Patterns first :Teaching language through chunks

A cognitive-theory based approach to MFL instruction

Taking the emotional temperature (Bahasa Melayu version)

Siapa nama? (*What is your name?*)

Nama Saya _____ (*my name is* _____)

Apa khabar kamu hari ini? (*How are you today?*)

VERB	ADVERB		CONJUNCTION	PRONOUN/VERB	ADJECTIVE	
Saya	**sangat baik**	_(very well)	**kerana**	**saya**	**bosan**	_(bored)
(*I am*)	**baik**	_(well)	(*because*)	(*I am*)	**gembira**	_(happy)
	sederhana	_(so so)			**gementar**	_(nervous)
	tidak baik	_(bad)			**marah**	_(angry)
	sangat teruk	_(very bad)			**penat**	_(tired)
					risau	_(worried)
					sakit	_(ill)
					sedih	_(sad)
					tenang	_(calm)
					tertekan	_(stressed)
					teruja	_(excited)

The Language Gym

Mind reading

The Language Gym

1. **Saya teruja** (I am excited)
2. **Saya baik** (I am well)
3. **Saya marah** (I am angry)
4. **Saya penat** (I am tired)
5. **Saya tertekan** (I am stressed)
6. **Saya tenang** (I am calm)
7. **Saya sedih** (I am sad)
8. **Saya tidak baik** (I am not well)
9. **Saya sakit** (I am ill)
10. **Saya risau** (I am worried)

- Write a set of phrases or words on the board;

- Write secretly one on a mini-board;

- Choose words you know they find phonologically challenging and/or containing the target sounds;

- Ask the students to guess the hidden word calling them out reward correct answers.

The Language Gym

Delayed repetition

1. Saya baik kerana saya teruja
2. Saya baik kerana saya gembira
3. Saya tidak baik kerana saya marah
4. Saya tidak baik kerana saya penat
5. Saya sangat teruk kerana saya tertekan
6. Saya sederhana kerana saya tenang
7. Saya tidak baik kerana saya risau
8. Saya tidak baik kerana saya sakit

Aural sentence puzzle

VERB	ADVERB	CONJUNCTION	PRONOUN/VERB	ADJECTIVE
0.Saya	tidak baik	kerana	saya	marah
1.Saya	sangat baik	kerana	saya	bosan
2.Saya	tidak baik	kerana	saya	sedih
3.Saya	baik	kerana	saya	gembira
4.Saya	sangat teruk	kerana	saya	tertekan
5.Saya	tidak baik	kerana	saya	gementar
6. Saya	sangat baik	kerana	saya	teruja
7.Saya	tidak baik	kerana	saya	sedih
8.Saya	sederhana	kerana	saya	penat

Sentence stealer

1. Saya tidak baik kerana saya penat
2. Saya tidak baik kerana saya risau
3. Saya sangat teruk kerana saya tertekan
4. Saya sederhana kerana saya gembira tapi sangat penat
5. Saya tidak baik kerana saya tertekan
6. Saya sangat baik kerana saya gembira
7. Saya tidak baik kerana saya bosan
8. Saya tidak baik kerana saya gementar
9. Saya sangat baik kerana saya gembira dan teruja
10. Saya tidak baik kerana saya seidh

Batu, Gunting, Kertas

The Language Gym

One pen one die

Translate the sentences below into English. You will work in groups of 3, with:

- one die,
- one pen
- a blank sheet per person

1. Saya tidak baik kerana saya penat
2. Saya tidak baik kerana saya risau
3. Saya sangat teruk kerana saya tertekan dan sakit
4. Saya sederhana kerana saya gembira tapi sangat penat
5. Saya tidak baik kerana saya tertekan
6. Saya sangat baik kerana saya gembira
7. Saya tidak baik kerana saya bosan
8. Saya tidak baik kerana saya gementar
9. Saya sangat baik kerana saya gembira dan teruja
10. Saya tidak baik kerana saya sedih
11. Saya sederhana kerana saya tenang
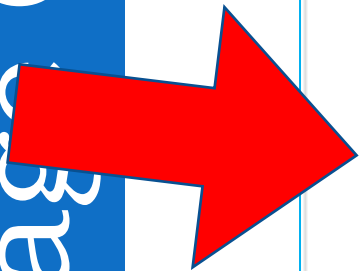12. Saya sangat teruk kerana saya penat, marah dan tertekan

Find someone who

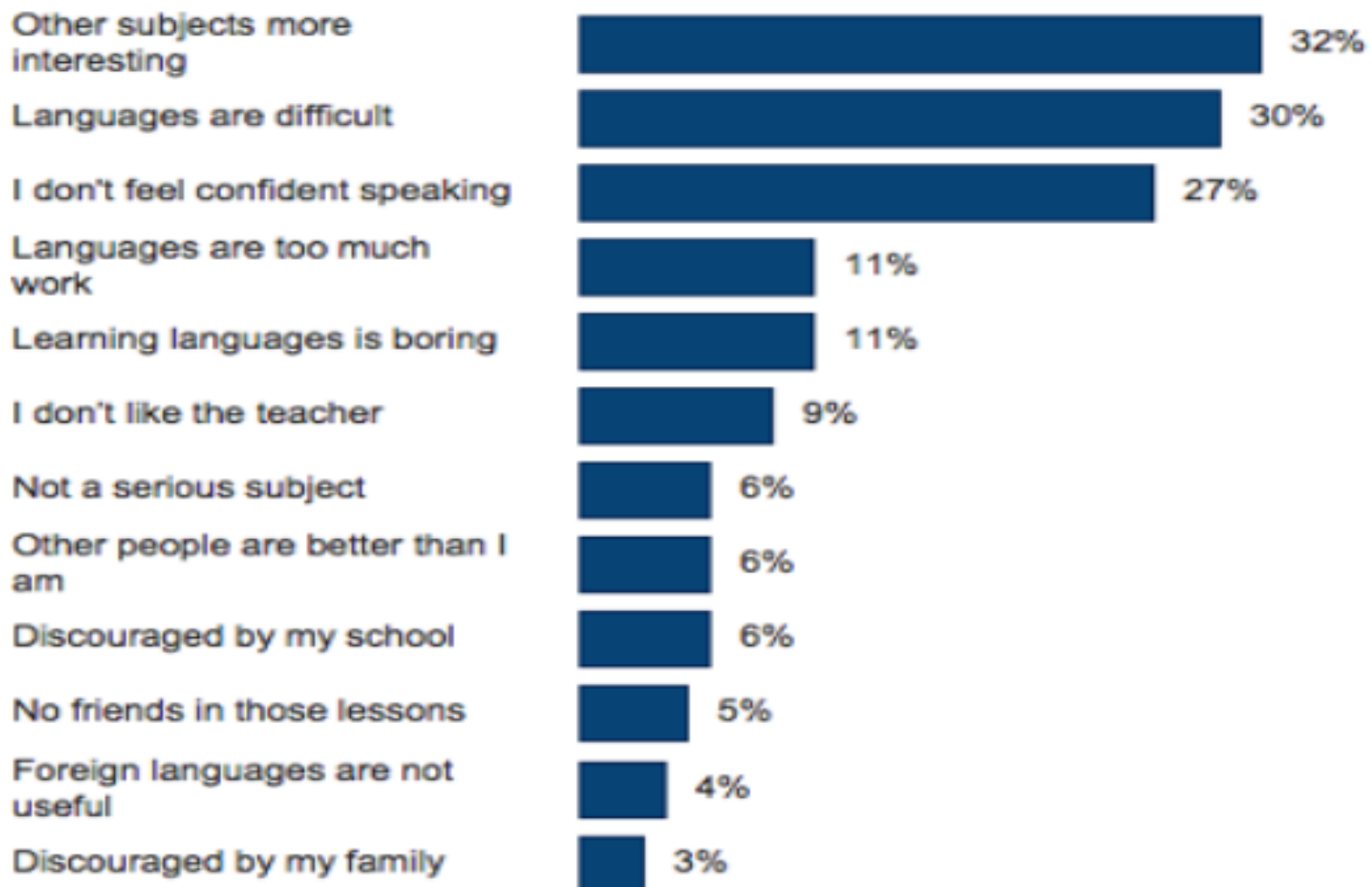| Find someone who is…	Question	Name of card-holder
Bored	Apa khabar?	
Tired		
Excited		
Nervous		
Angry		
Nervous		
Worried		
Excited		
Stressed		
Calm		
Sad		
Ill		
Happy		

The Language Gym

Why do English students not choose MFL GCSE?

List the Top 5 reasons why English children don't choose MFL at GCSE
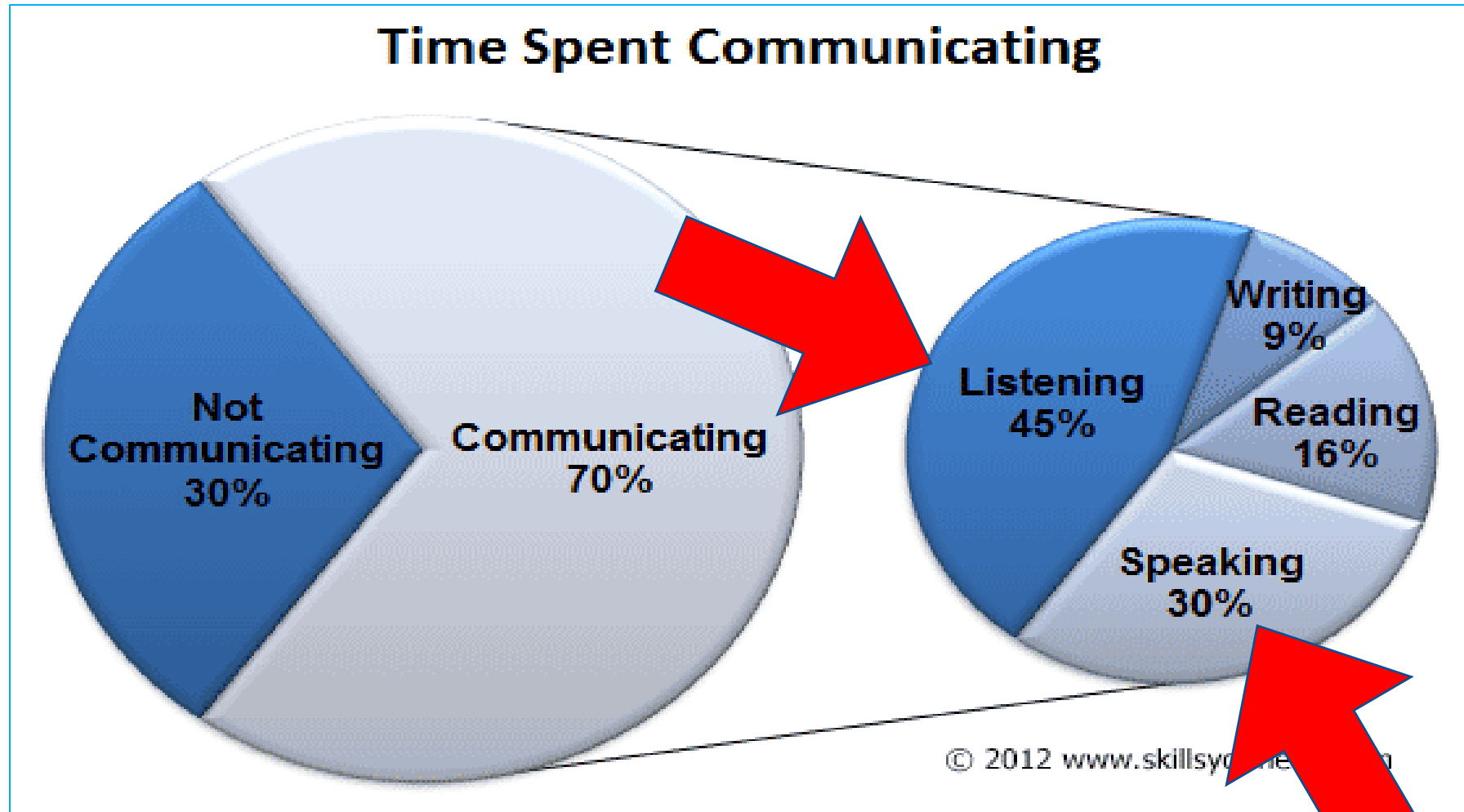
1. Other subjects are more interesting
2. Languages are difficult
3. I don't feel confident speaking
4. Languages are too much work
5. Learning languages is boring

