

NCELP Grammar Half-Day CPD

NCELP | National Centre for Excellence
for Language Pedagogy

Aims of the session

- Consolidate and extend learning from Residential 1: evidence relating to L2 grammar teaching and learning
- Develop more concrete ideas for teaching grammar, including how to **introduce, embed and consolidate, and extend** grammar knowledge
- Plan ahead for the **Grammar** Teacher Research Group

Content of the session

1. Brief summary of key principles for grammar teaching
2. Key issue 1: What grammar to teach and when
(determining the difficulty of grammar; order of teaching; setting and managing expectations)
3. Key issue 2: Principles of how to teach grammar (and the concerns!)
4. Update on scheme of work (very brief in-progress extract)
5. Grammar teaching discussion document for observing lessons
6. Sample resources
7. Hands-on classroom activity development
8. Planning for the TRG

Content of the session

Parts 1 - 3 should take about 45 minutes – these are the ground work, about underpinning principles.

Please ensure we move on to parts 4 - 7 as these include examples of resources and hands on activities.

Suggested timings for delivering the CPD:

- 1: Brief summary of key principles: max 5 minutes – just read it through - all this will be covered again in the session
2. Key issue 1 – about 20 minutes, including **handout 1** (determining difficulty)
3. Key issue 2 – about 25 minutes, including **handout 5** (principles of teaching) and ‘concerns’ (the activity critiquing grammar presentation and practice in some textbooks)
4. Update on SoW – **no more than 5 minutes** – keep this brief – it could turn into a long discussion but there will be opportunity for this in later CPD
5. Grammar teaching discussion (observation record) – about 20 minutes, including discussion
6. Sample resources – about 1 hour 15 mins in total – depending on the languages of the teachers you have, but try to present examples of each language, as they will have to use all three for when they deliver the TRG, and examples of morphology (inflections for person, number, tense) and syntax (questions, negation).

The question word slides should also be shown. These are important, and they link to the vocabulary CPD, and will be necessary for when more complex questions are being

taught.

Gaming Grammar (digital game) update = **max 5 mins – this could be cut if short of time.**
It will be covered in the next residential.

7. Hands-on activities and resource development - about 30 minutes (15 mins on listening and/or reading; 15 mins on speaking and/or writing)

8. Planning for the TRG – about 15 minutes

Summary of what covered at end - 5 minutes

This leaves *a bit* of time for slippage and extra discussion/ questions etc. but not much!

Pace will be important, as always.

Please remind them to complete the feedback survey at the end

Brief summary of key principles for teaching grammar

To help learners connect grammatical features to their meaning (or function) in order to develop accurate use across modalities (oral and written) and modes (comprehension and production), it is important to:

- i. Focus on pairs or very small sets of features and avoid introducing and practising whole paradigms at once, especially in the early stages.
- ii. Provide a **short**, explicit explanation
- iii. Strip out other cues so that the learner **has to** pay attention to the grammar **and** its meaning in the input (reading / listening)
- iv. Establish and practise grammatical knowledge in **reading and listening**
- v. Give plenty of practice in **producing** the grammar in writing and speaking activities that make the grammar **matter** to communicate meaning
- vi. Gradually move from scaffolded production practice to more meaningful, freer production practice

Introduction section [2] Aims of teaching grammar and six key considerations

NB: This is like the 'take-home' messages for grammar learning from Residential 1 and the key recommendations that formed the basis of the Residential session.

If after reading it there is a minute or two spare (from the five!), see what people remember of the WHY about these key recommendations. But this could turn in to a long discussion and all of this is covered now, so make a judgement call and perhaps move straight on if time is feeling short or the atmosphere tells you that moving on would be best.

*explanation first – most reliable for most learners most of the time

*Pre-emptive – anticipating the features learners will have difficulty with

Key issues

Key issue 1: *What order should grammar be taught in?*

- What determines the difficulty of grammar?
- What grammar can we expect learners to use, and when?

Key issue 2: *What are the best ways to teach grammar?*

- Effective ways to **introduce, embed and consolidate, and extend** grammar

We will cover these key areas

So the first Key issue relates to the notion of progression: what should be taught when, what can we expect learners to learn, when – that is, can we determine the difficulty of grammar to put it in a sensible order for teaching?

The second key issue is about effective methods for teaching grammar

Key issues: But first... is grammar teaching useful? Yes!

- Even after 100s of hours of exposure to an L2, learners still struggle with certain grammar
- Lots of evidence that explicitly teaching grammar can be beneficial
- Explicitly teaching grammar tends to be more effective than waiting for learners to pick up grammatical patterns themselves
- Brief description of the grammar before practice can speed up the rate of learning

(e.g. **Kasprowicz & Marsden, 2018**; **Lichtman, 2016**; **Marsden, 2006**; **Norris & Ortega, 2001**; Schmidt, 1990; Spada & Tomita, 2010; White, Spada, Lightbown, & Ranta, 1991)

For evidence, see summaries of research into grammar teaching: on OASIS or NCELP Resource Portal.

We first just emphasise the importance of explicit grammar teaching. We are bothering to point this out because: whether or not to teach grammar has been under debate for several decades in foreign language education and, as a result, messages have not always been clear in policy documents, in textbooks, or across different schools and classrooms.

Point out that the 4 references in **bold** are those that are included in the OASIS summaries that will be sent to teachers for the TRG sessions.

Key issue 1: What order should grammar be taught in?

- There is little strong evidence to support *one prescribed* order for teaching grammar
- **Many factors** affect what can effectively be taught and learnt and when (e.g. the grammar feature, learner characteristics, task modality, context)
- But we do know...
 - The introduction of whole 'paradigms' at once has little support from research
 - Learners can only pay attention to a limited number of features at any one time
 - Introducing and practising **pairs of grammar features** with contrasting meanings (or functions) leads to accurate understanding and use of the target grammar features.
 - Regular practice and re-visiting are necessary

(DeKeyser, 2005; DeKeyser, 2015; Ellis, 2006; Mitchell, Myles, & Marsden, 2019; VanPatten, 2004)

Recapping the key recommendations from residential 1 [4] What we know (or don't know!) about the order grammar should be taught

*Re. bullet point 2 - On next slide going to talk more about factors that can make grammar difficult to learn.

Some extra information for the CPD deliverers about the avoidance of whole paradigms. There is **no need to dwell on this** but we put it here for your information, in case teachers ask. This is a really important message and should not be diluted, as hedging is likely to reduce the clarity and impact of the message. The evidence and arguments for this are also explained in the 'what makes grammar difficult' document. The evidence is multi-layered, drawn from multiple sources and even multiple disciplines.

Explicit information in and of itself, no matter when, how or what is taught, is not as effective as the practice itself – it is the **practice** (not whether it is a whole paradigm or before or after practice) that has been found to help: **Making grammar essential** for comprehension and production is where the most benefits lie (*not* in the explicit information) – so, in a way, this debate is not important, and, if dwelt upon, could seriously detract attention from the **much, much more** important messages. But for the sake of argument... here are some additional points:

- Explicit information is prone to decay over time.
- Explicit information does not result in evidence of learning in different contexts, modes and modalities (evidence from the old grammar translation approaches).

- The usefulness of explicit information is **very** variable for different learners.
- There is **ample** evidence in cognitive psychology and language learning research that presenting whole new sets (of *anything*) all at once cannot be expected to result in robust or reliable learning in the longer term.
- The conceptual and formal complexity of (and, often, lack of familiarity with) morphology is an additional reason not to expect 'whole paradigms' per se to really show many learning benefits, compared to other more **conceptually**-oriented presentations, which focus on the meaning and function of grammar.
- Languages are not learnt in whole sets as these are artificially put together by grammarians (that are based on the early teaching of Latin).
- There is evidence from cognitive linguistics that it is awareness and understanding of **concepts that are often not reliably, overtly expressed in the L1** (such as plurality of subjects; temporal such as 'complete in the past'; or 'doubt'; habituality) that can help learning. 'Paradigms' (within one of these 'concepts', such as 'past complete') do not serve the aim of teaching learners about the function of grammar.
- In a time-poor classroom, it is unlikely to be an efficient use of time
- It risks confusing or overloading many learners during the initial presentation stages
- It sets unrealistic expectations about what has really been learnt.
- Grammar is learnt by frequent re-visiting and practising, and its success depends on a much wider range of factors than 'whether the inflections happen to fit together in one paradigm'.
- By sending the message that whole paradigm teaching is very unlikely to be effective (in terms of robust, reliable learning, in all modes and modalities, in the long term memory), we are helping teachers to set their expectations more realistically.

Reference in **bold** is included in the 5 OASIS summaries that will be sent to teachers for the TRG sessions

Key issue 1 (continued): What grammar can we expect learners to use, and when?

- Learners need to understand the meaning (or function) of grammar **before** producing it
- There is often a difference between the grammar learners **understand** (in reading or listening) and the grammar learners can **produce** accurately (in speech or writing)
- The grammar learners can produce in writing is often different from the grammar they can use in (more spontaneous) speaking
- Once knowledge has been practised, it can become “skill-specific”
 - This means that it can be less useful for other skills: if it has been practised and proceduralised for one purpose, the knowledge is less transferable to other purposes
- Therefore, learners need lots of practice in **both modalities** (oral and written) and **both modes** (comprehension and production)

(Bui & Skehan, 2018; DeKeyser, 2015; Mitchell, Myles, & Marsden, 2019; VanPatten, 2004)

Recapping the key recommendations from residential 1

[3] What we can expect from learners

Key issue 1, (continued): Determining the difficulty of grammar

What determines the difficulty of grammar?

Summing up the last two slides, please review the Handout 1, “*What determines the difficulty of grammar in a second language?*”

This is a key document to use with your Hub Schools.

Discussion around Handout 1:

- Which grammar features do your pupils (in years 7, 8 & 9) find difficult?
- How do you know they find it difficult? Across all modalities/modes?
- Based on the factors mentioned in the handout, **why** do you think those features cause difficulty?

Key Issue 1: Determining the difficulty of grammar (going deeper on the key recommendations from residential 1)

[5] Direct teachers to **Handout [1]** *What determines the difficulty of grammar in a second language*. They should have been sent this ahead of the CPD session and been asked to read it. But give time for teachers to skim through again to refresh themselves (about 5 or 10 minutes) and ask questions.

REFLECTION QUESTIONS:

Ques 1) which grammar features do your pupils particularly struggle with? Based on the factors mentioned in the handout, discuss why the features mentioned cause particular difficulty.

Ques 2) Follow on question: what the information in this sheet mean for ordering/SoW planning? More difficulty could mean teach it later OR introduce it sooner, of course! Sooner, with lots of revisiting and practice, might help to give more exposure; BUT if it is too conceptually or formally (e.g. new sounds or spellings) difficult, then sooner might not be sensible before other types of knowledge are in place.

The important point is: having some understanding of difficulty helps **manage our expectations – it is essential for when we are testing knowledge and it informs our thinking about what we teach and how we teach it.**

Note that: Once the teachers have seen the example resources, some possible

orders for teaching pairs of features will start to emerge – NB this only becomes apparent after seeing some sequences, later in the session.

Ques 3) Follow on discussion **if the 20 (max 25) minutes on this section hasn't been used up yet.** Handouts 2 to 4 provide a potential list of key grammar features that might be considered for teaching in Fr / Sp / Ge for Key Stage 3. These documents can be referred to, **once teachers have had a few minutes to first think about what grammar features they have noticed are particularly difficult.** These could be used to prompt the teachers to think about grammar features that *might* be taught at Key Stage 3. NB **Please make it clear: not all of these features might be suitable – these documents are to prompt discussion only – they are certainly NOT prescribed content from NCELP.** Ask teachers if there are any on the lists that stick out as particularly tricky (and which haven't already been mentioned and discussed).

It would be useful, when you are delivering this CPD session, to collate a list of grammar features that are mentioned during the CPD sessions, to inform our resource creation (including Gaming Grammar).

Key issue 2: What are the best ways to teach grammar?

Read Handout 5

"Principles of teaching grammar"

- This is another key document for use with your Hub Schools

Discussion around Handout 5:

1) Which elements do you think align with practice in your hub schools?

2) Which elements do you think will be more challenging to establish in your hub schools?

