NCELP
Vocabulary Half-Day CPD

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Introduction to CPD
1] Aims of this session

Overarching aim of teaching vocabulary

To help learners develop breadth, depth and fluency of vocabulary knowledge, with an emphasis on high-frequency words, including plenty of verbs.

It is important to:

i. Select vocabulary carefully, based on frequency
ii. Regularly revisit the same vocabulary, especially before the lesson to practise in context in class
iii. Give the meaning transparently, then force regular recall of *form* and *meaning*
iv. Teach the verb lexicon = meaning of verbs
    [Verb vocabulary = infinitive or long form, (e.g. écrire, pouvoir, sauter) and the short form (écrit, peux, saute)]

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Introduction section
2] Aims of teaching vocabulary and four key considerations
NB: This is a slightly re-worded version of the 'take-home' messages for Vocabulary learning from Residential 1.

Key questions

- Why is vocabulary important?

- How many words do learners need to know?

- What does it mean to know a word?

- Which words do learners need to know?

- How can they best learn the words?

- What about different rates of learning?

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Introduction:
3] Recap of the key questions about vocabulary learning from Residential 1.
Ask 'What do we remember about the answers?'

Some answers

- Vocabulary learning is a strong indicator of performance, in aural and written modalities.
- Currently, learners appear to know (after five years' secondary learning) far fewer words than is ideal.
- Learners need to know as many words as possible(!), but 2000 would indicate a much stronger basis for GCSE proficiency.
- Vocabulary selection should balance frequency, GCSE specification, range and personal interest.
- Verbs can be under-represented in text books.
- Topic-based vocabulary lists of one single word class are not optimal

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Introduction:
4] Recap of the summary evidence from research about vocabulary learning from Residential 1.

Some answers [cont'd]

- There is no single, best strategy for learning vocabulary
- Errorless teaching techniques (when pupils are unambiguously told the meaning of a new word) are effective…
- providing they are followed by opportunities to use the new words in comprehension, and then productively.
- The more times a pupil is required to recall a word, the more securely it will move into the long term memory.
- Production tasks in which pupils use new words in sentences they compose themselves serve to strengthen vocabulary knowledge.
- Genuine information gap activities are very helpful in assisting memorisation.
- Careful, planned use of ICT can be effective.

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Introduction:
4b] continuation of recap of the summary evidence from research about vocabulary learning from Residential 1.

ST wishlist

1. A clear **list of the recommended words** pupils need to be able to do well at GCSE based on frequency in each language
2. A suggested **scheme of work** including which words would be best to introduce and when
3. More **teaching methods** for vocabulary
4. **Strategies for** how to help students on the way to **automaticity**, activities so that we can vary these steps and maintain an interesting and stimulating approach
5. **Resources** we can use
6. **Ideas/resources for revisiting** vocabulary across different contexts
7. **Time** to work on planning and resources
8. **How to assess** different levels of knowledge
9. Teaching students **revision techniques** and **self-testing skills** for vocabulary

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Introduction:

5] This is the summary of feedback from STs from Residential 1 – their 'wishlist' for the next steps.

We used this to inform the creation of this CPD and the resources that accompany it.

NB: It's important to say that the **SOW development is ongoing and we hope that it might be possible to share a draft at the Grammar CPD or if not, at the Meaningful Practice CPD, but that we will be addressing all of the other points in this half-day.**

Which words?

Vocabulary to be taught should be **informed by frequency of occurrence** in the language, and **special attention** should be paid **to common verbs** in the early stages... A consequence of not attending to frequency of occurrence in vocabulary choice is pupils realising that they cannot say or understand basic things in the language.

Anon. 2016. *Modern Foreign Languages Pedagogy Review. A review of modern foreign languages teaching practice in key stage 3 and key stage 4. (Chair: Ian Bauckham).* Teaching Schools Council.

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Section 2: Which words?
This begins to address the first 'wish' from the STs: a clear **list of the recommended words** pupils need to be able to do well at GCSE based on frequency in each language
We start from the Pedagogy Review recommendation about 'frequency' and 'common verbs'.
Ask 'So how do we do this?' Do we know the frequency of the words we are teaching? Do we have any way of knowing?
What determines our vocabulary choice currently? The text book at KS3/4, the GCSE specification vocabulary list?
Do we know what informs the vocabulary choices in these resources?

Handout 1: Vocabulary lists, rationale and uses
STs will need time to read this document – allow at least a full five minutes reading time.

GCSE frequency lists

- Frequency data have been added to AQA GCSE vocabulary lists for French, German and Spanish
  [Sources: A Frequency Dictionary of Spanish: Core Vocabulary for Learners (Davies & Davies, 2018); A Frequency Dictionary of German (Jones & Tschirner, 2006) and A Frequency Dictionary of French (Londsale & Le Bras, 2009), published by Routledge.]
- The lists are available in a variety of formats: Excel (full list), Word – A-Z, by topic, by parts of speech
- Teachers may use the frequency data to:
  - inform the SOW design
  - stimulate interest amongst pupils (and teachers!)
  - teach multiple meanings of the same word
  - teach vocabulary in multiple word class clusters
  - teach relations between words within word families
  - teach cognate patterns
  - highlight differences between high frequency words and awarding body lists

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Section 2: Which words?

