

# SSLP MFL

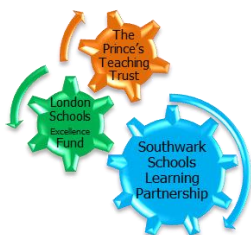
9<sup>th</sup> June 2015

## Southwark Schools Learning Partnership

Modern Foreign Languages at KS3

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<https://sslpmlf.wordpress.com>

We are seven teachers from six different schools, we met under the auspices of **The Prince's Teaching Institute**, the Southwark Schools Learning Partnership and the **London Schools Excellence Fund Project**.

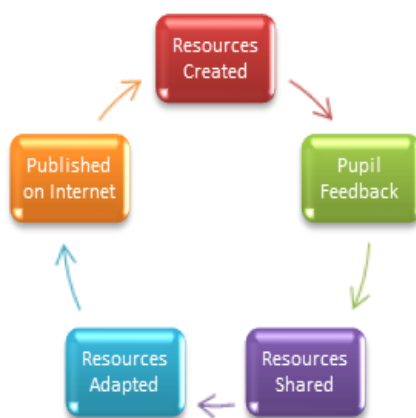
The aims of this project were:

- enhance teachers' subject knowledge and confidence and hone their pedagogical skills, so that they can promote and engage in excellent teaching
- develop innovative subject-based resources
- work collaboratively across different types of schools in Southwark to raise pupils' achievements and encourage their progression in English, Science, French and Spanish.
- use school to school and peer-led activities, supported by the acknowledged excellence and experience of the Prince's Teaching Institute (PTI).

We attended CPDs, organized by the Prince's Teaching Institute, with academic speakers and teacher-led workshops. We worked as a group across the schools, devising new teaching resources based on our knowledge, which we then shared with each other. Some of these lessons we have already adapted for our own use and have tested their excellence. We have set up a brand new web page (<https://sslpmlf.wordpress.com>) to enhance our communication and to upload our lessons, to ease sharing our lessons and ideas. The collaboration has been such that, although we have come to the official end of the project, we have agreed to continue to collaborate together. We would also like to invite other MFL teachers to use our resources and to share theirs with us, always aiming for enhanced learning for our students.

The teachers who have collaborated on the Modern Foreign Languages project are as follows:

- Caroline Elliott-Janvier – St Saviour's and St Olave's School
- Catherine Juyol – Dulwich College
- Fabrice Degueurce – Charter School
- Philip Harper – Alleyn's School
- Allan Daly – St Michael's College
- Fabienne Collombon-Branson – James Allen's Girls' School
- Luisa Alonso – James Allen's Girls' School



## Lessons using film

When we began our project in October 2013, we were given an interesting presentation by Frances Suc Diamond about using film in the MFL classroom. She shared many ideas with us, some of which you can see below:

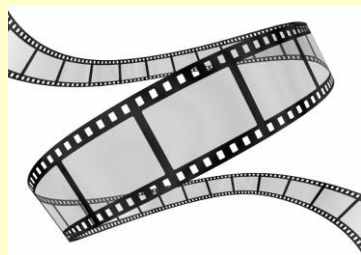
Show the first scene –  
what came before?

Spot the grammar

True/False activities


Re-order the plot

Film your own version



*Using film to enhance Modern Foreign  
Language learning*

## Ideas Board



- ◊ 1. Use still images to elicit ideas & try to predict story line/characters
- ◊ 2. Show the first scene, what came before/will come after?
- ◊ 3. Video without sound or just listen with no visual
- ◊ 4. Tick boxes to check comprehension in Target Language while watching film
- ◊ 5. Map the changes in character/mood, is there a relationship between them?
- ◊ 6. Spot the function/grammar
- ◊ 7. Play soundtrack & have a tick list for moods –
- ◊ 8. True/False activity
- ◊ 9. Cut off final few frames for prediction
- ◊ 10. Re-order the plot
- ◊ 11. Who said what – match the characters & the quotes
- ◊ 12. Dramatize using still images as prompts – no script to encourage spontaneous language


Starting from here we decided to base some of our projects on films. However, we did not want to use them just as a basis of comprehension activities, but as a way of allowing students to use the language they had learnt in class within a different context. We used a variety of different films and made variations of the activities that can be done in the classroom, starting with the very basic, to looking for a more specific use of grammar later on.

The computer programme we used for the voice overs for “Spanish Rabbit” lesson was VideoPad but, as demonstrated, in the “Oktapodi” lesson, you don’t have to do the video editing if there are time constraints: instead the students can do a live voice over in the lesson whilst the film is playing on the board.