Summary of key recommendations:

- i. Provide a **short** description of the grammar **before** practice in the input
- ii. Regularly strip out all other cues so that the learner **has to** pay attention to the grammar **and** its meaning in the input (in reading **and** listening)
- iii. Establish grammatical knowledge in reading and listening before expecting learners to produce the grammar in writing and speaking
- iv. Gradually move from scaffolded production practice to more meaningful, freer production practice
- v. Regularly re-visit the grammar feature, in different contexts, with different vocabulary

Key recommendations about how grammar should be taught

Allow time to remind themselves of the content of **Handout 5. 'Principles of teaching grammar'**. This will probably take around 5-10 minutes. They should have been sent them before the session, so this is a chance to skim them and remind themselves.

Show the summary of key recommendations on the slide, **before** starting the discussion

Then host a short discussion – focus on the hub schools, but this might also elicit some challenges the STs envisage themselves.

Keep the discussion about challenges quite short so that it moves quite soon in to focusing on textbooks – the next activity.

Key issue 2: Effective ways of teaching grammar

What are the concerns?

Review excerpts from a textbook (one held in school, even if not actually used)

Reflect on some **concerns** about how grammar is often presented and practised. Keep a look out for potential problems, such as :

1. **whole paradigms** at once
2. no or little active (=forced) practice to link grammar to meaning **in input**
3. **jumping straight from** explanation or mere 'exposure' to production
4. production practice that is **mechanical, e.g.**,
 - a. doesn't force learners to actively choose which grammar is needed;
 - b. practice with just a small, fixed set of vocabulary.

Handout 6, 7, 8 – printed excerpts from textbooks (3 A3 print outs – one for each language)

In the light of the handout you have just read about principles of grammar teaching, reflect on discussion about common difficulties / challenges with the way grammar is presented in textbooks.

PLEASE ASK TEACHERS IN ADVANCE TO BRING ONE or more OF THE TEXTBOOKS THEY HOLD IN THE SCHOOL – EVEN IF THEY DON'T USE IT AT ALL – JUST A COMMERCIAL PRODUCT THAT CAN BE LOOKED AT DURING THE SESSION (**NB NOT THEIR OWN MATERIALS**). Enquiries email (Heather) will have done this, but a reminder from you would be useful.

BUT ALSO YOU CAN USE THE HANDOUTS USED AT THE RESIDENTIAL OF COPIES OF TEXTBOOK GRAMMAR ACTIVITIES THAT ILLUSTRATE 5 KEY CONCERNS:

- 1) INPUT BASED ACTIVITIES THAT DON'T ACTUALLY ORIENT/FORCE LEARNERS' ATTENTION ON THE GRAMMAR, AS THEY ALLOW THEM TO ANSWER WITHOUT REALLY HAVING TO ATTEND TO THE FEATURE
- 2) WHOLE PARADIGMS BEING PRESENTED ALL AT ONCE with no clear follow up to practise them all in meaningful ways
- 3) SWIFT MOVES FROM GRAMMAR EXPLANATION TO PRODUCTION PRACTICE;
- 4) PRODUCTION PRACTICE THAT IS 'MECHANICAL' – THE ACTIVITIES DON'T FORCE THE LEARNER TO **ACTIVELY CHOOSE** BETWEEN DIFFERENT GRAMMATICAL FEATURES (E.G. THEY MIGHT SAY 'DESCRIBE WHAT YOU DID LAST WEEKEND' OR 'DESCRIBE

YOUR FRIEND'S APPEARANCE' OR 'YOUR IDEAL X' – BUT THEY DON'T ENSURE ***DIFFERENT*** FEATURES NEED TO BE ACTIVELY CHOSEN (INSTEAD, LEARNERS CAN COPY FROM A FRAME, OR MECHANICALLY REPEAT A PATTERN THEY HAVE JUST BEEN TOLD ABOUT, WITHOUT CONNECTING TO A MEANING (OR FUNCTION) EACH TIME THEY USE IT).

- 5) PRACTICE IS JUST WITH A SMALL SET OF VOCABULARY WITHIN ONE TOPIC E.G. 'PAS' JUST PRACTISED WITH 'AIMER', OR PAST TENSE (EVEN PERHAPS IN ONE OR TWO 'PERSONS') WITH JUST 3 OR 4 VERBS ABOUT HOLIDAY ACTIVITIES AND THEN NOT REVISITED LATER WITH A WIDER RANGE OF VERBS

Wishlist of help for grammar teaching

1. More examples of resources to try in the classroom
2. More ideas and resources to use in both modalities (oral and written) and modes (comprehension and production)
3. Support with creating and using resources and activities that focus and teach (or test) specific elements of grammar
4. Ideas for revisiting grammar in different contexts
5. Planning for KS3
6. More of the grammar game! (... launch at September residential!)

Before we now look at some resources, here is the summary of feedback from the specialist teachers from Residential 1 – their ‘wishlist’ for the next steps. Main focus on more resources to help with teaching and testing grammar. We used this to inform the creation of this CPD and the resources that accompany it. Now going to go through lots of examples of resources and activities that can be used to support grammar teaching.

First – a quick update on SoW (bullet point 5): planning for KS3

Update about Scheme of Work

Resources shared so far through the CPD sessions are activity ideas for you to be trying with your classes, largely fitting them around your current plans.

By the end of Summer term 2019: draft SoW for KS3 French

By the start of Autumn term 2019: draft SoW for KS3 all three languages

Not expecting schools to abandon current SoW!

We would only suggest “switch to NCELP SoW” once we have a full set of supporting resources in place

(if haven't spelled out already: this ties into point 5 of ST wishlist – long-term planning for KS3)

NB: It's important to say that the SOW development is ongoing - hope to have draft in one language, for at least years 7 and 8, by end of summer term.

Version in all three languages by end of summer holidays.

In THIS CPD session, we are addressing all of the other points raised by the STs in their feedback (previous slide) in this half-day.

Scheme of work update: work in progress

Illustrative skeleton outline of extract from the in-progress SoW, French, year 7

Approximate timing (based on 2 hours per week)	Grammar feature	Specific grammar sub-features	Vocabulary (high frequency nouns, adjectives)	Phonics (Sound-Symbol Correspondences)	Theme / topic
Term 1, weeks 1 & 2	high freq verb (existential); pronouns; simple adjective agreement	être il/elle est je suis	nationalities (2 + 1 to suit individuals) (numbers to 31; two relevant months)	Silent final consonant; a; i	personal information
Term 1, weeks 3 & 4	high freq verb (possession); pronouns	avoir il/elle a j'ai	vocab for 'possession' (e.g.2 electronic device, 2 classroom object; 2 animals)	eu; e; o	personal information
Term 2..	questions	raised intonation		ien, un	free time
Term 3...	present versus past	il/elle + verb; il + verb		Re-visiting previous SSCs	holidays

Please note, 1: All the hedging in this slide title is intentional:
This table is illustrative only, to show the basic lay out, the column headings
It is only a skeleton – this is not fleshed out with all the details
It is only an extract – we have got much fuller versions we are working on
It is in-progress!

Please note, 2: Our current aim is to get resources and basic principles communicated - so when the SoW is in a fuller draft, it will make sense and won't be arriving in a vacuum, but will have lots of resources to support it and you will understand the principles that underpin it and be able to create materials easily and implement the ideas 'on the hoof' during lessons.

In practical terms, resources and the SoW are having to be developed in tandem, and will be released as they are ready.

How to teach and learn grammar

Grammar teaching discussion		Grammar teaching discussion	
Teacher:	Date:	Year Group (and set):	
Observer:	School:	Lesson(s):	
Lesson learning objective:		Questions following the lesson / teaching sequence	
<p>NB: There is no expectation that all these elements would be present in one lesson.</p> <p>From this lesson, there is evidence that the learners:</p> <ul style="list-style-type: none"> <input type="checkbox"/> understand and use grammatical terminology, building on knowledge from KS2 <input type="checkbox"/> understand explicit and succinct descriptions of the target grammar features <input type="checkbox"/> understand how one target feature compares with another feature to illustrate their different meanings (e.g. je <i>fa</i>s versus <i>ja</i> <i>fa</i>t; der Hund versus den Hund) <input type="checkbox"/> understand problems they might have, including complex L1-L2 differences <input type="checkbox"/> undertake 'input practice', distinguishing the two features and their meanings / functions in reading AND listening (where sounds make a difference) <input type="checkbox"/> encounter the grammar features with a varied lexicon (e.g., a range of high frequency verbs, or nouns), whilst focusing their attention on the meaning of the grammar features <input type="checkbox"/> receive corrective feedback, item by item wherever possible <input type="checkbox"/> after input practice, practise producing the target features at phrase or sentence level, in speech and writing, in activities where the feature is essential to communicate meaning <input type="checkbox"/> after substantial practice, move on to freer production, in speech and writing, where learners must retrieve the grammar feature from memory to communicate meaning <p>From this lesson, there is evidence that the teacher has:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ensured that other 'cues' for the target meaning/function are removed (e.g. temporal adverbs if both adverbs and the grammar convey tense; intonation if both intonation and word order convey the interrogative function) <input type="checkbox"/> guided learners' production of the grammar feature in free writing or speech, as appropriate <input type="checkbox"/> ensured grammar features are revisited at frequent, planned intervals <input type="checkbox"/> assessed grammar knowledge formally (in planned tests) and informally (spontaneously in class) 		<p>1. In your lesson, to what extent do you think that learners successfully:</p> <ul style="list-style-type: none"> • learned new grammar features? • consolidated knowledge of previously taught grammar features? • developed accurate use of grammar knowledge in comprehension and production, in oral and written modalities? • developed fluency/automaticity? <p>2. How do you know?</p> <p>3. What aspects of grammar learning and teaching are you pleased with?</p> <p>4. What do you think are the next steps for this class in terms of their grammar development?</p> <p>5. What would help you to further ensure that previously taught grammar features are consolidated and revisited systematically?</p> <p>6. To what extent are learners gaining from the following approaches to developing their grammar knowledge?</p> <ul style="list-style-type: none"> • providing succinct explanations of new grammar features • comparing two grammar features with contrasting meanings / functions • initially practising the grammar features in reading and listening when the features are essential for understanding meaning • providing extensive scaffolded production practice, gradually introducing meaningful, freer production practice • regular re-visiting (i.e., spaced practice) • using the grammar feature in multiple contexts (oral, written, comprehension and production) • doing information gap tasks, where production of the target feature is essential to communicate meaning • short, regular assessments to check learning is incremental <p>7. Are there any aspects of grammar teaching that you want to develop further?</p>	

In the Autumn, we will be exploring "What children bring with them from KS2"

How to teach and learn grammar

Handout 9a – Grammar teaching discussion (and handout 9b: grammar teaching discussion sheet incl. VEO tags)

Allow time to read this document. They will not have seen it before but will be familiar with the lay out.

Explain that Autumn term will include session on knowledge about language from KS2. So more information on this to come.

Discussion / any questions – this should align with what we covered in the earlier parts today

Learners...
Introducing the grammar knowledge
understand and use grammatical terminology, building on knowledge from KS2
understand explicit and succinct descriptions of the target grammar features
understand how one target feature compares with another feature to illustrate their different meanings (e.g. <i>je fais versus j'ai fait</i> ; <i>der Hund versus den Hund</i>)
understand problems they might have, including complex L1-L2 differences
Embedding and Consolidating: Practice
undertake 'input practice', distinguishing the two features and their meanings / functions in reading AND listening (where sounds make a difference)
encounter the grammar features with a <i>varied lexicon</i> (e.g., a range of high frequency verbs, or nouns), whilst focusing their attention on the meaning of the grammar features
receive corrective feedback, item by item wherever possible
after input practice, practise <i>producing</i> the target features at phrase or sentence level, in speech and writing, in activities where the feature is essential to communicate meaning
Extending
after substantial practice, move on to freer production, in speech and writing, where learners must retrieve the grammar feature from memory to communicate meaning
Teachers...
ensured that other 'cues' for the target meaning/function are removed (e.g. temporal adverbs if both adverbs and the grammar convey tense; intonation if both intonation and word order convey the interrogative function)
guided learners' production of the grammar feature in free writing or speech, as appropriate
ensured grammar features are revisited at frequent, planned intervals
assessed grammar knowledge formally (in planned tests) and informally (spontaneously in class)

How to teach and learn grammar

This slide takes the statements from the Grammar Teaching Discussion document and puts them into phases of grammar learning.

The different phases are not clear cut, they definitely merge in to each other: you practise when you are establishing knowledge for the first time, and consolidating knowledge is often also extending it.

Many activities can be repeated for different purposes, depending on how well the grammar is already embedded.

These ways of working with grammar are intended to broaden thinking about the range of opportunities we give learners in and outside the classroom.