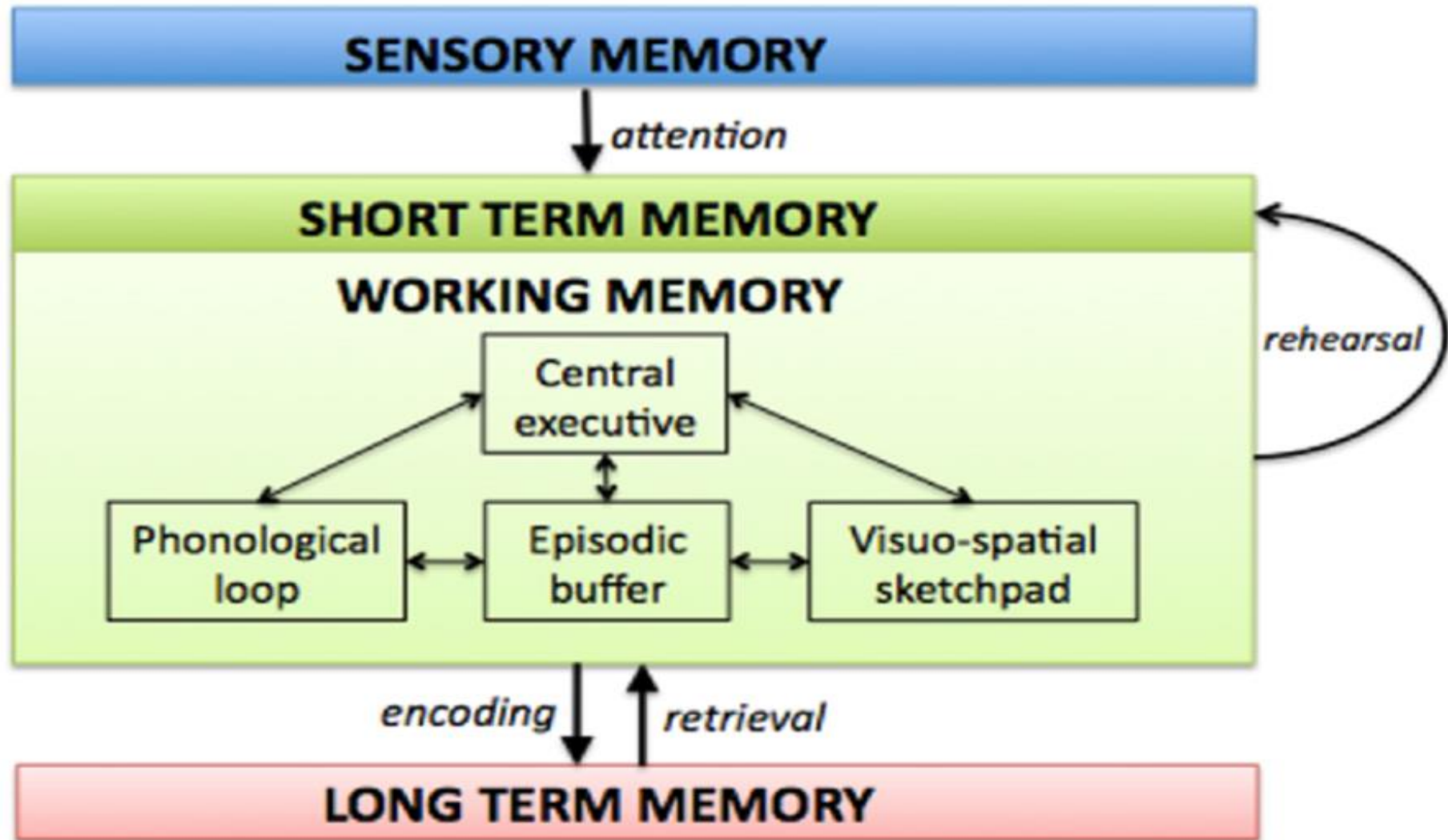**Which of the following reasons describe why you chose not to study a foreign language at GCSE?**

Reason	Percentage
Other subjects more interesting	32%
Languages are difficult	30%
I don't feel confident speaking	27%
Languages are too much work	11%
Learning languages is boring	11%
I don't like the teacher	9%
Not a serious subject	6%
Other people are better than I am	6%
Discouraged by my school	6%
No friends in those lessons	5%
Foreign languages are not useful	4%
Discouraged by my family	3%

The Language Gym

The most crucial skill sets

The Language Gym

Adler, R., Rosenfeld, L. and Proctor, R. (2001)

Working memory and chunking

The Language Gym

WM capacity experiment

➤ If I say one you will say one

➤ If I say two you will say one, two

➤ If I say three you will say one, two, three,…

➤ If I say four you will say one, two, three, four, …etc.

= 4 items

Sentence chaos

Saya sangat teruk

Saya marah

Saya sangat penat

Saya gembira

Saya tertekan

Saya tidak baik

Saya sedih

Saya bosan

- ➢ Students play in groups of three: two players and a reader/referee.

- ➢ The referee reads out the sentences in a specific order at the beginning of the game.

- ➢ The players are tasked with repeating the sentences in the same order (the sentences are displayed in random order on a sheet which they can see at all time).

- ➢ Every time a player makes a mistake the other player has a go until they run out of the five lives they have.

Lexical retrieval : chunks over single words

➢ Single words slow down processing.

➢ Hence, teaching single words works against the development fluency.

➢ Chunks speed up cognitive processing facilitating fluency

➢ Humans, as they acquire languages 'chunk' smaller unit together to speed up cognitive processing. This chunking strategy allows the human brain to work more efficiently than single-word processing does.

We 'chunk' our routines

The Language Gym

Chunking

Lexical retrieval : chunks over single words

➢ Single words **slow down processing**.

➢ Hence, **teaching single words works against the development fluency**.

➢ Chunks **speed up cognitive processing** facilitating fluency

➢ Humans, as they acquire languages '**chunk' smaller unit together to speed up cognitive processing**. This chunking strategy allows the human brain to work more efficiently than single-word processing does.

Human language is stored in the brain in chunks

- Traditionally, vocabulary is considerate as separate from grammar and any word can be inserted into any grammatical structure

- Micheal Hoey's (2005) Lexical priming :

  - Each time we encounter a word we make a subconscious note of the words which occur alongside (collocation) and of any associated grammatical pattern (colligation).

  - Through multiple encounters with that word we become primed to associate it with the most recurrent elements.

  - Language learning is not simply about combining words and applying grammar rules but rather the retrieval of the patterns and combinations we are primed for.
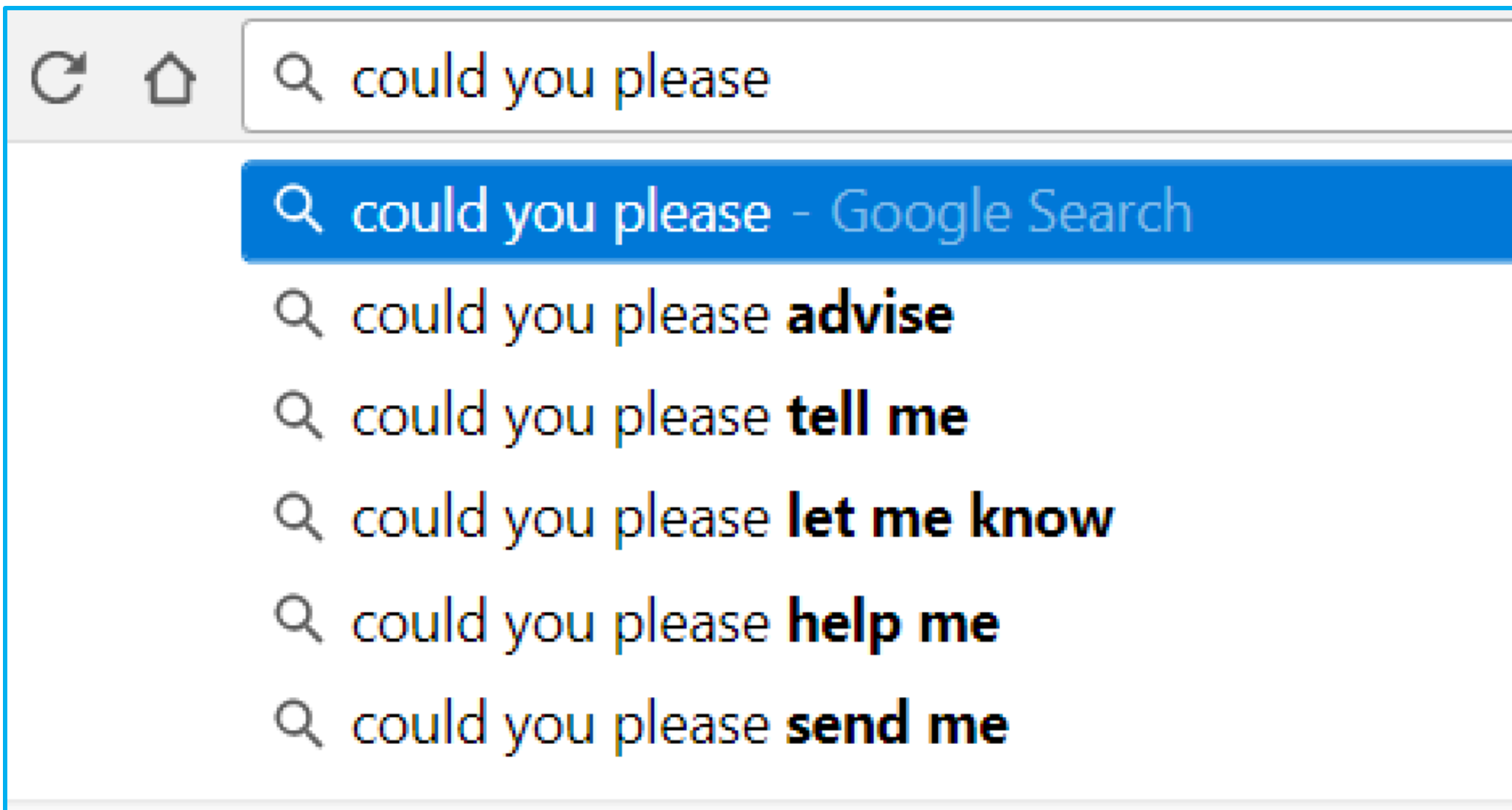
And now a little guessing game…

You to your students

Sit down and open…

You are not going to learn if you…

Don't worry about the exam, just do…

A student to you

Sir, may I…

Sorry, I did my homework but…

You to your partner

Have you remembered to…

What would you like…

How many times do I have to tell you not to…

Unwilling wife to husband seeking intimacy

Sorry honey, I…

Lexical retrieval: chunks over single words

➢ L2 research has shown that making use of formulaic expressions and memorizing long chunks of text (and making substitutions within them) is far more efficient and effective than learning to assemble new linguistic strings in the process of language production. (Nation, 2013; Ellis, 2015)

➢ As Wilkins (1972) stated, learning an L2 in vocabulary and grammatical units (chunks), instead of discrete words or word elements, can often "cover in half the time what is expected from a whole year of language learning."

What are chunks?

- A chunk is a frequently recurring, meaningful string of two or more words – either fixed or with varable slots – which can be learned as a single unit, without the need to analyze its elements.

- Once committed to (long-term) memory, a chunk can be retrieved and used 'as is' or with modifications, if necessary, bypassing the need to generate it from individual words and grammatical rules. (Selivan, 2018)

Lewis' (1997) taxonomy of lexis

Words	e.g. *book, pen*
Polywords	e.g. *by the way, upside down*
Collocations	e.g. *to make tea, to do business, community service*
Institutionalised utterances	e.g. *I'll get it; We'll see; That'll do; If I were you...; Would you like a cup of coffee?*
Sentence frames	e.g. *That is not as .... as you think; The most important thing about .... is ....; I didn't go to the....because I was ....*
Sentence heads	e.g. *The fact/suggestion/problem/danger was...; What I like/don't like is...; The best/worst is....*
Text frames	e.g. *In this paper we shall explore...Firstly....; Secondly...; Thirdly...*

What are chunks? (Lewis, 1997)

➢ **polywords** (e.g., by the way, upside down, on the other hand)

➢ **institutionalized utterances** (e.g., I'll get it; We'll see; That'll do; If I were you ...; Would you like a cup of coffee?)

➢ **text frames** (e.g., In this paper we explore ...; Firstly ...; Secondly ...; Finally...)

Collocations

- A **collocation is made up of two or more words that are commonly used together** in a language.

- Think of collocations **as words that usually go together.**

- Strong collocations are word pairings that are expected to come together. Good collocation examples of this type of word pairing are <u>combinations with 'make' and 'do'</u>.

- You <u>**make**</u> a cup of tea, but you <u>**do**</u> your homework

Colligations

Colligations refer to how words form specific grammatical patterns with other words.

- **verb + -ing** (*I went swimming*);

- **verb + pronoun + infinitive** (*I want you to go*)

- **verb + infinitive** (*I began to understand*) ;

- **verb of perception + adjective** (*it sounds fab, it looks great*);

- **with/without + determiner + noun** (*with my approval; with my family*)

- **a + noun + of + noun** (*a pack of wolves, a box of chocolates, a kilo of potatoes*).

What are chunks? (Lewis, 1997)

➢ **sentence heads**

- what I like the most is...;

- the fact was...;

➢ **sentence frames**

- That is not as ...as you think;

- X is more Y than Z;

- I like X because s/he is Y)

Sentence builders teach colligations and collocations

The Language Gym

Time marker	Preposition	Verb -ing	Verb phrase	Preposition	Noun	Verb phrase	Adjectival phrase
Last Friday	after	doing my homework	I did	to	church	It was	annoying
Last week		having lunch	I passed by		school		a waste of time
Las weekend		playing tennis	I spent some time		the beach		boring
The day before yesterday		reading a book	I visited		the cinema		crowded
Two days ago		showering	I went		the gym		fab
Yesterday		swimming			the leisure centre		fascinating
		training			the shopping centre		exciting
		watching a movie			the sports shop		great
					the swimming-pool		lots of fun
					the town centre		tiring

Where do we get the chunks from?

➢ Talking about an event in the past:

- Time marker + Pronoun / Noun + went to + place

- I went there by + noun + at + time + with + noun

- Time marker + Pronoun / Noun + perfect + place

- It was + adjective + causal connectives + noun + was + adjective

- After + past infinitive + Pronoun/Noun + perfect tense

- The best/worst thing was + the + noun + causal connectives +….

- Etc.

Recycling and Interleaving within first unit year 7

The Language Gym

weeks 1 to 2	weeks 3 to 4	Weeks 5 to 8	Weeks 9 to 11	Weeks 12 to 14
			mCF 3: describing places, objects and natural phenomena **mCF 4**: Creating questions	Routinization work on: • mcF5 • mcF4 • mcF3 • mcF2 • mcF1
		mCF5 : Expressing emotions **mCF 4**: Creating questions		
	mCF2: Expressing opinions and point of views **mCF 4**: Creating questions			
mCF 1: identifying and describing people, including oneself **mCF 4**: Creating questions				

Where do we get the chunks from?