The 3rd bullet summarises the suggestions for use section within Handout 1. STs will have just read this so this is just to emphasise the importance of the lists so that teachers understand fully what they are.

For further detail and for examples, refer to Handout 1.

NB: The resources themselves will model how frequencies have been used to inform the selection of vocabulary for teaching (e.g. 10 word selections of mixed word classes within one semantic field).

Frequency information for AQA GCSE Spanish vocabulary

Extract from the full list by topic

Frequency data from _A frequency dictionary of Spanish: Core vocabulary for learners_ (Davies & Davies, 2018). Words are ranked from 1 (most frequently occurring) to 5000 (outside the 5000 least frequently occurring).

* Indicates that this word appears more than once in the list, e.g., _parte_ in 'por una parte', 'formar parte', 'por todas partes'

Spanish	English translation	Frequency [corpus headword(s)]	Tier
3.5.2.17 Weather			
buen*/mal* tiempo*	good/bad weather	104 [bueno] 361[malo] 80 [tiempo]	F & H
caliente*	hot	1810	F & H
caluroso	hot, warm	>5000	F & H
chubasco, el	shower	>5000	F & H
cielo, el	sky	620	F & H
clima, el	climate	1675	F & H
despejado	clear (skies)	>5000	F & H
estable	stable, steady, unchanged	3233	F & H
fresco	fresh	1494	F & H
grado, el	degree	954	F & H
hielo*, el	ice	2649	F & H
húmedo	humid	1892	F & H
lluvia, la	rain	986	F & H
niebla, la	fog	3819	F & H
nieve, la	snow	3175	F & H
nube, la	cloud	1499	F & H
nublado/nuboso	cloudy	>5000	F & H
pronóstico, el	forecast	>5000	F & H
relámpago, el	lightning	4712	F & H
seco	dry	1183	F & H
sombra, la	shade, shadow	803	F & H
templado	mild, temperate	>5000	F & H
tiempo*, el	weather	80	F & H

Nick Avery

Section 2: Which words?

Handouts 2,3,4: EXTRACTS of the vocabulary lists for French, German and Spanish. This slide is a screen shot of the Spanish one.

Point out that some of the inclusions in the list lie outside the top 5000 words. Given that an ambitious aim of 2000 words is commensurate with the expected vocabulary size for Common European Framework of Reference B1, it is significant that significant numbers of words on the GCSE list lie outside this frequency range. Clearly, some words will naturally lie outside the top 2000 and nevertheless be valid. However, in the theme of weather, we might rightly ask whether all of these less frequent items need necessarily to be learnt (at the expense of other, more frequent, vocabulary).

NB: It is important to say at this point that NCELP has set out to share this work with the awarding bodies, and that it is hoped that frequency will play a significant role in any future GCSE specification. However, changes to vocabulary lists are clearly not permitted within the life of a specification, so as it stands, the lists are for teacher use. It does stand to reason, however, that (with the notable exceptions of words like 'ayuntamiento (town hall) and 'ajedrez' (chess) which we know that awarding bodies like to put into their papers), question writers probably do tend to use the more

common words in these lists, so that we would do no harm to ensure that the most frequent words in these lists are known well by all learners. In doing this, we also ensure that learners are better prepared for communication outside the classroom, since these are the more frequently used words.

Which words?

In the early stages of a language course, particular attention should be paid to the **planned building of pupils' verb lexicon**, focussing on the **meaning of the stem or infinitive form of common verbs.** A strong basic verb lexicon has been found to relate positively to pupils' ability to effectively manipulate those verbs at later stages.

Anon. 2016. *Modern Foreign Languages Pedagogy Review. A review of modern foreign languages teaching practice in key stage 3 and key stage 4. (Chair: Ian Bauckham).* Teaching Schools Council.

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Section 2: Which words?
The verb lexicon

Handout 5: **Focusing on the verb lexicon: Why and how to teach a verb vocabulary.**
Again, allow reading time here.

First encounters with high-frequency verbs

- 25 highest frequency verbs
- 15 high frequency concrete verbs
- Sets of six slides per verb
- Long form (infinitive) and short form (3rd person singular)
- Sentences (revisiting high-frequency (phonics) vocabulary)
- Audio-embedded versions

NB: these are for first encounters with these important verbs. Further practice and gradual extension to working with further pairs of forms/meanings would follow (e.g. next step - 1st and 2nd person singular)

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Section 2: Which words?
The verb lexicon

This slide describes the essential features of the sets of verb resources, a sample of which will follow this slide.
Refer STs to the handouts which list all of the verbs and the sentences that are included in the PowerPoint resources.
Handouts 6, 7, 8:
French 25 and 15 verbs and sentences
German 25 and 15 verbs and sentences
Spanish 25 and 15 verbs and sentences

Examples – 25 verbs

- French [faire]

- German [haben]

- Spanish [ser]

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NB: Just choose one language to show an example of one of the 25 high-frequency verb presentations.
At the end of the 6th verb slide, there is an ACTION BUTTON – click this to take you to **slide 32** to resume the presentation.

faire

[to do, make | doing, making]

fait

[does, makes | is doing, is making]

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UNIVERSITY of York

faire

? [to do, make | making, doing]

fait

? [does, makes | is doing, is making]

Stephen Owen / Emma Marsden UNIVERSITY of York

fait

[does, makes | is doing, is making]

Zara **fait** le lit.

