

Teacher instructions

This narration activity is best used after completing the structured practice activities in the accompanying PowerPoint presentation. These help students to first establish receptive knowledge of the language needed.

Procedure: Students complete this activity in pairs. They take it in turns to speak and listen to put the order of events in the story in the correct sequence. This makes the role of speaker and listener equally important.

Note: There is no need to cut out the pictures individually. Give student A pages 2,4, and 6 of this document; student B has 3,5, and 7.

Student A describes the pictures on pages 2, 4 and 6, giving also the number of each picture. Student B takes note of each number and event in English.

Student B describes the pictures on pages 3, 5 and 7, giving also the number of each picture. Student A takes note of each number and event in English.

Should students need help with vocabulary, the teacher can refer to the help slides on the PowerPoint.

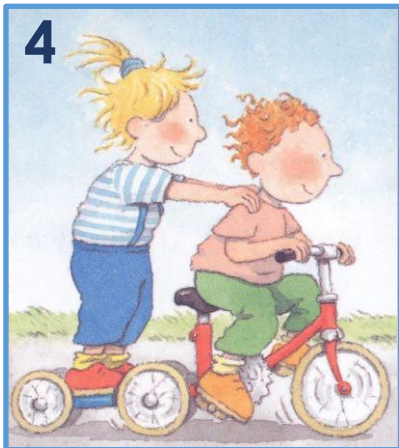
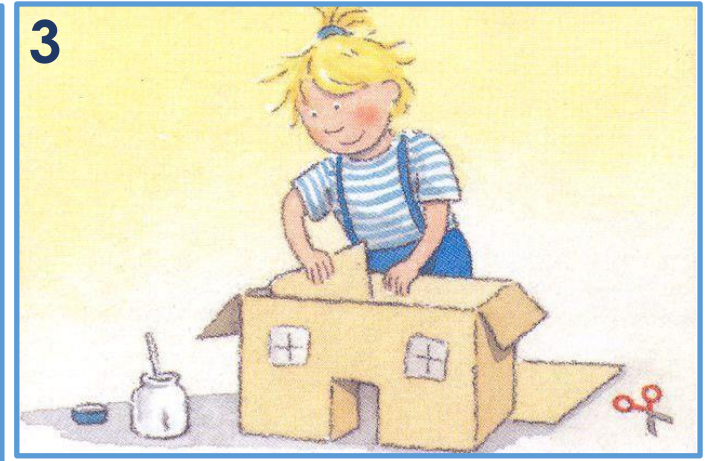
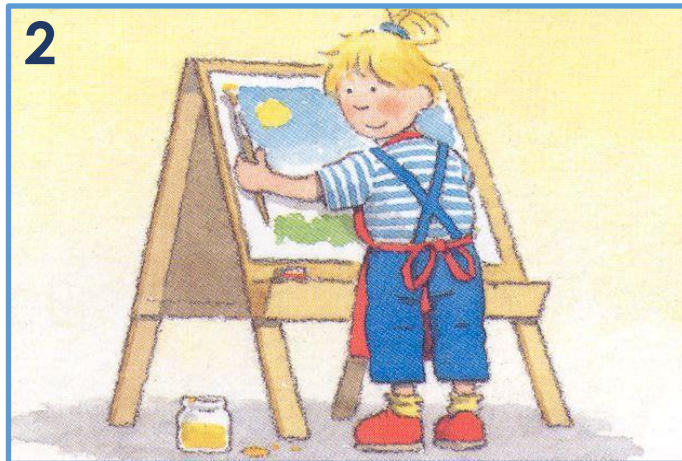
Afterwards, they use their English notes to reconstruct and re-tell the whole story in order, in French. They place the sheets of pictures in number order, face down on the table. Student B starts. S/he turns over page 2 (which Student A narrated previously). Using his/her notes, student B re-tells the story, describing each picture. Student A listens to check that s/he agrees with his/her partner's re-telling. S/he then continues by turning over page 3. Effectively, the two students swap the roles of speaker and listener, so that each has practised understanding and producing the full story.

Ideas for further practice:

(1) The activity is repeated, but Student A describes odd numbers and Student B describes even numbers. By varying the pictures, students use the same language across different modes (receptive/productive).

