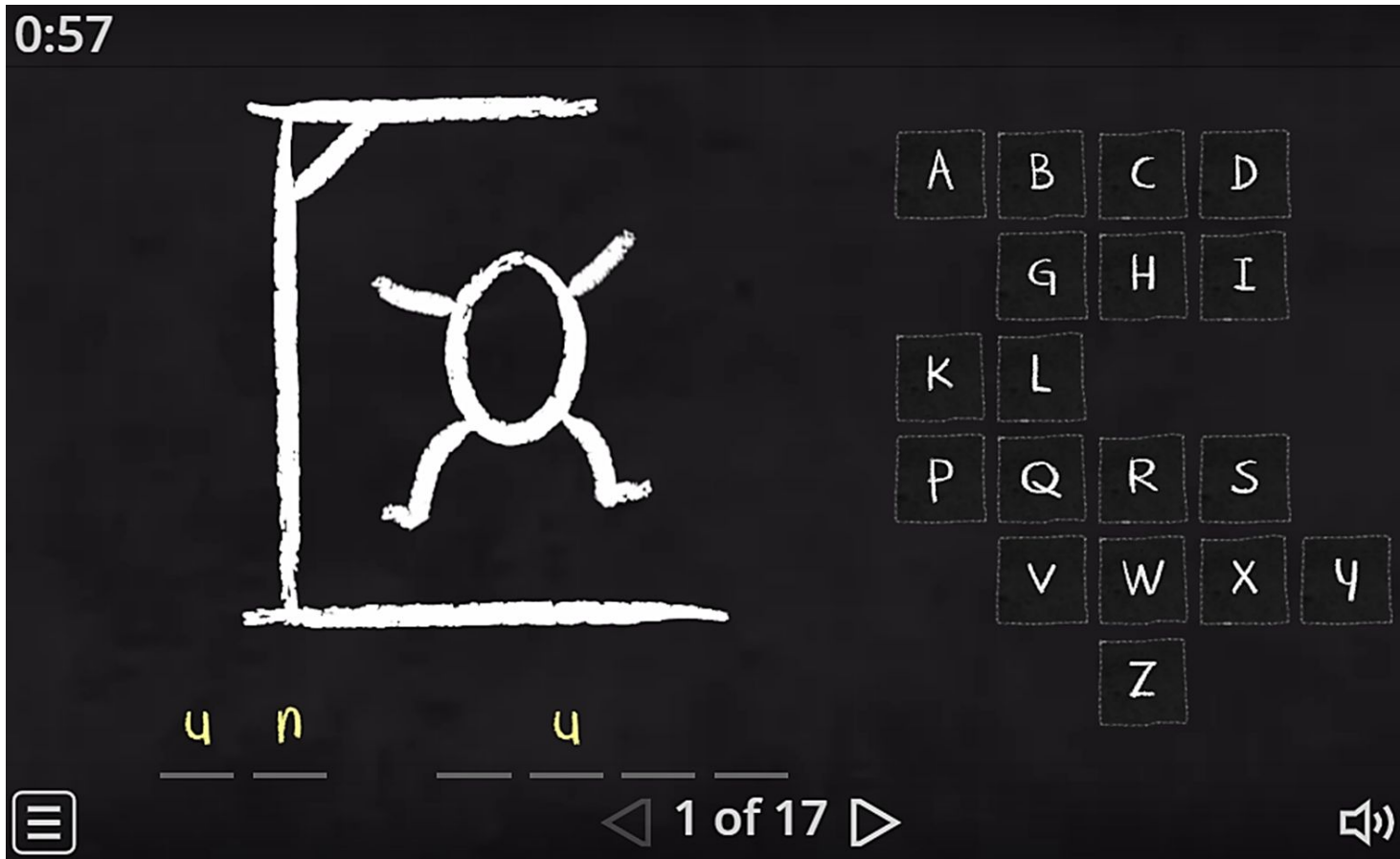


Rearrange the letters to work out which item of clothing is written in each bubble.