[Zara **makes** | **is making** the bed.]

Stephen Owen / Emma Marsden

faire

[to do, make | doing, making]

Zara aime **faire** le lit.

[Zara likes **making** the bed.]

fait

? [does, makes | is doing, making]

Zara **fait** le lit.

? [Zara **makes** | **is making** the bed.]

faire

? [to do, make | doing, making]

? Zara aime **faire** le lit.

[Zara likes **making** the bed.]

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haben

[to have | having]

hat

[has]

haben

? [to have | having]

hat

? [has]

Inge Alferink / Rachel Hawkes

hat

[has]

Markus **hat** ein Fahrrad.

[Markus **has** a bike.]

Inge Alferink / Rachel Hawkes

haben

[to have | having]

Markus muss ein Fahrrad **haben**.

[Markus must **have** a bike.]

Inge Alferink / Rachel Hawkes

hat

[has]

?

Markus <u>**hat**</u> ein Fahrrad.

[Markus **has** a bike.]

?

Inge Alferink / Rachel Hawkes

haben

? [to have | having]

? Markus muss ein Fahrrad **haben**.

[Markus must **have** a bike.]

ser
[to be | being]

es
[is]

Victoria Hobson / Rachel Hawkes / Emma Marsden

ser

[to be | being]

es

[is]

es

[is]

Es rico.

[**He is** rich.]

Victoria Hobson / Rachel Hawkes / Emma Marsden

ser

[to be | being]

Quiere **ser** rico.

[He wants **to be** rich.]

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es

[is]

?

Es rico.

[**He is** rich.]

?

ser

? [to be | being]

? Quiere **ser** rico.

[He wants **to be** rich.]

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Quick review slide as we move on from 'Which words?' section to 'How to teach and learn them?' section

Section 3: How to teach and learn vocabulary
Allow time to read this document
Handout 9: Vocabulary teaching discussion

Learners...		
Introducing / establishing the vocabulary knowledge		
quickly establish the meanings of new words (e.g. with L1 translations)		
practise connecting **spoken** and **written** forms of new words to their meaning, initially		
make effective use of techniques to memorise words		
know the grammatical function of new words		
Practising / Consolidating		
use new and previously learnt words from a range of word classes in oral and written sentences		
are required to re-cycle and extend a core repertoire of high frequency:		
verbs	pronouns	other high frequency words
are asked to spot and use patterns in cognates and in word families that change the meaning or class of words (e.g., -tion for nouns, -able for adjectives)		
develop their fluency/automaticity in tasks that speed up word recognition and recall		
Developing		
deepen vocabulary knowledge by encountering words		
multiple times	in different contexts	in different collocations (alongside other words)
use information gap tasks, which make the vocabulary essential for completing the task		
work out meaning of new words in extended reading activities		
have opportunities for incidental vocabulary learning (e.g., 'picking words up' in homework or wider reading tasks)		
Assessing		
know how to		
assess their own vocabulary knowledge		learn vocabulary independently
Teachers...		
take account of word frequency and word classes in lesson planning		
assess vocabulary knowledge		
formally (in planned tests)	informally (spontaneously in class)	

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Section 3: How to teach and learn vocabulary

This slide takes the statements from the Vocabulary Teaching Discussion document and puts them into stages of vocabulary learning.

Categories are not to be seen as fixed: you practise when you are establishing knowledge for the first time, and you consolidate as you develop.

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

However, this list of ways of working with words should give us ideas and broaden our thinking about the range of opportunities we give learners in and outside of the classroom.

How to teach and learn vocabulary

Stages of vocabulary learning

Topic-based vocabulary lists of one single word class are not optimal.

1. **Introduction**
   (i.e. first encounters with new words, and initial memorisation routines)
2. **Consolidation**
   (i.e. speed of retrieval building, controlled production, e.g. sentence-building)
3. **Developing use**
   (i.e. revisiting across different contexts, modalities, synthesising with previously-learnt language)
4. **Assessment**

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Section 4: Vocabulary teaching sequence resources
We are now going to look at a sequence of resources to show a range of opportunities to encounter, practise, consolidate, develop and assess vocabulary.
There are two sequences for French, one for Spanish and one for German.
NB: You need to open one of the four vocabulary teaching sequence resources at this point.

Handout 10: Sample sets of vocabulary (to accompany the resource PowerPoints)
Handout 11: Teacher notes to accompany the teaching sequence PowerPoints)

Describe the thinking behind the selection of words as a mixed word class set.
1) Sets of words of one word class (e.g. nouns or verb phrases) lend themselves to minimal manipulation in the early stages. With a set of 10 nouns, when sentences are used, they will just use one set phrase (e.g. J'aime / Je n'aime pas) in which to 'set' the new vocabulary, so that pupils produce identical sentence structures and vary only the nouns. The 'formula' given doesn't encourage pupils to keep thinking about the meaning of the whole sentence (i.e. including the verb), but just the nouns themselves.
2) There is also some evidence that says that learners can find it more difficult to

remember a set of words from just one word class (a notion that they are 'competing for the same cognitive slot').

3) Words from different classes lend themselves more naturally to 'meaning making 'from the outset. They are themselves the object of learning so, without cognitive overload of bringing in other language with which to build sentences, pupils can make immediate use of the new set of vocabulary to construct sentences and express meanings.