In the following pages you will find summaries of our lessons. Students’ comments about the different learning approaches that were used throughout this project are interspersed throughout and at the end of this booklet. All the PowerPoints, worksheets and links to films can be found in our website: <http://sslpml.wordpress.com>

## Film: Au Revoir les Enfants - Fabienne

Fabienne worked on an extract of the film Au Revoir les Enfants with Y8 French. See the worksheet below.



**Au Revoir Les Enfants**

**Analyse d'une scène**

Classe de 5ème

Mme Collombon-Branson

Au Revoir Les Enfants est un film français de Louis Malle. L'histoire se passe en France dans un pensionnat pendant la Deuxième Guerre Mondiale.

Dans cette scène, Jean, un nouvel élève arrive et il rencontre les autres élèves de l'école.

**-1- Le film - Regarde l'extrait avec les sous-titres**

Comment dit-on?

jam: .....  
 stop!: .....  
 my brother: .....  
 good evening: .....  
 this bed: .....  
 a schoolmate: .....  
 that's enough!: .....  
 the holidays: .....

**-2- Le film - Regarde l'extrait une deuxième fois sans les sous-titres**

**-3- Les questions sur le film**

Lis les phrases suivantes et choisis la bonne réponse

- C'est une école pour les externes / un pensionnat
- C'est une école de garçons / une école mixte
- C'est une école laïque / religieuse
- Les élèves portent un uniforme scolaire / leurs propres vêtements
- La scène se passe dans le dortoir / à la cantine / à la bibliothèque de l'école
- Les autres élèves se moquent de Jean / aident Jean
- Dans la valise de Jean il y a des livres / des confitures / des disques



Choisis les adjectifs pour décrire la majorité des élèves dans cette scène:  
 amusants – calmes – agités – paresseux – turbulents – obéissants

Utilise quelques adjectifs pour décrire Jean:

.....

Qui sont les personnages de cette scène?

.....

Imagine! Une nouvelle élève arrive dans ton école. Présente-lui ton école l'aider à s'intégrer

.....  
 .....  
 .....  
 .....  
 .....

Et toi! Aimerais-tu être élève dans un pensionnat? .....

Pourquoi?

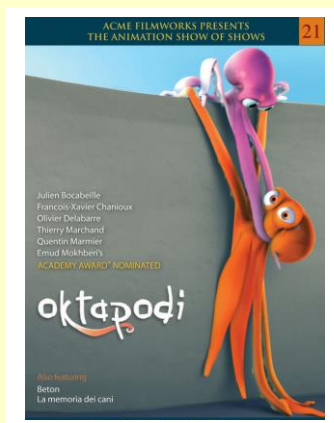
.....  
 .....

## Film: Oktapodi – Caroline and Luisa

Caroline prepared a fantastic lesson using the animated short film Oktapodi to teach the Passé Composé in French. Luisa adapted the lesson to revise the Preterite tense in Spanish and learn the Irregular Preterites using a song by Señor Jordan.

The lesson outcomes were varied: Caroline's class not only described the actions of the film but also created impressive artwork that looked fabulous in the classroom. Luisa's class ended by taking turns to stand by the screen and describe orally the actions as they happened on the film.

Below are some sample pages from the PowerPoint lessons, all of which can be found on our website, together with links to the film and students' oral work.



Escucha esta canción del Señor Jordan y escribe la forma "yo" de cada verbo irregular:

tener (to have)	ser (to be)	traer (to bring)	saber (to know)	venir (to come)
estar (to be)	poder (to be able to)	hacer (to do)	querer (to want)	ver (to see)
ir (to go)	poner (to put)	haber (to be)	decir (to say)	dar (to give)



3. Un pulpo naranja saltó de una pecera. ✓



4. El hombre encendió el camión. Un pulpo naranja saltó de el camión y provocó el accidente. ✓



5. Un pulpo rosa escapó de el camión. Los pulpos nadaron en la piscina. ✓



7. A medida que el hombre se acercaba se escupieron la tinta en la cara. El camión y el hombre llevó por el precipicio en el mar.



8. Los dos pulpos se sentó y miró el uno al otro en la línea de lavado.

**Objectif:** to write creatively in the perfect tense

**Ext:** choose your own verbs

- The man and the van **have dived** into the sea.



- The octopus **has saved** its friend.



- The seagull **has snatched** the friend.



**Mots clés:** le passé composé, deux parties, le verbe auxiliaire, le participe passé



## Film: Big Buck Bunny – Luisa

Lesson objectives: To use ICT as a means to using the target language.

Start by watching the first few minutes of the film students are going to describe each character as they appear. They will need to cut, freeze-frame and they will also need to add subtitles to the film.