Anagram game

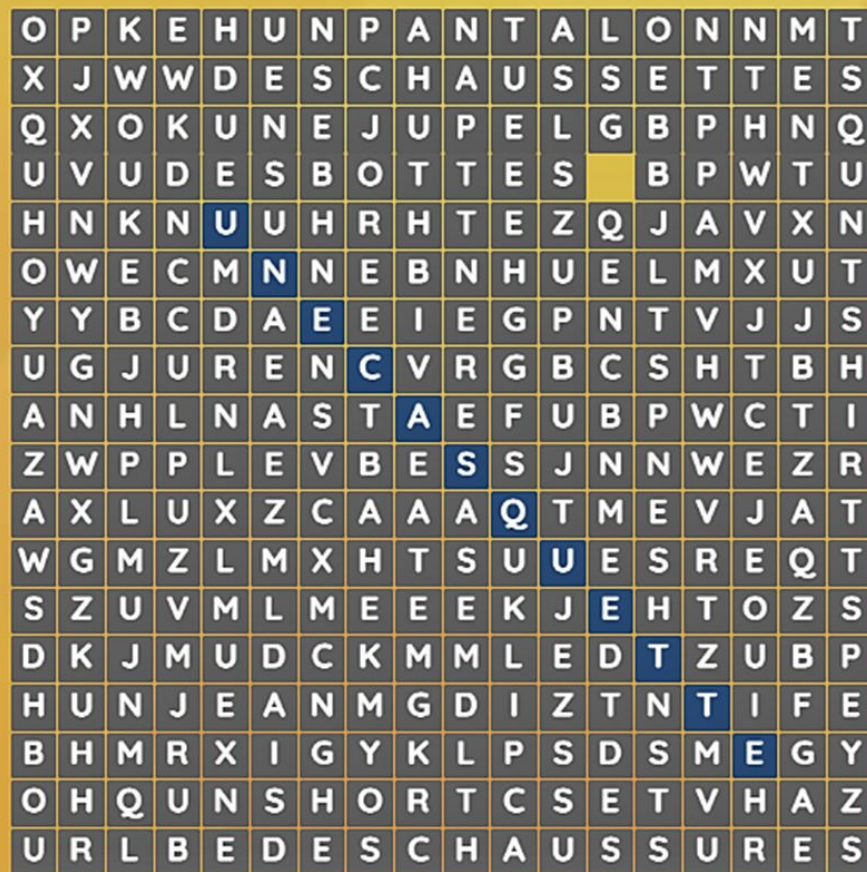


Hangman game

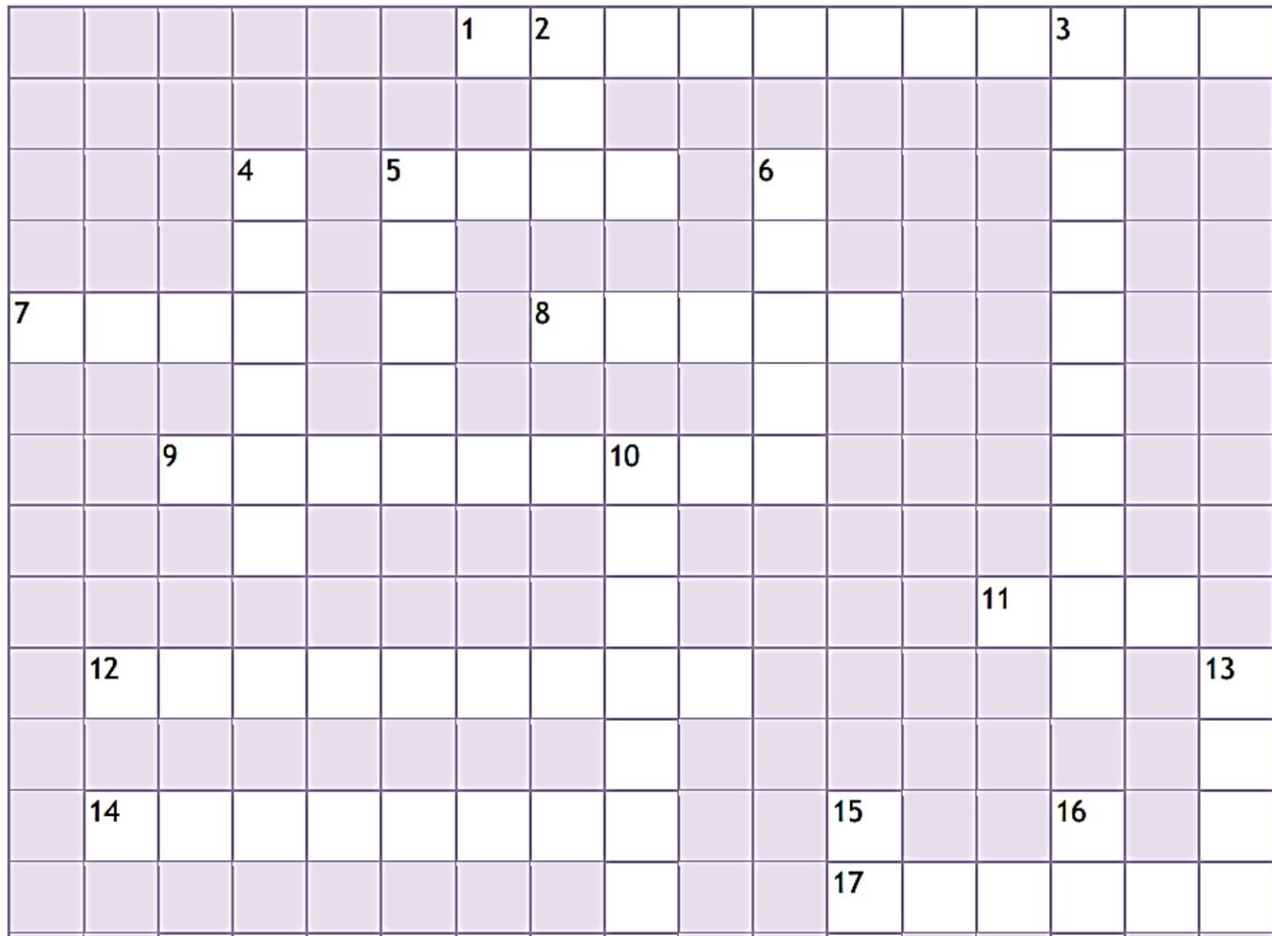


Word search

Tap a hidden word



Crossword puzzle



Horizontalement		Verticalement	
1	Grand magasin.	2	Est-ce qu'il y a _ _ _ pâtisserie près d'ici?
5	Vous _ _ _ _ des fraises?	3	Magasin populaire auprès des enfants.
7	Douze euros - c'est _ _ _ _ !	4	Il y a un _ _ _ _ _ tous les samedis.
8	Un _ _ _ _ _ d'eau minérale	5	Je peux vous _ _ _ _ _ , monsieur?
9	Magasin où on achète de l'aspirine.	6	Zut! Trop tard! C'est _ _ _ _ _ .
11	Une bouteille de _ _ _ blanc.	10	On les achète à la boulangerie.
12	Ici on achète du steak.	13	C'est _ _ _ _ , merci.
14	Cinq _ _ _ _ _ _ _ de jambon, s'il vous plaît.	15	Trois _ _ _ _ _ _ _ de biscuits
17	Nécessaire pour payer.	16	Merci, madame. Au _ _ _ _ _ _ .
18	Ça fait _ _ _ _ _ _ _ ?	18	Avez-vous une _ _ _ _ _ postale de la ville, s'il vous plaît?
19	Un _ _ _ de confiture d'abricot		
20	Vous _ _ _ _ _ _ _ , madame?		
21	On les achète à la librairie.		

Kleidungsstücke Bingo



das kurze Hemd



das Kleid



die Hosen



der Pullover



die Schuhe



die Stiefel

Vocabulary bingo

Choose 16 words from
your teacher's list and
place them on the grid.

* COMIENZO	Una falda negra	A black skirt	Un vestido verde
A green dress	Unos calcetines rojos	Red socks	Me gusta llevar
I like to wear	Una blusa azul	A blue blouse	Una camiseta amarilla
A yellow t- shirt	Unos vaqueros de pitillo	Skinny jeans	Unas medias negras

