

# **STAFF CPD MATERIALS**

# Task 1

## **Asking Questions**

Spend 10 minutes planning an extended speaking task for one of your classes next week. Either use one of the task types above or another one of your choice.

It **must** involve question forming.

It **must** lead to spontaneous (i.e. unscripted) question forming.

## TASK 2

*In our planning for KS3 every week, can we include opportunities to do the following:*

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

# Task 3

## 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	

Consider the tasks we have looked at for developing students' ability to process what they hear quickly, so that they can respond readily.

Take a few moments to rank them for yourself in order of most to least likely to use in the classroom.

In the space provided list any additional tasks you use already that help students to develop this skill.

# Task 4

## Develop longer / better answers

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

Consider the strategies and classroom tasks we have looked at, which encourage learners to say more and say it better.

Take a few moments to rank them for yourself in order of most to least likely to use in the classroom.

In the space provided list any additional tasks you use already that help students to develop this skill.

## TASK 5

### Metacognition – Challenging Mindset Talk to Promote More Target Language

What is the most positive way to flip these statements?

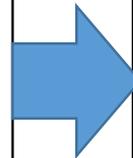
- “I get so confused when the teacher talks in Chinese”
- “Why can’t he/she just tell us what to do in English!?”
- “I don’t want to learn to speak”
- “I’m too shy!”
- “I’m rubbish at Chinese, besides my parents and other teachers say that Chinese is really hard”

# Flipping Mindsets!

*To Encourage More TL*

## Fixed Mindset Statements

- “I get so confused when the teacher only talks in Chinese”
- “Why can’t you just tell us what to do in English!?”
- “I don’t want to learn to speak”
- “I’m too shy!”
- “I’m rubbish at Chinese, besides my parents and other teachers say that Chinese is really hard”



## Growth Mindset Statements

- “I must remember that I must be exposed to hearing Chinese to make me less nervous when I hear it being spoken.”
- “I have to learn how to “cope” when speaking in a foreign language, so that I can find creative ways to express myself. I will improve much faster this way.”
- “It would be a waste of time learning a language for so long and not being able to speak it – I might regret it when I’m older.”
- “My teacher always praises my classmates when they attempt to speak, so I have no reason to be shy.”
- “My teacher has never said I am rubbish at Chinese, in fact he/she encourages me a lot. How would those people know it’s really hard, they have never even really tried to learn it!”