They start by preparing what they will say on a worksheet. Some new vocabulary is supplied to them and they can use the dictionary for any new words that they wish to use, thus having the opportunity to go beyond the language learnt in the classroom.

Approximately two hours are needed for this activity. Some students get enthused by this activity and need access to the ICT programme to complete it in their own time.

We used VideoPad to edit the film, but any film editing programme can be used. We have posted a fun amalgamation of our students' voiceovers to this film onto our website. Below are the planning sheets that the students used to prepare what they were going to say.

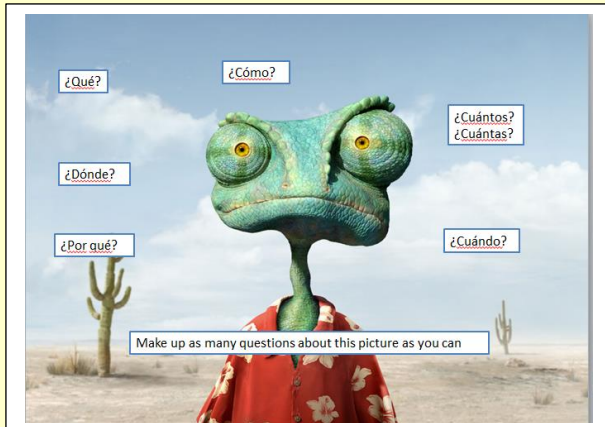
	<p>Soy una mariposa. Me llamo Daisy. Tengo el pelo rosa y corto.</p>
	<p>Soy un conejo. Me llamo Antonio. Soy alto y gordo. Tengo el pelo blanco y corto y liso. Soy muy estúpido.</p>



	<p>Soy una ardilla. Me llamo Carlos. Soy alto, delgado y inteligente. Tengo los ojos marrones y verdes. Tengo el pelo rubio.</p>
	<p>Soy una ardilla. Me llamo Juan. Tengo los ojos azules. Soy bajo y gordito. Soy malo y travieso.</p>

## Film: Rango – Catherine

Using a scene from the animated film “Rango”, this power point lesson is about using the present tense of –ar verbs in Spanish. It incorporates new animal vocabulary and –ar verbs, which are put together in a nice little game.



### Learning Objectives

Be able to conjugate AR verbs in the present tense.

Explain how AR verbs are formed in the present tense, including reflexive verbs.

Be able to describe a scene using present tense AR verbs.

### Plenary

Give an example of an AR verb and conjugate it.


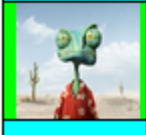
Explain how AR verbs are formed in the present tense, including reflexive verbs.

Describe the scene in as much detail as possible.



### AR VERBS GAME

Work in groups of 2 or 3. The first person to reach the end wins, but you must land on the last square with an exact roll of the dice. When you land on a verb, you say that verb, with the correct ending using the table below. If you land on Rango go forward two spaces. If you land on Bad Bill go back three spaces.

SALIDA	bailar	cantar	escuchar	tocar	pasar	intentar
<p>Work in groups of 2 or 3. The first person to reach the end wins, but you must land on the last square with an exact roll of the dice. When you land on a verb, you say that verb, with the correct ending using the table below. If you land on Rango go forward two spaces. If you land on Bad Bill go back three spaces.</p>						
						viajar
caminar	entrar	mirar	andar	llegar	cazar	tomar
	<p>Say the correct form of the verb, according to ..</p>			<ol style="list-style-type: none"> <li>1. Yo</li> <li>2. Tú</li> <li>3. El/ella/usted</li> <li>4. Nosotros/as</li> </ol>		

## Film: Mr Bean - Catherine

A power point lesson for teaching the daily routine in French. It reviews telling the time and teaches all about the daily routine verbs via games and multiple activities. It uses a clip of Mr Bean's day as a plenary to use the reflexive verbs used in this topic. There is also a worksheet that goes with the lesson.

### M Bean va chez le dentiste



1. Qu'est-ce M. Bean fait avant d'aller chez le dentiste?

- |   |  |
|---|--|
| <input type="checkbox"/> Il se réveille         | <input type="checkbox"/> Il s'habille                            |
| <input type="checkbox"/> Il se lève             | <input type="checkbox"/> Il se rase (se raser= to <u>shave</u> ) |
| <input type="checkbox"/> Il se lave             | <input type="checkbox"/> Il prend le petit déjeuner              |
| <input type="checkbox"/> Il se brosse les dents | <input type="checkbox"/> Il quitte la maison                     |
| <input type="checkbox"/> Il se douche           | <input type="checkbox"/> Il fait son lit                         |

### Learning Objectives

Recognise phrases used to describe your daily routine

Be able to describe what you and other people do in the morning and after school using times and reflexive verbs

Describe your and someone else's routine in detail using connectives and time phrases

### Feedback from students:

"It was very good fun because the Youtube videos were funny and silly but they were good examples of daily routine and were used very well to teach without boring people".