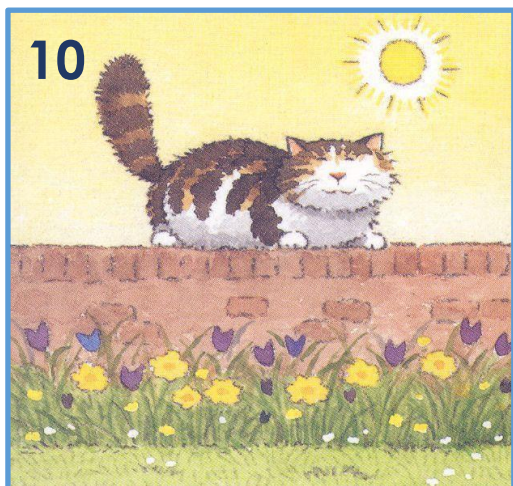
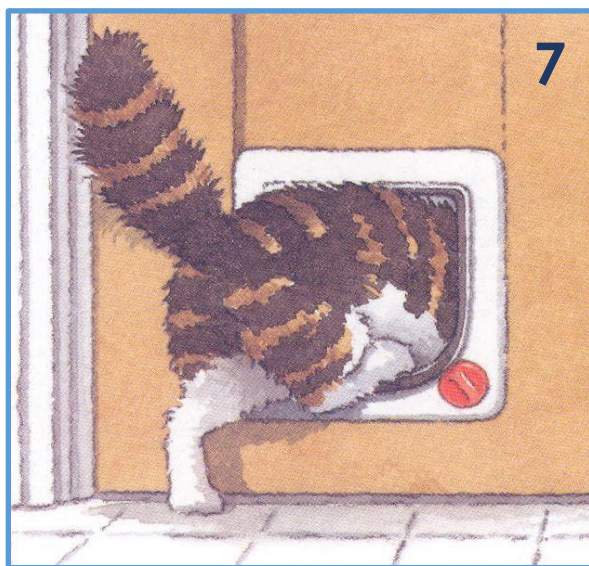
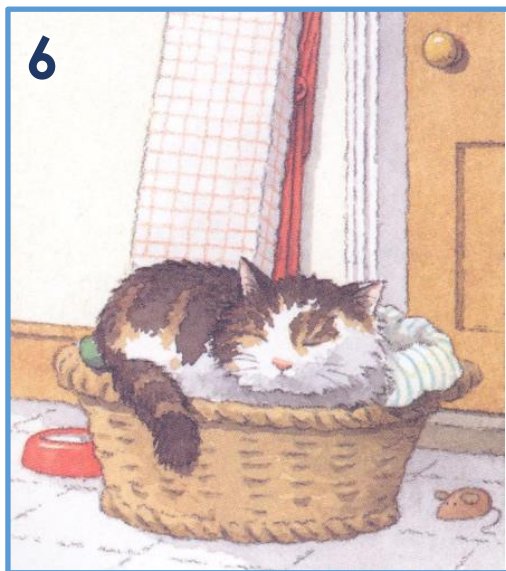
(2) The numbers could be deleted from the pictures to remove the order of events. Students could then take turns to create their own storyline and describe it to their partner. To ensure that the imperfect and perfect tenses are still used appropriately, teachers could ask students to include story sections like those below for completed actions (perfect) and actions that happened repeatedly (imperfect).

(3) The activity is repeated, but to speed up recall, pictures could be described under timed conditions. Students could have, for example, 5 seconds to describe each picture.