1. Complete the words in the grid below using a dictionary if necessary. **Translating**

Français	Anglais
un sweat	a sweatshirt
une	a jacket
une	a dress
un	a pair of trousers
un	a jumper
un	a pair of jeans
une	a shirt
une	a skirt
des	some socks
des	some trainers

Use this table to help you translate the phrases below into 100% accurate French.

un	une	des (m)	des (f)
orange	orange	orange	orange
rouge	rouge	rouges	rouges
rose	rose	roses	roses
jaune	jaune	jaunes	jaunes
bleu	bleue	bleus	bleues
gris	grise	gris	grises
vert	verte	verts	vertes
noir	noire	noirs	noires
marron	marron	marron	marron
blanc	blanche	blancs	blanches
violet	violette	violets	violettes

a. A green dress

b. An orange jumper

Utilise ce vocabulaire pour créer un scénario dans un magasin de vêtements avec un(e) partenaire. Soyez créatifs!

Information gap

Je voudrais (acheter)		un(e) ... des ... ce / cet / cette ces ...			I'd like (to buy)		a ... some ... this ... these ...	
Je cherche					I'm looking for			
Je prends					I'll take			
(Est-ce que)	vous avez	...	en	bleu? moyen? etc.	Do you have ...		in	blue? medium? etc.
	vous en avez					Do you have any		
Je fais du ...					I take size ...			
Je peux	essayer ...?				Can I try	on ...?		
	l'essayer?					it on?		
	les essayer?					them on?		

Travail à deux: c'est combien? (A)

1. Utilise le tableau ci-dessous pour demander à ton partenaire les prix qui te manquent.
2. Dis-lui les prix qu'il/elle demande.