4) All of this leads to more secure word-form-meaning mapping and the opportunities for more focused language processing and then creation increases the chances that the language will be embedded and retained over time.

Developing use

You have now shared a lot of teaching ideas and resources. Rejoin the presentation here to focus particularly on the 'developing use' phase.

Given the fact that the main focus within the Teaching Sequence PowerPoints is to show first encounters and consolidation, and the fact that teachers will browse those in their own language, but undoubtedly won't see all of what has been created, it seems useful here to draw together a few examples of the Developing phase activities, in particular the Information Gap tasks, across different languages. These have also been reproduced as Handouts of the actual pupil resources themselves, as without these, it's sometimes difficult to grasp the nature of the activity.

At this point, give out the separate **Resources Handouts** selection.

At this point direct STs to the **'Resources Handouts'** which are in a separate pack.

Handout: with the resources handouts
This one is for the 15 concrete German verbs
A collaborative information gap exercise to practise the verbs introduced in the 15 concrete verbs PowerPoint resource/
Work in pairs.
Pupils each have a set of pictures and ask each other questions about what is in their pictures in order to find out which pictures occur in both sets.
Each picture/ person is numbered in order to reduce cognitive load and focus attention on verbs rather than nouns.
For example, Eins schläft.

NB. the numbers do not match across the sets so as not to give the solution away that way.

Guess where

Preparation
For each pair of pupils, you will need three sets of the pictures.
Cut them into individual cards along the dotted lines.
You can print them in colour or in black and white.
This activity takes time to prepare but the cards can be re-used time and again.

Game
Players: 2
Goal: guess which card the other person has
How to play:
- This game is a variation on 'Guess who?'.
- Each player has a set of 24 cards in front of him/her.
- Both players pick a card from a third set without showing the other player.
- Players take turns asking each other yes/no questions about what is on the target card (e.g. Is there a car?) and turn over any cards that the answers eliminate.
- The winner is the player who correctly identifies their opponent's card first.

Word	Word class	Word frequency
geben	verb	57
Auto (nt)	noun	490
Zug (m)	noun	613
Fahrrad (nt)	noun	1596
Bus (m)	noun	1580
Person (f)	noun	331
Flugzeug (nt)	noun	1395
Fluss (m)	noun	1551
Straße (f)	noun	355
Stadt (f)	noun	186
Brücke (f)	noun	2062
sonnig	adjective	<4000 [953] Sonne
sein	verb	3
regnen	verb	3642

Handout also available in the resources section

This can be easily adapted for French and Spanish.
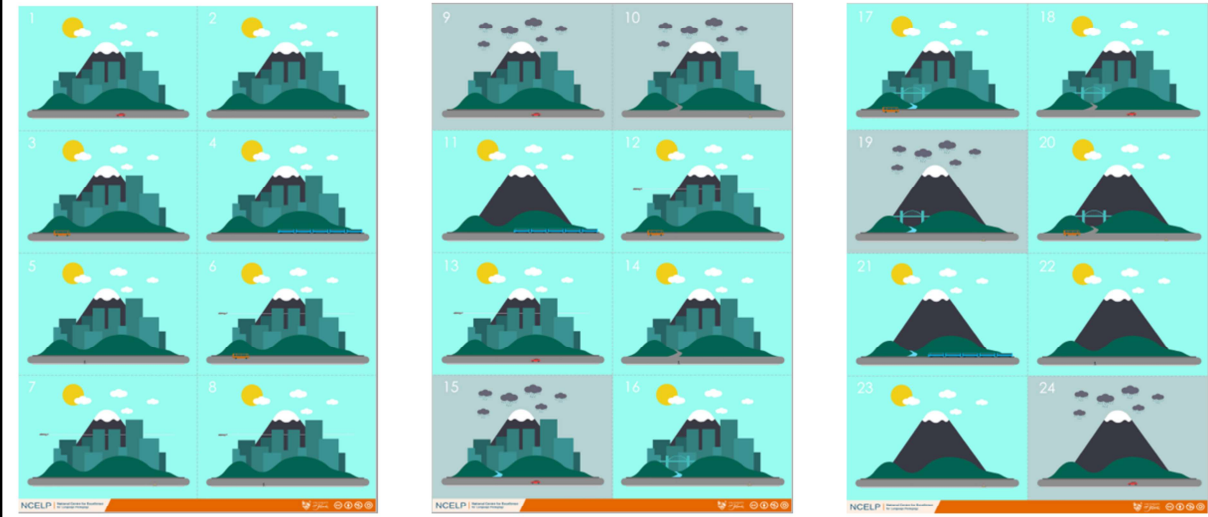
Screen shot of full resource – just so the game can be visualised!

Dictogloss

Vanina : mes matières préférées
★★★☆☆ (17 votes)
mercredi 16 mars 2011
Vanina (collegienne, Clichy)

A1 | féminin | adolescent | 0-30 secondes
école | mes goûts

Vanina nous explique qu'au collège, ses deux matières préférées sont l'anglais et l'espagnol.