Content of sample resources

- 1) Explanation
- 2) Reading
- 3) Listening
- 4) Writing (controlled)
- 5) Speaking (controlled)

How to teach and learn grammar

We now provide examples of sequences of activities for each of the languages: Spanish, French & German

For each language we will present at least one full sequence:

- 1) Explanation
- 2) Reading
- 3) Listening
- 4) Writing (controlled)
- 5) Speaking (controlled)

But we will also provide examples of other grammar features, to show how the principles can be extended to a range of features, modes, modalities.

We give examples of 1) verb morphology (that is, verb inflections for person,

number, tense) and 2) for syntax (S V order in French) and negation in Spanish.

We also have developed or are currently developing materials for adjectival agreement, for articles, for aspect (imperfect in French - whether something is ongoing or complete).

Example resources for Spanish

- 1) Explanation
- 2) Reading
- 3) Listening
- 4) Writing (controlled)
- 5) Speaking (controlled)

How to teach and learn grammar

Go through and discuss example sequence of resources in each language (different grammar features across the three languages). Include syntax example if possible? E.g. question formation?

Please note: There will always be a challenge with the move from input (R/L) activities to production (W/S) activities, in terms of the **vocabulary** (nouns, prepositions, adjectives etc) needed in the production activities.

The aim is to let learners **try** to recall the necessary vocabulary (i.e., not always provide whole speaking or writing frames for everything).

But, where necessary, more scaffolding is possible (we have provided lists of vocabulary for teachers to use with selected pupils, perhaps)

Try to focus on rewarding the grammar point under focus, and not worry too much about other things not being accurate . If we want everything to be accurate all the time, this is what leads to very rigid formulae teaching, and the over-use of strict writing frames that don't provide any desirable difficulty for the learners.

In other words:

The key is that learners are getting the grammatical markers correct and pulling out the verbs from memory. Support with the other vocabulary is ok (particularly in the earlier controlled production activities) and some

errors in this other vocabulary can be tolerated (e.g., adjectival agreement if that hasn't been taught yet).
Try to aim for 'desirable difficulty' and resist the temptation to use lots of frames and holistic phrases.

Reflexive 'me':

Doing something to yourself

Doing something to yourself : Reflexive 'me'

Sometimes, the 'doer' (subject) and 'receiver' (object) of an action are the same person.

For example, 'I hurt **myself**' or '**he** hits **himself**'

Words like 'myself' or 'himself' are called **reflexive pronouns**.

Spanish also has reflexive pronouns.

When you do something to yourself, use '**me**' before a verb.

Look at the difference between:

Lavo el coche → I wash the car

Me lavo → I wash **myself**

Something to know for later!
Reflexive pronouns go **after**
the infinitive form of a verb.
For now, we will just practise
reflexives when they come
before verbs.

Teachers can skip the speech bubble if they wish. It is ok to teach part of a rule and then add a variation later. Or you might want to mention this here now. Either way, just giving this information here or not, won't make much difference to learning, as the pupils will just practise the reflexive pronoun 'before the verb' here.

Almost any verb can be 'reflexive'!

hablar - to talk

hablo mucho → I talk a lot
me hablo → I talk to myself

sacar fotos – to take photos

saco fotos de mi amigo → I take photos of my friend
me saco fotos → I take photos of myself

escribir – to write

escribo a mi hermano → I write to my brother
me escribo → I write to myself

Ask the pupils: Imagine: When might you say 'I talk to myself' ?!
When might you say you 'write to yourself'? Ever write yourself reminders, or send yourself a text to remind yourself to do something?
You will get some fun answers. The idea is to convey that 'notion' of reflexiveness. It can be applied to any verb, really! You just need a context for it to make sense.

lavar – to wash

lavo el perro → I wash the dog
me lavo → I wash [myself]

levantar – to lift / get up / raise

levanto la mano → I lift up/raise my hand
me levanto → I get [myself] up

despertar – to wake up

despierto a mi madre → I wake my mum up
me despierto → I wake [myself] up

In English, we don't always say the reflexive pronoun!

The 'reflexive meaning' is just assumed.

Notice that in English, we don't always say the reflective pronoun - we assume it!

Esteban is a carer and has written an anonymous article about his daily life. Some language might be missing.

leer

Read the sentences and tick true or false.

	True	False
1. Me levanto a las ocho.		
2. Despierto <input type="text"/> a las siete.	✓	
3. Lavo <input type="text"/> a las nueve		✓
4. Saco fotos <input type="text"/>	✓	
5. Me preparo un café		✓
6. Llamo <input type="text"/>		✓
7. Me escribo <input type="text"/>	✓	
8. Enseño español <input type="text"/>		✓
9. Quemo <input type="text"/>		✓
10. Me presento <input type="text"/>	✓	
	✓	

Verb frequency rankings (1 is the most frequent word in Spanish):

levantar [354]; despertar [894]; lavar [1676]; sacar [273]; preparar [570]; llamar [122]; escribir [198]; enseñar [610]; quemar [1648]; presentar [235].

Source: Davies, K. and Davies, K. (2018). A frequency dictionary of Spanish: Core vocabulary for learners (2nd ed.). London: Routledge

Listen to the sentences. You will hear the start of the sentence. The rest is missing.

Decide whether the start of the sentence matches picture A or B.

	Picture A	Picture B
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

escuchar

Blank grid for students. In this activity, students hear a verb with or without reflexive pronoun 'me' and have to decide which of two pictures matches it.

Each pair of pictures depicts (1) 'action being done to (my)self' and (2) 'action being done to another person / thing'.

Note that part of each sentence is 'missing' and students only hear the verb, with or without reflexive pronoun. This is done to remove non-grammatical cues that learners often rely on for meaning (e.g. an object after a transitive verb).

Verb frequency rankings (1 is the most common word in Spanish): escribir [198]; sacar [273]; preguntar [219]; quemar [1648]; llamar [122]; lavar [1676]; secar [2239]; mirar [125]; levantar [354]; presentar [235].

Source: Davies, M. & Davies, K. (2018). *A frequency dictionary of Spanish: Core vocabulary for learners* (2nd ed.). London: Routledge.

Transcript. 1. me escribo *noise* / 2. me saco fotos *noise* / 3. pregunto *noise* / 4. quemo *noise* / 5. llamo *noise* / 6. me lavo *noise* / 7. seco *noise* / 8. miro *noise* / 9. me levanto *noise* / 10. me presento *noise*

1

1a.

Note to self
Don't forget the bills!

1b.

Hi Maria,
Don't forget the bills!

escuchar

Audio: me escribo

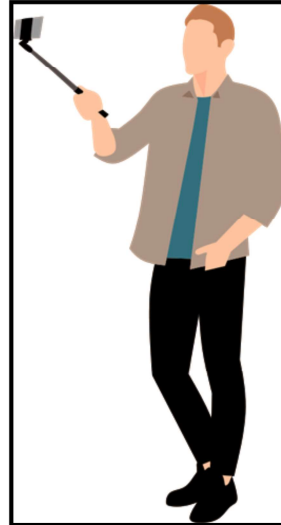
Click on the orange number to hear the audio, twice.

2

2a.



2b.

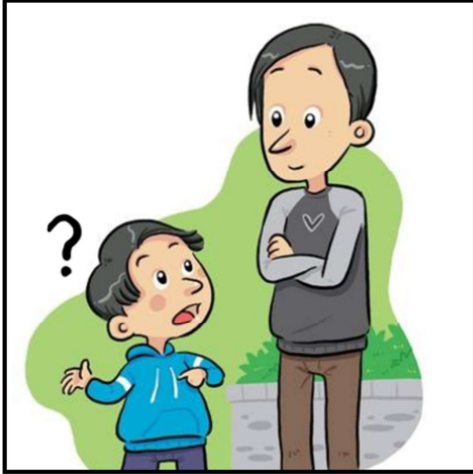


escuchar

Audio: me saco fotos

3

3a.



3b.



escuchar

Audio: pregunta

4 4a.



4b.



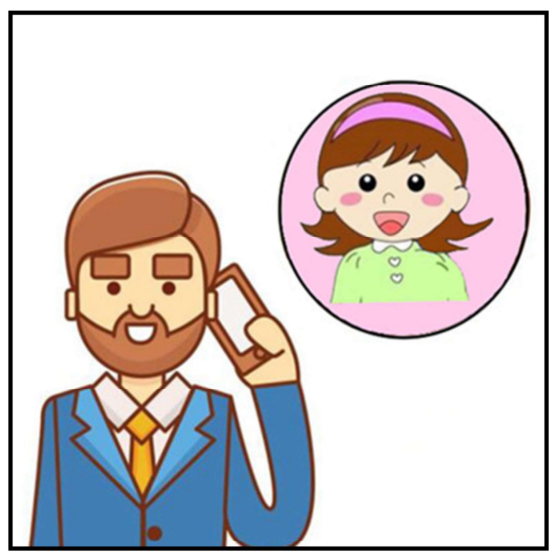
escuchar

Audio: me quemo

5 5a.



5b.



escuchar

Audio: llamo

6

6a.



6b.



escuchar

Audio: me lavo

7

7a.



7b.



escuchar

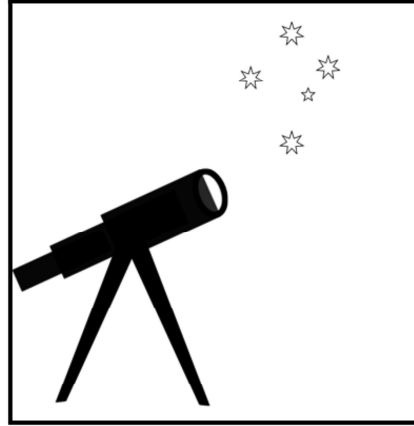
Audio: seco

8

8a.



8b.



escuchar

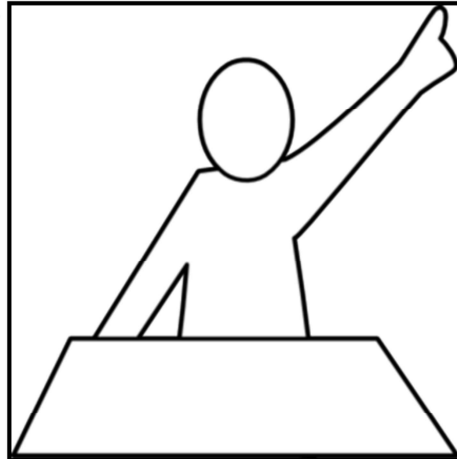
Audio: me miro

9

9a.



9b.



escuchar

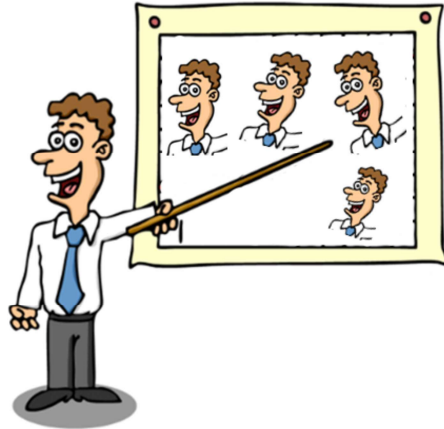
Audio: levanto

10

10a.



10b.



escuchar

Audio: me presento

ANSWERS

	Picture A	Picture B
1	✓	
2		✓
3	✓	
4		✓
5		✓
6	✓	
7	✓	
8	✓	
9		✓
10		✓

escuchar

Answers



Looking after my Grandpa



Margarita and Ángel spend a lot of time looking after their elderly Grandpas.

They also find time to do things themselves.

What do they do to help? And what do they do themselves?

Student A: you are Margarita. Write 6 sentences using the cards.

Student B: you are Simon. Write 6 sentences using the cards.





Afterwards, compare your answers and complete the grid together.

escribir

Students will need to write 'a mi abuelo' if the action is done to the grandfather.

Note that in this activity Student A and B's cards have the same actions – the only difference is the 'receiver' of the action.

The activity is designed in this way so that students can then compare what their characters do afterwards (see slide 20).

 <p>get up</p>	<p>ME</p> <p>prepare coffee</p>	 <p>take photos</p>	<p>Student A</p>  <p>You are Margarita</p> <p>Using the prompt cards, write six sentences about things you do to yourself and your Grandpa each day.</p> <p>escribir</p>
<p>ME</p> <p>teach Spanish</p>	 <p>wash</p>	<p>ME</p> <p>write</p>	

Verb frequency rankings: levantar [354]; preparar [570]; sacar [273]; lavar [1676]; escribir [198]; enseñar [610].