➢ We choose the chunks based on the **Communicative Functions** we aim to teach. Examples of communicative functions

- ▪ **Describing and identifying people, including oneself** (providing personal data, describing appearance, describing personality, expressing likes and dislikes etc)

- ▪ **Creating questions** (requesting factual information - including directions, making invitations, asking for an opinion, etc.)

- ▪ **Expressing one's feelings** (expressing positive and negative emotions, reacting to events, providing reasons for one's emotions/reactions)

- ▪ **Comparing and contrasting** (expressing likes and dislikes, supporting an opinion, explaining preferences, talking about the best and the worst of someone or something, etc)

The Language Gym

The majestic twelve

1. **Describing and identifying people, including oneself** (providing personal data, describing appearance, describing personality, expressing likes and dislikes etc)

2. **Describing places, objects and natural phenomena** (describing location, size, appearance, weather, et.c)

3. **Creating questions** (requesting factual information - including directions, making invitations, asking for an opinion, etc.)

4. **Expressing one's feelings** (expressing positive and negative emotions, reacting to events, providing reasons for one's emotions/reactions)

5. **Making arrangements** (making suggestions, inviting, accepting, refusing, etc)

6. **Comparing and contrasting** (expressing likes and dislikes, supporting an opinion, explaining preferences, talking about the best and the worst of someone or something, etc)

7. **Describing routine behaviour in the present** (talking about one usually does, indicating time, expressing a purpose, etc.)

8. **Describing routine behaviour in the past** (talking about what one used to do, indicating time, expressing a purpose, etc.)

9. **Describing past events** (setting the scene, sequencing events, evaluating the consequences of actions and events, etc.)

10. **Making plans for the future** (indicating time, making predictions, hypothesizing, discussing probabilities, etc.)

11. **Indicating agreement and disagreement** (expressing opinions on events and phenomena, explaining why, supporting an argument, providing examples)

12. **Solving problems** (describing the problem, providing solutions, discussing possible consequences, arguing for and against)

UNIT 2

<u>LAUNCHING</u> : Items 5 to 8 (Items are the target linguistic features, e.g. **communicative functions, lexical sets** or **grammar structures** taught in each unit of progression)

<u>RECYCLING</u> : Items 1 to 4 (From UNIT 1)

	SUB-UNIT 1 - teaching of item 5					SUB-UNIT 2 - teaching of item 6					SUB-UNIT 3 - teaching of item 7			
	Lessons													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Item 5	✓	✓	✓	✓	TEST			✓	✓					
Item 6						✓	✓	✓	✓	TEST			✓	✓
Item 7											✓	✓	✓	✓
Item 8													✓	✓
R Item 1			✓					✓	✓				✓	✓
R Item 2			✓					✓	✓				✓	✓
R Item 3				✓				✓	✓				✓	✓
R Item 4				✓				✓	✓				✓	✓

	SUB-UNIT 4 - teaching of item 8						SUB-UNIT 5 - consolidation and fluency training (items 1 to 8)							
	Lessons													
	15	16	17	18	19	20	21	22	23	24	25	26	27	28
Item 5				✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
Item 6				✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
Item 7	TEST			✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
Item 8		✓	✓	✓	✓	TEST	✓	✓	✓	✓	✓	✓	✓	✓
R Item 1				✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
R Item 2				✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
R Item 3				✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
R Item 4				✓	✓		✓	✓	✓	✓	✓	✓	✓	✓

One or more small assessments to occur here

Grammar as subordinate to functions

Communicative function: describing a leisure activity one did in the recent past despite not feeling well / having a problem
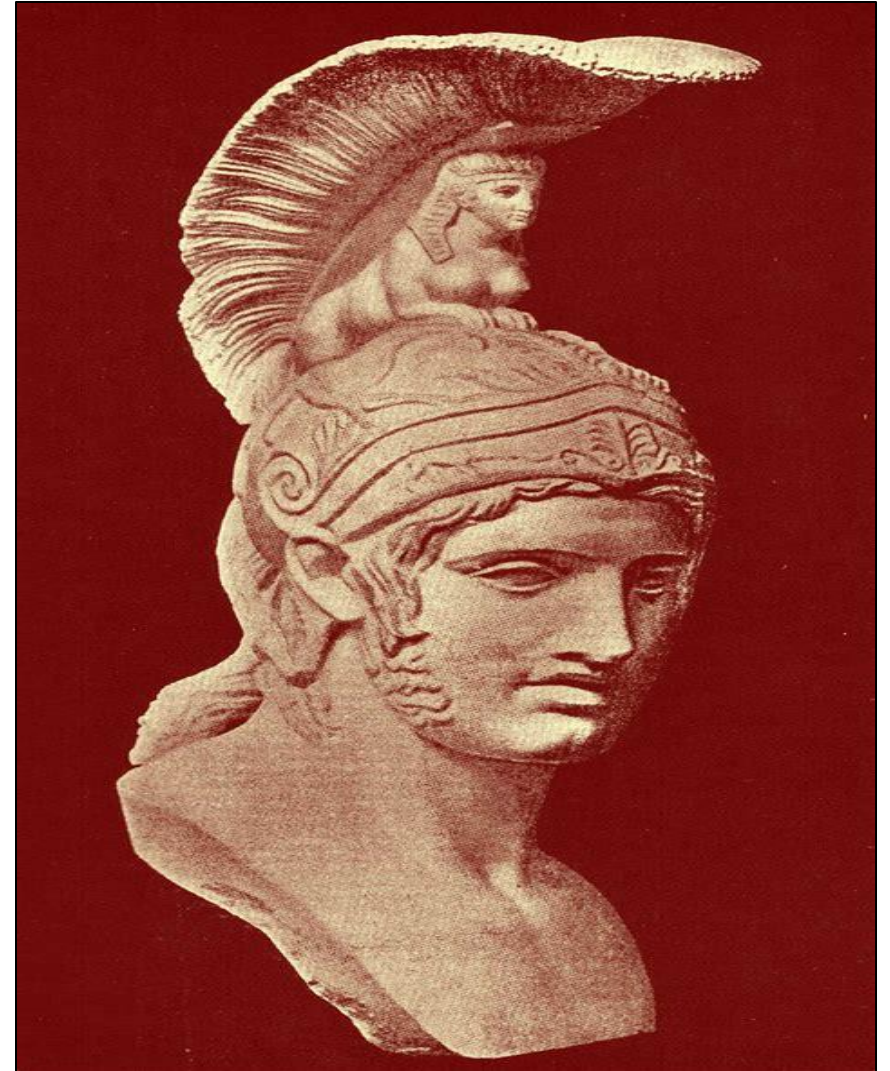
Chunk: time marker + subject (pronoun / noun) + past simple + verb/noun phrase + despite + verb -ing + adjective

- *Yesterday I went swimming despite feeling ill*
- *Two days ago, I went to school despite having a headache*
- *Last weekend I didn't go partying despite not having any homework*
- *Last Saturday I loitered all day despite having lots of work to do*

Grammar: Past simple; despite + verb -ing
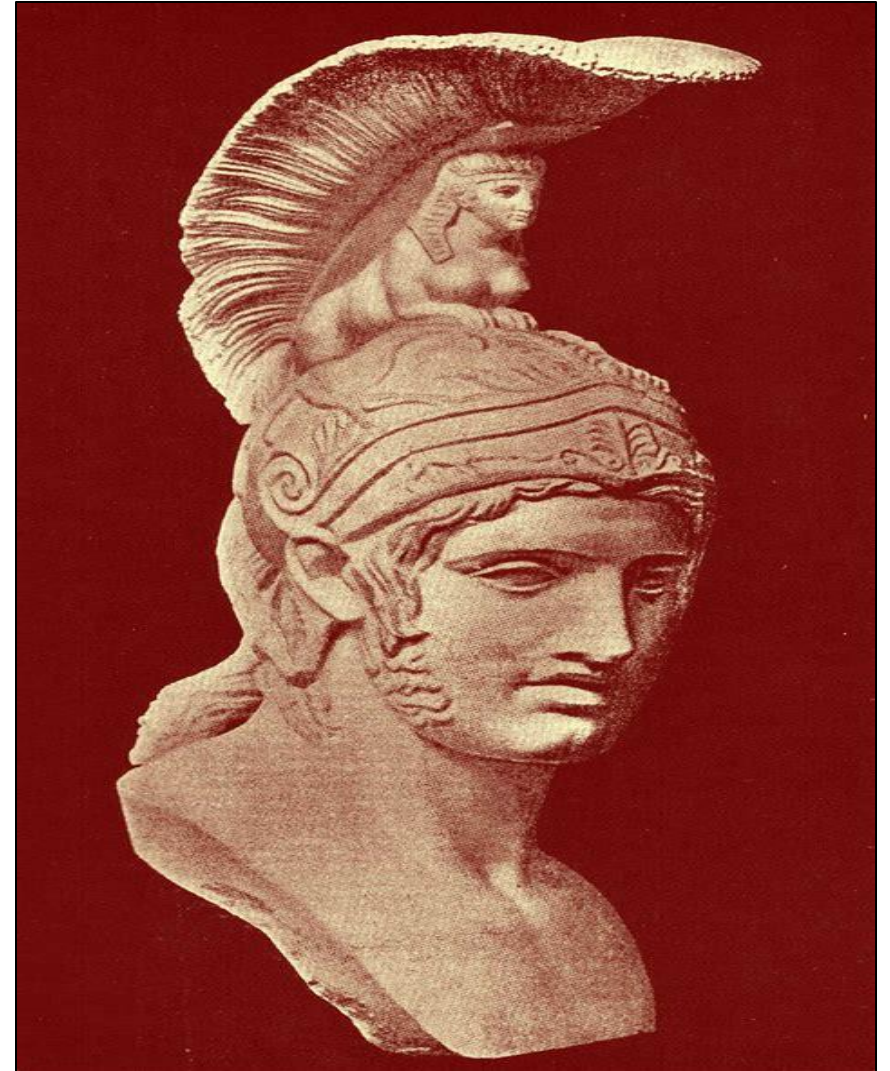
Modelling Phase (<u>M</u>ARS)

Models use of chunks **in context** through aural and written input

Phase 1 - Modelling

➢ The target items are **presented and modelled in context** through reading aloud (e.g. Sentence builders, Story telling and songs).

➢ One technique involves using sentence builders:

1. The teacher **makes and read aloud sentences at moderate pace**, making circular hand movements around the area in which each chunk s/he reading is located.

2. The students write the meaning of each sentence on mini-whiteboards

Modelling concessive clauses

Conjunction	Adverb of frequency	Possessive + noun	Verb	Adjective	Time adverb / adverbial	Pronoun	Verb phrase (Perfect tense)
Although	usually	my grandmother	is	boring	yesterday	she	was very boring
		my best friend		funny	this morning	he	was very generous
	generally	my mother		impatient	this afternoon		was very impolite
							was very funny
	normally	my older sister		lazy	yesterday		was very negative
		my younger sister		negative	two days ago		was very patient
	rarely	my older brother		polite	last Friday		was very funny
		my younger brother		positive	last Saturday		was very hard-working
		my grandfather		selfish	last weekend		
		my best friend		tight			
		my father					
		my (…art, geography, history, maths, science, (etc.) teacher					

Modelling relative clauses

Noun	Relative pronoun	Verb	Preposition	Verb / Verb + art.	Noun	Pronoun
The teacher	(whom)	I like the **most** I hate I respect the **most/ the least**		is	Mr .... Mrs	
	who	has the **best** sense of humour has the **worst** sense of humour helps me the **most** gives me the **most** homework gives me the **best** grades tells me off the **most** I like the **least** I like the **most**		is the	art biology chemistry English French geography history maths religion P.E. Spanish sciences	one
	(with whom)	I have the **best** relationship I have the **worst** relationship	with			
	(from whom)	I get the **worst** grades I get the **worst** reports	from			

