Transcript: **PVG revisited: Vocabulary**

Length of Talk: 24 minutes

Presenter: Stephen Owen

# Slide 1

# Hello, this is Stephen Owen, and this is part two of CPD 8/TRG 4 of 2020: Revisiting PVG and meaningful practice.

# Slide 2:

# Having covered the first of the three core objectives for phonics in part one, in this part of the session we are going to focus on vocabulary.

# We will start with a demonstration of some of the main vocabulary task types, as we did for phonics, to increase your familiarity with these. We will then explore some ways to deepen and extend vocabulary learning. The use of the lexical profiling tool is covered in a separate voiceover presentation.

# Slide 3:

If you are new to NCELP, you will find it useful to access the earlier sessions on vocabulary, which are on the Teacher CPD page of the Resource Portal.

[Vocabulary: Part 1 - Research and Rationale (presentation with voiceover)](https://resources.ncelp.org/concern/resources/j6731395f?locale=en)
[Vocabulary: Part 2 - Teaching and learning vocabulary (presentation with voiceover)](https://resources.ncelp.org/concern/resources/gb19f609g?locale=en)

# Slide 4:

This slide explains the types of activity featured, and how it is intended that they should be used. The remainder of the slides in this section of the presentation are taken from lesson resources on the NCELP Resource Portal.

# Slide 5:

In this activity, taken from Term 1, Week 1 of the Spanish scheme of work, students recall the vocabulary set for the week, first providing the English meanings for the Spanish words as displayed, then, as the Spanish disappears, recalling the Spanish meanings of the words. Clicking on the ‘Inicio’ button starts a one-minute timer on the screen, to increase the level of challenge.

# Slide 6:

# This slide is taken from Week 6 of the second half of Term 1 in French. Students should be familiar with this vocabulary, as it will have been practised in the vocabulary learning homework from the week before. This slide is, therefore, a whole-class check on whether students have done their homework.

# Slide 7:

# The nouns taught in Spanish this week also have regular gender marking, so students should be able to judge accurately whether they take ‘un’ or ‘una’. This is an example of short vocabulary activities that are linked to a particular grammar feature, in such a way that the knowledge of both is promoted.

# Slide 8:

# This slide presents a different way of eliciting the same knowledge.Students predict which ‘Pacman’ will eat the object, depending on the noun’s gender. The challenge is increased by displaying the picture prompt rather than the Spanish word; students thus have to recall the noun, and can be asked to produce this along with the answer.

# Slide 9:

# This recognition task also requires that students say the Spanish words aloud, supporting the development of their SSC knowledge.

# The high-frequency vocabulary which is taught often includes parts of speech other than nouns, which often don’t lend themselves to unambiguous pictorial representation. Think for example of the verb ‘to use’ and how tricky it would be to find a picture to show that meaning clearly. Where this is the case, we use English.

# Slide 10:

This is a vocabulary recognition task like the previous one, but we have presented it very differently. New formats and layouts are used to provide much-needed variety.

# Slide 11:

# This memory-game activity challenges students to match each word with its Spanish equivalent. They can also say the letters, for a bit of alphabet practice.

#

# Slide 12:

This checklist, when populated, prompts students to reflect on how *well* they know a particular set of words. It is introduced early in Year 7, and used periodically thereafter. A blank template is downloadable from the NCELP Resource Portal: <https://resources.ncelp.org/concern/resources/gf06g264k?locale=en>

# Slide 13: This starter slide for the 2nd lesson in a week revisits the week’s words, but challenging students to remember genders and spellings, with the additional challenge of a time limit. It also offers the opportunity for them to re-visit some alphabet letters.

# Slide 14: This vocabulary practice slide elicits previously taught nouns with *either* definite *or* indefinite articles, testing gender and article knowledge, as well the knowledge of the nouns themselves.

# Slide 15:

# This is a pair work task. Students take turns to create a question using a question word and a noun from each set. Once a word has been used it is crossed out. Note that not all question words can go with all nouns, for example ‘wer’ only makes sense with living things. Rather than answering the questions, students translate their partner’s question into English. They can do this orally or write down their questions.

# Slide 16: This is a plenary ‘odd one out’ task, which revisits some of the grammar, vocabulary, and phonics introduced over the previous few weeks. There are a mixture of different elements of knowledge tested here, but also different modalities involved, which deepens the quality of the processing involved. The first question tests knowledge of the verb sein, the second is about gender knowledge, and the third the difference in sound between ‘ei’ and long ‘e’.

# Slide 17:

# This starter task revises nine items of vocabulary from a previous week and two items from the new week. By working out which letters are missing and putting them in order into the spaces below, they create the question ‘Wer macht was?’, which is the context for this week’s lessons, so the activity does the task of ‘sharing the context learning objective’ with students, as well as revisiting key vocabulary.