ME

get up

ME

prepare coffee



take photos



teach Spanish

ME

wash



write

Student B



You are Ángel.

Using the prompt cards, write six sentences about things you do to yourself and your Grandpa each day.

escribir

Need help?

- get up – levantar
- prepare coffee – preparar café
- take photos – sacar fotos
- teach Spanish – enseñar español
- wash – lavar
- write – escribir

escribir

Compare the sentences that you and your partner have written.

Complete the grid together.

	Margarita	Angel	Both	Neither
Who gets their Grandpa up?				
Who prepares coffee for him/herself?				
Who takes photos of him/herself?				
Who teaches Grandpa Spanish?				
Who washes their Grandpa?				
Who writes (notes) to him/herself?				

leer

Blank grid for students

The prompt cards should be turned over when they complete this grid as they should be comparing each other's sentences. Afterwards, they can turn cards back over to check answers.

ANSWERS

Compare the sentences that you and your partner have written.



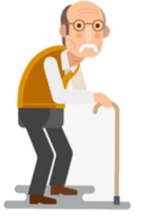

Complete the grid together.

	Margarita	Angel	Both	Neither
Who gets their Grandpa up?	✓			
Who prepares coffee for him/herself?			✓	
Who takes photos of him/herself?				✓
Who teaches Grandpa Spanish?		✓		
Who washes their Grandpa?	✓			
Who writes (notes) to him/herself?	✓			

leer




ANSWERS

The prompt cards should be turned over at this point and only used to check once they have compared their answers.

<p>ME</p> <p>get up</p>	<p>ME</p> <p>prepare coffee</p>	 <p>take photos</p>	<p>Student A</p>  <p>You are Margarita</p> <p>Using the prompt cards, tell your partner six things you do to yourself and your Grandpa each day.</p> <p>hablar / escuchar</p>
 <p>teach Spanish</p>	 <p>wash</p>	<p>ME</p> <p>write</p>	

NB The verbs have been kept the same as in the writing activity, but absence/presence of reflexive pronoun on the prompt cards has been changed.

Verb frequency rankings: levantar [354]; preparar [570]; sacar [273]; lavar [1676]; escribir [198]; enseñar [610].

 <p>get up</p>	<p>ME</p> <p>prepare coffee</p>	<p>ME</p> <p>take photos</p>	<p>Student B</p>  <p>You are Ángel.</p> <p>Using the prompt cards, tell your partner six things you do to yourself and your Grandpa each day.</p> <p>hablar / escuchar</p>
 <p>teach Spanish</p>	<p>ME</p> <p>wash</p>	<p>ME</p> <p>write</p>	

NB The verbs have been kept the same as in the previous writing activity, but absence/presence of reflexive pronoun on the prompt cards has been changed.

	does it to herself	does it to Grandpa
get up		
prepare coffee		
take photos		
teach Spanish		
wash		
write		

speaking / listening

Student B grid - blank

ANSWERS

	does it to herself	does it to Grandpa
get up	✓	
prepare coffee	✓	
take photos		✓
teach Spanish		✓
wash		✓
write	✓	

speaking / listening

Student B grid – answers

On completion of the grid, students can be asked to compare grids and find which two activities they both do to themselves (answer: prepare coffee, write)

	does it to herself	does it to Grandpa
get up		
prepare coffee		
take photos		
teach Spanish		
wash		
write		

speaking / listening

Student A grid - blank

ANSWERS

	does it to herself	does it to Grandpa
get up		✓
prepare coffee	✓	
take photos	✓	
teach Spanish		✓
wash	✓	
write	✓	

speaking / listening

Student A grid - answers

On completion of the grid, students can be asked to compare grids and find which two activities they both do to themselves (answer: prepare coffee, write)

Example resources for French

- 1) Explanation
- 2) Reading
- 3) Listening
- 4) Writing (controlled)
- 5) Speaking (controlled)

We will now look at an example sequence of resources for French. We have an example to show you about syntax (question formation, using SV inversion).

Statements vs. Questions

'You', 2nd person singular

Asking questions: You (*singular*)

In English, to ask a 'yes/no' question we can use the phrase 'Do you...' followed by the verb e.g., Do you eat pizza? -> 'Yes'. Do you play football? -> 'No'

In French, we swap round the verb and the subject pronoun (e.g., 'tu' - you) to change a statement into a question, like this:

Statement

Tu aimes la pizza. **You like** pizza.

Question

Aimes-tu la pizza? **Do you like** pizza?

So, here you will again see the sequence: brief explicit grammar description, focusing on the function of the grammar.

Followed by a reading, then listening, then writing and speaking

TEACHER VERSION WITH ANSWERS

Lire

A French blog writer interviews you and your friends by email about teenage life in England. But the email got corrupted. Decide if the sentences could be statements about something he knows already (write **S**) or have to be questions (write **Q**), so you can reply with your answers. Remember that when the **verb and subject swap**, it must be a question. For all questions, answer with '**oui**' or '**non**' to say whether this is something you and your friends do.

		Q/S	oui/ non			Q/S	oui/ non
1	Jouez-vous au foot	Q		7	Parlez-vous français	Q	
2	Vous pensez que c'est vrai	S		8	Comprenez-vous la question	Q	
3	Vous demandez la raison	S		9	Vous mangez des fruits	S	
4	Allez-vous en ville	Q		10	Vous préparez le dîner	S	
5	Avez-vous un animal	Q		11	Vous sortez ce weekend	S	
6	Vous aimez le chocolat	S		12	Voulez-vous sortir ce weekend	Q	

Punctuation has been removed here so that students have no other clue apart from the verb. Asking learners to write 'oui' or 'non' where the sentence is a question adds the element of reading for meaning at this stage, as well as identifying the statement or question.

To complete the task, students can work from the board, writing 1-12, Q or S, Oui / Non. Alternatively, the following two slides can be used to print student A5 copies.

Verb frequency rankings (1 is the most common word in French): jouer (219); penser (116); demander (80); aller (53); aimer (242); parler (106); comprendre (95); manger (1338); préparer (368); sortir (309); vouloir (57).

Source: Lonsdale, D., & Le Bras, Y. (2009). *A Frequency Dictionary of French: Core vocabulary for learners* London: Routledge.

Lire

A French blog writer interviews you and your friends by email about teenage life in England. But the email got corrupted. Decide if the sentences could be statements about something he knows already (write **S**) or have to be questions (write **Q**), so you can reply with your answers. Remember that when the **verb and subject swap**, it must be a question. For all questions, answer with 'oui' or 'non' to say whether this is something you and your friends do.

		Q/S	oui/ non			Q/S	oui/ non
1	Jouez-vous au foot			7	Parlez-vous français		
2	Vous pensez que c'est vrai			8	Comprenez-vous la question		
3	Vous demandez la raison			9	Vous mangez des fruits		
4	Allez-vous en ville			10	Vous préparez le dîner		
5	Avez-vous un animal			11	Vous sortez ce weekend		
6	Vous aimez le chocolat			12	Voulez-vous sortir ce weekend		

Printable student copy. Select 2 slides to a page (Slides 7 & 8).

Lire

A French blog writer interviews you and your friends by email about teenage life in England. But the email got corrupted. Decide if the sentences could be statements about something he knows already (write **S**) or have to be questions (write **Q**), so you can reply with your answers. Remember that when the **verb and subject swap**, it must be a question. For all questions, answer with '**oui**' or '**non**' to say whether this is something you and your friends do.

	Q/S	oui/ non		Q/S	oui/ non
1	Jouez-vous au foot		7	Parlez-vous français	
2	Vous pensez que c'est vrai		8	Comprenez-vous la question	
3	Vous demandez la raison		9	Vous mangez des fruits	
4	Allez-vous en ville		10	Vous préparez le dîner	
5	Avez-vous un animal		11	Vous sortez ce weekend	
6	Vous aimez le chocolat		12	Voulez-vous sortir ce weekend	

Printable student copy. Select 2 slides to a page (Slides 7 & 8).

ANSWERS

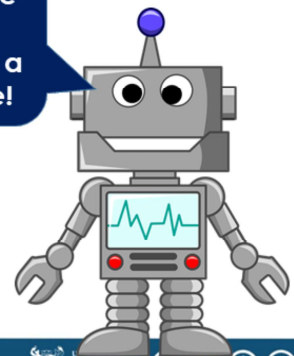
Écouter

Your French friend has left a voicemail for your brother. He needs help to understand it! Listen. Decide if each utterance is a fact (*write F* = something she already knows about your brother) or a question (*write Q* = something she wants to know).

Remember that the **verb** and **subject pronoun swap round** when it is a question.

1	Q	7	Q
2	F	8	F
3	Q	9	F
4	Q	10	F
5	F	11	Q
6	Q	12	F

There are no other cues to help you. The intonation on the voicemail is flat, like a computerized voice!



NB these sentences have been recorded **without** intonation, to remove additional cues that would otherwise help students identify between a statement and a question, so as to retain their focus on the initial verb.

Click on each orange number to trigger the audio. Each utterance is heard twice. Click again to repeat, as required.

Transcript

- 1) Joues-tu au foot?
- 2) Tu demandes la raison.
- 3) Vas-tu en ville?
- 4) As-tu un animal?
- 5) Tu aimes le chocolat.
- 6) Parles-tu français?
- 7) Comprends-tu la question?
- 8) Tu manges des fruits.
- 9) Tu sors ce weekend.
- 10) Tu prépares le dîner.
- 11) Veux-tu sortir?
- 12) Tu penses que c'est vrai.

Verb frequency rankings (1 is the most common word in French): jouer (219); demander

(80); aller (53); avoir (8); aimer (242); parler (106); comprendre (95); manger (1338); sortir (309); préparer (368); penser (116); être (5).

Source: Lonsdale, D., & Le Bras, Y. (2009). *A Frequency Dictionary of French: Core vocabulary for learners* London: Routledge.

Image: pixabay (no attribution required) <https://pixabay.com/vectors/robot-mustache-science-mechanical-161367/>

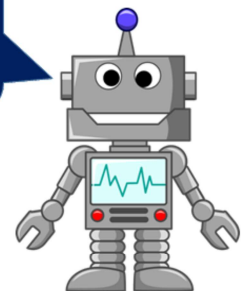
Écouter

Your French friend has left a voicemail for your brother. He needs help to understand it! Listen. Decide if each utterance is a fact (*write F* = something she already knows about your brother) or a question (*write Q* = something she wants to know).

Remember that the **verb** and **subject pronoun swap round** when it is a question.

1		7	
2		8	
3		9	
4		10	
5		11	
6		12	

There are no other cues to help you. The intonation on the voicemail is flat, like a computerized voice!



Students could easily work from the board, writing 1-12 in their books and noting F or Q for each.

Alternatively, these two slides are printable student versions.

Printable student copy. To print, select 2 slides to a page (Slides 7 & 8) to give an A5 answer sheet to each pupil.

Or just ask pupils to write 1-10 in their exercise books.

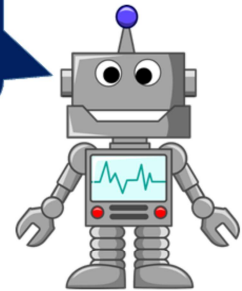
Écouter

Your French friend has left a voicemail for your brother. He needs help to understand it! Listen. Decide if each utterance is a fact (*write F* = something she already knows about your brother) or a question (*write Q* = something she wants to know).

Remember that the **verb** and **subject pronoun swap round** when it is a question.

1		7	
2		8	
3		9	
4		10	
5		11	
6		12	

There are no other cues to help you. The intonation on the voicemail is flat, like a computerized voice!



Printable student copy. To print, select 2 slides to a page (Slides 7 & 8) to give an A5 answer sheet to each pupil.

Or just ask pupils to write 1-10 in their exercise books.

				
jouer au basket	jouer au football	jouer du piano	faire du ski	faire du vélo
				
chanter	dessiner	nager	sauter	

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Vocab help

This slide can be used as a quick knowledge check in advance of the production activities to reinforce the meanings of the verbs. This can be done with teacher-led mini whiteboard work and then / or as a printed vocab help sheet for those who will need it during the speaking and the writing. This depends on how familiar the students already are with this selection of verbs.

If using as a printed help sheet, pupils should first try to say what they can and leave blanks, e.g. for any of the lexical verbs they don't know. This shows them what they don't know, a learning process known as "noticing the gap". The aim is to 'force recall', by not giving them all the language that they can then just manipulate mechanically. They have to 'pull out' the language from their memories.