▶ 0:21 / 0:21 ━━━●━━ 🔊 ⋮

MP3 ~ 335.5 ko

URL de cette ressource : https://www.audio-lingua.eu/spip.php?article1416

⬇ télécharger

Lecteur exportable

	Word	Frequency	PoS
1	être	5	verb
2	matière (f)	562	noun
3	facile	822	adjective
4	anglais (m)	784	noun
5	car	176	conjunction
6	classe (f)	778	noun
7	aimer	242	verb
8	beau/belle	393	adjective
9	langue (f)	712	noun
10	espagnol (m)	1666	noun

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https://www.audio-lingua.eu/spip.php?article1416

When pupils have already spent some time learning and using the verb 'etre', and they are very familiar with 'J'aime… parce que' they could complete this very short dictogloss task.

This is authentic audio. It contains many familiar words but also a couple of words that may be unfamiliar, which they can listen out for, and ask the teacher, about meaning or spelling.

This is not a test. Pupils are able to try to note things down or remember them, and ask questions of their teacher.

It is a very good way for them to try to put their phonics knowledge into practice. For example, they might ask: Comment dit-one 'belle' en anglais? Comment s'écrit 'bilingue'? 'Plutôt, c'est quoi en anglais? Qu'est-ce que c'est 'langue'?

They then need to work in pairs to try to reconstruct the text. It is only 33 words long.

NB: Vocabulary table for the teacher and would not be displayed to pupils.

Dictogloss

Pupils listen and make notes in English. They can listen several times to the passage.

Transcript:

Mes deux matières préfèrés sont l'anglais et l'espagnole car je suis dans une classe bilingue.

J'aime bien l'espagnole parce que c'est une belle langue et c'est plutôt facile.

L'anglais j'aime bien parce que…

The transcript fades out. Pupils who finish early could be encouraged to continue the passage a bit further.

How to teach and learn vocabulary

More ideas for developing vocabulary

- Word families

- Making links and spotting patterns between L1 and L2

- Exploiting texts

Rachel Hawkes

How to teach and learn vocabulary

La Regenta, a novel by Leopoldo Alas "Clarín"

Read this extract and answer the questions in **English**.

— Me muero de aburrimiento, dijo Ana.

Tenía veintisiete años. Sentía que la juventud se le escapaba; veintisiete años de mujer eran la puerta de la vejez que ya estaba llamando...

El amor es lo único que vale la pena de vivir, había ella leído muchas veces.

Pero, ¿dónde estaba ese amor? Ella no lo conocía.

How did Ana say she was feeling?
Why was Ana depressed about being 27 years old? Give two reasons.
What had Ana read about love?

Q5. AQA GCSE Higher Spanish Reading 2018

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Developing word knowledge through word families, teaching learners how to recognise and form cognates themselves early on in secondary supports, in my view, the sort of flexibility of thinking that is needed to succeed in the higher reading paper at GCSE.

Remembering that the exams will include forms of words that learners may not have met, and are not on the prescribed vocabulary list, learners will need considerable ability to spot patterns and identify variations from words they do know, but still link them back to the meaning. A considerable challenge…

Higher Spanish Reading paper 2018 - words which may have caused issues:
1) irregular plurals that incur a spelling change with non-cognates e.g. pez --> peces
2) forms of words including prefixes - e.g. prepagada OR antitabaco and/or suffixes on infinitives - e.g. pagarlos / saltarse etc..
3) stem-change verbs
4) spotting referent without pronouns
5) completely unknown words - e.g. 'la vejez' not on the word list – could you guess from 'viejo'?
6) verbs used in more unfamiliar contexts - e.g. transitive use of 'subir' for 'take up'

rather than intransitive 'go up' (they do meet 'subir fotos a Facebook' (upload) but this is a step away in terms of their possible 'held' translations). This last point is something we need to look at in terms of vocabulary knowledge - in Spanish there are fewer words than in English, so verbs in particular carry many different meanings - the ability of pupils to recognise these different meanings of known words is decisive in the GCSE reading paper.

How to teach and learn vocabulary

≡ MENÚ   🔍 BUSCAR   el Periódico | EDICIÓN CATALUNYA / EDICIÓN GLOBAL   INICIAR SESIÓN 🔴

BARCELONA   BARCELONEANDO   +BARCELONA   METRÓPOLIS BARCELONA   DISTRITOS   BADALONA   CORNELLÀ   ESPLUGUES   GAVÀ   VER MÁS ⌄

Muere un motorista de 22 años al colisionar con un taxi en Barcelona
Última hora

El accidente mortal tuvo lugar en el distrito de Sant Andreu la noche del viernes al sábado

El <u>Día de los Muertos</u> es considerado la tradición más representativa de la **cultura mexicana** y es desde la cultura **Azteca** que se popularizó en **gran parte de latinoamérica**.

🟩 on AQA vocabulary list

Word	Frequency	Part of speech	English
muere*	212	verb	
mortal	2673	adjective	
muerto (m)	1103	noun	
muerto	1103	adjective	
morir	212	verb	

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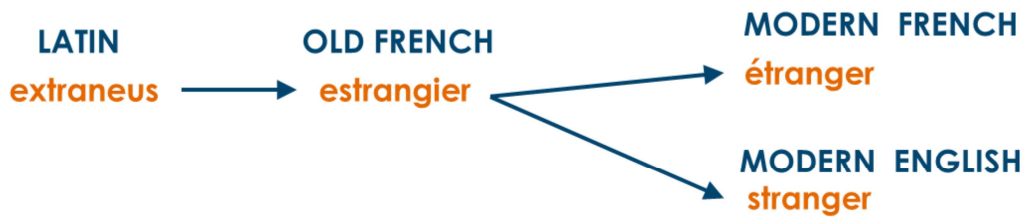
First reflection question – What do they know about the Norman conquest and what this meant for the development of the modern English language?
Second reflection question – examples would be 'extra', 'extraneous', 'estranged'

With the verbs we could encourage them to think about the meaning of the –er, -ir endings too. And think about the relationship between the verb and noun in the pairs {1,2} and {6, 7}.