C'est combien	ce	chapeau / pantalon / pull / short	?
	cette	veste / cravate / jupe / robe	
	ces	gants / baskets / chaussettes / chaussures	

					
€9,30	€	€2,60	€	€55,00	€

Travail à deux: c'est combien? (B)

1. Dis à ton partenaire les prix qu'il/elle te demande.
2. Demande-lui les prix qui te manquent.

C'est combien	ce	chapeau / pantalon / pull / short	?
	cette	veste / cravate / jupe / robe	
	ces	gants / baskets / chaussettes / chaussures	

					
€	€20,00	€	€24,75	€	€51,00

Dialogue	A Article	B Taille	C Couleur	D Prix	E Décision
1		P M G	R	€8	✓
2		38	B	€29,50	X
3		P M G	V	€15,20	✓
4		40	B	€27	✓

Les robes

LES ROBES



Une robe rouge
Une robe jaune
Une robe rose
Une robe blanche
Une robe noire
Une robe verte

LES ROBES



Une robe rouge
Une robe jaune
Une robe rose
Une robe blanche
Une robe noire
Une robe verte

Buscar el que no corresponde / Find the odd one out

E.G.	<u>otoño</u> <i>season</i>	<u>enero</u> <i>month</i>	primavera <i>season</i>	<u>invierno</u> <i>season</i>
1	soy	<u>tengo</u>	<u>hago</u>	<u>vivimos</u>
2	<u>febrero</u>	<u>verano</u>	<u>julio</u>	<u>enero</u>
3	<u>ayer</u>	<u>mañana</u>	<u>esta noche</u>	el fin de semana que viene
4	cocina	salón	baño	jardín
5	lago	granja	mar	río
6	<u>iglesia</u>	catedral	mezquita	museo
7	casa	limpio	antiguo	sucio

Nombre: _____



Empleos / Jobs



Spanish	English	Clue	Test
abogado			
<u>albañil</u>			
<u>azafata</u>			
<u>amo de casa</u>			
<u>bombero</u>			
<u>cajero</u>			
<u>camarero</u>			
<u>camionero</u>			
<u>carnicero</u>			
<u>carpintero</u>			
<u>cartero</u>			
<u>cocinero</u>			

<u>panadero</u>			
<u>peluquero</u>			
<u>periodista</u>			
<u>pintor</u>			
<u>policía</u>			
<u>repcionista</u>			
<u>secretario</u>			
<u>traductor</u>			
<u>veterinario</u>			

**Finding this lesson difficult? You might just need a bit more practice.
Remember all of this vocabulary is on Memrise.**

SCAN ME 😊



Extension: 'Trabajar' means 'to work'. In your grammar book, write out this verb in full for the present, imperfect, future + conditional tense. Use the Independent Learning Folder to help you with this.

Traduce las palabras



<u>está</u>		<u>lo odia</u>	
	<i>old fashioned</i>		<i>difficult</i>
<u>está situado</u>			<i>when I was little</i>
<u>en las afueras de</u>		<u>me llevo bien con</u>	
	<i>England</i>	<u>si tuviera la opción</u>	
	<i>beautiful</i>		<i>I'd prefer</i>
<u>para mí</u>			<i>I'd say that</i>
	<i>the teachers</i>	<u>mi asignatura preferida</u>	
<u>nos ayudan</u>			<i>the subject I like the least</i>
<u>me dijo</u>		<u>cuando era joven</u>	
<u>no está de acuerdo</u>			<i>primary school</i>
	<i>strict</i>		<i>nice</i>
	<i>homework</i>		<i>sweets</i>

me <u>interesan</u>		estudiaba	
<u>los idiomas</u>		<u>quería estudiar</u>	
<u>viajar</u>			<i>tomorrow</i>

/40

Words I struggled with and need to practise:

Homework: Complete the following exercises (1 a day over the next week). Remember 10/10 in your test = house point.

1. el banco - the bank
2. el restaurante - the restaurant
3. el puerto - the port
4. el aeropuerto - the airport
5. el mercado - the market
6. el supermercado - the supermarket
7. el parque - the park
8. la playa - the beach
9. la tienda - the shop
10. la piscina - the pool



“ Little and often is the key to revision ”

Thursday 2nd November

Translate the words below into English

1. el banco -
2. el restaurante -
3. el puerto -
4. el aeropuerto -
5. el mercado -
6. el supermercado -
7. el parque -
8. la playa -
9. la tienda -
10. la piscina -

Friday 3rd November

Fill in the gaps

1. _ l _ b _ c _
2. e _ _ e _ t a _ r _ t _
3. _ _ _ _ u e _ o
4. e _ _ a _ r o p _ r t _
5. _ _ _ _ r c a _
6. _ _ _ _ p _ r _ r c _ _ _
7. _ _ _ _ p _ _ q _ _
8. l _ _ p _ _ y _
9. _ _ _ _ t _ _ _ _ a
10. _ _ _ _ p _ _ c _ n _

