

1

**Keyword method.** This system links the sound of a word to an image. For example, to learn that the French word for 'hen' is 'poule', students could visualise a hen flapping about in a 'pool'. Project a vocab list and set a time limit to see how many words students can memorise this way.

2

**Just ask why.** Write down an item of vocab with the English and ask 'why' to prompt students to elaborate creatively on why the word means what it means. For example: 'El taller' is Spanish for workshop - why is this true?' 'Because Santa is *taller* than all of the elves in the workshop.'

3

**Free recall.** Use the power of retrieval practice (using testing as a means to learning). When students have finished a task in class, train them to turn to a blank page and write everything they can remember about a topic or tense covered previously.

4

**Syllabus challenge.** Project the subject content from the exam specification or a scheme of work and choose five different grammar points or topics. Ask students to write everything they know from memory about each one.

5

**Learning mat creation.** At the end of a unit of work ask students to create and illustrate a learning mat or concept map on the topic. The following week you could ask them to recreate their learning map from memory or memorise and recreate each other's maps.

6

**Rate a word.** From a list of vocabulary ask students to pick their five favourite sounding or least favourite sounding words and rank them in order. You could also try other ways of rating the words, for example favourite looking or least favourite looking.

7

**Cued recall.** Instead of teaching grammar and then giving a gap-fill activity, try projecting a set of infinitives and challenging students to write around these prompts or recreate a text, using only their memory of what they've covered in class.

8

**Make sense of the tense.** Project a set of tense names on the board at the start of a lesson. Ask the students to recall as much as they can remember for two tenses of their choosing from the 'menu' and to swap this information with a partner.

9

**Bob-up game.** Project a list of numbered words or phrases, split the class into two teams and allocate all the numbers to students in each team. Put text boxes over the English meanings and call out the target language. The student who stands up first saying the target language word and translating it into English wins a point for their team.

10

**Task corner.** At the end of a lesson ask students to write the target language for five words they have learned in that lesson on a post-it and stick it in a corner of the classroom. Leave it two to three weeks and get the students to go back and write the meanings to see if they have remembered the words.

11

**Random stories.** Project a list of vocabulary or short phrases. Tell a story related to one of the words or sentence meanings but don't let on which one you have chosen. For example, for 'Regen' you could start by saying 'I wasn't able to go outside yesterday ...'. Students guess the chosen word.

12

**To the walls.** Stick paper or Magic Whiteboards around the room and as soon as students come in give them a pen. In pairs they write everything they can remember from the previous lesson/topic on the paper/whiteboard. They then circulate, adding more details to each other's notes.

13

**Language switch.** Give students a dialogue in the target language with the English translation underneath. Allow five minutes for students to rehearse the target language dialogue in pairs, then ask them to fold the paper in half and repeat the dialogue, with just the English version as a prompt.

14

**Penalty shoot-out.** Project target language phrases and split the class into two teams. Team A turns away from the board and team B looks at the board and chooses a phrase to call out to team A. If a team A student recalls the meaning correctly, they have saved the penalty for their team. If not, the other team have scored. Continue to 10 and then the teams swap roles.

15

**Project a board game.** Laminate Snakes and Ladders templates with just a number in each box. Project the same template but add text boxes with vocab or phrases. When students land in a box, they have to say and translate the corresponding target language from the screen.

16

**Draw the tense.** Students have to use symbols, images, numbers and letters to show their knowledge of a tense. For example, to represent the 'I' form of a verb they could draw an eye, then write '4m' and then draw an '=' and write the ending of the 'I' form of the tense.

17

**Back to front.** Project phrases in text boxes scattered around a slide with the English translation in the same text box. Pair students as A and B. Student A looks at the board and B looks away. Student A reads out only the target language and B translates. If correct they both earn a point, if incorrect A chooses another until B translates correctly and then they swap.

18

**Vocab piler.** Students choose six words from a list, rate them in order of preference, and read them out to other students in turn. Every time a student hears a word they don't have themselves, they add it to their own list. At the end, students swap books and test each other on their lists.

19

**Call and response.** Call out part of a sentence in English to be translated into the target language by the whole class in unison. Continue until the whole sentence or text has been translated by the class. Doug Lemov's blog 'Teach like a champion' shows a clip of Barry Smith using this technique: [teachlikeachampion.com/blog/simply-brilliant-barrys-smiths-magical-french-class-michaela-school/](http://teachlikeachampion.com/blog/simply-brilliant-barrys-smiths-magical-french-class-michaela-school/).

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**Cover and check.** Test knowledge recall by getting students to go back through their exercise books using a piece of card to cover over previous vocab, grammar or lesson notes, testing their own recall or that of a partner.