First reflection question – What do they know about waves of Germanic immigration to England in the first millennium AD?

Second reflection question – good examples they might know would be Bruder-brother, Mutter-mother, Vater-father etc.

Be a language detective!

MODERN GERMAN   MODERN ENGLISH

Pfeffer ⟷ pepper

- You can see this same pattern in lots of other word pairs!

pf… ⟷ p…

- So… what do you think the following German words might mean?

| 1. Pfeife | 2. Pfund | 3. Pflanze | 4. Pfefferminze |
| 5. pfefferig | 6. Krampf | 7. Pflaster | 8. Pfannkuchen |

- Can you find any other pairs of German and English words that follow this pattern?

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They can also think about the f-p and the z-t pairings of sounds. Other possible words that could be used: Hopfen (hops) Tropfen (drop(let)) Pflaume (plum) stopfen (stuff) hüpfen (to hop) Pfennig (penny)

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Cognates

Pattern	Examples
The Spanish word adds an -o (and sometimes an accent) or changes a final '-e' in English to an -o	aspecto, automático, económico, activo, decisivo
The Spanish word adds an -a (and sometimes an accent)	lista, idiota
Words ending in '-ist' in English often end in -ista in Spanish	pianista, comunista,
Spanish changes a final '-e' to an -a	medicina
The Spanish word adds an -e	aire, arte
Words which end in -ia or -ía in Spanish and '-y' in English	biología, economía, tragedia
Words which end in -or in Spanish and '-our' in English	honor, vigor, labor
Verbs which add -ar, -er or -ir in the infinitive in Spanish or change a final '-e' in English to one of these endings	admirar, confirmar, reservar, servir
Verbs which end with -ar in the infinitive in Spanish and with '-ate' in English	decorar, cultivar, activar
Words which, in addition to the points above, have minor spelling changes between English and Spanish to accord with the Spanish phonetic system of spelling	filosofía, psicología, gráfico, fotografía, cuestión
Words in which t in Spanish corresponds to 'th' in English	teatro, catedral, auténtico, autor
Spanish adverbs ending in -mente which end with '-ly' in English	completamente, especialmente, generalmente
Words which end in -oso/-osa in Spanish and '-ous' in English	fabuloso, religioso, furioso
Words where '-tion' in English is replaced by -ción in Spanish	acción, inspección, integración
Words ending in -ante or -iente in Spanish corresponding to English '-ant' and '-ent'	protestante, correspondiente, deficiente
Words where '-nce' in English becomes -ncia in Spanish	evidencia, vigilancia, inteligencia, ocurrencia
Adjectives where '-ical' in English becomes ico/ica in Spanish	físico, óptico, fanático
Words where 'oun' in English is replaced by -um in Spanish	anunciar, pronunciar

Pattern	Examples
Words where des- in Spanish is replaced by 'dis-' in English	desconectar, desconcertar, desembarcar
Words which end in -dad or -tad in Spanish and '-ty' in English	capacidad, sociedad, solemnidad, hospitalidad, libertad
Adjectives ending in -ense which compare with English equivalents ending in '-an' or indicating a place of origin	canadiense, londinense
Words where an intervocalic -d- in Spanish is replaced by '-t-' in English	senador, ecuador, operador, maduro
The English word adds an extra letter or letters	cine, clima, militar, avance
The Spanish word adds an epenthetic e- before words beginning with 's' + consonant	esnob, especial, estéreo
Words where a single vowel in English is replaced by a dipthong in Spanish	sentimiento, compartimiento, puerto

Strategies such as those outlined above will generally be more easily applied in reading than in listening, as reading offers more opportunities to slow down, look at unknown items at some leisure and study the context. However, the general strategies for understanding listed above can be used successfully in listening to Spanish.

In order to hear accurately, students should have the relationship between the spoken and written language brought to their attention. Words which **look** the same in Spanish and English may **sound** different and conversely, words with similar sounds may be written very differently in the two language For example, the Spanish word *circuito* looks very similar to its English counterpart but is pronounced quite differently while *rosbif* sounds very like the English phrase from which it is derived but looks very different when written down.

Working with cognates

NB:These are only available in Spanish at the moment.

There are 11 cognate patterns explored in this way, and a 12th task, which recaps all of the patterns met.

The idea is that each pattern is given 10 minutes in tutor time (so NOT taking time out of L2 lessons!)

They are written so that non-linguist tutors can deliver them.