Saturday 4th November

Fill in the gaps

1. _ _ _ _ b a n _ _
2. _ _ _ _ r e s t a _ _ _ _ _
3. _ _ _ _ p u _ _ _ _
4. _ _ _ _ a e r o p _ _ _ _ _
5. _ _ _ _ m e r c _ _ _ _
6. _ _ _ _ s u p e r m e _ _ _ _ _
7. _ _ _ _ p a r _ _ _ _
8. l _ _ p l a _ _ _
9. _ _ _ _ t i e _ _ _ _
10. _ _ _ _ p i s c _ _ _ _

Sunday 5th November

Fill in the gaps

1. _ _ _ _ b a _ _ _ _
2. _ _ _ _ r e s _ _ _ _ _
3. _ _ _ _ p u _ _ _ _
4. _ _ _ _ a e r _ _ _ _ _
5. _ _ _ _ m e _ _ _ _ _
6. _ _ _ _ s u p e r m _ _ _ _ _
7. _ _ _ _ p a _ _ _ _
8. l _ _ p l _ _ _ _
9. _ _ _ _ t i _ _ _ _
10. _ _ _ _ p i _ _ _ _

Games; Competition



Vocabulary box



Open access resource for:

- Students who have arrived early to class
- Students who have arrived late and cannot join with the current activity
- Regular vocab review
- Break time study
- Early finishers
-



Martes 15 septiembre

El trabajo ABC

Abecedario de trabajos



Alphabet of vocabulary

Azafata

B
C
D
E
F
G
H
I
J
K
L
M

N
O
P
Q
R
S
T
U
V
W
X
Y
Z



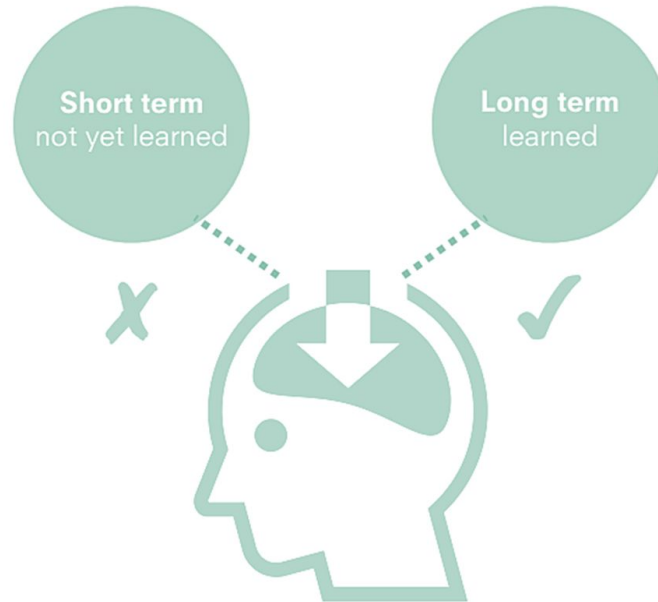
GCSE link -
basic jobs
vocab



Extra - how could you use
these in sentences

Memory & cognitive science

Learning is a change in long-term memory



EBBINGHAUS FORGETTING CURVE

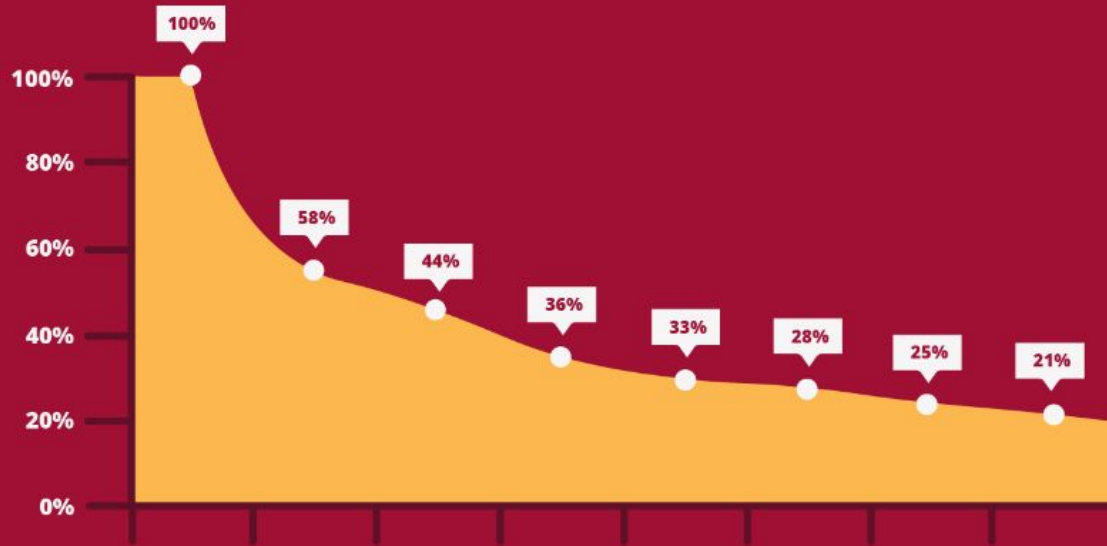


Figure 3: The Ebbinghaus Forgetting Curve. (Source: Schaefer, 2015)