Modelling regular verbs in Italian

|	(io)		(lui / lei)		VERBI ALL'INFINITO
Di solito [usually]	io **aiuto** mia madre in casa [I help my mother at home]	invece [instead]	**lui**	non **aiuta** mai mia madre	**Aiutare** [to help]
	io **arrivo** a scuola presto [I arrive at school early]		mio fratello maggiore	**arriva** <u>sempre</u> a scuola tardi (late)	**Arrivare** [to arrive]
	io **ascolto** il professore [I listen to my teacher]			**ascolta** <u>solo</u> se stesso(a)	**Ascoltare** [to listen to]
	io **gioco** a pallacanestro [I play basketball]	ma [but]		**gioca** <u>sempre</u> a pallone	**Giocare** [to play]
	io **mangio** cibo sano [I eat healthy food]		mio fratello minore	**mangia** <u>sempre</u> e <u>solo</u> hamburger	**Mangiare** [to eat]
	io non **guardo** la tele [I never watch tv]			**guarda** <u>sempre</u> la televisione	**Guardare** [to watch]
	io **ordino** la mia stanza [I tidy up my room]			non **ordina** mai la <u>sua</u> stanza	**Ordinare** [to tidy up, to order]
	io **passo** poco tempo su internet [I spend little time on the internet]			**passa** molto tempo su internet	**Passare** [to spend, to pass]
	io **leggo** moltissimo [I read very much]		**lei**	**legge** <u>pochissimo</u>	**Leggere** [to read]
	io non **perdo** le chiavi [I never lose the keys]			**perde** le chiavi <u>ogni giorno</u>	**Perdere** [to lose]
	io **vedo** molti film romantici [I watch romantic movies]		mia sorella maggiore	**vede** <u>molti</u> film violenti	**Vedere** [to see]
	io non **prendo mai** le sue cose [I never take his things]			**prende** <u>sempre</u> le mie cose	**Prendere** [to take]
	io **capisco** la matematica [I understand maths]			non **capisce** la matematica	**Capire** [to understand]
	io **finisco** i compiti [I finish off my homework]		mia sorella minore	non **finisce** i compiti	**Finire** [to finish; to end]
	io **pulisco** la mia stanza [I clean up my room]			non **pulisce** mai la <u>sua</u> stanza	**Pulire** [to clean up]
	io **ubbidisco** sempre a mio padre [I always obey my father]			non **ubbidisce** mai	**Ubbidire** [to obey]
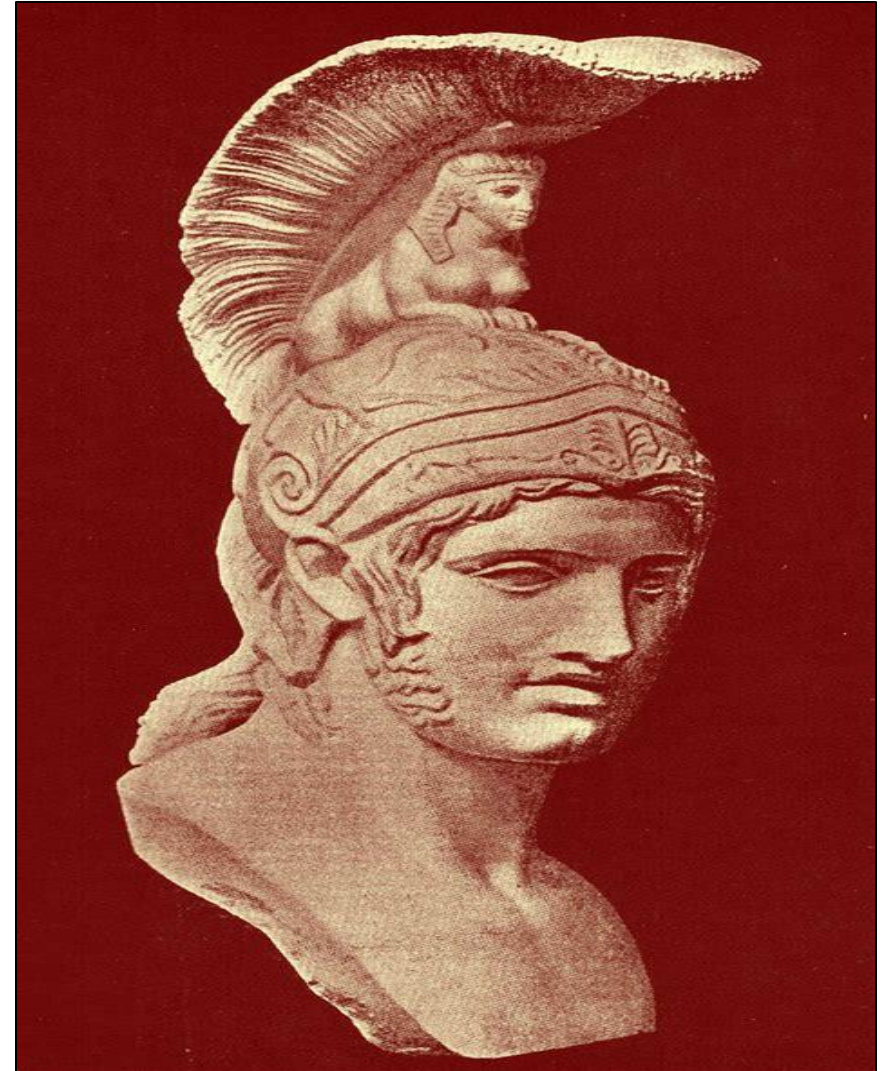
Awareness-raising Phase (MARS)

Sensitizes the learners to the patterns/rules governing the target chunks formation and use (*Pop-up grammar*)

Receptive Phase (MA<u>R</u>S)

High-intensity processing practice of **enriched input** through the receptive skills*(CONTROLLED INPUT)*
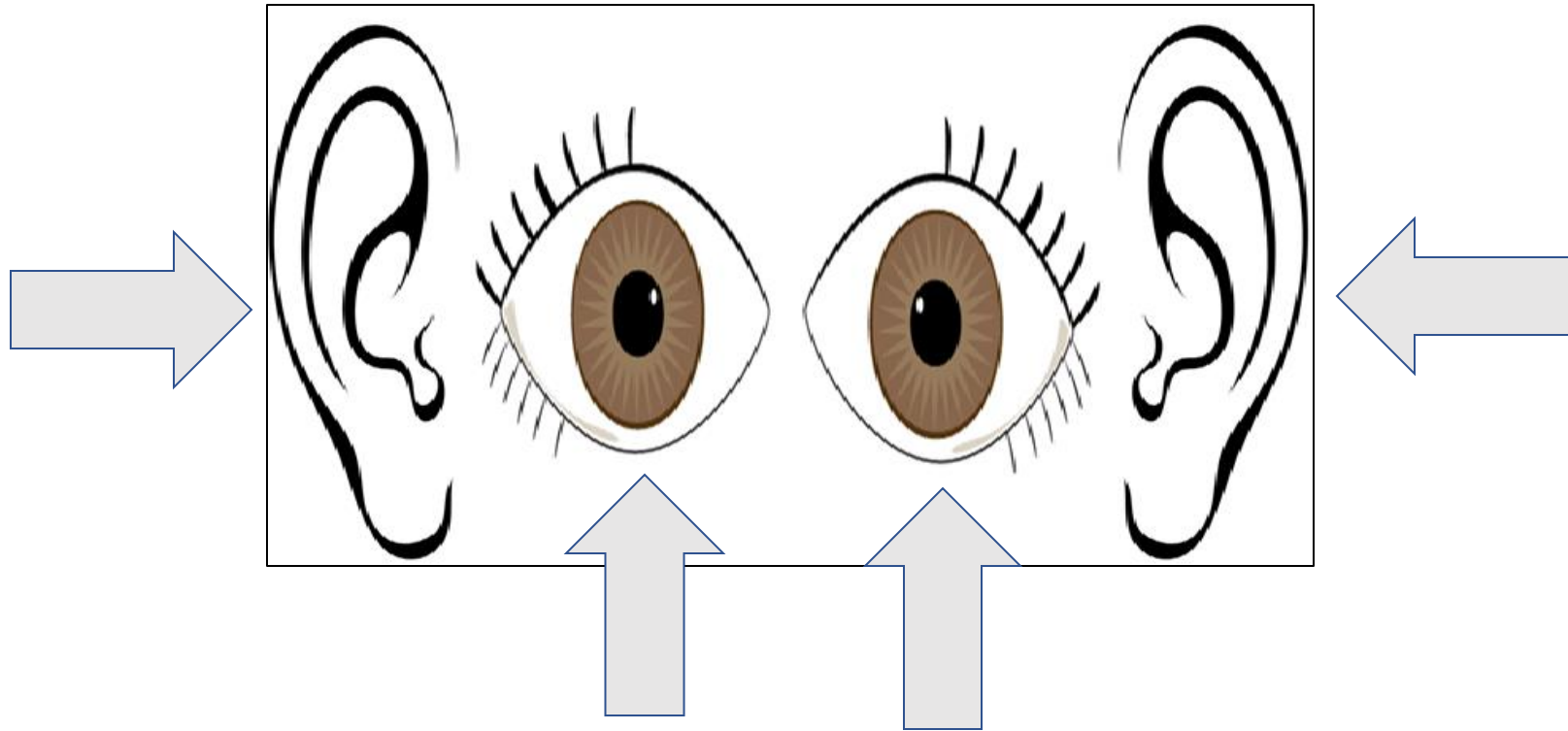
Input doesn't model

It tests

More modelling less quizzing

Highly patterned input: Narrow Listening

My name is Jane. I am 13 years old. I live in Kajang, a village near Kuala Lumpur. I have a brother who is older than me. He is 20. He is very arrogant, selfish and nasty. I don't get along with him at all !	My name is Mike . I am 18 years old. I live in Penang, a beautiful town very far from Kuala Lumpur. I have a brother who is much older than me. He is 27. He is very intelligent, hard-working and kind. I do get along with him !
My name is Mark. I am 15 years old. I live in Batu Pahat, a town far from Kuala Lumpur, near Johor Bahru. I have a sister who is younger than me. She is 12. She is very cute and affectionate but at times she is a bit annoying. I do get a long with her, though.	My name is Suzie. I am 16 years old. I live in Ipoh, a town quite far from Kuala Lumpur. I have a brother who is younger than me and one who is olfer. My brother is only 9, whilst my sister is 17. My brother is very nice and generous, whilst my sister is weird and obnoxious. I don't get along with her at all !

Flooded input

Flooded input

0

Gabrielle (English)

I introduce myself. My name is Gabrielle, but my friends call me Gabi. I am fifteen years old and my birthday, is the 20 June. I am quite tall, slim, I have brown, long and curly hair and green eyes. My friends say that I am friendly, generous and helpful, but a bit lazy. I live in Brest, in Britain, a region in the north-west of France, on the coast. However, I was born in France, on the coast. I like my town because there are a lot of things to do for young people. On the other hand, the weather is horrible. It is windy, it is cloudy and it rains very often.
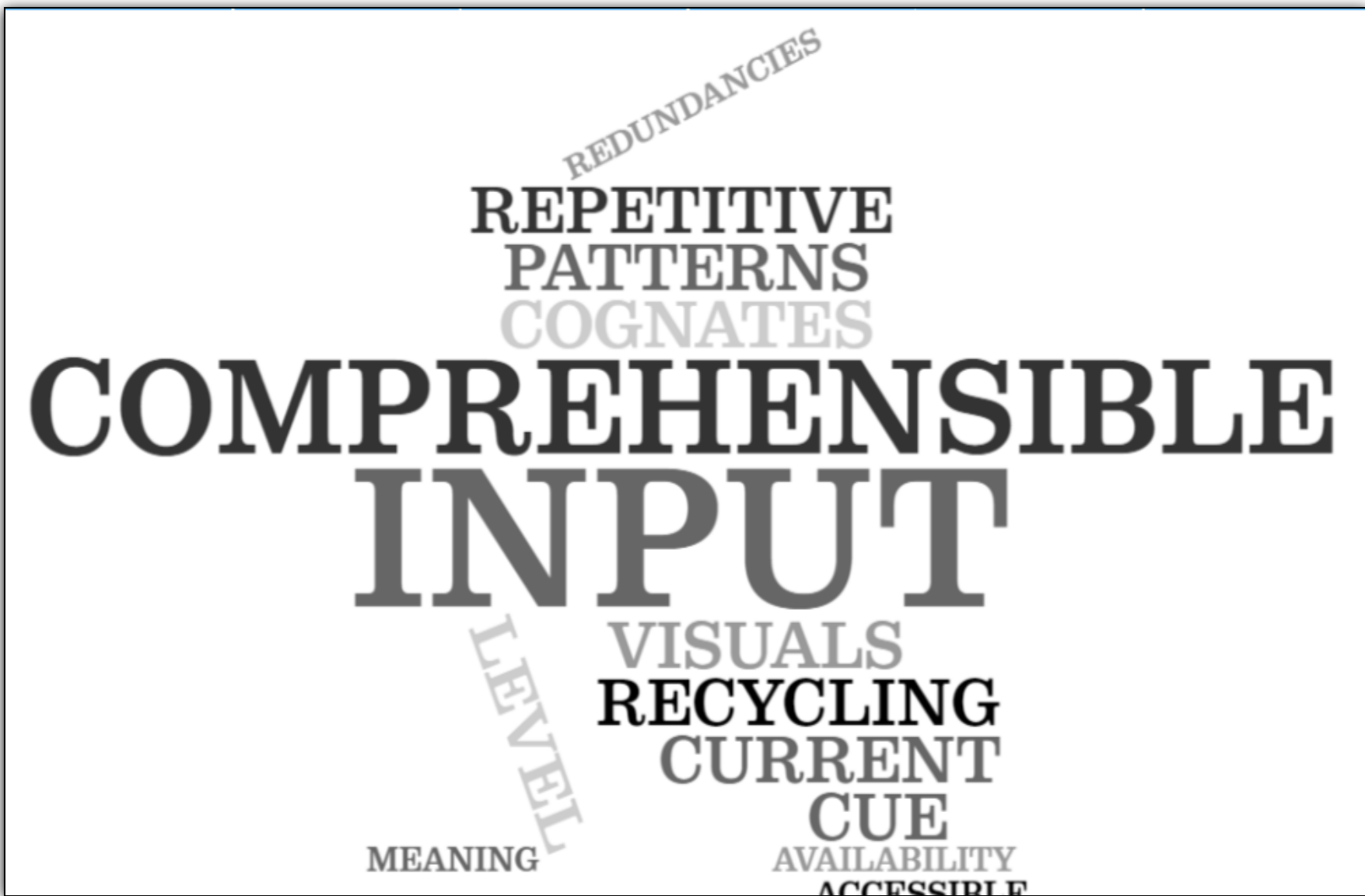
0

Gabrielle (français)

Je me présente. Je m'appelle Gabrielle, mais mes amis m'appellent Gabi. J'ai quinze ans et demi et mon anniversaire, c'est le vingt juin. Je suis assez grande, mince, j'ai les cheveux bruns, longs et bouclés et les yeux verts. Mes amis disent que je suis sympa, généreuse et serviable, mais un peu paresseuse. J'habite à Brest, en Bretagne, une région dans le nord-ouest de la France, sur la côte. Pourtant, je suis née à Nice, dans le sud. J'aime ma ville car il y a beaucoup de choses à faire pour les jeunes. Par contre, le temps est affreux. Il y a du vent, il est nuageux et il pleut très souvent.