Teachers may decide that some learners will need the prompts on this slide.

Verb frequency rankings (1 is the most common word in French): jouer (219); faire (25); chanter (1820); dessiner (2086); nager (>5000); sauter (2114).

Source: Lonsdale, D., & Le Bras, Y. (2009). *A Frequency Dictionary of French: Core vocabulary for learners* London: Routledge.

Tu chantes.

EMBEDDING and CONSOLIDATION.

This series of slides: a) revises the key activities, b) enables learners to spot questions and statements, c) makes the intonation difference between statements and questions clear, d) and enables learners to practise making statements and asking questions in the second person singular.

Slides 10 to 21 recap of the main verbs and formation of the partitive article, with embedded sound.

Point out that the learners can now hear the difference in intonation for statements and questions. Point out that we also raise our voices when we ask questions in English.

NB. For now, just focus on the idea of “not raising intonation when it is a statement”. There are other practice opportunities to practise making questions simply by raising intonation but keeping the word order the same. The focus here in this series of activities is just on making pupils attend to the word order.

When using slides 9 to 21 with the whole class, learners could first simply repeat

the sentences, making sure they get the intonation correct.

In a second time through these slides, they could be asked to mime the action if it is a statement; but if it is a question, they could nod or shake their head to answer the question. Clearly, now, the question marks and the intonation give away more clues than just the word order alone! But they have already had practise in using just the word order, so now we are adding the other cues back in, to help for when they produce questions.

Slide 22 includes picture prompts and learners should be selected to read out the examples with the correct intonation and the correct word order.

Slide 23 encourages learners to think about recalling the correct verb with gapfills. As well as a speaking task, this could also be handed out A5 size as a written activity or learners could write the answers on mini whiteboards.

Slide 24 requires learners to work totally from picture recall. As well as a speaking task, this could also be handed out A5 size as a written activity. A sentence grid is provided for learners to record their answers here.

Slide 27 tests the learners' ability to apply the statement vs question formation with other activities that have not yet been revised. This could be done as a speaking activity and/or a writing activity. Some pupils may need support with vocabulary here.

This session could then lead to pairwork activities: "Bingo" and "All Activities"

Tu joues au football.

Joues-tu du piano?

Tu fais du ski.

Dessines-tu?

Sautes-tu?













Nages-tu?

Joues-tu au basket?

Fais-tu du vélo?

Tu dessines.


Tu sautes.


1	Tu  .	7	Tu  .
2	Tu joues au  .	8	 -tu? .
3	Joues-tu au  ?	9	Tu  .
4	Joues-tu du  ?	10	 -tu?
5	Fais-tu du  ?	11	Tu  .
6	Tu fais du  .	12	 -tu ?


Picture recall


Slide 22 includes picture prompts and learners should be selected to read out the examples with the correct intonation and the correct word order.


NB: The items 7 – 12 appear on one mouse click, to avoid information overload on the slide.


Tu  .


Tu _____ au  .


_____ -tu au  ?


_____ -tu du  ?


_____ -tu du  ?


Tu _____ du  .


Tu  .

 -tu?

 -tu?







 ?





 -__?

 ?

Partial recall







Slide 23 encourages learners to think about recalling the correct verb with gap-fills. As well as a speaking task, this could also be handed out A5 size as a written activity or learners could write the answers on mini whiteboards.





1		.
2		.
3		?
4		?
5		?
6		.

7		.
8		?
9		.
10		?







Total recall





Slide 24 requires learners to work totally from picture recall. As well as a speaking activity, this could also be used as a writing activity to allow students to practise the whole constructions of statements and questions.

1		.
2		.
3		?
4		?
5		?
6		.

7		.
8		?
9		.
10		?

Printable student worksheet for writing (or speaking) activity, if needed. [Usually, learners would write in their books using the projected image from the board.]
 Select 2 slides to a page. (Slides 25&26)

1		.
2		.
3		?
4		?
5		?
6		.

7		.
8		?
9		.
10		?

Printable student worksheet for writing (or speaking) activity, if needed. [Usually, learners would write in their books using the projected image from the board.] Select 2 slides to a page. (Slides 25&26)

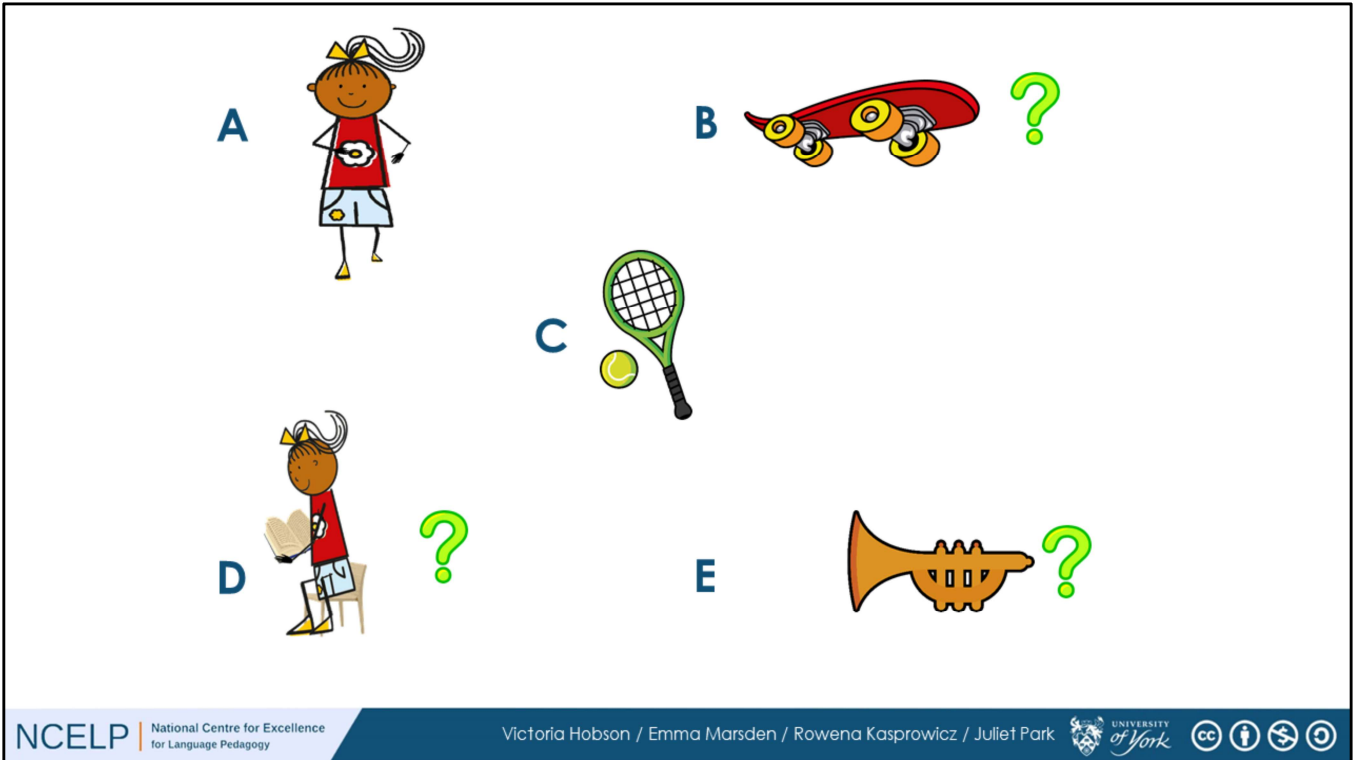
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

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Response grid for student sentences, if needed.

Extending phase: French

Example of an activity that could be seen as in 'extending phase' : Providing examples of meaningful practice, with new vocabulary and little or no support.



EXTENSION with other vocabulary.

This slide challenges the learners' ability to apply the statement vs question formation with other activities that have not yet been revised.

Note, some learners may need to see some vocabulary first.

Remember, the focus here is on word order, so if pupils don't shorten the verb from the infinitive to the 2nd person singular, you can gently correct it but don't get distracted from the main purpose of this activity. There are other opportunities to work more on verb endings, but in **this** activity, try to focus on whether or not the word order and intonation express a question or a statement.

This session could then lead to pairwork activities ("Bingo" and "All Activities").

Pair Work

Bingo cards (see next slide)

All activities cards →

			
			
		?	
		?	.
		?	.
		?	.

BINGO, forcing learners to produce and notice word order to indicate questions.

Hand out Bingo cards to learners in pairs, one receives the Partner A cards and one receives the Partner B cards. Each learner should first of all fill in appropriate sentences for each picture in the top grid, taking note of whether it is a question (question mark) or a statement (tick).

Once the learners have filled in the cards, they should take it in turns to read at random one of the statements from the eight pictures. Using the bottom grid, the partner should listen to each utterance, work out which picture is being referred to and then add a tick or a question mark. They should take it in turns to do this and once all eight utterances have been read out they should check their answers to see if they have added the correct symbol.

ALL ACTIVITIES, forcing learners to produce and notice word order to indicate questions

Learners could then be given the All Activities cards which contain all images plus full stops and question mark. Students could put the punctuation symbols upside down into one pile and turn the activity cards upside down into another. Each learner should take it in turns to select a card from each pile and either read the activity as a statement or a question! Their partner has to answer 'oui' or 'non' if

it is a question. But if it is a statement, they do not need to answer.
You could ask them to use robotic voices when they make their statements or questions, so that their partner really has to listen out for the word order, and can't use intonation as a clue at all.
They should replace the punctuation cards underneath the pack each time.

Partner A

Using the 'tu' (you, singular) form of the verb, write either a question (?) or statement (✓) for each picture in grid 1.

You and your partner take it in turns to read a sentence chosen at random from grid 1. As you listen to your partner's sentences, identify the correct picture from grid 2, and then add either a (?) if you hear a question or (✓) for a statement.

Grid 1



Grid 2



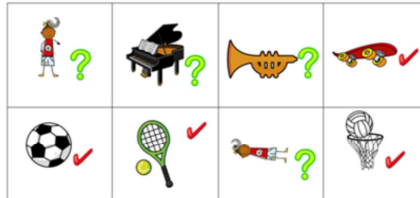
If you finish, both partners draw a 3 x 3 blank bingo grid in their books. Without showing your partner, write a different question or statement into each square. Try to choose sentences that you don't think your partner will have. Take it in turns to say one of your sentences. If you both have it, you both cross off that square. If one doesn't have it, only the one who has it crosses it off. The winner is the one to cross off all his/her squares first.

Partner B

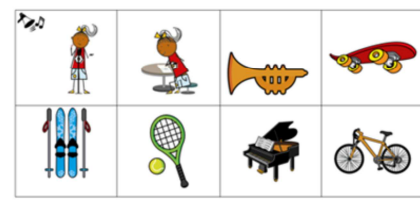
Using the 'tu' (you, singular) form of the verb, write either a question (?) or statement (✓) for each picture in grid 1.

You and your partner take it in turns to read a sentence chosen at random from grid 1. As you listen to your partner's sentences, identify the correct picture from grid 2, and then add either a (?) if you hear a question or (✓) for a statement.

Grid 1



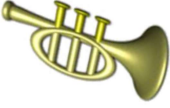








Grid 2



If you finish, both partners draw a 3 x 3 blank bingo grid in their books. Without showing your partner, write a different question or statement into each square. Try to choose sentences that you don't think your partner will have. Take it in turns to say one of your sentences. If you both have it, you both cross off that square. If one doesn't have it, only the one who has it crosses it off. The winner is the one to cross off all his/her squares first.

Screen shot of the Bingo game

					
jouer au basket	jouer au football	jouer au tennis	jouer de la trompette	jouer du piano	
					
faire du skate	faire du vélo	faire du ski			
					
chanter	marcher	dessiner	courir	nager	sauter

NCELP National Centre for Excellence for Language Pedagogy Victoria Hobson / Emma Marsden / Rowena Kasprovicz / Juliet Park UNIVERSITY of York CC BY-NC-SA

Vocab help sheet

Some students may need reference to the infinitives during the pair work activities.

Verb frequency rankings (1 is the most common word in French): jouer (219); faire (25); chanter (1820); marcher (1532); dessiner (2086); courir (1447); nager (>5000); sauter (2114).

Source: Lonsdale, D., & Le Bras, Y. (2009). *A Frequency Dictionary of French: Core vocabulary for learners* London: Routledge.