Working memory and L2 vocabulary learning

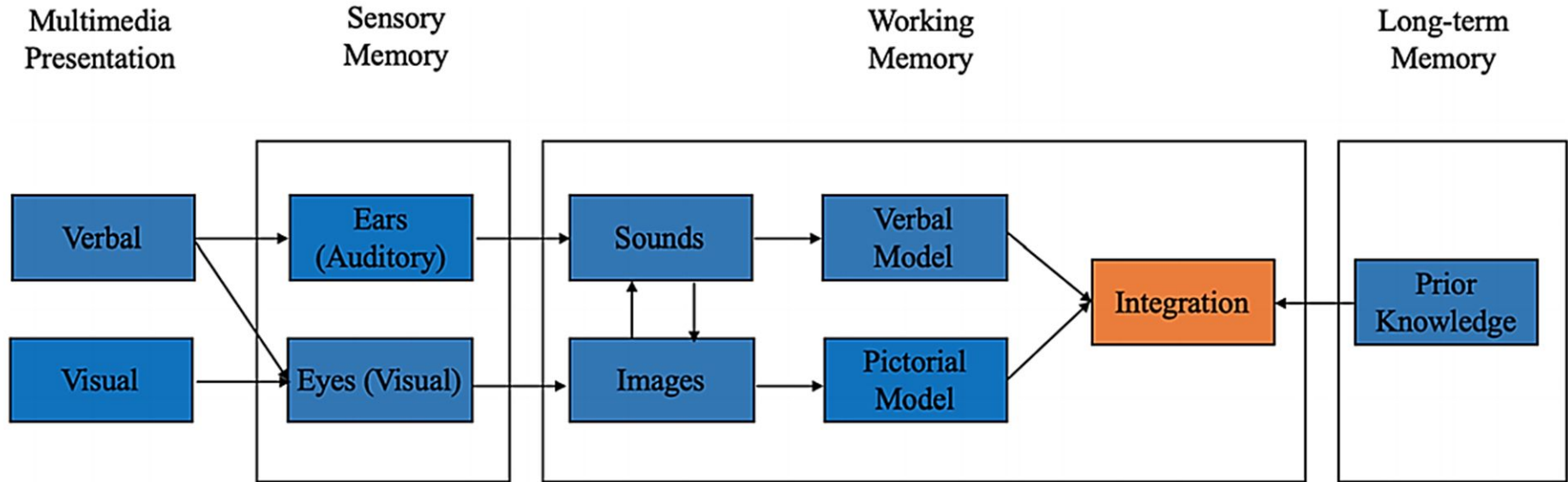
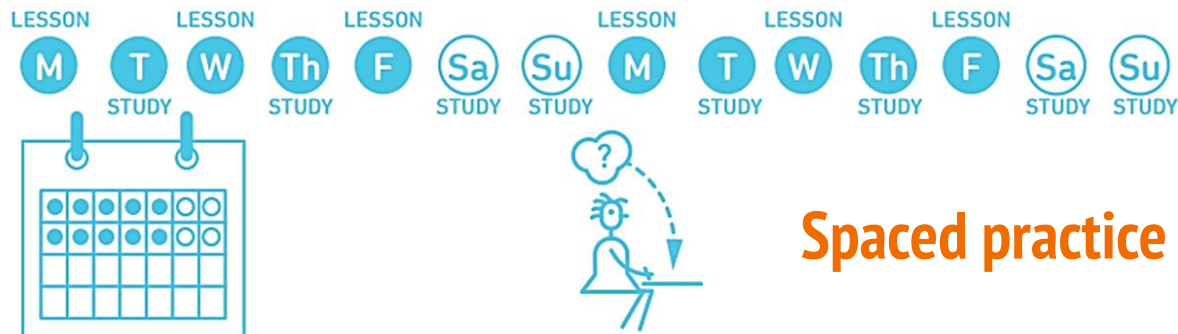


Figure 3: Processing of multimedia inputs.

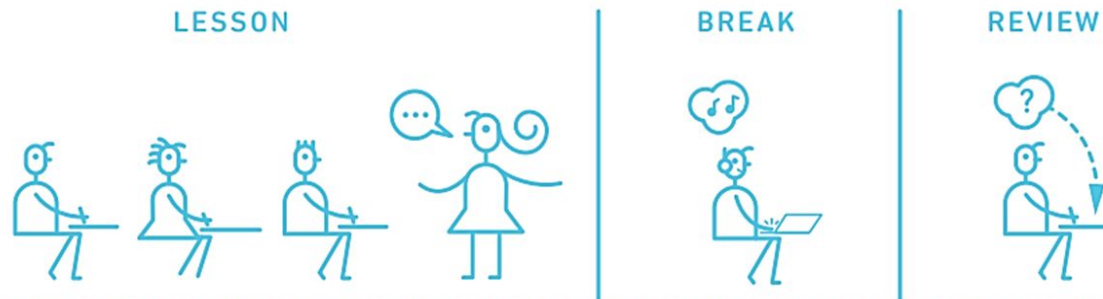
HOW TO DO IT

Start planning early for exams, and set aside a little bit of time every day. Five hours spread out over two weeks is better than the same five hours all at once.