1

Ferdinand (English)

I introduce myself. My name is **Ferdinand**, but my friends call me Ferdi. I am **sixteen and a half** and my birthday is the **thirtieth of May**. I am **quite chubby, slim**, I have **blond**, **mid-length and straight** hair **and blue eyes**. My friends say that I am **kind, talkative and funny, but a bit silly**. I live in **Toulouse**, in **Occitanie**, a region in **the south of France**. However, I was born in **Lille**, in the **north-west**. I like my town because there are many things to do for **people of my age. Moreover, I like the climate a lot**. The weather **is nice**, it **is often sunny and it does not rain too much**.

2

Robert (English)

I introduce myself. My name is **Robert**, but my friends call me Robi. I am **fifteen and a half** and my birthday is the **twentieth of August**. I am **quite tall and chubby, I have black, short and spiky hair and hazel eyes**. My friends say that I am **reliable, cheerful and generous, but a bit lazy**. I live in **Brest, in Brittany,** a region in **the north-east of France**. However, I was born in **Paris, the capital of my country**. I like my town because there are many things to do for **people of my age and it is clean and safe. However, I I do not ike the climate**. The weather is cold, it is often windy and It rains a lot.

REDUNDANCIES

REPETITIVE
PATTERNS
COGNATES
COMPREHENSIBLE
INPUT
VISUALS
RECYCLING
CURRENT
CUE
LEVEL
MEANING
AVAILABILITY
ACCESSIBLE

███████, après avoir ████████ son manteau et ses chaussures, Émilie s'est ████████ à l'eau. La rivière était ████████ et Émilie a ████ ████ très froid. Elle ne ████████ pas nager ████ car ses ████████ étaient ████████ d'eau. La situation ████████ ████████ dangereuse. ████████, elle ████ ████████████ les cheveux du garçon qui ████████ de l'eau. Elle ███ a crié : « Courage, ça va aller. J'arrive ! »

████████████ près de ██, elle l'a ████████ pris ███ le cou. Puis, elle a nagé ████████████. Quand Émilie est arrivée ████████, des ████████ ont ████ le garçon de l'eau. Puis ils ont aidé Émilie à sortir. Le garçon ████████ et avait très froid. On ████████████ du café chaud.

Extensive processing

> Aural input is processed at every single level of grain :

- Phonemes
- Phoneme – grapheme correspondence
- Syllables
- Lexis
- Grammar
- Syntax
- Meaning

Thorough processing

The Language Gym

BAD TRANSLATION

Si pudiera, iría de vacaciones a la costa. Iría a Grecia. Iría con mi hermano. Si pudiera, iría en barco, porque me encanta viajar así. Me alojaría en un hotel barato cerca de la playa. Allí comería platos típicos, sacaría muchas fotos, compraría mucha ropa, haría mucha natación e iría de marcha todas las noches (Mario, 18)

If I could, I would go on holiday to the coast. I would go to the Caribbean. I would go with my cousin. If I could, I would go by plane because I like to travel this way. I would stay in an expensive hotel far from the beach. There I would eat traditional dishes, I would take some photos, I would buy a lot of gifts, I would do a lot of sport and would go shopping every day.

Spot the intruder

Keluarga saya ada lima di orang: emak saya, bapa saya, kakak saya, apa abang saya dan saya. Bapa saya dipanggil apa Mohammed. Dia selalu marah dan tertekan. Emak saya juga dipanggil Lini. Dia selalu sangat tenang dan bersabar. Abang saya dipanggil Iskandar. Dia selalu penat sedhi dan sakit. Kakak saya dipanggil Yuni juga. Dia selalu sekali gembira dan positif. Saya tak suka keluarga saya.

The Language Gym

Spot the intruder

Keluarga saya lima orang: emak saya, bapa saya, kakak, abang saya saya. Bapa saya dipanggil Mohammed. selalu marah tertekan. Emak saya dipanggil Lini. Dia selalu tenang bersabar. Abang dipanggil Iskandar. selalu penat dan sakit. Kakak dipanggil Yuni. Dia selalu gembira dan positif. Saya keluarga saya.

Spot the intruder

	A	B	C	D
1	Vor zwei Tagen (1)	Vor drei Tagen	Letzte Woche	Letzten Samstag
2	Ging ich ins/in/in/ins... (1)	Besuchte ich das/Ø/Ø/das...	War ich joggen im/in dem/in der/im...	War ich sonnenbaden im/in dem/in der/im
3	örtliche Einkaufszentrum	den Park	die Stadt	Freizeitzentrum
4	mit meinem besten Freund.	mit meinem Vater.	alleine. (1)	mit meinen Schulfreunden. (1)
5	Es war reine Zeitverschwendung.	Es war toll.	Es war der Hammer.	Es war langweilig.

Running dictation / translation

The Language Gym

- In teams of four

- Name yourself UNO, DOS, TRES and CUATRO

- First, UNO will run to the sheet on the wall nearest to you,

- You will memorize the sentences you read on that sheet

- You will then run to your group and repeat the sentence to them

- They will then have to translate into English

- Then DOS, TRES and CUATRO will do the same thing, one at a time

- When DOS complete his/her tasks sits down, then TRES goes, then CUATRO

- When CUATRO has finished, then UNO will start again and so on

Read-aloud games

Beyond promoting reading fluency and pronunciation, reading aloud

➢ raises students' awareness of rhythm, stress and intonation, by using connected texts rather than decontextualized vocabulary items (Gibson, 2008);

➢ helps promote oral fluency by training the articulators (Seo, 2014);

➢ can boost motivation to talk (Shinozuka et al, 2017);

➢ provides less threatening opportunities to talk.

➢ enhances retention of vocabulary when we read to others (Boucher et al, 2015);

Mind readers

1. Sono arrabbiato
2. Sono contento
3. Sono triste
4. Sono nervosa
5. Sono stanco
6. Sono eccitato
7. Sono arrabbiata
8. Sono **un po' giù**
9. Sono nervoso
10. Sono tranquillo
11. Sono preoccupata
12. Sono molto stanca

Find your match

The Language Gym
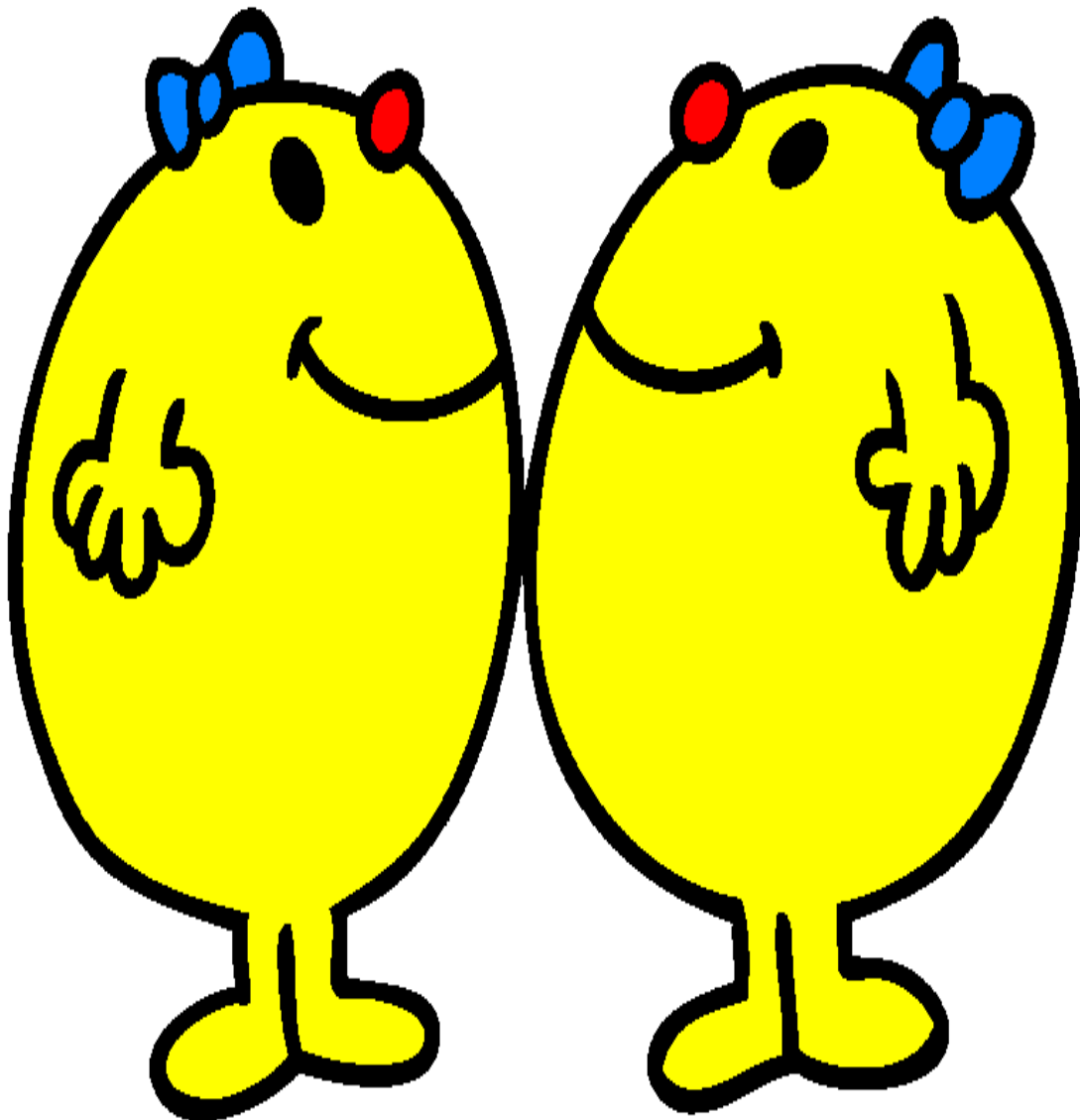
- Write on a mini whiteboard SECRETLY two sentences from the first two columns of the sentence builder;

- Go around asking the question:

  '**Cosa fai nel tuo tempo libero?'**
  [what do you do in your free time?]

- Your task is to find either

  - one person with identical sentences as you on their miniboard, or
  - Two people with one of your sentences on their mini whiteboard each

Find someone who with cards

Jules	Pierre	Arnaud
Au déjeuner je prends des pâtes et du bœuf et je bois de l'eau minérale Au dîner je mange des légumes et je bois de l'eau	Au déjeuner je prends des fruits et je bois du jus d'orange Je ne prends pas de dîner	Au déjeuner je prends deux barres de céréales et un café Au dîner je mange du fromage et du jambon avec de la salade et je bois deux ou trois verres de vin
Marie	**Anne**	**Suzanne**
Je ne prends pas de déjeuner Au dîner je mange des légumes et je bois un litre d'eau	Au déjeuner je prends du poisson et un verre de vin Au dîner je mange un hamburger avec des frites ou de la pizza	Au déjeuner je prends du fromage et du pain Au dîner je prends su lait avec des biscuits
Antoine	**Philippe**	**Louise**
Au déjeuner je mange un sandwich au jambon Au dîner je mange un steak avec des pommes de terre et bois une bière	Au déjeuner je prends une omelette ou du poulet Au dîner je mange des frites et je bois de la coca	Au déjeuner je prends du riz avec du poulet Au dîner je prends du chocolat chaud avec des biscuits
Jean-Marc	**Claude**	**Odette**
Je ne prends pas de déjeuner Au dîner je mange des fruits et des légumes et je bois de l'eau	Au déjeuner je prends un steak avec des frites et bois de l'eau Au dîner je mange des pâtes et du poisson et je bois de l'eau	Au déjeuner je prends une soupe ou des pâtes Au dîner je mange des saucisses avec des légumes et je bois de l'eau

Find someone who...	Questions	Name on card
...doesn't have lunch	Qu'est-ce que tu prends au déjeuner ? Qu'est que tu prends au dîner ?	
...has fruit and vegetables at dinner		
...has rice and chicken at lunch		
...has milk with biscuits at lunch		
...has two or three glasses of wine at dinner		
...has an omelette or chicken at lunch		
...doesn't have dinner		

The Language Gym

Sentence chaos

Saya sangat teruk

Saya marah

Saya sangat penat

Saya gembira

Saya tertekan

Saya tidak baik

Saya sedih

Saya bosan

- ➢ Students play in groups of three: two players and a reader/referee.

- ➢ The referee reads out the sentences in a specific order at the beginning of the game.

- ➢ The players are tasked with repeating the sentences in the same order (the sentences are displayed in random order on a sheet which they can see at all time).

- ➢ Every time a player makes a mistake the other player has a go until they run out of the five lives they have.

Oral Interaction scaffold

1. ¿Adónde fuiste de vacaciones el año pasado? (where did you go on holiday last year?)

Fui a los Estados Unidos	Fui a Japón	Fui a España	Fui a la costa	Fui al campo	Fui a la montaña	Fui al pueblo de mis abuelos	Fui al extranjero	No fui a ninguna parte
I went to the States	I went to Japan	I went to Spain	I went to the seaside	I went to the countryside	I went to the mountain	I went to my grandparents' town	I went abroad	I didn't go anywhere

2. ¿Como fuiste? (How did you go?)

Fui en avión	Fui en tren	Fui en coche	Fui en autocar	Fui en barco	Fui a pie	Fui en bici	Fui a caballo	Fui a dedo	Fui en transbordador
I went by plane	I went by train	I went by car	I went by coach	I went by boat	I went on foot	I went by bike	I went by horse	I hitch hiked	I went by ferry

3. ¿Donde te alojaste? (where did you stay?)

Me alojé en un hotel de lujo	Me alojé en un hotel barato	Me alojé en un hostal	Me alojé en un camping	Me alojé en una residencia universitaria	Me alojé en una caravana	Me alojé en un albergue juvenil	Me alojé en un complejo vacacional	Me alojé en una granja	Me alojé en la casa de mis abuelos
I stayed in a luxury hotel	I stayed in a cheap hotel	I stayed in a guest house	I stayed on a campsite	I stayed in a university accomodation	I stayed in a caravan	I stayed in youth hostel	I stayed in a holiday village (Club Med style)	I stayed on a farm	I stayed in my grandparents' house

4. ¿Cuánto tiempo pasaste allí? (how long did you spend there?