# Slide 18:

# A similar, more developed variant of the previous task, this recycles vocabulary not only in the answers, but in the target language question prompts too.

# Slide 19:

This is the answer slide for the activity. It additionally provides alphabet practice, as students are asked to spell out the whole word of the answer.

That concludes our quick run through of a sample of the different vocabulary activity types to be found in the Year 7 resources.

We now move on to look at other aspects of vocabulary teaching.

# Slide 20:

So these are the additional elements of vocabulary learning that we are going to address in remainder of this session.

# Slide 21:

The next sequence of slides aims to raise students’ awareness of the role of dictionaries or translation sites when looking up the meaning of unknown words and finding the correct target language word for the desired meaning when translating from English.

It also attempts to help students to deal with the common pitfalls encountered by newcomers to dictionary use, by giving practice opportunities in the basic thought and decision-making processes required.

The following version of the sequence is adapted for the Year 7 French scheme of work, and is featured in the lessons for Term 3.1, Week 2 (text exploitation week). Similar sequences feature in 2.2.4 German and in 3.1.1 Spanish, all of which are on the resource portal.

# Slide 22:

This slide aims to raise students’ awareness of the importance of looking up words rather than guessing their meaning, even though sometimes meanings can be worked out (e.g. for cognates and near-cognates). It also points out the problem of ‘false friends’ (*faux amis*) in French.

# Slide 23:

This slide explains the fact that there are two ‘sides’ to a paper dictionary, something which often causes beginner dictionary users problems. Students are challenged to allocate the words in the centre – a mix of English and French words – to one side or the other. Though this should not be too difficult a task, it ‘trains’ the student in the correct first step to be taken upon consulting a paper dictionary (the ‘from’ and ‘to’ languages settings also being a consideration, of course, with online dictionaries and translation websites).

# Slide 24:

Alphabetical ordering is something which can also cause beginner dictionary users problems – particularly when they are required to look beyond the initial letter. This slide therefore attempts to provide some practice in this skill, essential for the second step in locating the word to be looked up in the dictionary. It is necessary to look as far as the fourth letter to sort two of the words!

# Slide 25:

Having practised two of the skills required for paper dictionary use, the students are now introduced to our choice of online dictionary for French. It is recommended that they bookmark this on their own devices.

# Slide 26:

This slide prompts learners to consider the part of speech of a word, an essential part of wider word knowledge, which informs the correct grammatical usage of that word. The activity challenges students to match some English words with their part of speech.

# Slide 27:

The answers to the activity on the previous slide are animated on this one, and the term ‘parts of speech’ is explained.

# Slide 28:

Students are now challenged to find the abbreviations used on the recommended French dictionary site for the parts of speech listed; the answers are animated. A similar exercise could be done with any paper bilingual dictionaries in use.

# Slide 29:

Many of the words in this text have been previously introduced and learnt (this was one factor in the choice of the text for this point in the scheme of work); others are introduced as part of the new vocabulary set for this week. However, a third group of words does not fall into either of the above categories. Four words are thus highlighted for students to look up, practising the skills introduced earlier in the sequence.

# Slide 30:

This slide introduces translation websites (using the example of Google Translate) – a popular alternative to dictionaries for many students. These sites are extremely simple to use, but are often very basic in the amount of information offered, at least initially.

The relative lack of exemplification of correct word usage can lead to a mis-translation of the intended concept being adopted by the student.

# Slide 31:

This slide invites students to consider the benefits offered by the dictionary, as compared with translation sites. As can be seen from the screenshots, the dictionary often provides greater detail and, in particular, exemplification of correct word usage in a variety of contexts, thus better enabling the student to select the correct word to express the desired meaning.

# Slide 32:

The next few slides show what can happen when you translate a sentence from one language to another several times, ending up with a different meaning from that of the original sentence. Though this is quite an artificial exercise, it illustrates how translation sites can produce the wrong meaning in certain circumstances.

# Slide 33:

Obviously, as a story narrative the past simple is appropriate but the point here is that if students type in the English ‘We went to the café’, they will also get the past simple in German: ‘Wir gingen ins Café’, instead of ‘Wir sind ins Café gegangen’.

# Slide 34:

We then translate from the German into Spanish.

# Slide 35:

Finally, we translate back from the Spanish into English, with an alarming change of meaning from the dog’s point of view!

# Slide 36:

Two slides from the German version of this sequence are now included. Having practised two of the skills required for paper dictionary use, the students are now introduced in this slide to our choice of online dictionary for German. It is recommended that they bookmark this on their own devices.

# Slide 37:

This slide links the theme of dictionary use with the lesson context for Term 2.2, Week 4 in the Year 7 German scheme of work.