"I like French but this was the lesson where I put my knowledge into practice".

"It was very good and I thoroughly enjoyed watching Mr Bean be an idiot. I learnt how to say French phrases and I can't wait to have more Mr Bean videos".

"Very informative. A great way of teaching".



**Task:** Using the pictures, describe what Mr Bean is doing

**Extension:** Include some time phrases and connectives

## Using poetry in MFL - Fabrice

Fabrice prepared three lessons using different French poems, with the aim to improve students' literacy skills as well as their intercultural understanding in MFL, using French poetry and English song writing.

Students were given the opportunity to study song writers' and poets' lives with relevant poems or songs. They then used different strategies to develop their own creative writing skills.

### Poetry: Le déjeuner du matin

This lesson worked extremely well, since we were able to use videos from you tube, music, and presented a variety of creative writing techniques.

Students opted for the «gonflage» technique whereby they expand the actual poem using words creatively and making a poster. Very new KS3 curriculum!



#### Activité 6. Manipulation de «Déjeuner du Matin»

##### Au niveau grammatical

- en changeant le temps des verbes (PC/ future proche);

*Il mettra le café dans la tasse...*

- en écrivant le poème à la forme négative, interrogative...;
- en ajoutant des adjectifs / couleurs;

*Il a mis le café noir dans la tasse jaune, il a mis le lait blanc dans la tasse jaune de café noir au lait blanc, il a mis le sucre brun...*

- en truffant le texte d'adverbes:

*Il a mis le café lentement dans la tasse, il a mis doucement le lait (...) Il a mis généreusement le sucre (...), Avec la petite cuillère il a tourné vivement, il a bu rapidement et il a reposé violemment la tasse...*

- en remplaçant les noms par des pronoms au passé composé (attention aux accords du participe passé);

*Il l'a mis dans la tasse, il l'a mis dans la tasse de café, il l'a mis dans le café au lait, avec elle il a tourné, il l'a bu et il l'a reposée...*



## Poetry: L'Oiseau du Colorado

Robert Desnos is a major French writer. The learning objective was to make students more aware of surrealism. This is an opportunity to cross-curricular study some French painters with picture starters too.

As such, in the power point presentation there are some cultural aspects we wanted the students to be aware of.

Eventually students would study the poem, use phonics skills to listen to words and write them down and, finally, use the template to manipulate the language.

mardi, le 24 mars 2015

### L'Oiseau du Colorado

**Objectifs:**

1. Créer ton propre poème à la fin de la leçon  
(To create your own poem at the end of the lesson)
2. Développer tes compétences d'écriture créative  
(To develop your creative writing skills)

### France, la seconde guerre mondiale et les poètes surréalistes

French surrealist poets made use of personal juxtapositions and placed distant realities together, so that the interconnections between them were only apparent to the creator




*Ceci n'est pas une pipe.*

### Trouve le nom en français pour ces images

1. Des framboises
2. Du miel
3. Le café
4. Les nuages
5. Des gâteaux
6. Du lait
7. Le pêche
8. De l'ananas
9. De la fraise
10. Le lit
11. De la glace
12. La pluie
13. Des mandarines
14. Du chocolat
15. Du champagne




### L'Oiseau du Colorado

Mange du (1) et des (2)  
Du (3) des (4)  
Des dragées des nougates  
Des (5) des roudoudous  
De la (6) et du caramel mou

L'Oiseau du Colorado  
Boit du (7) et du sirop  
Suc de (8) et (9) d'autruche  
Jus d' (10) glacé en cruche  
Sang de (11) et navet  
Whisky menthe et (12)

L'Oiseau du Colorado  
Dans un grand (13) fait un petit dodo  
Puis il s'envole dans les (14)  
Pour regarder les images  
Et jouer un bon moment  
Avec la (15) et le beau temps

**On va écouter le poème. Répète le texte**



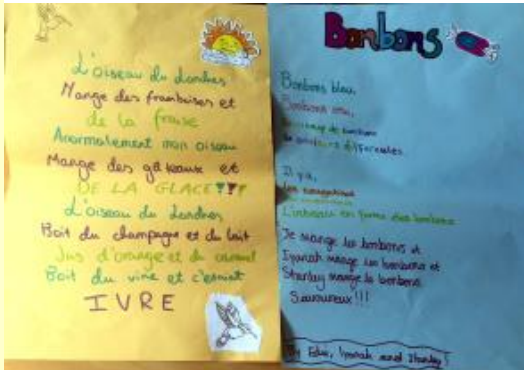
L'Oiseau du Colorado  
Mange du miel et des gâteaux  
Du chocolat, des mandarines  
Des dragées des nougates  
Des framboises, des roudoudous  
De la glace et du caramel mou