Tres días	Un fin de semana	Una semana	Dos semanas	Un mes	Todo el verano	Todo el invierno	Todas las vacaciones de Pascua	Todas las vacaciones de Navidad
3 days	a weekend	A week	2 weeks	A month	The whole summer	The whole winter	All of the Easter holidays	All of the Christmas holidays

Intensive recycling !!!

Intensive recycling in the lesson

Elapsed time since learning	(%)
Immediately	100
20 minutes	58
1 hour	44
9 hours	36
1 day	33
2 days	28
6 days	25
31 days	21

➢ Major memory loss within the **first 20 minutes** from first processing the word

➢ Hence the importance of recycling the same items over and over again (rule of 7)

➢ The following are essential in order to maximize recycling:
- **Flooded input**
- **Controlled input**
- **Thorough processing**

The Language Gym

Less is more !

< = >

Ladri di frasi

1. Lunedì scorso ho ascoltato musica
2. Martedì scorso ho fatto I compiti
3. Mercoledì non ho fatto niente
4. Giovedì scorso ho letto un libro
5. Venerdì scorso ho suonato la chitarra
6. Ieri sera ho giocato a pallone
7. Oggi non ho fatto I compiti
8. Il fine settimana passato ho giocato sul computer et ho chattato su Internet
9. Ieri mattina sono andato al cinema e dopo sono andato al ristorante
10. Stamattina ho fatto footing e dopo ho letto un libro

Una penna e un dado

1. Aiuto sempre mia madre in casa

2. Ordino sempre la mia stanza

3. Non guardo mai la tele

4. Arrivo sempre a scuola presto

5. Finisco sempre i compiti

6. Pulisco sempre la mia stanza

7. Gioco a pallacanestro

8. Mangio sempre cibo sano

9. Passo poco tempo su internet

10. Non perdo mai le chiavi

11. Ascolto il professore

12. Non prendo mai le sue cose

Find someone who - Cos'hai fatto ieri?

Primo giro

Find someone who …	Question	Name of card-holder
Played football	Cos'hai fatto ieri mattina?	
Went to the cinema		
Did sport		
Played rugby		
Downloaded songs		
Find someone who …	Question	Name of card-holder
Went jogging	Cos'hai fatto ieri pomeriggio?	
Downloaded songs		
Played the piano		
Watched a movie		
Went to the gym		

Running translation

- In teams of four

- Name yourself UNO, DOS, TRES and CUATRO

- First, UNO will run to the sheet on the wall nearest to you,

- You will memorize the sentences you read on that sheet

- You will then run to your group and repeat the sentence to them

- They will then have to translate into English

- Then DOS, TRES and CUATRO will do the same thing, one at a time

- When DOS complete his/her tasks sits down, then TRES goes, then CUATRO

- When CUATRO has finished, then UNO will start again and so on

The Language Gym

Running translation

Running translation

1. Lunedi scorso ho ascoltato musica
2. Martedi scorso ho fatto I compiti
3. Mercoledi non ho fatto niente
4. Giovedi scorso ho letto un libro
5. Venerdi scorso ho suonato la chitarra
6. Ieri sera ho giocato a pallone
7. Oggi non ho fatto I compiti
8. Il fine settimana passato ho giocato sul computer et ho chattato su Internet
9. Ieri mattina sono andato al cinema e dopo sono andato al ristorante
10. Stamattina ho fatto footing e dopo ho letto un libro

Partenzaa	1 Arrivo a scuola presto	2 Perdo le chiavi	3 Non guardo la televisione	4 Finisco i compiti	5 Gioco sul computer	6 Ordino la mia stanza	7 Pulisco la mia stanza

14 Ubbidisco a mio padre	13 Aiuto mia madre	12 Passo poco tempo sul computer	11 Passo poco tempo su Internet	10 Gioco a pallacanestro	9 Leggo moltissimo	8 Mangio cibo sano

15 Ascolto il professore	16 Arriva a scuola tardi	17 Legge pochissimo	18 Non finisce i compiti	19 Vede film violenti	20 Non aiuta mai mia madre	21 Ascolta solo se stesso

Arrivo	28 Perde sempre le chiavi	27 Non pulisce mai la stanza	26 Passa molto tempo su internet	25 Gioca sempre a pallone	24 Non ordina mai la sua stanza	23 Mangia sempre e solo hamburger	22 Non aiuta mai mio padre

No snakes no ladders

Départ	1	2	3	4	5	6	7
	I play tennis often	I go to the cinema often	We do swimming rarely	She does rock climbing once a week	We never go to church	I go to the gym often	I play cards every day

	14	13	12	11	10	9	8
	She does horse riding often	I do boxing three times a week	I play volleyball every day	She does sport often	We go to the shopping centre every day	They go to the park often	They do hiking rarely

	15	16	17	18	19	20	21
	We play tennis often	She goes to the cinema rarely	We do rock climbing from time to time	I go to the shopping centre every day	We go to the gym often	They do swimming every day	They play cards often

Arrivée	28	27	26	25	24	23	22
	He doesn't play chess	They do not swim	He doesn't do hiking	We never got to the gym	She doesn't go to church	We don't play cards	He never goes fishing

ANSWER KEY

1. Juego al tenis a menudo
2. Voy al cine a menudo
3. Hacemos natación raramente
4. Hace escalada una vez por semana
5. Nunca vamos a la iglesia
6. Voy al gimnasio a menudo
7. Juego a las cartas todos los días
8. Hacen senderismo raramente
9. Van al parque a menudo
10. Vamos al centro comercial todos los días
11. Hace deporte a menudo
12. Juego al voleibol todos los días
13. Hago boxeo tres veces por semana
14. Hace equitación a menudo
15. Jugamos al tenis a menudo
16. Va al cine raramente
17. Hacemos escalada de vez en cuando
18. Voy al centro comercial todos los días
19. Vamos al gimnasio a menudo
20. Hacen natación todos los días
21. Juegan a las cartas a menudo
22. Nunca va de pesca
23. No jugamos a las cartas
24. No va a la iglesia
25. Nunca vamos al gimnasio
26. No hace senderismo
27. No hacen natación
28. No juega al ajedrez

Identidades falsas

Mario	Julio	Mariela	Francisco
Iría a Japón Iría en avión Me alojaría en un hostal Comería comida local y haría mucho deporte	Iría a Europa Iría en tren Me alojaría en un hotel de lujo Comería comida local y haría turismo	Iría a África Iría en barco Me alojaría en un hotel barato Comería comida local y haría mucho deporte	Iría a Estados Unidos Iría en avión Me alojaría en un hotel de cuatro estrellas Visitaría lugares históricos y sacaría muchas fotos
Alejandro	Beatriz	Mercedes	Antonio
Iría a Estados Unidos Iría en avión Me alojaría en un hotel de cuatro estrellas Comería comida local y haría mucho deporte	Iría a España Iría en helicóptero Me alojaría en un hotel de tres estrellas Iría de compras, sacaría muchas fotos e iría de marcha	Iría a Alemania Iría en tren Me alojaría en un hotel de lujo Comería comida local y haría turismo	Iría a España Iría en tren Me alojaría en un hotel de lujo Comería comida local, haría senderismo y haría turismo
Cruz	María	Santi	Edo
Iría a China Iría en avión Me alojaría en un albergue juvenil Comería comida local y haría mucho deporte	Iría a Europa Iría en tren Me alojaría en un hotel de lujo Comería comida local y haría turismo	Iría a los Caribes Iría en barco Me alojaría en un hotel de lujo Iría a la playa y haría turismo	Iría a Tailandia Iría en helicóptero Me alojaría en un hotel de tres estrellas Iría de compras, sacaría muchas fotos e iría de marcha
Pablo	Roberto	Verónica	Carlos
Iría a Rusia Iría en autocar Me alojaría en un hotel de lujo Comería comida local y haría turismo	Iría a Italia Iría en barco Me alojaría en un hotel de dos estrellas Iría a la playa, comería comida local y tomaría el sol	Iría a Inglaterra Iría en barco y en tren Me alojaría en un hotel barato Visitaría museos e iría de marcha	Iría a México Iría en helicóptero Me alojaría en un hotel de cuatro estrellas Iría de compras, sacaría muchas fotos e iría a la playa

Lectura: encuentra a alquien que…

Find someone who…	Name on card
..would go to Europe	
…would stay in a luxury hotel	
…would go shopping, would take photos and would go clubbing	
…would go to England	
…would go to the beach and sunbathe	
…would travel by helicopter	
…would stay in a youth hostel	
…would eat local food and would do lots of sport	
…would go to the Caribbean	
…would go to Indonesia	
…would travel by plane	
…would travel by train	
…would travel by boat / ship	

Encuesta

	Name	Name	Name	Name	Name
1. ¿Si pudieras elegir tu destino de vacaciones adonde irías? [if you could choose your holiday destination where would you go?]					
2. ¿Cómo irías? [How would you go?]					
3. ¿Dónde te alojarías? [Where would you stay?]					
4. ¿Qué harías allí? [What would you do there?]					

Escuchar – elige la opción correcta

	1	2	3
A	I would go to the US	I would go to Germany	I would go to the Caribbean
B	I would go to the coast	I would go to the mountain	I would go to the US
C	I would go there by plane	I would go by car	I would go on foot
D	I would go there by boat	I would go there by coach	I would hitch hike
E	I would stay in 3 star hotel	I would stay in a cheap hotel	I would stay in a luxury hotel
F	I would eat traditional dishes	I would take photos	I would buy clothes
G	I would go rock climbing	I would sunbathe	I would play golf
H	I would go bungee jumping	I would go clubbing	I would go sight seeing
I	I would go to the beach	I would go shopping	I would visit historic places

MOSAIC WRITING

Tre giorni fa	non ho fatto	la chitarra	E' stato appassionante!
Martedi scorso	Ho suonato	la televisione.	E' stato noioso!
Sabato scorso	ho guardato	mia madre.	E' stato piacevole!
Ieri mattina	ho scaricato	un libro.	E' stato faticoso!
Mercoledi scorso	sono andato in	niente.	E' stato divertente!
Il fine settimana passato	ho letto	palestra.	E' stato emozionante!
L'altroieri	sono uscito con	ristorante giapponese.	E' stata una perdita di tempo!
Ieri sera	sono andato al	video e canzoni da Internet.	E' stato incredibile!

1. Three days ago I went to the gym. It was tiring!

2. Last Tuesday I watched television. It was thrilling!

3. Last Saturday I read a book. It was gripping!

4. Last Wednesday I played the guitar. It was pleasant!

5. The day before yesterday I went out with my mother. It was a waste of time!

6. Last weekend I went to the Japanese restaurant. It was incredible!

7. The day before yesterday I didn't do anything. It was boring!

8. Yesterday evening I downloaded videos and songs off the internet. It was fun!

1. Write three things Gianni did each day

Monday: *played tennis, played basketball and went to the gym.*

Tuesday: _____, _____ and _____.

Wednesday: _____, _____ and _____.

Thursday: _____, _____ and _____.

Friday: _____, _____ and _____.

Saturday: _____, _____ and _____.

3. Answer the following questions

a. On what day did he not do his homework?

b. On what 3 days did he go to the shopping centre?

c. On what two days did he do a lot of sport?

d. What was fun on Wednesday?

e. On what 2 days he says he didn't do anything

f. What was tiring on Thursday?

2. Read the Monday text and find the Italian for the following phrases:

a.   I did a lot of sport

b. It was exciting

c. I also went to the gym

d. but tiring

e. I played

d. Last Monday

4. Complete the translation of the Thursday text below with the missing words

Last Thursday I _____ a lot of sport: I went jogging, _____ and then I _____ _____. Swimming was _____ but _____ and _____. Afterwards, I went to the cinema with _____ _____. It was _____.