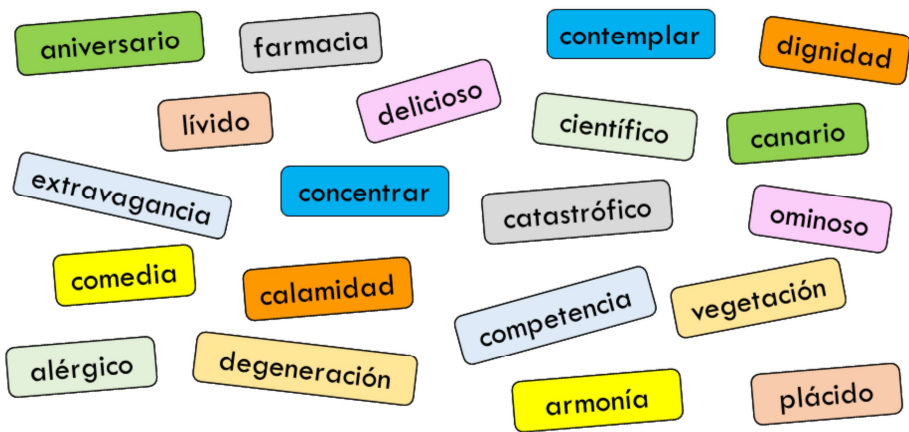All resources will soon be available on the Resource Portal if teachers are keen to approach the pastoral teams in their schools about this.

12 Here is a selection of words with the cognate patterns you have seen this term:

aniversario · farmacia · contemplar · dignidad · lívido · delicioso · científico · canario · extravagancia · concentrar · catastrófico · ominoso · comedia · calamidad · competencia · vegetación · alérgico · degeneración · armonía · plácido

Work out the meaning.
Extra: choose two words and write sentences in Spanish.

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ANSWERS

cognate pattern	Spanish word 1	English	Spanish word 2	English
id → ido	lívido	livid	plácido	placid
ous → oso	delicioso	delicious	ominoso	ominous
tion → ción	vegetación	vegetation	degeneración	degeneration
ary → ario	aniversario	anniversary	canario	canary
ph → f	farmacia	pharmacy	catastrófico	catastrophic
ty → dad	dignidad	dignity	calamidad	calamity
y → ia / ía	comedia	comedy	armonía	harmony
ence/ance → encia / ancia	extravagancia	extravagance	competencia	competence
ate → ar	contemplar	contemplate	concentrar	concentrate
ic → ico	científico	scientific	alérgico	allergic

Exploiting texts

Un hombre sin cabeza
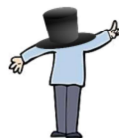
Un hombre sin cabeza
no puede usar sombrero.
Pero éste no es
su mayor problema:
no puede ▮▮▮
▮▮▮
▮▮▮
▮▮▮
▮▮▮
▮▮▮
cabeza se debe tener.

Armando José Sequera

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Original source: http://www.doslourdes.net/Un%20hombre%20sin%20cabeza.htm
Flag the ALL Literature wiki, and ALL in general!

Exploiting texts
Remind STs that there are 8 rich texts from the Phonics resources (from FLEUR) that are available for French>
Tell them also that at the next residential we will be starting a strand on literature and authentic texts, when there will be a lot more available.
This is just an example here, and one which fits very well with developing a verb lexicon.
NB: Handout not available – permission process just getting underway, currently.

Students brainstorm in groups (big sheet of paper / big pens!) all the possible infinitives that they think could be in the poem.
Tell them that they will get points for anticipating correctly, but also (a different number of) points for coming up with infinitives that no other group has.
After 8 minutes to work on their list, ask the class to read the poem aloud up to the first gap.
Then reveal each infinitive, one by one, telling students to mark off any that they

have in common with the poem.

When finished, tell them they get 3 points for every infinitive they've matched.

Bonus points:
Then ask for any additional infinitives that they had. Ask for one from each group. If no other group has it, the group gets 5 points. If other groups have it, those that do get 1 point each.
Keep going until all the verbs are accounted for.
There will then be a count up to identify the winning team.

Pupils then decide on their own favourite version of the poem, adding/deleting verbs from the original.
They practise a performance version of the poem in their groups, acting out the verbs.

There are some other things we could do here, if we played around with taking out the 'puede' or leaving it in.

We could turn it into a minimal pairs elicited task, whereby one pupil has an adapted version, where the structure is varied, either puede + infinitive OR just 3rd person sigular.
If the pupil hears 'no puede' s/he has to finish the sentence with the infinitive, if s/he hears 'no' only, s/he has to give the short verb form.

Someone decided that the original version was repetitive and had too many 'no puede's in it. She decided to change it, so that sometimes it just has 'no' and a short form verb.

The difference in meaning is this:
1) no puede cantar – s/he cannot sing
2) no canta – s/he doesn't sing

The difference in verb form is:
1) … cantar – infinitive
2) … canta – 3rd person singular [s/he form]

Work with a partner. S/he will read an adapted version of this poem to you.
Every time s/he stops you need to complete the line with either the infinitive OR the 3rd person singular form of the verb.

Then swap and read your version to your partner.

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A
Un hombre sin cabeza
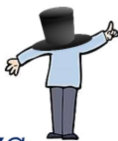
1 Un hombre sin cabeza
2 no puede usar sombrero.
3 Pero éste no es
4 su mayor problema:
5 no puede ~~hablar,~~
6 no puede ~~ver,~~
7 no ~~canta,~~
8 no ~~quiere,~~
9 No ~~escucha,~~
10 ni puede ~~creer,~~
11 que para amar y besar
12 cabeza se debe tener.