L'Oiseau du Colorado  
Boit du champagne et du sirop  
Suc de fraise et lait d'autruche  
Jus d'ananas glacé en cruche  
Sang de pêche et navet  
Whisky menthe et café

L'Oiseau du Colorado  
Dans un grand lit fait un petit dodo  
Puis il s'envole dans les nuages  
Pour regarder les images  
Et jouer un bon moment  
Avec la pluie et le beau temps

**Use this poem as a model for the one you are going to create by the end of the lesson.**

**Sois créatif!**

## Poetry: Mon Monde

Meeting the objectives of the new KS3 curriculum, raising awareness of poetry is more than ever under the remit of MFL teachers.

Students gain by improving their cultural understanding and can even cross the ICU strand of the KS2 curriculum.

In this session, students explore the ICU aspect of poetry and become more independent with their writing skills.



mardi, le 05 mai 2015

### Mon monde

Objectifs:

1. Réfléchir sur le thème du poème qu'apparaît dans cette leçon  
(To reflect about the topic of the poem that appears in this lesson)
2. Créer ta propre affiche en français à la fin de la leçon  
(To create your own poster in French at the end of the lesson)

Mes chaussures sont **sri lankiennes**

Mes jeans sont **thaïlandais**

Mon iPod était **chinois**


Ma voiture va être **allemande**

Ma télévision est **japonaise**

Mon chien était **russe**

Ma nourriture préférée est **mexicaine**





**Maintenant a toi**

1. Write sentences describing you and 'the world that surrounds you' using this structure:  
**Mon/ma ... + es/ était/ va être + adjective**  
**Mes ... + sont/ étaient/ vont être + adjective**
2. Locate the countries you mention on the world map



## Using cookery as part of the MFL curriculum - Fabienne

Some of our projects were based on cooking using the target language (French or/and Spanish).

The main idea behind these activities is to get pupils to make things, whether a cake, biscuits or any other dish, using the foreign language. It is a way of engaging different senses, using sight, hearing, touch and even smell as well as engaging different linguistic skills: reading the recipe, listening to the instructions in French/Spanish and writing in French/Spanish about the activity.

Cooking in a foreign language is also an excellent way of introducing the cultural element in MFL lessons in a fun, enjoyable way while offering a good level of linguistic challenge.

Combining two skills: cooking and using a foreign language is also an interesting challenge for pupils, that can allow for a range of differentiated activities depending on pupils' levels in the language as well as motivation.

The pupils' responses have been such that we have decided to try and expand our range of cooking activities. See pupils' comments!



**On va cuisiner!**  
**¡Vamos a cocinar!**

## Cookery: Baking a French cake in French – Fabienne

This activity is all about baking a French cake in French! It was offered to two KS3 French groups (year 8 and year 9).

To make the activity more meaningful, the pupils had to bake their cakes at home and then bring them to school for a whole school charity cake sale. We raised more than £210 in a 20-minute morning break which has been sent to Unicef Nepal. The pupils were very proud!



*the pupils bring their cakes to the kitchen*



*setting up for the sale*



*The French cake charity sale!! James Allen's Girls' School – Monday 18<sup>th</sup> May 2015*

The activity combines different types of educational supports

The main support is the cooking booklet that is available on our website. In it, the pupils can find the recipes to choose from and a series of preparatory language exercises such as: match the action verbs used in the recipes – read the definition and guess the utensil – work out the quantities in French – use the checklist before and after cooking.

These activities were done in class and took about 40 minutes to complete.

Videos were the other main support for this activity. To help the KS3 pupils, four sixth formers agreed to be filmed whilst preparing the recipes in the JAGS kitchen describing their actions in French. These videos were then edited and put on the JAGS TV network. They are now on our website.



*A Year 13 pupil demonstrating the activity*



## RECETTES

-1- Gâteau à la banane



-2- Gâteau balandras aux pommes



-3- Gâteau fondant au chocolat



-4- Gâteau au yaourt



Hum, c'est délicieux!



What the pupils say.....

Would like to take part in this type of project again? Why?

Yes, because I enjoy French and Baking and this puts them together

Imy, Year 9

Would like to take part in this type of project again? Why?

Yes because it helps you to learn French whilst doing something fun.

Elizabeth, Year 9

What you have learned from this activity?