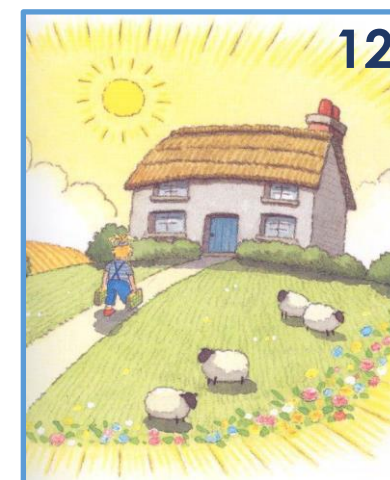


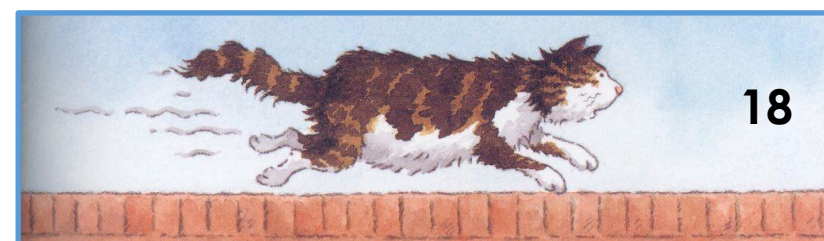
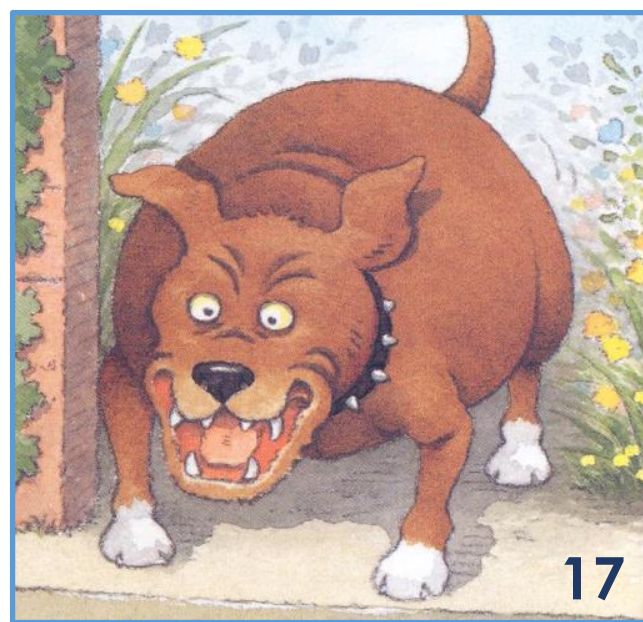
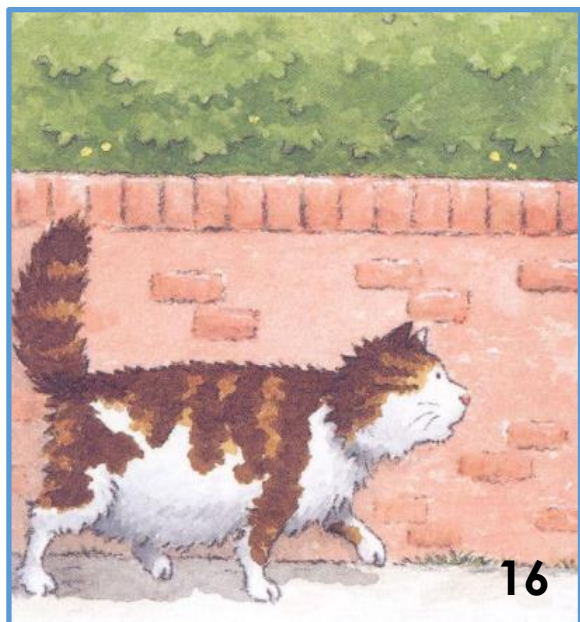
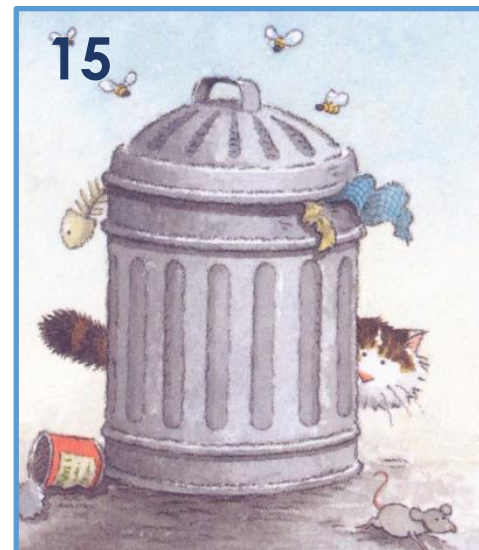
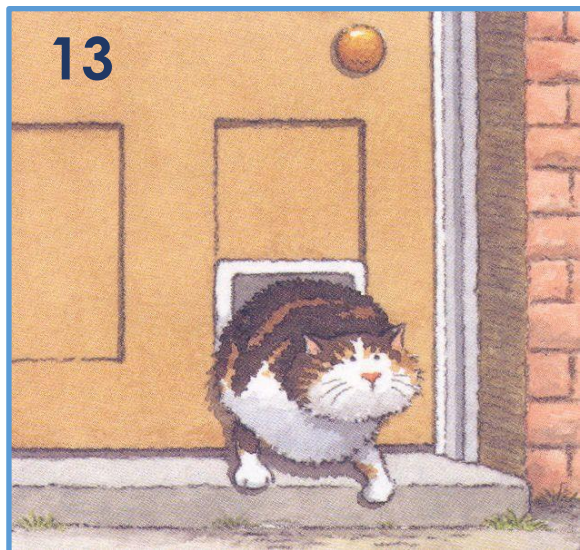
Picture sources: Huensch, A., & Tracy-Ventura, N. (2017). Understanding second language fluency behavior: The effects of individual differences in first language fluency, cross-linguistic differences, and proficiency over time. *Applied Psycholinguistics*, 38(4), 755-785.