Armando José Sequera

B
Un hombre sin cabeza

1 Un hombre sin cabeza
2 no puede usar sombrero.
3 Pero éste no es
4 su mayor problema:
5 no … [hablar / habla],
6 no … [ver / ve],
7 no … [cantar / canta],
8 no … [querer / quiere],
9 No …[escuchar / escucha],
10 ni …[creer / cree],
11 que para amar y besar
12 cabeza se debe tener.

Armando José Sequera

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You wouldn't display these to the class, obviously. It's just for display, here.

Partner A reads but stops short and doesn't say the words in orange (they are there so that s/he is 100% which form it should be and can give feedback)
Partner B has to complete the incomplete utterances with either the long or short form of the verb, whichever is correct.

A
Un hombre sin cabeza
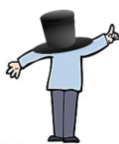
1 Un hombre sin cabeza
2 no puede usar sombrero.
3 Pero éste no es
4 su mayor problema:
5 no … [llamar / llama],
6 no … [saber / sabe],
7 no … [decir / dice],
8 no … [ir / va],
9 No …[querer/ quiere],
10 ni …[ser / es],
11 que para amar y besar
12 cabeza se debe tener.
Armando José Sequera

B
Un hombre sin cabeza
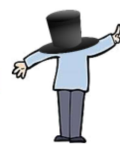
1 Un hombre sin cabeza
2 no puede usar sombrero.
3 Pero éste no es
4 su mayor problema:
5 no puede ~~llamar,~~
6 no ~~sabe,~~
7 no puede ~~decir~~
8 no puede ~~ir,~~
9 No ~~quiere,~~
10 ni puede ~~ser,~~
11 que para amar y besar
12 cabeza se debe tener.
Armando José Sequera

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You wouldn't display these to the class, obviously. It's just for display, here.

This time
Partner B reads but stops short and doesn't say the words in orange (they are there so that s/he is 100% which form it should be and can give feedback)
Partner A has to complete the incomplete utterances with either the long or short form of the verb, whichever is correct.

Clearly there are many extension activities, one being to write a different poem in this style or with this theme, or both.

Handout 12
Pupil self-assessment checklist template

STs saw examples of the checklist and the sentence level tests in the Vocabulary teaching sequence powerpoints.
Ask them what other sorts of assessments they feel they need for vocabulary.
[Obviously we have some examples of the phonics assessments from the previous CPD]

Different rates of learning

- A focus on high-frequency vocabulary, particularly verbs helps all learners, but particularly those who take longer to learn and find it more difficult to retain and retrieve.
- Pre-lesson learning gives learners control over the initial learning (i.e. they can learn at their own pace and without any time pressure)
- Peer presentation and consolidation methods – strategic seating can give a 'lead' role to more able students, initially, but changing partners to repeat then ensures that all are challenged (i.e. start with HPA/LPA pairs, then move to HPA/HPA and LPA/LPA pairs).
- Self-made flashcards offer differentiation - Higher-attaining pupils can move more quickly to working from L1 to L2.
- Information gap tasks can be tweaked to have differentiated levels of challenge in the pairings; tasks then repeated with equal challenge pairs.
- Open-ended tasks, e.g. sentence-creation from given words, give pupils the opportunity for stretch.

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Rachel Hawkes

There will be some more detailed guidance on this, including thoughts on SEND and working with mixed attainment classes, in particular.

Here we just review some of the approaches to vocabulary that we have seen which lend themselves well to working with pupils that have different rates of learning (this is ALL classes, whether set or not).

As always, the key to meeting the needs of all learners, is knowing what those needs are, i.e. knowing your learners individually. There is nothing that substitutes for this as a starting point.

However, this slide is a summary of the ways in which these approaches support the best learning outcomes for all learners.

Handout

This is the final handout (together with another copy of the speaking homework one, just to flag this again, as there was so much in the previous CPD, it might have been a little overlooked, and is a very important area to pursue.)

It will be useful to ask STs what CALL they have available, and what they know about their partner schools.

Review our progress in this CPD.

Acknowledge that there is some time for STs within this project, but that we recognise that time is always too little!

We have worked flat out for a month to create a good starting point for vocabulary resources. More will now be added, although most immediately we turn our attention to Grammar, then Meaningful practice.

However we think there is a wealth of material to get us started, here.

In time, hub teachers will inevitably start adding to the resource base for the project. ☺

Conclusion and next steps

- **Teacher Research Group (TRG)**
  Communicate early via email – directing teachers to the Vocabulary research summaries, inviting them to bring along any existing vocabulary resources they use
- **Video parts of lessons where you focus on vocabulary**
  If possible ahead of the TRG, so you can share as part of that session. Upload to VEO and tag. Let your link specialist know that the video is there, and s/he will also tag.
- **Plan and resource**
  Following the TRG, keep in touch with your Hub schools, sharing anything you create (or adapt from an NCELP resource). Resources will be added frequently to Resource Portal. Encourage Hub teachers to share with you (and us). Send resources to Enquiries@ncelp.org.uk in the first instance – we are happy to help with copyright free images / audio recordings etc..
- **Teach and reflect**
  Make vocabulary teaching the focus of your next planned visit / observation. Use the observation schedule as the framework for feedback. Share the document with us Enquiries@ncelp.org.uk .
- Remind yourself of your next key dates:
  Vocabulary TRG and **Grammar CPD**.

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