I've learnt some cooking words, like la jatte is a mixing bowl.

Has it helped you to understand French? Say why (not).

Yes, because I had to read the recipe to make the cakes.

Give the activity a mark: (1=lowest, 5 = highest)

- Enjoyment: 1 2 3 4 5

- Challenge: 1 2 3 4 5

Would like to take part in this type of project again? Why?

yes, I had so much fun doing this & learnt using french words! The fact that it helped Nepal was a bonus!

caitlin, Year 9

## Cookery: A DT lesson in two languages - Allan

I chose the area of making a pizza as I felt that this is something that would appeal to our Y7 pupils and it is also a fun and kinaesthetic way of teaching the target language. The choice of group was slightly taken away from me as Food Tech is taught on a carousel and doesn't match the groupings for MFL. This gave me the idea of teaching the lesson in both French and Spanish at the same time. I took a slight risk that the pupils from the alternative language would stay engaged, but I knew the topic area would keep them interested enough and as I am a line manager in the Y7 Faculty, I know all the pupils in the year group very well.

The main aim of the lesson was to demonstrate to the pupils that MFL could be taught in a fun, creative way that did not only mean that they had to be confined to the realms of the language classrooms and could be learnt using other areas and subjects in the school.

**Tuesday 3rd March 2015**

L.O.: learn the ingredients which go on a pizza in and in order to export your pizza business abroad.

Parle à ton /ta partenaire : dans ma pizza j'ai ...

Habla con tu compañero/a : en mi pizza tengo ...

<ol style="list-style-type: none"> <li>1. du maïs</li> <li>2. du jambon</li> <li>3. du chorizo</li> <li>4. du bacon</li> <li>5. du poulet</li> <li>6. de la tomate</li> <li>7. de la mozzarella</li> <li>8. de la sauce barbecue</li> <li>9. des pepperoni</li> <li>10. des champignons</li> </ol>		<ol style="list-style-type: none"> <li>1. maíz</li> <li>2. jamón</li> <li>3. chorizo</li> <li>4. bacon</li> <li>5. pollo</li> <li>6. Tomate</li> <li>1. mozzarella</li> <li>2. salsa barbacoa</li> <li>3. pepperoni</li> <li>4. champiñones</li> </ol>
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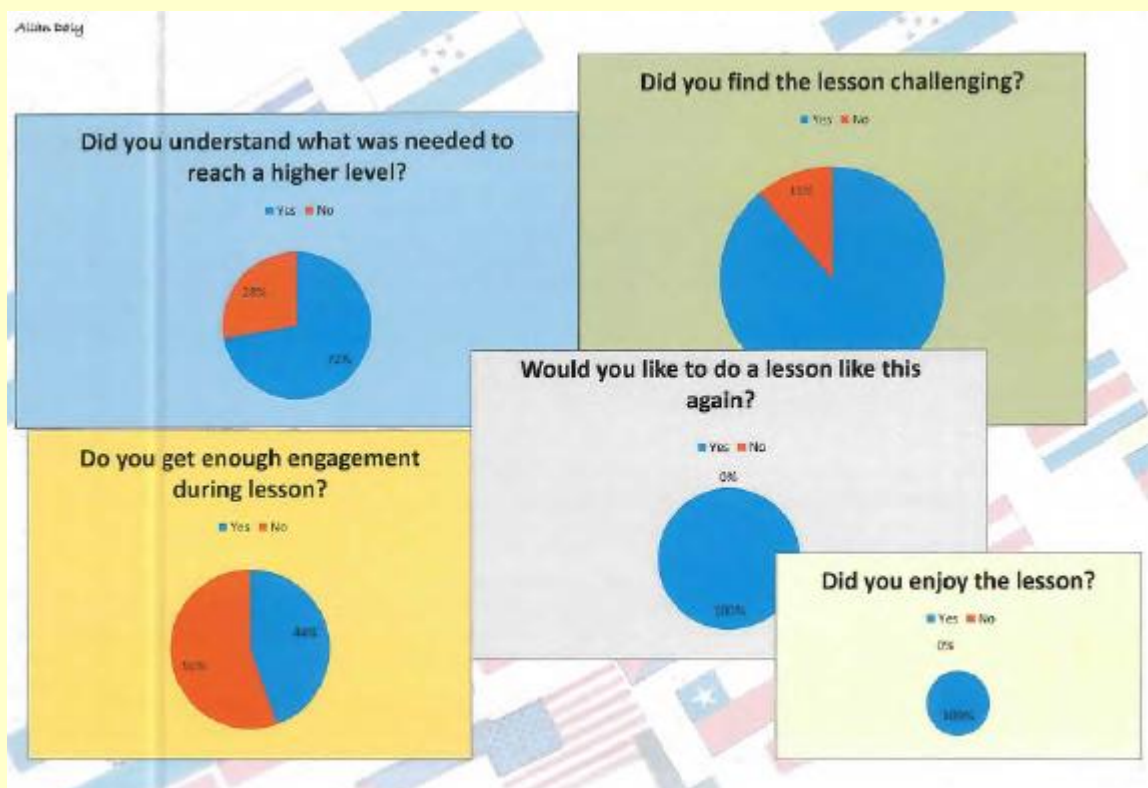
**Primary Research on measuring pupils outcome post lesson:**