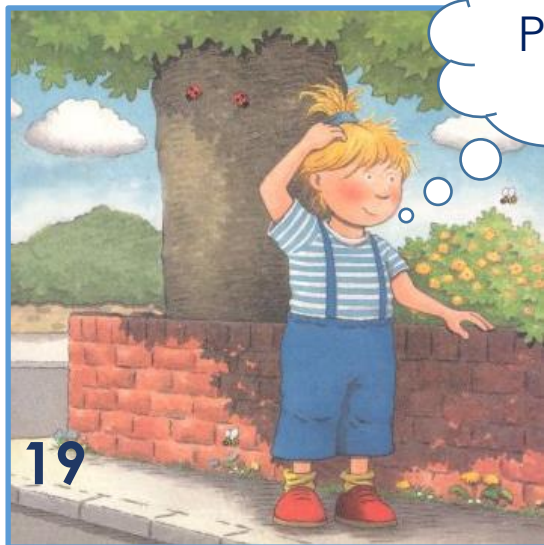
McManus, K., & Marsden, E. (2017). L1 explicit instruction can improve L2 online and offline performance. *Studies in Second Language Acquisition*, 39(3), 459-492.



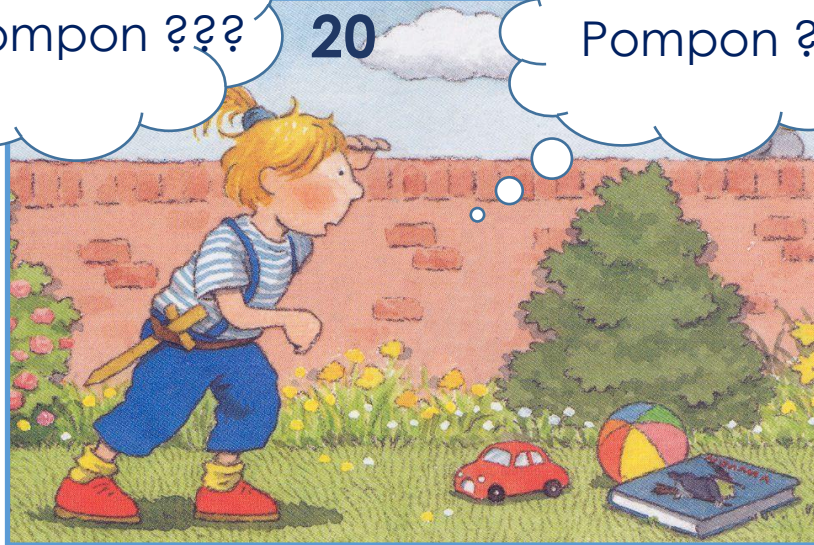
En fin de journée...







Pompon ???



Pompon ???