Focus on detail
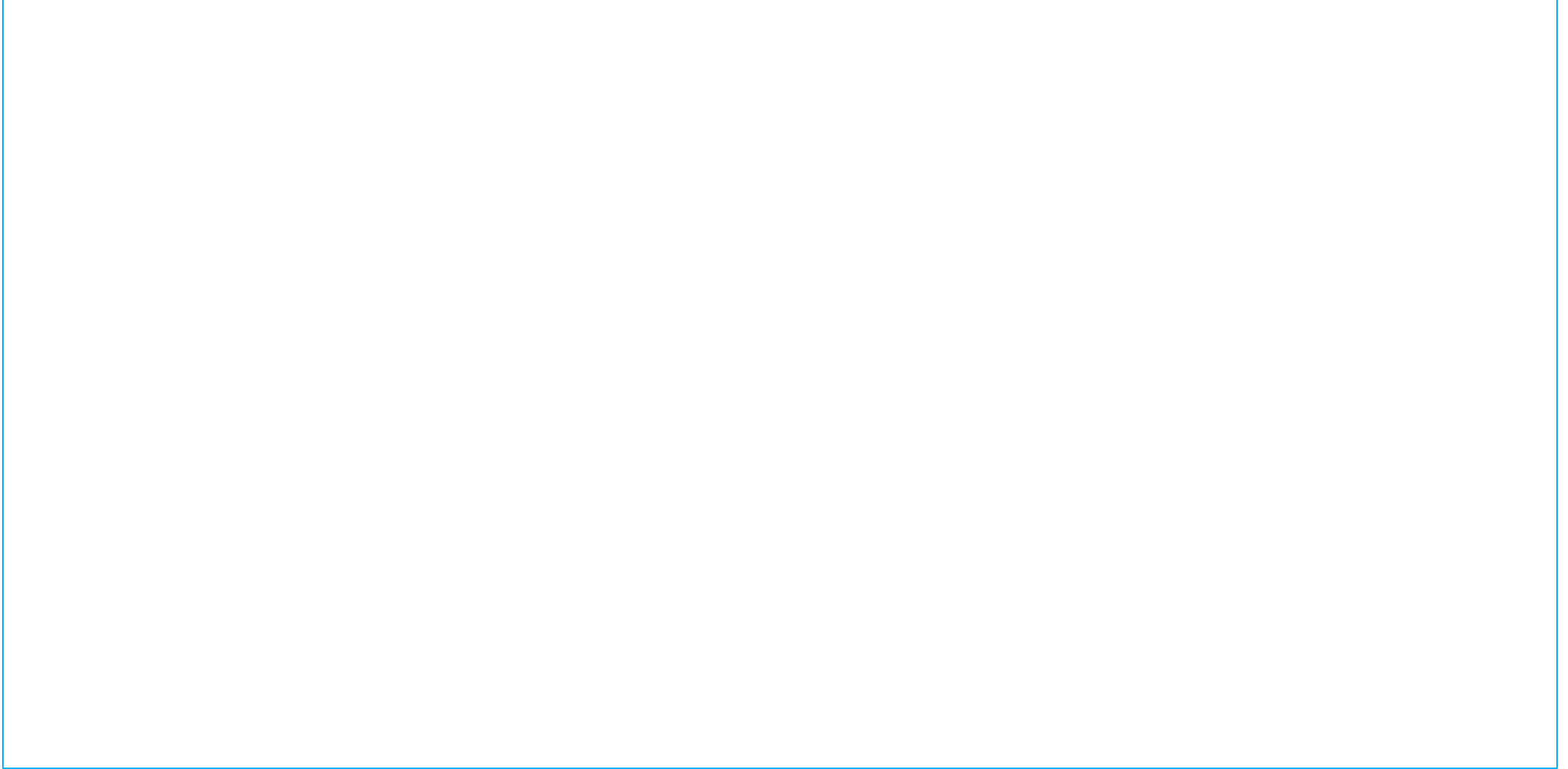
Guess what comes next

On Saturday morning I decided to go into town with my (pause) friend. We took the bus and arrived in the city centre just opposite the (pause) supermarket. First we walked to the café. I ordered a (pause) coffee and my friend ordered a (pause) coffee too. We stayed in the café for fifteen minutes. We talked about my (pause) dog and our school work. We left the café and crossed the (pause) street. We entered the (pause) bank because I had to get some money from the cash dispenser…

The above example is quite mundane; you could make up some more absurd or humorous narratives with some classes at higher levels. Making the answers unpredictable will be a source of challenge and humour. Try this kind of thing after warning the class to expect the unexpected:

What a great day at the (pause) zoo! I'm not a great fan of zoos in general, but I must admit the other day was (pause) not bad. When we entered the zoo, the first thing I saw was (pause) my old friend called Melanie. I hadn't see Melanie for (pause) two years when we went on holiday to (pause) Iceland. But what a zoo! The best bit for me was the huge enclosure with three small (pause)

Focus on collocations
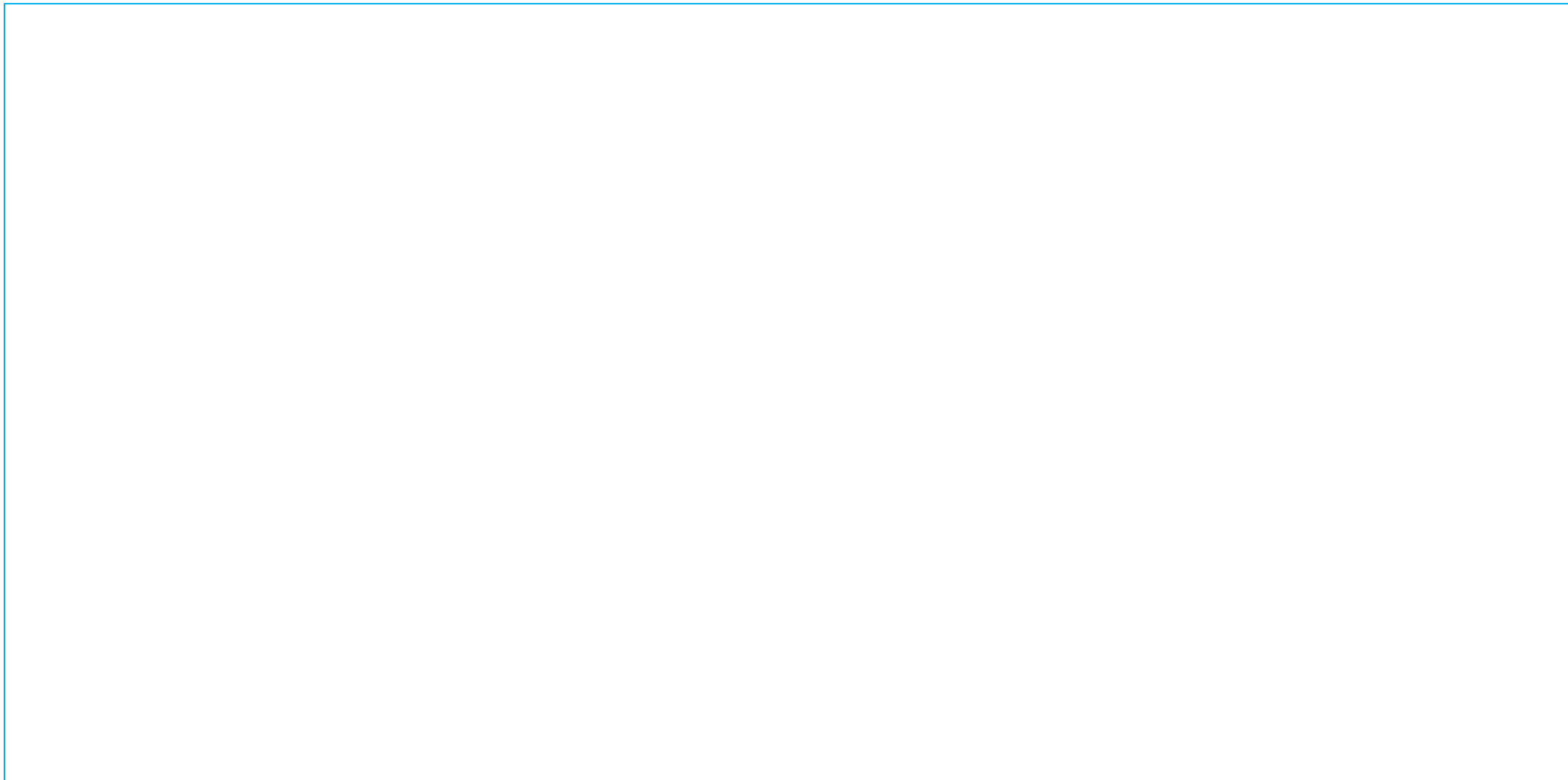
Verb collocations retrieval practice

	1	2	3	4
I play	*the piano*			
I do	*the shopping*			
I listen to	*a song*			
I tell	*lies*			
I switch on	*the light*			
I spend	*some time*			
I wasted	*time*			
I build	*sand castle*			
I buy	*tickets*			

Sentence puzzles (3): mosaic writing

0 en mi ciudad hay	1 desafortunadamente	2 que las calles	3 edificios antiguos ni	4 de Barcelona	5 sucias y malolientes.
6 mi barrio está	7 lo bueno es	8 no hay muchos	9 zonas verdes	10 están muy limpias	11 hay siempre atascos
12 hay bares y bodegas	13 muchas	14 en las afueras	15 no hay mucho	16 monumentos historicos que visitar	17 usa el coche
18 hay mucha pobreza	19 donde se puede	20 las calles están	21 desempleo	22 que hacer	23 a la hora punta
24 porque	25 porque hay demasiado	26 todo el mundo	27 la gente de mi barrio es muy	28 escuchar musica y charlar	29 presumida

The Language Gym
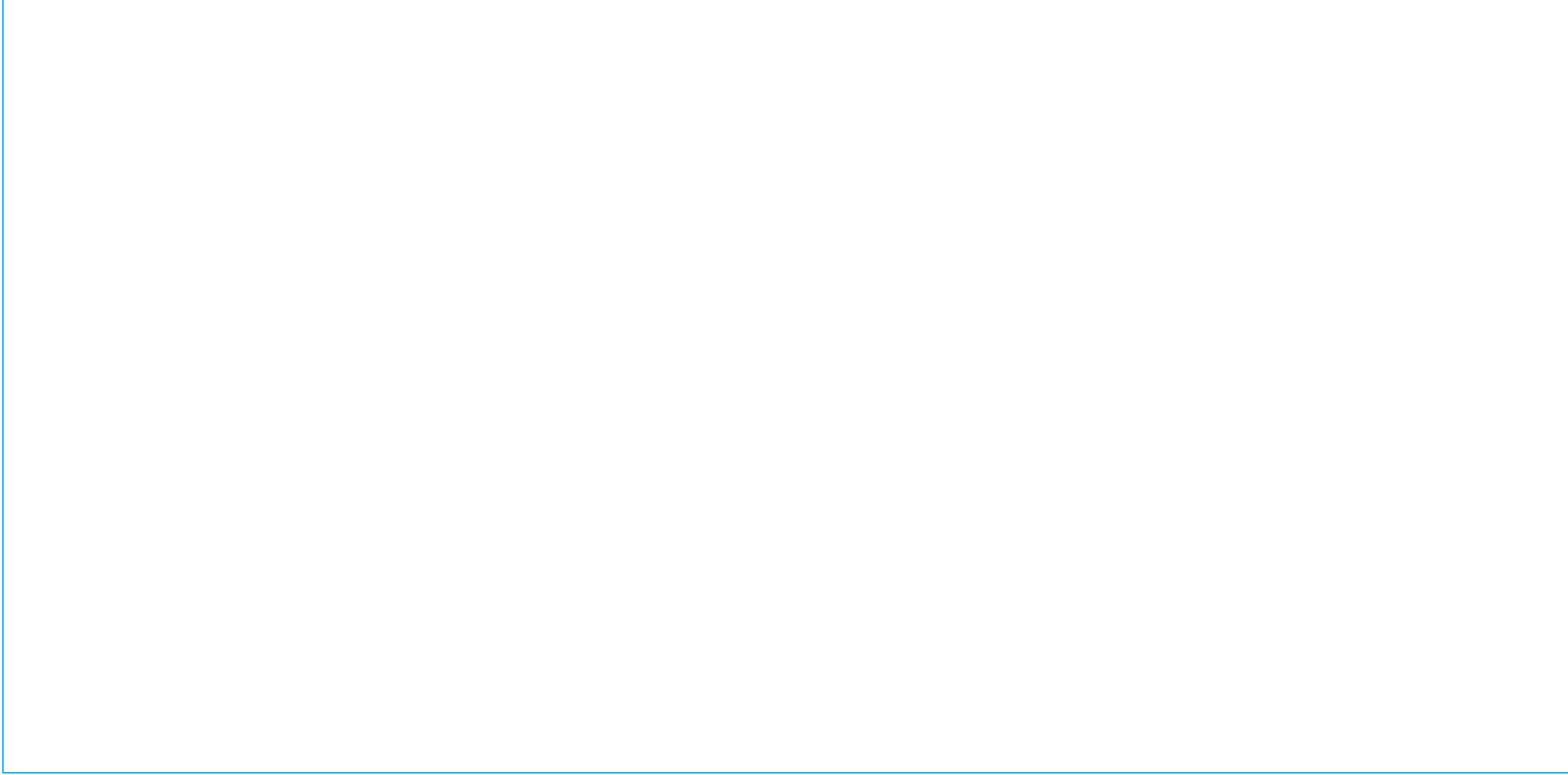
Focus on grammar

➢ **L2 systems**: the rules which govern morphemes such as tense, gender, pluralisation, etc. Recognising systems provides valuable linguistic clues as to the meaning of a sentence. These systems often take the form of *inflectional affixation* (e.g. adding the suffix 's' to the verb in the third person of the present simple in English).

➢ **Word parts**: affixes, especially prefixes and suffixes provide us with important clues about the meaning of words, their role in the sentence, as wells as the tense, gender, number of the agent or recipient of an action, etc. Other types of affixations are: *suffixoids* (e.g. *cat-like*), *simulfixes* (e.g. *mouse* to *mice*) and *circumfixes* (e.g. *en*light*en*). Affixation can be inflectional and derivational (e.g. in English, *un –* in *unhappy* or *-ness* in *happiness*).

➢ **How lexical items relate to one another and typical word order patterns**: e.g. if we recognise a colligation such as 'a + noun + of + noun' but we don't recognise the fourth item, at least we know it's going to be a noun, so we can use top-down processing and other cues to infer what it might be.

Grammatical knowledge (2)

➢ **Parts of speech**: by identifying these we have more chances of reconstructing the meaning of words and the overall sentence or phrasal pattern.

➢ **Function words**: words such as determiners and prepositions provide valuable clues about which part of speech is likely to come next, e.g. if I hear the French possessive adjective *ma* (*my*) I'll expect a feminine noun, but if I hear its masculine version *mon* I'll expect a masculine noun.

➢ **Cohesive markers (connectives)**: these provide us with clues about how words and clauses fit together. *Because* cues us to the presence of a causal cause, *in order to* of a final clause, etc. In this sense, they're key to both the meaning and discourse building processes.

The Language Gym

Example 1 - tenses

1. Quisiera salir con mis amigos
2. No he hecho nada
3. Me levanto temprano
4. No saldré con ellos
5. Siempre me escuchaba

Imperfect tense	Perfect tense	Present tense	FutureTense

Example 2 - Regular / Irregular adjectives (irregular ending in the feminine)

1. Mon père est travailleur. Ma mere est travailleuse aussi
2. Je suis grand. Ma soeur est grande aussi
3. Ma mere est blonde. Moi, je suis blond aussi
4. Je suis sportif. Ma soeur, elle n'est pas sportive

Regular	Irregular

Either...or...