Example resources for German

- 1) Explanation
- 2) Reading
- 3) Listening
- 4) Writing (controlled)
- 5) Speaking (controlled)

How to teach and learn grammar

Go through and discuss example sequence of resources in each language (different grammar features across the three languages). Include syntax example if possible? E.g. question formation?

German – Perfect tense

Explanation and activities

Grammar explanation

Perfect tense - things that have happened in the past

To talk about what you did, use the present tense of 'haben' and a past participle.

Regular past participles sandwich the stem with **ge-** and **-t**.

Infinitive	Stem	Past Participle
machen	mach-	gemacht
spielen	spiel-	gespielt
tanzen	tanz-	getanzt

Note! Some verbs with 'haben' have past participles which don't follow this pattern!

- Ich habe Kuchen **gegessen**.
- Sie hat Freunde **besucht**.

Teacher note: Short grammar explanations can never be fully complete. (For example, of course, some verbs don't follow this pattern as they are irregular). But the aim is to get pupils to learn a 'default', main pattern and then introduce the complexities and exceptions to the rule later. In any case, evidence suggests that it is the **practice** activities that are most helpful for learning (rather than these grammar explanations). But ... these short grammar explanations do seem to speed up some learners in becoming accurate in the practice activities that follow.

Teacher note 2: Use this opportunity to prompt the meanings of the infinitive and past participles at this point, and then later the meaning of the whole phrases with the three examples.

Grammar explanation

Perfect tense – Word order

- The present tense of the verb 'haben' is always the second idea of the sentence.
- The past participle always goes to the end of the sentence.

	haben		past participle
Ich	habe	Fußball	gespielt
Der Mann	hat	jeden Tag	getanzt
Wir	haben	einen Ausflug	gemacht

English learners of German sometimes find it tricky to use the perfect tense.

Why?

1. English word order is different. Learners don't expect a past participle at the end of a sentence.
2. Phrases like 'last week' or 'yesterday' give away the meaning, so it's easy to ignore the verb elements.

Hören

Im Urlaub

Susi Sorglos is chatting to a friend about her summer. Unfortunately, the line keeps breaking up. Can you work out which activities Susi has done and which ones she is doing?



- Circle *Ich habe* for past activities
- Circle *Ich* for current activities

Remember

The perfect tense = 'haben' + past participle of the main verb.
The past participle always comes at the end of the sentence.

Verb frequency rankings (1 is the most common word in German): spielen (197); lesen (323); sehen (81); besichtigen (>5000); machen (49); trinken (609); essen (655); schreiben (245); sammeln (1324); sonnen (>5000); haben (7)

Source: Jones, R.L., & Tschirner, E. (2006). *A Frequency Dictionary of German*. Routledge

To complete the task, students can work from the board, writing 1-12 and either ich or ich habe as responses.

Alternatively there is an accompanying worksheet.

Transcript

1. (Ich) spiele Tennis
2. (Ich habe) Fußball gespielt.
3. (Ich) lese ein Buch.
4. (Ich habe) einen Film gesehen.

5. (Ich habe) ein Museum besichtigt.
6. (Ich) mache Fotos.
7. (Ich) trinke Wein.
8. (Ich habe) Pizza gegessen.
9. (Ich) schreibe Postkarten.
10. (Ich habe) Muscheln gesammelt.
11. (Ich) sonne mich.
12. (Ich) habe Sonnenbrand.

Hören

1



Ich / Ich habe

2



Ich / Ich habe

3



Ich / Ich habe

4



Ich / Ich habe

Click each number to hear the audio, twice. Click again for further repetition, as required.

Hören

5



Ich / Ich habe

6



Ich / Ich habe

7



Ich / Ich habe

8



Ich / Ich habe

Click each number to hear the audio, twice. Click again for further repetition, as required.

Hören

9



Ich / Ich habe

10



Ich / Ich habe

11



Ich / Ich habe

12



Ich / Ich habe

Click each number to hear the audio, twice. Click again for further repetition, as required.

Hören



Ich / Ich habe



Ich / Ich habe



Ich / Ich habe



Ich / Ich habe

ANSWER slide

Hören

5



Ich / Ich habe

6



Ich / Ich habe

7



Ich / Ich habe

8



Ich / Ich habe

ANSWER slide

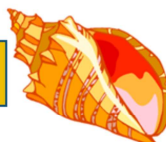
Hören

9



Ich / Ich habe

10



Ich / Ich habe

11



Ich / Ich habe

12



Ich / Ich habe

ANSWER slide

Lesen



In den Sommerferien

Susi Sorglos is on the beach writing about her summer holidays so far. However, her diary got wet and smudged!

Read what Susi has written. Decide whether she is describing what she **has done** or what she **is doing**.



- For past activities circle 'Ich habe'.
- For present / ongoing activities circle 'Ich'.

Remember

The perfect tense = 'haben' + past participle of the main verb.
The past participle always comes at the end of the sentence.

Instructions and teaser. The complete activity is available as a word / pdf doc.
Alternatively, students can complete the activity from the board, writing 1-12 and ich or ich habe for each question.

Verb frequency rankings (1 is the most common word in German): spielen (197);
besuchen (703); schwimmen (1832); machen (49); lesen (323); essen (655);
trinken (609); liegen (118); kaufen (581); wohnen (380); haben (7)

Source: Jones, R.L., & Tschirner, E. (2006). *A Frequency Dictionary of German*.
Routledge

ANTWORTEN

Liebes Tagebuch!

Dieser Sommer ist super!

- | | | | | | |
|----|-------------------------------|--------------------------|----|-------------------------------|--------------------------|
| 1. | <i>Ich habe</i>
<i>Ich</i> | <i>Fußball gespielt.</i> | 2. | <i>Ich habe</i>
<i>Ich</i> | <i>Freunde besucht.</i> |
| 3. | <i>Ich habe</i>
<i>Ich</i> | <i>schwimme im Meer.</i> | 4. | <i>Ich habe</i>
<i>Ich</i> | <i>Ausflüge gemacht.</i> |
| 5. | <i>Ich habe</i>
<i>Ich</i> | <i>lese ein Buch.</i> | 6. | <i>Ich habe</i>
<i>Ich</i> | <i>esse Pizza.</i> |

ANSWERS

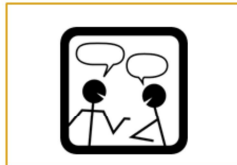
ANTWORTEN

7. *Ich habe* Wein getrunken. *Ich*
8. *Ich habe* besuche Familie. *Ich*
9. *Ich habe* liege in der Sonne. *Ich*
10. *Ich habe* kaufe Kleider. *Ich*
11. *Ich habe* im Hotel gewohnt. *Ich*
12. *Ich habe* Spaß gehabt. *Ich*

Schreiben

Du bist im Urlaub!

You are on holiday. You are doing a lot, but nothing is the same as you did last year on holiday. Use **all** the cards. Write five sentences to describe your activities this year, and five to say what you did last year. Remember to use the right verb(s) for **past** and **present**.



Verb frequency rankings (1 is the most common word in German): spielen (197); lesen (323); besuchen (703); sehen (81); essen (655); schreiben (245); treffen (287)
Source: Jones, R.L., & Tschirner, E. (2006). *A Frequency Dictionary of German*.
Routledge

There is a word version of this task, if required.

NB: This writing primes well for the speaking task. Note though that the listening and reading input tasks have not used the verb 'treffen'. Teachers use their judgement to ensure that sufficient practice with past participles takes place, such that students have mastered the forms they need to complete tasks securely.

Tennis spielen
ein Buch lesen
England besuchen
einen Film sehen
Fußball spielen
Postkarten schreiben
Spanien besuchen
mit einem Freund/einer Freundin treffen
Eis essen

ein Museum besuchen

Extending phase: German

Sprechen

Sam und Chloe im Urlaub

Sam and Chloe are friends chatting on the phone about their holidays.

In pairs, imagine you are Sam and Chloe.

Using the cards, tell each other what you did on holiday last year and what are doing now.

Remember to use the right verb(s) for past/present!

speaking / listening

This could be seen as an example of a consolidation activity or an extension activity because there is little support and some of the vocabulary has not been encountered so far within this sequence.

Talk to the teachers about that fact that we should try to avoid perpetuating a strictly 'dichotomous' idea that one activity is clearly "consolidation" and another is strictly "extension" - the phases merge into each other. It's hard to say what is and what isn't 'extension' To help you decide whether it is extending learners, you can ask: is it extending the grammar feature to new vocab? Is it taking away some support that was given earlier? Are they required to recall or produce the language in a different context or at a faster speed? Also **task demands** make it an extension (e.g. narrating a series of pictures in the 'there and then' rather than the 'here and now']]

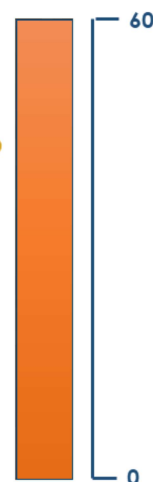
Providing examples of more meaningful practice activities

Verb frequency rankings (1 is the most common word in German): besuchen (703); essen (655); lesen (323); treffen (287); tanzen (1011); spielen (197); schreiben (245)

Source: Jones, R.L., & Tschirner, E. (2006). *A Frequency Dictionary of German*. Routledge

Hilfe

- visit museum → Museum
- visit [Switzerland/Italy] → [die Schweiz/Italien]
- eat [pizza/ice cream] → [Pizza/Eis]
- read a book → ein Buch
- meet a friend → mit einem Freund
- dance →
- play [football/tennis] → [Fußball/Tennis]
- write postcards → Postkarten



ANFANG

speaking / listening

It is anticipated that students know most/all of these high-frequency verbs. This short activity is to re-activate their knowledge of the infinitive verbs ahead of the speaking/listening activity, in which they will be producing either 1st person present or 1st person perfect forms, referring only to the speaking cards and without reference to other notes.

Teachers will use their judgement as to the extent of the 're-activation' required.

Click Anfang to start the timer. Clicking on each cloud will reveal the infinitive verb.

NB: In addition, learners will need to know and have practised these past participles: besucht, gegessen, gelesen, getroffen, getanzt, gespielt, geschrieben

NNB: besichtigen is far less frequent than besuchen but it is on the AQA GCSE vocabulary list, so retaining it here!

Sams Urlaub

1. visited museum
(last year)



2. visit Switzerland
(last year)



3. eat pizza
(this year)



4. read a book
(this year)



5. meet a friend
(this year)



6. dance
(last year)



speaking / listening

Teacher notes:

- Instruct students not to say last holiday | this holiday, but to indicate tense by the verb form.
- Partner ticks past or present in response grid
- Verbs in past tense are all regular, but note 'besuchen' and 'besichtigen'.

Chloes Urlaub

1. play football
(this year)



2. write postcards
(this year)



3. play tennis
(last year)



4. eat ice cream
(this year)



5. visit Italy
(last year)



6. dance
(last year)



speaking / listening

Sams Urlaub

	last year	this year
1. ein Museum besichtigen		
2. die Schweiz besuchen		
3. Pizza essen		
4. ein Buch lesen		
5. mit einem Freund treffen		
6. tanzen		

speaking / listening

Grid for partner A – blank.

Sams Urlaub

	last year	this year
1. ein Museum besichtigen	✓	
2. die Schweiz besuchen	✓	
3. Pizza essen		✓
4. ein Buch lesen		✓
5. mit einem Freund treffen		✓
6. tanzen	✓	

speaking / listening

Chloes Urlaub

	last year	this year
1. Fußball spielen		
2. Postkarten schreiben		
3. Tennis spielen		
4. ein Eis essen		
5. Italien besuchen		
6. tanzen		

speaking / listening

Chloes Urlaub

	last year	this year
1. Fußball spielen		✓
2. Postkarten schreiben		✓
3. Tennis spielen	✓	
4. ein Eis essen		✓
5. Italien besuchen	✓	
6. tanzen	✓	

speaking / listening

Further resources: Resources portal

Other grammar resources available here: <https://resources.ncelp.org>

Searchable database.

You will get alerts when new material has been uploaded.

For now, continue to use: <https://ncelp.org/resources/resource-portal/>

For the phonics, vocabulary, grammar, and residential materials

Eventually, all will be put on the database, and so searchable!

using fine-grained search terms and the title of the document

Show the Resources portal, if they have internet. Explore what is available.

See also the RESOURCES tab, under Resources Portal, under **Grammar**

Hands on: Developing resources (R & L)

Activity: Develop a reading or listening activity

Use the principles you've seen illustrated

Perhaps choose one of the problematic grammar features discussed earlier. Warning! the principles can't always be applied easily, e.g. to gender on articles in French or German (one coming soon on the portal!). Perhaps think about tense (present versus past, or present versus future)?