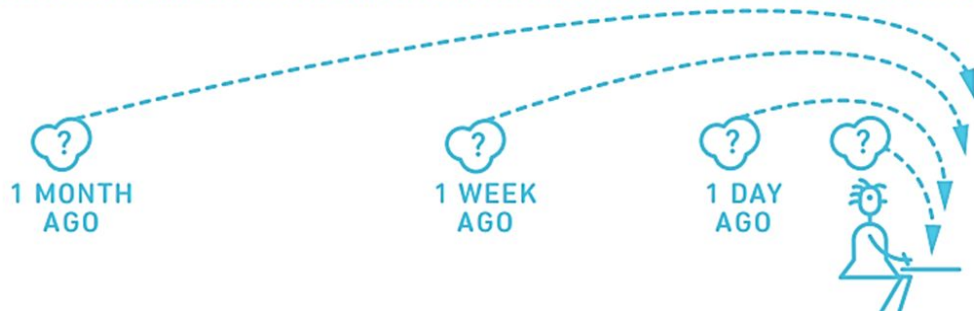


Spaced practice

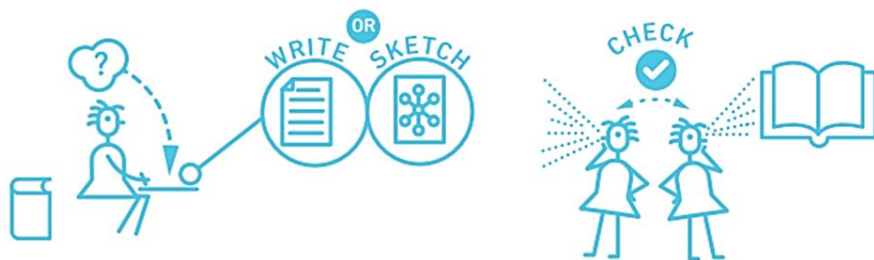
Review information from each class, but not immediately after class.



After you review information from the most recent class, make sure to go back and study important older information to keep it fresh.



Put away your class materials, and write or sketch everything you know. Be as thorough as possible. Then, check your class materials for accuracy and important points you missed.



Take as many practice tests as you can get your hands on. If you don't have ready-made tests, try making your own and trading with a friend who has done the same.



You can also make flashcards. Just make sure you practice recalling the information on them, and go beyond definitions by thinking of links between ideas.



Switch between ideas during a study session. Don't study one idea for too long.



Go back over the ideas again in different orders to strengthen your understanding.

TOPICS
A B C



STUDY
SESSION
1

TOPICS
C B A



STUDY
SESSION
2

TOPICS
A C B



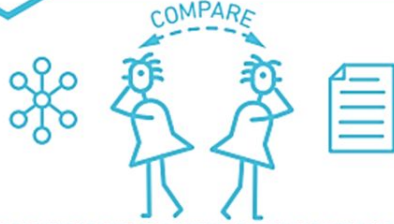
STUDY
SESSION
3

Make links between different ideas as you switch between them.



Dual Coding

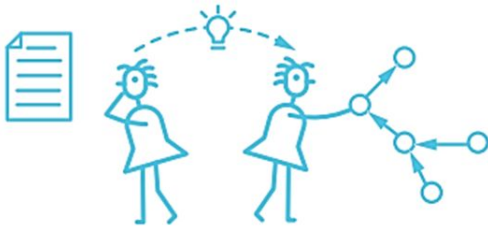
HOW TO DO IT



Look at your class materials and find visuals. Look over the visuals and compare to the words.



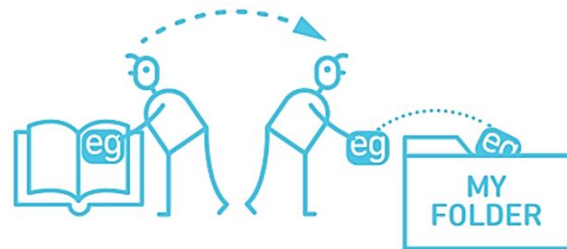
Look at visuals, and explain in your own words what they mean.



Take information that you are trying to learn, and draw visuals to go along with it.

Concrete Examples

Collect examples your teacher has used, and look in your class materials for as many examples as you can find.



Make the link between the idea you are studying and each example, so that you understand how the example applies to the idea.