1. Did you enjoy the lesson?
2. Did you understand what was needed to reach a higher level (level 3c)?
3. Did you find the lesson challenging?
4. Do you get engaging lesson during the week?
5. Would you like to do a lesson like this again?

This was the best lesson ever!

It was very challenging but it was fun!!

I realised I needed to use connectives and opinion to hit level 3



All the students enthused about the lesson. The principal outcome from the pupil surveys was that they would like to have more lessons within this mould because, to paraphrase their own words, it helped them to learn more effectively.

The powerpoint lesson and a fully detailed booklet can be accessed on the website.

## Spelling Bee in MFL - Philip

I decided to do a Spelling Bee with my Year 7 Spanish group. All of them were new to the language.

I wanted the pupils to learn the Spanish alphabet, broaden their vocabulary and to improve their spelling and memory skills.

The pupils learnt the alphabet through the medium of song. They created colourful posters of the different letters which were used as a display. We had a great group discussion about the best way to memorise vocabulary and created a strategy sheet listing different ways to learn vocabulary. Finally we ran the competition with a first round, a semi-final and a final. The 5 finalists were all awarded prizes and the final was videoed and shown in Assembly. One of the finalists wrote an article about it for our School newsletter.

Overall objective: to practise and improve their vocabulary, spelling and memory skills in another language.

**F**  
**EFEH**



As in **FLAMENCC**

### 7SK SPANISH SPELLING BEE

Competition rules :

1. You will be tested individually and will not use any prompts.
2. You will have one minute to translate and correctly spell as many words as possible in the Target Language.
3. The teacher will choose the words in random order and will say the words in English. You will then say the word in the Target Language and then spell it using the Target Language alphabet. If you don't know a word you can pass. If you make a mistake the teacher will move on.
4. You will receive one point per word correctly translated and spelt within the time. If you begin a word when the timer goes, you will be able to finish.
5. If there is a tied score, a sudden-death round will be played:
  - You will take it in turns to correctly spell a word.
  - If you spell a word incorrectly, you are out.
  - This will continue until there is one winner and one runner-up.
6. In a class of 25-30. Approximately 10 pupils will progress to the next stage of the competition. 5 pupils will progress to the final.





## Spelling Bee Competition Word list

### Stage 3 · Spanish

	Spanish	English
101	un cuaderno	an exercise book
102	un libro	a book
103	una regla	a ruler
104	un bolígrafo	a pen
105	un lápiz	a pencil
106	norte	north
107	este	east
108	sur	south
109	oeste	west
110	el centro	the centre
111	nunca	never
112	raramente	rarely
113	a veces	sometimes
114	a menudo	often

A student's description of the event. This was published in the school's newsletter:

The Spelling Bee is a competition where we had to memorise words which Mr Harper, our Spanish teacher, asked us. This competition was English to Spanish. Mr Harper told us the English word and we had to say the Spanish word and then we had to spell it in Spanish. If we didn't know the word, we would say 'paso', which means pass. There is a quarter final, semi-final and a final. In the quarter final everyone in our class competed but at the end of the round, sadly people got knocked out. Then there was a semi-final, where we had to memorise even harder words than the quarter-final, and a few more people got knocked out at the end of the round. Finally, it was the final which the Head of Languages, Mrs Thornton and many other important people came to watch.

Everyone in the finals was very nervous, because there were many cameras flashing at us while we spoke and lots of people were watching us. This was the hardest round where we had to translate English words in 1 and a half minutes but in the other rounds we had to translate words in only 1 minute. At the end of the round the cameraman took a picture of all the finalists. All the finalists worked very hard, as did everyone else.

The Spelling Bee really helped us because we knew how it felt like with many people watching us and cameras flashing at us. Also, it gave us a head start because most of the words that we had to memorise, were words which we hadn't learnt so when we get to the higher topics, we will know a lot!