Reminders:

- Practise pairs of grammar features with contrasting meanings (or functions)
- Strip out all other cues that might stop the learner focussing on the grammar features, so that the target grammar features are *task-essential*
(e.g. a car horn covers the subject pronoun, or a paint splodge obscures the temporal adverb, a computerised voice strips out intonation that might give a clue to interrogatives)
- Make sure that the activities actually **provide** the feature you are focusing on in the input and make learners use it to interpret meaning

Developing resources for grammar teaching

About 15 minutes

Now we have reviewed a sequence of grammar teaching resources in each of the three languages.

We are now going to spend some time developing ideas for other resources.

Activity 1: develop a listening or reading activity for one of the problematic grammatical features discussed earlier in the session. (see slide 8 and discussion of Handout 1)

Allow plenty of time for discussing ideas, coming up with example activities and reviewing and discussing together.

If they suggest gender, try to steer them on to something more concrete – but we will be putting a resource on the portal very soon relating to gender in articles!

However, adjectival agreement for gender IS very doable with the kind of L & R activities we have seen here. The learners hear an adjective and then have to decide does it belong to the man (e.g. Mr Trump!) or the woman (his wife!).

Hands on: Developing resources (W & S)

Activity: From the examples provided, choose a *pair of grammar features* in one of the languages and design a writing or speaking activity to add to the sequence.

Reminders:

- Make sure the target grammar features are *task-essential*
- Use a meaningful context, where the speaker (or writer) is using the grammar to communicate a message that the listener (or reader) needs to understand
- Try to avoid providing all of the language that is needed. Encourage learners to try to recall key verbs etc.
- Pictures can be used to prompt particular words, so that learners are given some ideas about what to say

Developing resources for grammar teaching

About 15 minutes

Now going to look at developing controlled production practice resources.

Provide 3 examples of input practice (one from each of 3 languages), for one pair of grammar features (or just choose one language if there is consensus in the group).

In the slides that follow are L/R activities for tú/vosotros in Spanish and tu/vous in French. Teachers could try to develop W/S tasks to follow on from these.

Teachers can choose one and then develop a writing and/or speaking activity to practise **that pair of grammar features**.

Key principle: learners must actively select which grammar they need - not a mechanical repetition of one pattern

Getting the grammar right must matter for communication – their partner or the teacher or the other children in the class should have some reciprocal listening or reading activity that demonstrates that the learners who are PRODUCING the grammar have successfully communicated their message - using the grammar. Recall the response grids that were used in the activities you saw just now.

Talking to others: *tu* and *vous*

2nd person singular vs 2nd person plural

Talking to others: *tu* and *vous*

When you say 'you' (**vous**) to *more than one* person, use a different **verb form** from when you say 'you' (**tu**) to *one* person.

For example:

To one person:

tu joues →

tu ne manges pas →

To more than one person:

vous jou**ez**

vous ne mang**ez** pas

The following activity will help you to realise that the '**ez**' on the verb means something!

This slide is the animated explanation of the difference between the present tense second person singular and second person plural forms of verbs (the idea being that the learner will learn to spot the -ez on the plural form).

Talking to others: *tu* and *vous*

ANSWERS

Lire

Decide whether each sentence begins with '**tu**' (talking to one person) or with '**vous**' (talking to more than one person). Remember that it is the **verb ending** that tells you this!

		To one person (tu) ✓	To more than one (vous) ✓
1	..... avez un animal?		✓
2	..... as un frère?	✓	
3	..... as les cheveux courts?	✓	
4	..... avez les cheveux longs.		✓
5	..... mets une chemise?	✓	
6	..... mettez un pantalon?		✓
7	..... donnez un cadeau?		✓
8	..... donnes des euros?	✓	
9	..... jouez au tennis?		✓
10	..... joues au foot?	✓	

This reading exercise requires the learner to notice the form of the verb (specifically the **-ez** of the *vous* form) as the only means of obtaining the correct answer.

To complete the task, learners can simply work from the board, writing 1-10 in their books, and either '*tu*' or '*vous*' for each question, or alternatively, there is an A4 worksheet with questions 1-20.

Frequency

Verb and other vocabulary frequency rankings (1 is the most common word in French): avoir [8]; mettre [27]; donner [46]; jouer [219]; animal [1002]; frère [1043]; cheveux [2296]; chemise [3892]; pantalon [4670]; cadeau [2298]; euro [1753]; tennis [3857]; foot(ball) [2602]; long [202]; court [545].

Source: Lonsdale, D., & Le Bras, Y. (2009). *A Frequency Dictionary of French: Core vocabulary for learners* London: Routledge.

Talking to others: *tu* and *vous*

ANSWERS

Lire

Decide whether each sentence begins with '**tu**' (talking to one person) or with '**vous**' (talking to more than one person). Remember that it is the **verb ending** that tells you this!

		To one person (tu) ✓	To more than one (vous) ✓
11	.....regardes un film?	✓	
12	.....écoutez la radio?		✓
13	.....étudies le français?	✓	
14	..... mangez un fruit?		✓
15	.....chantes bien!	✓	
16	.....étudiez les maths?		✓
17	.....écoutes de la musique?	✓	
18	.....chantez souvent?		✓
19	.....regardez la télé?		✓
20	..... manges du poisson?	✓	

This reading exercise requires the learner to notice the form of the verb (specifically the **-ez** of the *vous* form) as the only means of obtaining the correct answer.

Frequency

Verb and other vocabulary frequency rankings (1 is the most common word in French): manger [1338]; écouter [429]; chanter [1820]; étudier [960]; regarder [425]; poisson [1616]; fruit [896]; musique [1139]; radio [1526]; bien [47]; souvent [287]; français [251]; math(ématique)s [3438]; télé(vision) [2746]; film [848]

Source: Lonsdale, D., & Le Bras, Y. (2009). *A Frequency Dictionary of French: Core vocabulary for learners* London: Routledge.

Dans la salle de classe (A)

Écouter

Listen. Decide when the teacher must be talking to several pupils (**vous...**) or just one pupil (**tu...**). Write 1-10 and 'vous' or 'tu' in your exercise book for each one. The lesson buzzer stops you hearing the whole message, so your only clue is the **verb ending**.

	vous	tu		vous	tu		vous	tu
1			4			7		
2			5			8		
3			6			9		
			10					

When you hear 'ez' you know it is 'plural you'

ANSWERS

This exercise requires the learner to listen for the verb form to determine whether one person is being addressed, or more than one person. This slide features declarative (affirmative) sentences; the next slide features negative sentences. Transcript and frequency data are below.

Transcript

The start of each sentence is missing.

Decide whether each sentence starts with "Tu..." OR "Vous..."

...regardez le problème. [EACH SENTENCE REPEATED AFTER 1 SECOND PAUSE]

...restes en silence.

...ouvrez le livre.

...écrivez sur le tableau?

...me donnez le chewing-gum.

...parles en anglais.

...dessinez très bien.

...manges dans la salle de classe.

...écoutez l'histoire?

...copiez?

Frequency

Verb frequency rankings (1 is the most common word in French): regarder [425]; rester [100]; ouvrir [257]; écrire [382]; donner [46]; parler [106]; dessiner [2086]; manger [1338]; écouter [429]; copier [4637].

Source: Lonsdale, D., & Le Bras, Y. (2009). *A Frequency Dictionary of French: Core vocabulary for learners* London: Routledge.

Dans la salle de classe (B)

Écouter

Listen again. The teacher is telling one or several pupils what they are **not** doing. Is he talking to several pupils (**vous...**) or just one pupil (**tu...**)? Write '**vous ne**' or '**tu ne**' for each one. The lesson buzzer still stops you hearing everything, so listen carefully for the **verb ending**.


vous tu


1 


2 

3 

vous tu

4 

5 

6 

vous tu

7 

8 

When you hear 'ez' you know it is 'plural you'

ANSWERS

Transcript

The start of each sentence is missing.

Decide whether each sentence starts with "Tu ne..." OR "Vous ne...".

- 1) ...regardez pas le problème. [EACH SENTENCE REPEATED AFTER 1 SEC PAUSE]
- 2) ...restes pas en silence.
- 3) ...ouvres pas le livre.
- 4) ...écrivez pas sur le tableau?
- 5) ...me donnez pas le chewing-gum.
- 6) ...parles pas en anglais.
- 7) ...dessinez pas très bien.
- 8) ...manges pas dans la salle de classe.

Frequency

Verb frequency rankings (1 is the most common word in French): regarder [425]; rester [100]; ouvrir [257]; écrire [382]; donner [46]; parler [106]; dessiner [2086]; manger [1338]; écouter [429]; copier [4637].

Source: Lonsdale, D., & Le Bras, Y. (2009). *A Frequency Dictionary of French: Core vocabulary for learners* London: Routledge.

Talking to 'you' vs more than one 'you': Verbs with 'tú' and 'vosotros'

Talking to 'you' vs more than one 'you': Verbs with 'tú' and 'vosotros'

Spanish uses different verb endings for *tú* (one 'you') and *vosotros* (more than one 'you').

Compare:

1. Escuch**as** → you listen (**one** 'you')
2. Escuch**áis** → you listen (**more than one** 'you')

So, for regular Spanish verbs ending in -ar (e.g. hablar):

Remove -ar and add **-as** for one 'you'

Remove -ar and add **-áis** for more than one 'you'

Listen to each verb. Tick if it is used for **one** 'you' or **more than one** 'you'.

		one 'you'	more than one 'you'
1	1	✓ pasas	
2	2		✓ llegáis
3	3	✓ dejas	
4	4		✓ habláis
5	5	✓ llevas	
6	6	✓ buscas	
7	7		✓ pensáis
8	8	✓ llamas	
9	9		✓ tomáis
10	10		✓ preguntáis

escuchar

Verb frequency rankings (1 indicates the most common word in Spanish): pasar [68]; llegar [75]; dejar [86]; hablar [90]; llevar [101]; buscar [179]; pensar [105]; llamar [122]; tomar [133]; preguntar [219].

Source: Davies, M. & Davies, K. (2018). *A frequency dictionary of Spanish: Core vocabulary for learners* (2nd ed.). London: Routledge.

Click on the orange number to hear the audio, once. Click again to repeat, as required. To complete the task, students can number 1-10 in their books, write the table headings at the top and complete by ticking in the correct column. Students can be encouraged to transcribe the verb form, too.

Transcript

1. pasas
2. llegáis
3. dejas
4. habláis
5. llevas
6. buscas

7. pensáis
8. llamas
9. tomáis
10. preguntáis

Look at the picture and read the speech bubble.
Circle the correct verb.

1. ¿Cantas / **cantáis**
en un grupo?



2. ¡Lleváis / **llevas**
mucho ropa rosa!



leer

Verb frequency rankings: cantar [717]; llevar [101]

3.

¿Me acompañáis
/ acompañas?



4.

¿Celebras / celebráis
mi cumpleaños?



leer

Verb frequency rankings: acompañar [606]; celebrar [886]

5.  ¿Bailas / bailáis conmigo?

6.  ¿Me llamas / llamas luego?

leer

NCELP National Centre for Excellence for Language Pedagogy Nick Avery / Emma Marsden / Rachel Hawkes UNIVERSITY of York CC BY-NC-SA

Verb frequency rankings: bailar [1323]; llamar [122]

7.

¿A qué hora **entraís** /
entras al trabajo?



8.

¿Por qué **lloras** / lloráis?

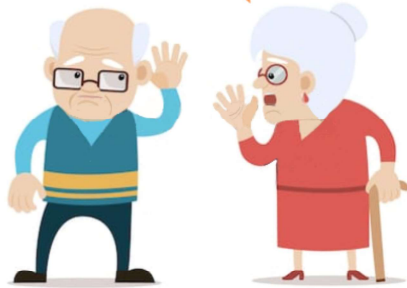


leer

Verb frequency ranking: entrar [207]; llorar [630]

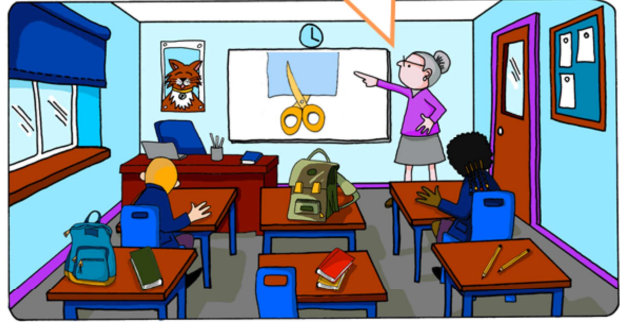
9.