Share examples with friends, and explain them to each other for added benefits.

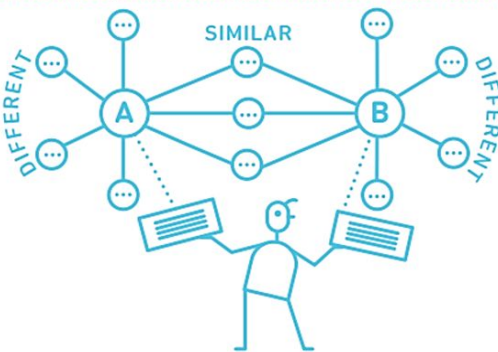


Elaboration

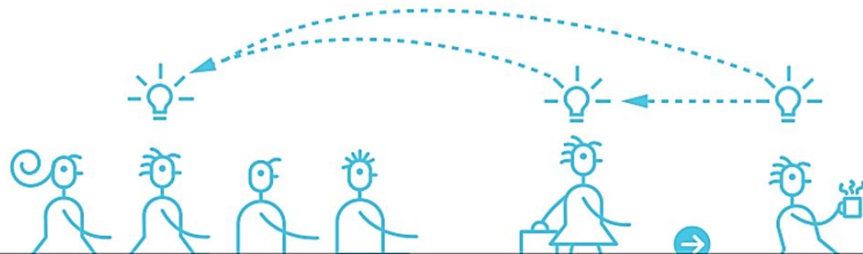
Ask yourself questions while you are studying about how things work and why, and then find the answers in your class materials and discuss them with your classmates.



As you elaborate, make connections between different ideas to explain how they work together. Take two ideas and think of ways they are similar and different.



Describe how the ideas you are studying apply to your own experiences or memories. As you go through your day, make connections to the ideas you are learning in class.



What is drilling?

Behaviourist: repeating correctly many times can lead to mastery of the language

- **Repetition drills:** listening to a model and repeating what is heard
 - a technique still used when introducing new language items
 - teacher models the word/phrase; students repeat it
- **Substitution drills:** changing vocabulary while maintaining sentence structure
- **Variations:** Whisper drills, shouting drills, mutter/mumble drills.

Drilling: repetitive oral practice of TL

- **Back Chaining:** Building up sentences from the end to make longer drills more manageable.
- **Transformation Drill:** Involves changing grammatical forms of sentences (e.g. positive - negative - interrogative).
- **Question & answer drills:** practising adjacency pairs (conversational turn-taking)

Present

I do
New vocab

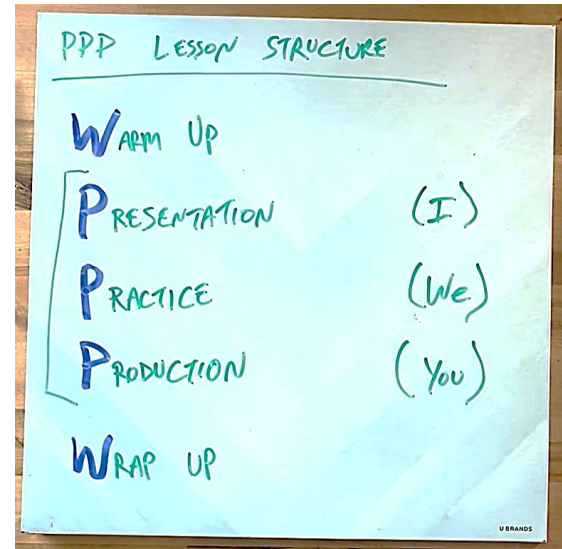
Practise

We do
Drills

Produce

You do

Example:
PPP model



Drilling tips

- Make drilling fun.
- Keep drills short and engaging to prevent boredom.
- Ensure learners understand what they are repeating; repetition without comprehension is not helpful.
- Have a clear focus for drilling, whether it's pronunciation, consolidating chunks, or building dialogues.
- Have fun with drilling, be enthusiastic, and engage learners actively.

Mandarin numbers 1-10

一	二	三	四	五	六	七	八	九	十
yī	èr	sān	sì	wǔ	liù	qī	bā	jiǔ	shí
un	dau	tri	pedwar	pump	chwech	saith	wyth	naw	deg

Swedish numbers 1-10

ett	två	tre	fyra	fem	sex	sju	åtta	nio	tio
un	dau	tri	pedwar	pump	chwech	saith	wyth	naw	deg



PLENARY QUESTIONS

- What were the features of the Spanish lesson that interested you the most?
- Which of the interactive activities presented will you use?
- Can you define drilling? Which drilling activities will you use?

TODAY'S OBJECTIVES

- To dissect an MFL lesson
- To evaluate different interactive activities
- To appraise vocabulary drilling techniques

Task - prepare & demonstrate vocabulary drilling