Our Website: <https://sslpml.wordpress.com>

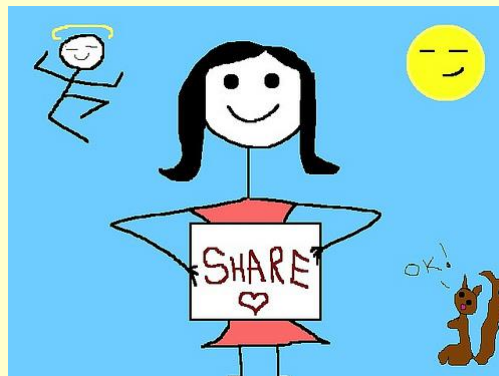
# SSLPML

*a platform to share mfl lessons and ideas*

**ABOUT   FILM   POETRY   COOKERY   SPELLING BEE   DAILY ROUTINE   GRAMMAR**

All our lesson presentations, worksheets and additional information can be found on our website.

We are very proud of the work we have produced. These are tried and tested lessons that our students have enjoyed. We would like to invite all MFL teachers to use our lessons and adapt them to their needs. We would further like to encourage other teachers to also share their lessons with us, by leaving comments on the website and uploading their resources!



## Reflections and Conclusions

I have very much enjoyed being part of this project. I found the initial planning day inspiring and was able to take away some useful resources and ideas. Being part of the project has encouraged me to think more about how I can make my teaching more accessible and enjoyable for students. Above all, it has been a pleasure to work with teachers from local schools; there are some very talented and dedicated teachers in the group. I always leave our meetings looking forward to trying out the great ideas that have been shared. The quality of the resources that have been shared is outstanding and I have been able to adapt and use them for several of my classes. I fully intend to keep using the website and will encourage my colleagues to do so too. Hopefully, it will become a well-known and valuable resource for all MFL teachers.

**Catherine**

How did you collaborate?

- a) I attended several meetings with my fellow linguists and each time came away with some new ideas (eg teaching through film (Oktapodi), the Daniel Radcliffe rap, preterite tense song etc)
- b) I was able to observe 1 lesson at JAGS. The extremely busy nature of day-to-day life at Alleyn's made it difficult to do more.
- c) We communicated and shared resources through Yammer and we have thus developed a network of linguists which we will continue to use long after the project is over.

**Philip**

This was a great team. Every time we met I came away inspired and with a brimful of ideas for innovative lessons. Naturally, these lessons take time to prepare but, thanks to our collaborative work, I now have a set of lessons that I can easily slip into my scheme of work. These days we are so concerned about exam results and league tables that we seem to forget that the real reason we are here is to teach students a real language that will be immeasurably useful for them all their working lives. Teaching languages using resources that go beyond the textbook engages students in such a way that they remember the lesson more clearly and can build on their learning with more enthusiasm.

**Luisa**

The project outcome for myself has been that, after teaching my own lesson and seeing and using some of the resources made available by my colleagues within the project, that despite the fact that those of us who work within this profession are continually bogged down with more paperwork, analysis and evermore increasing demands, it is important to make sure that wherever we can we try and make the pupils' experience in the classroom as engaging as possible because in doing this we will create more competent linguists in the future. The manner in which some of the pupils enthused after the lesson took me back to my first years of teaching, when I could spend time creating resources. Being part of a collective group such as SSLP has helped me realise the importance of sharing good practice and ideas, and meeting with colleagues, so that with our extending our own limits with the view to extending out pupils' attainment and engagement.

**Allan**

Make no mistake, being part of a project is hard work! On top of the normal pressures of everyday teaching, you have to be on the ball and ready for meetings, ready to create and share exciting resources that will impress your colleagues and enthuse students across other schools. So yes, it's quite a tall order, but it is absolutely worth it! We now have a range of materials that we can all dip into and adapt, to different abilities, different languages and different year groups. I am really glad that I got involved because I have got a great deal out of it and got to know my language colleagues in SSLP much better. I hope that the collaboration can continue and I am sure that our MFL network will thrive.

**Caroline**

## Student Feedback

### Creative writing – Oktapodi Feedback Form

Write in your own words:

1 What have you learnt from this activity?

- Some Vocab
- Interesting words
- -ER -AR -IR endings

I have learnt many key words e.g. provocar

2. Has it helped you to understand the preterite tense? Say why (not).

It has as I could use it in a different sense and I was making the sentences instead of the typical fill in the gaps

3. Give the activity a mark: (1=lowest, 5=highest)

- Enjoyment: 1 2 3 4 5
- Challenge: 1 2 3 4 5

2. Has it helped you to understand the preterite tense? Say why (not).

It has really helped especially the song.

3. Give the activity a mark: (1=lowest, 5=highest)

- Enjoyment: 1 2 3 4 5
- Challenge: 1 2 3 4 5