¿Me escucháis /
escuchas?



10.

Cortáis / cortas el papel así.



leer

Verb frequency ranking: escuchar [281]; cortar [755]

Question words! What, when, why, which...

- Question words cross over the vocabulary and grammar strands
- To teach the formation of wh-questions, learners first need secure knowledge of the question words themselves!
- But... common chunks (formulae) often give misleading evidence about the meaning of question words e.g.,

- **quel** age as-tu? 'quel' doesn't generally express English 'how'!
- **comment** tu t'appelles? 'comment' doesn't usually express English 'what'!

(Learners would need help breaking down such chunks of language if they are taught)

- **Learners need to know the more 'reliable' words for frequent question words**

**NB: The French versions of two PPTs are inserted here – Questions words introduction and Questions words practice.
The equivalent resources exist (and have been uploaded already) for Spanish and German.**

French Question words Learning Routine

Images - Steve Clarke

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comment?





comment?





comment?



Comment vas-tu au collège?

[**How** do you go to school?]



comment?

?

how?

Comment vas-tu au collège?

?

[How do you go to school?]



où?





où?

?

where?

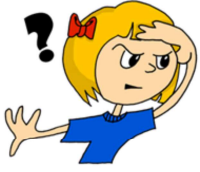


où?



Où est Amélie?

[Where is Amélie?]



où?

?



Où est Amélie?

?

[Where is Amélie?]



quand?

when?



quand?

?

when?



quand?



Quand commence le film?

[**When** does the film start?]



quand?

?



Quand commence le film?

?

[When does the film start?]



qui?





qui?





qui?



Qui est ton prof de maths?

[Who is your maths teacher?]



qui?

?

who?

Qui est ton prof de maths?

?

[Who is your maths teacher?]



que?





que?

?

what?



que?



Que fais-tu?

[**What** do you do/are you doing?]



que?

?

what?

Que fais-tu?

? [What do you do/are you doing?]



pourquoi?





pourquoi?

?

why?



pourquoi?



Pourquoi aimes-tu ça?

[**Why** do you like that?]



pourquoi?

?

why?

Pourquoi aimes-tu ça?

?

[Why do you like that?]



quel?

which?



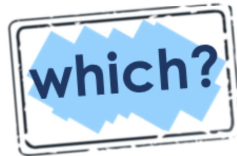
quel?

?

which?



quel?



Quel est ton mot préféré?

[**Which** is your favourite word?]



quel?

?

which?

Quel est ton mot préféré?

?

[Which is your favourite word?]



quelle?

which?



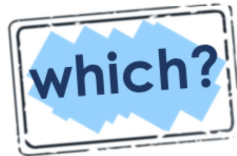
quelle?

?

which?



quelle?



Quelle photo aimes-tu?

[**Which** photo do you like?]



quelle?

?



Quelle photo aimes-tu?

?

[Which photo do you like?]



combien?

how
much?

how
many?



combien?

?

how
much?

how
many?



combien?

how
much?

how
many?

Combien de chiens as-tu?

[How many dogs do you have?]



combien?

?

how
much?

how
many?

Combien de chiens as-tu?

?

[How many dogs do you have?]

French question words Practice

Images - Steve Clarke

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Quelle est la question?

1. [redacted] fais-tu?
2. [redacted] est ton mot préféré?
3. [redacted] commence le film?
4. [redacted] vas-tu au collège?
5. [redacted] est Amélie?
6. [redacted] de chiens as-tu?
7. [redacted] aimes-tu ça?
8. [redacted] est tu prof de maths?
9. [redacted] photo aimes-tu?

These repeat the questions from the learning presentation.
It would of course be possible to use completely different questions and create a higher level of challenge.

who?	what?	where?
how many?	when?	which?
how?	how much?	why?

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Rachel Hawkes  


Noughts and crosses game.


Note: How much and how many are the same word in French (combien) but it's important that pupils know this!

how?	what?
-------------	--------------	-----	-----	-----	-----	-----	-----	-----

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Rachel Hawkes





Students can also draw a 3 x 2 grid and choose six of the nine question words for a bingo.

Strip bingo is even better. Students write all of the nine question words in their own chosen order from left to right in English.

Teacher (or another student) calls out the question words in Spanish. Pupils can only tear off from either end.

The player who has nothing left on his/her strip first, wins.

A 	B 	C
D 	E 	F
G 	H 	I

Use the images to elicit the question words and/or a whole question (can easily differentiate – a bonus point can be offered for those who are able to create new questions).

Comment?

Qui?

Que?

Pourquoi?

Où?

**Quel?
Quelle?**

Quand?

Combien?

A central cartoon character with a blue outline and a white body stands with its hands on its hips. Above its head are three blue question marks. Surrounding the character are several colorful speech bubbles, each containing a letter followed by a blank line and a question mark:

- Top left: Yellow bubble with 'C' and a question mark.
- Top right: Red bubble with 'Q' and a question mark.
- Middle left: Red bubble with 'Q' and a question mark.
- Middle right: Purple bubble with 'P' and a question mark.
- Bottom left: Green bubble with 'O' and a question mark.
- Bottom right: Pink bubble with two 'Q' and question marks.
- Bottom center: Light blue bubble with 'Q' and a question mark.
- Bottom center: Yellow bubble with 'C' and a question mark.

how much? when? who?

which? how much? how?

where? how many? when? why?

why? how? where?

who? what? how many? what?

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Slap the board.

Could also be done the other way around for reading practice.

Quelle est la question?

- Je joue au football.

- ?



- au collège.

This activity doesn't use all of the question words, but is a very useful one for practising questions in a scaffolded, yet 'contingent' context. Students only know which question word to use by looking at both lines of dialogue either side and processing for meaning. As the first line is repeated each time, the cognitive load is firmly focused on the 3rd utterance to cue the correct question word.

Using the Q words in context to reinforce their meaning. Lines 1 – 3 are there. Students supply the question word orally. Do a couple first to model, then give each pair 20 seconds to say each dialogue first before taking the answer whole class for the rest of the slides.

Quelle est la question?

- Je joue au football.

- ? **Quand?**

- le samedi.

Quelle est la question?

- Je joue au football.
- ? **Comment?**
- JE JOUE AU FOOTBALL!

This is an additional use of 'comment' we are introducing here.

Quelle est la question?

- Je joue au football.

- ? **Pourquoi?**

- C'est génial!

Quelle est la question?

- Je joue au football.

- ?

**Avec
qui?**

- avec mes amis.

This is a way to introduce a variant of “qui” and one that is very useful for students, when talking about what they do with their friends / family.

On va parler!

• J'apprends le français.

• ?

Pourquoi?

•

avec ma classe 	J'APPRENDS LE FRANÇAIS! 	le vendredi 
au collège 		c'est très important 

Pair work

Question words are spontaneous

Responses are then supported.

After students have tried this out for themselves, use the animations to elicit their responses as a whole class orally and give them feedback.

Students can then create their own sequences of questions and answers, starting with a different statement. Their partner has to select the answer that has to be given.

Gaming Grammar: Update

Phase 1: sub-set of mini-games and teacher interface (launch: Autumn 2019)

Mini-games

- ✓ Singular vs. plural adjective endings
- ✓ Subject-verb inversion (interrogatives)
- ✓ Singular vs. plural 1st person present
- ✓ Singular vs. plural 3rd person present
- ✓ Present vs. past tense (1st person)
- ✓ Present vs. past tense (3rd person)
- ✓ 1st vs. 3rd person past tense



Coming soon...

Masculine vs. Feminine definite articles

These are just illustrations to show you work that is in progress.

Spend no more than about 5 minutes going through these slides about Gaming Grammar.

If there is time, then you can give the following information, as teachers asked for more of this at the residential!:

Game will consist of a series of mini-games – each mini-game practises a particular pair of grammar features. The game is based on a spy theme, and each mini-game is a 'mission' the player has to complete.

7 mini-games developed so far. Images are screenshots of some of the mini-games.

For info (if teachers ask about each image/mini-game):

- Robots – 1st person sing/pl. Player decides whether to feed one robot, or all of the robots.
- Mission file – 1st person present vs. past tense. Player is logging mission reports from other agents; player stamps mission file as 'ongoing' (present tense) or 'completed' (past tense).
- Map – 1st vs. 3rd person past tense. Player has to rendezvous with another agent in the town. A fellow agent is explaining how they completed the mission previously (explaining the moves that they (I) and the other agent (he/she) made last time). Player chooses whether to move themselves (1st person) or the other agent (3rd person) to various locations in the town.

Gaming Grammar: Update

Phase 1: sub-set of mini-games and teacher interface (Autumn 2019)

Teacher interface

Teachers will be able to...

- Create multiple 'classes' of learners
- View and download summary data for a class and all pupils for each mini-game
- View information about each mini-game to support lesson planning



The teacher interface is currently begin developed, so the screenshot is of a work in progress. Fonts, colours, layout etc will be updated, so that all of the text and information is easy to read and digest. This screenshot just gives a flavour.

Teachers will be able to set-up and manage classes of learners, and view data for their pupils, e.g. scores on each mini-game, number of attempts at each mini-game, amount of time spent playing a mini-game (useful if, for example, a particular mini-game was set as homework). Within the game itself (the right hand side of the screen shot above), teachers will be able to select a particular mini-game and view the summary data for each pupil for that mini-game (number of attempts, best score, play time). They will also be able to download a more detailed class report (button on bottom right hand corner), to view more detailed data for each mini-game (e.g. score on each item in the mini-game).

At Residential 2 and in subsequent CPD sessions, we will present the games and the teacher interface, that should be ready to actually use in schools!

Next steps

▪ **Teacher Research Group (TRG)**

Communicate early via email – directing teachers to the grammar research summaries, sending Handouts 1, 2 and 3 in advance, telling them you will present a lot of sample NCELP resources.

▪ **Video parts of lessons where you focus on grammar**

If possible ahead of the TRG, so you can share as part of that session. Upload to VEO and tag. Let your link specialist (or Rowena or Emma) know that the video is there, and s/he will also tag.

▪ **Plan and resources going forward**

Following the TRG, keep in touch with your Hub schools.

- *Resources will be added frequently to the Resource Portal. Encourage Hub teachers to share with you and NCELP other examples of the NCELP activities and the principles we have covered today.*

- *If you would like to share your resources via the NCELP Resource Portal, please send them to Enquiries@ncelp.org.uk – we will advise and are happy to help with copyright free images or audio recordings*

▪ **Teach and reflect**

Make grammar teaching the focus of your next planned visit and observation. Use the observation schedule as the framework for feedback. Share the document with us Enquiries@ncelp.org.uk.

- **When are your next key dates? Grammar TRG & Meaningful Practice CPD.**

About 15 minutes on this slide

Ask them if they intend to:

- a) video some classes whilst trying out some of the activities and principles covered today
- b) visit their hub schools and observe some teaching using the lesson discussion sheet.

For planning for the TRG. NCELP will reduce this slide deck and you will receive it via email. [For the initial two sessions, DS and EM, ask: do you have any initial suggestions about how you might like to see that done?]

Please ask the STs to send to you – to your personal emails - a week or so before their TRG the materials they intend to use and their plan. It is very important that we provide this support and also that we understand what is being delivered.

NB For the ‘Concerns’ activity in which they discuss and critique some examples of grammar presentation and practice in textbooks, we strongly advise the Specialist Teachers to use the copies of textbook extracts that we already used in the Residential (rather than asking Hub school teachers to bring their own – as this could be complex and lead to multiple issue and a discussion that becomes unwieldy).

Summary of the session

Please complete
the short
feedback survey!

1. Brief summary of key principles for grammar teaching ✓
2. Key issue 1: What grammar to teach and when ✓
(determining the difficulty of grammar, order of teaching, setting expectations) ✓
3. Key issue 2: Principles of how to teach grammar (and the concerns!) ✓
4. Update on scheme of work (brief in-progress extract) ✓
5. Grammar teaching discussion document for observing lessons ✓
6. Sample resources, in three languages, covering range of grammar ✓
7. Hands-on classroom activity development ✓
8. Planning for the TRG ✓

Summarise what has been covered today

Please remind them to complete the feedback survey – this should have been sent to them by email.

Ideally they could complete it in the session so that we get responses.

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Selection of relevant research references. References in bold are the 5 OASIS summaries which will be sent out for the TRG meetings.