The lessons are about **Asking and answering questions about what you do out of school.**

The task given to students is a realistic one: to look up an example of their choice of each stated type of German word that could be useful within this context.

# Slide 38:

We now move on to a consideration of word patterns.

# Slide 39:

The following activities have been created using the common patterns between Spanish and English detailed in the AQA specification. Note that we include just a couple of examples here. In total, there are 12 sets of similar activity sequences: 11 word patterns and a final revisiting set to bring together all of the patterns. On this slide you’ll see a link to the full set of activities on the NCELP portal.

# Slide 40:

So, here we have an explanation of the pattern, with an example, and then students are challenged to apply it to unfamiliar words.

# Slide 41:

The answers are on this slide.

# Slide 42:

Here students are challenged to work out the meaning of some unfamiliar words, based on the patterns they have encountered.

# Slide 43:

And again the answers are presented, in a format which recaps the pattern in each case.

# Slide 44:

The sequence of French word pattern slides from which this example is taken can be used after the first half-term of Y7, once definite and indefinite articles and post-nominal position and agreement of adjectives have been taught. Some of these words have exactly the same form in French and English - unique, technique, physique, so are orthographical cognates. But note that technique also means technical, and physique means physical, and also physics.

# Slide 45:

And once more the answers to the challenges are provided on the next slide.

# Slide 46:

Other adjectives ending in -isch, that do not have the exact English-German pattern, can be more easily recognised once students know the pattern. It is also worth considering that this is how many adjectives of nationality are created in German.

# Slide 47:

And the answer slide once again.

# Slide 48:

We now move on to consider compound nouns, a special feature of German.

# Slide 49:

One of the most fascinating things about German is its habit of joining nouns to make new words, new meanings.
This is the first formal introduction to compound nouns in German. It is taken from a lesson in the second half of term 2. This slide looks busy but the animations break the content into very small steps.
It is designed to work interactively, with the teacher eliciting responses from students at every stage to gauge their understanding.

# Slide 50:

There is a clear overlap with word families work here, though the focus is on compound nouns. Subsequent lessons will explore links between word classes: how verbs become nouns, nouns become verbs, etc.

# Slide 51:

Next, we consider the importance of cognates and near-cognates.

# Slide 52:

This slide shows the first part of a list of high-frequency words that follow patterns between Spanish and English word forms (and are thus near-cognates), as set out in the AQA GCSE Spanish specification. The complete list can be downloaded from the NCELP Resource Portal. These words are not already on the AQA GCSE Spanish vocabulary list, but are highly frequent (among the 2000 most frequent words in Spanish). Such word lists could be used to design activities in which students are encouraged to notice patterns in the language they read or hear and how these relate to equivalents in English.

# Slide 53:

Cognates are referred to in the AQA French specification as "words which have the same form and essentially the same meaning in French and in English (e.g. innocent, justice, muscle, rectangle). When such words occur in context, students can be expected to understand them in English and French (page 17 of the specification). This is the first part of a list of the cognates that are not already on the AQA French vocabulary list and are among the 2000 most frequently occurring words.

# Slide 54:

And here is the first part of a similar list for German. As for the French and Spanish, the complete list can be downloaded from the NCELP Resource Portal.

# Slide 55:

Lastly, we consider the treatment of words with multiple meanings.

# Slide 56:

We have added a new tab called ‘Multiple senses’ to the NCELP schemes of work. This sheet documents when each meaning of a word having multiple meanings is introduced. Meanings are introduced cumulatively, so previously taught meanings are included in each new English translation. This approach is supported by research, a link to which is on the slide.

# Slide 57:

This is an extract from the list of 41 words with multiple meanings in the Year 7 Spanish scheme of work, to show what the ‘Multiple senses’ tab looks like.

# Slide 58:

We have now completed our tour of the NCELP vocabulary teaching resources. I hope you have enjoyed looking at these, and encourage you to explore further what is available on the [NCELP Resource Portal](https://resources.ncelp.org/?locale=en).

# Slide 59:

As we come to the end of the vocabulary part of this CPD session, it’s a useful time to reflect on the approaches we’ve considered for developing vocabulary knowledge. We would suggest that you choose 2 or 3 of these to think about in depth, making a note of one idea that you think is strong practice, and one aspect that you are interested in developing further in your own department. If you are doing this CPD on your own, we urge you to make sure you find a way to share these ideas with others in your department.

In addition, we suggest you note down and think about the ways in which you and your department plan the teaching of vocabulary, revisit it systematically across the year, and/or develop its knowledge.

# Slide 60:

This was the second part of a three-part CPD session. Part 3, on Grammar, can be accessed from a separate link on the NCELP CPD page.