This activity can be valuable in focusing students on grammatical dichotomies such as masculine vs feminine nouns, singular vs plural, regular vs irregular verb forms, present vs past, etc.

Hier, je suis sorti avec mes copains Marc et Alex. Tout d'abord on est allé voir un film au cinéma près de chez moi. On a vu un film d'action avec Bruce Willis. C'était nul ! Puis, on est allé dans un restaurant italien pas loin du cinéma. On a très bien mangé. Moi, j'ai mangé des huitres et une salade de fruits de mer. Marc et Alex ont pris des pâtes e de la viande. On a fini de manger vers neuf heures. Puis, on est allé danser dans une boite au centre-ville. C'était sympa. On a connu des filles mignonnes et rigolote et on a dansé jusqu'à trois heures du matin. Après, nous sommes rentrés chez nous en taxi. Après être rentré chez moi j'avais faim, donc j'ai mangé des chips en regardant la télé.

PERFECT TENSE WITH ETRE	*PERFECT TENSE WITH AVOIR*

The Language Gym

Spot and rewrite

In the morning, after getting up I usually have a shower. After showering I get dressed and go into the kitchen to have breakfast. While having breakfast I usually watch television. After having breakfast, I usually brush my teeth and, around, 7 am I leave my house to go to school. Before leaving my house I usually kiss my mum goodbye.

Adverb	Verb (gerund)	Subject	Verb (present ind.)	Object
After	getting up	I	have	a shower
After	showering	I	get dressed	n/a
After	having (breakfast)	I	brush	my teeth
Before	leaving (my house)	I	kiss	my mother

Structured production (MAR<u>S</u>)

Intensive scaffolded and highly controlled production practice (*PUSHED OUTPUT*)
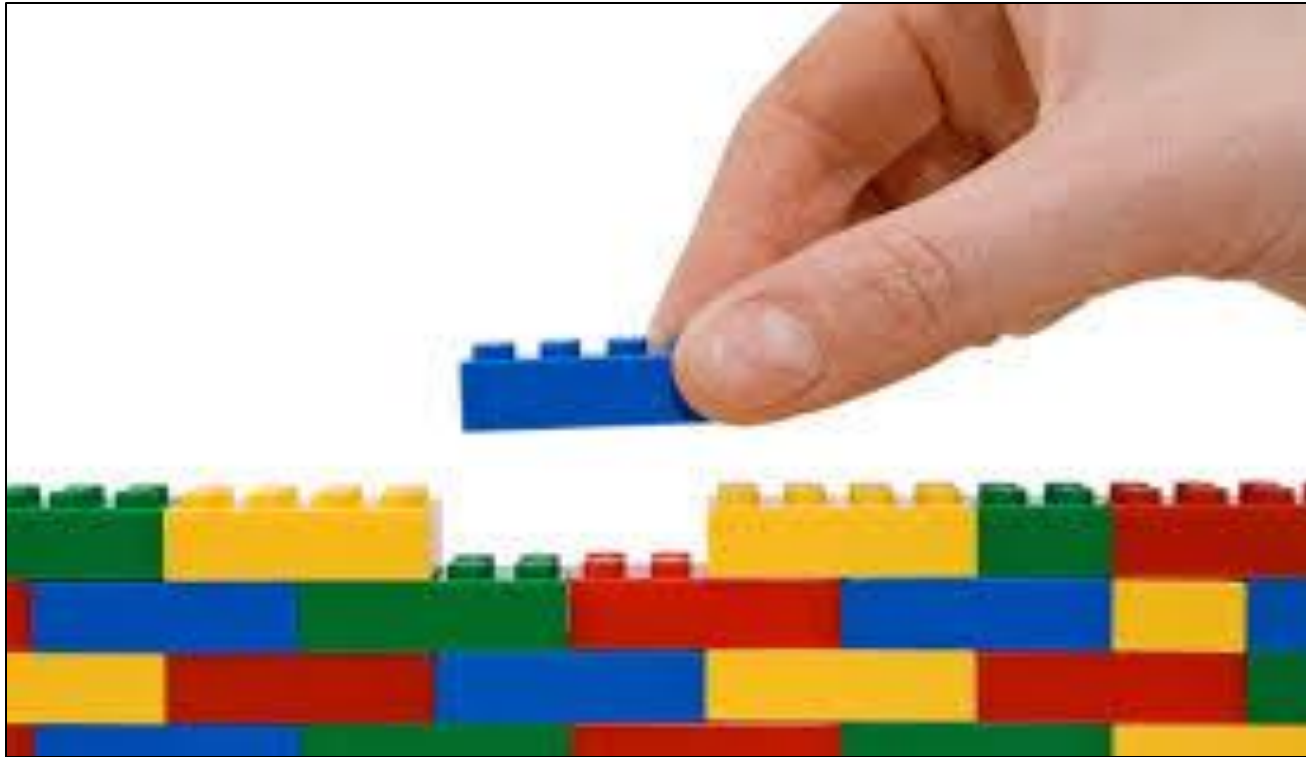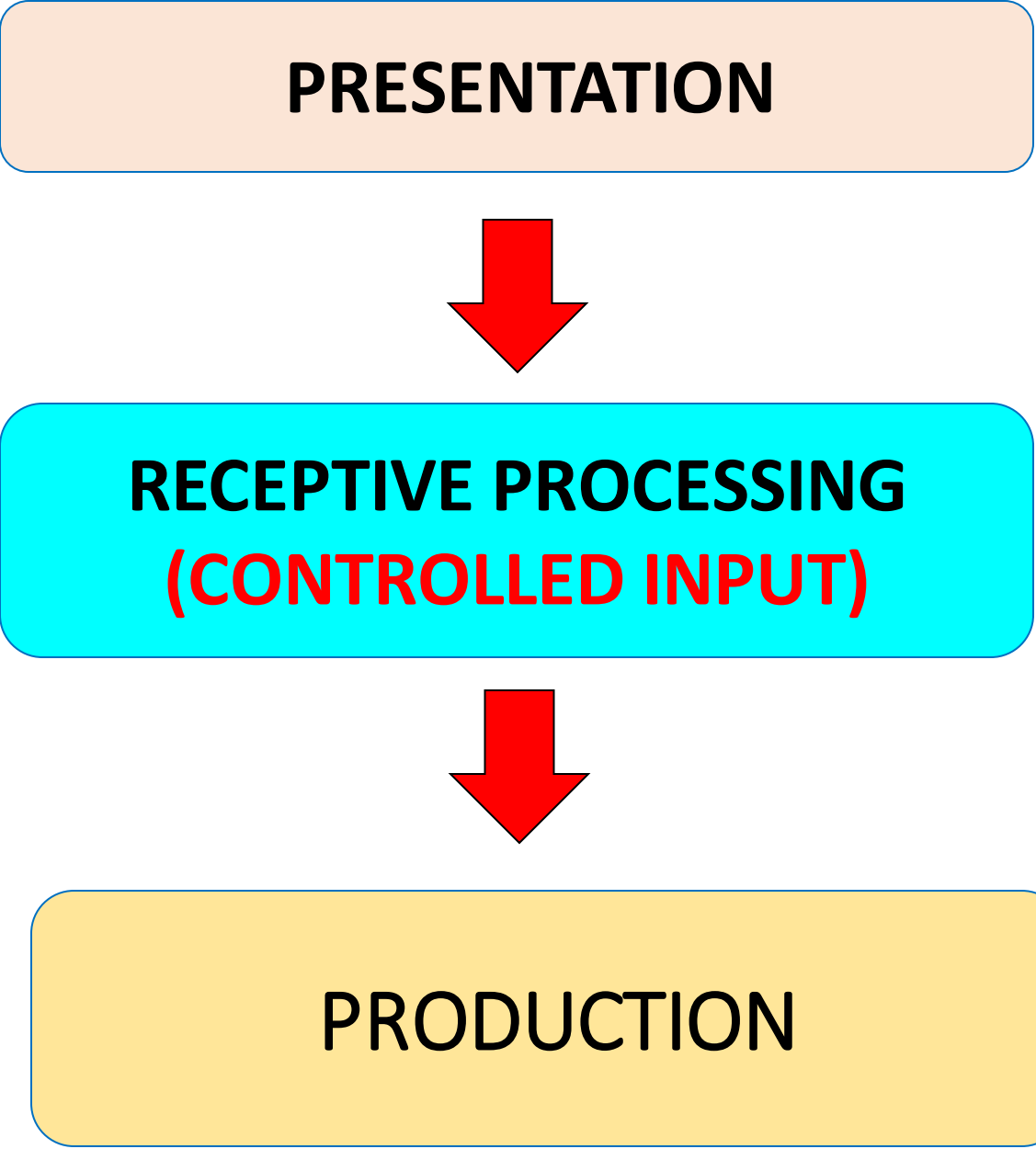
Information gap tasks :surveys
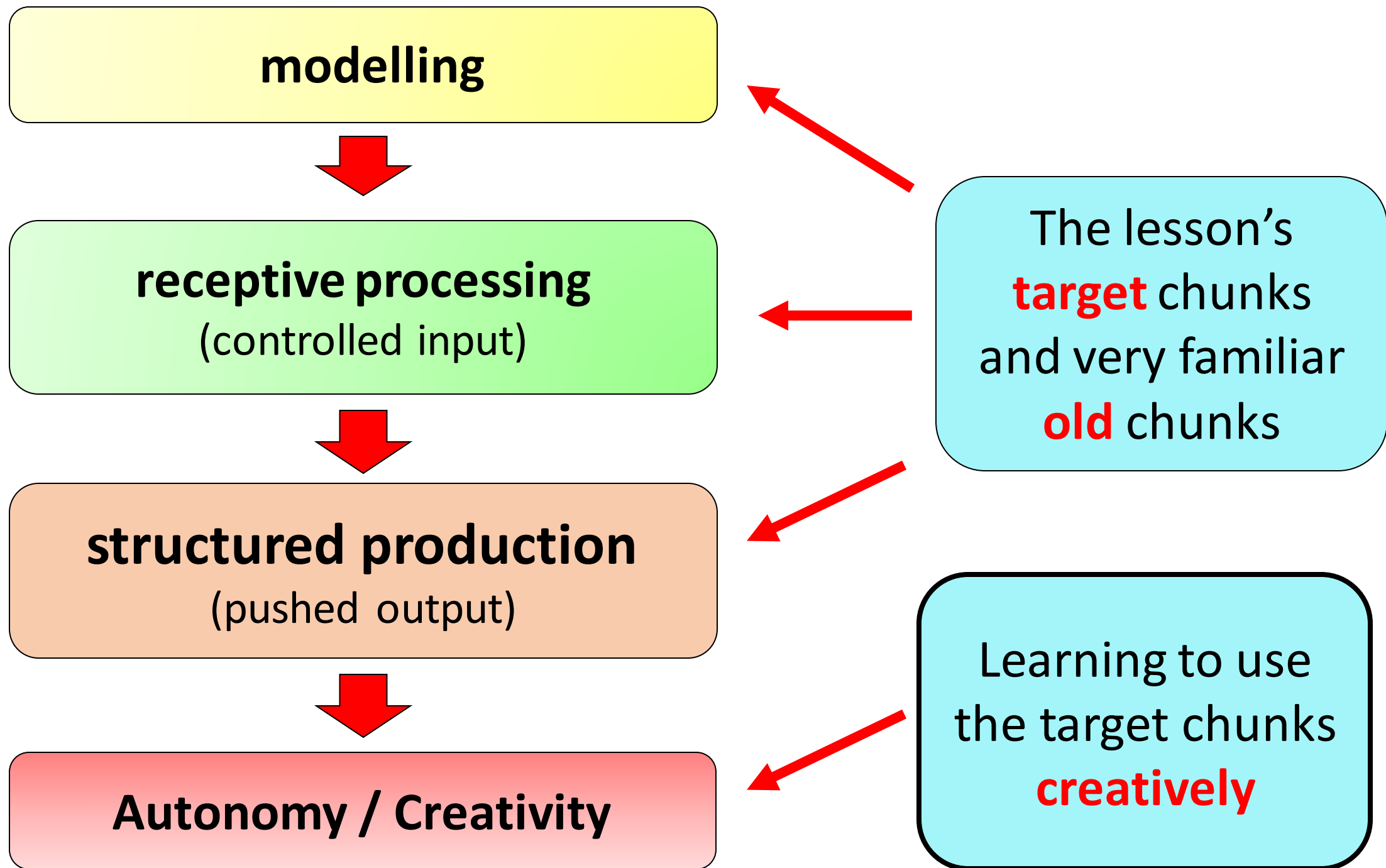
Sondage : A l'école primaire – interview two students and annotate their answers in French, in the shortest possible form.

	Exemples	Un copain	Une copine
Comment étais-tu physiquement quand tu étais à l'école primaire ?	J'étais grand(e)/petit(e) etc. J'étais potelet/maigre/etc. J'avais les cheveux…		
Quelle était ta matière préférée ? Pourquoi ?	C'était l'anglais car…		
Que faisais-tu comme sport ?	Je faisais beaucoup de natation /gymnastique/ équitation car…		
Que faisais-tu pendant ton temps libre ?	Je jouais au foot Je lisais des romans Je regardais la télé, etc.		
Comment était ton régime alimentaire ?	C'était sain/malsain, car…		
Que regardais-tu à la télé ?	Je regardais…….parce que…		
Qui était ta meilleure copine / ton meilleur copain ? Comment était-il ?	Ma meilleure copine s'appelait Marine. Elle était…		

The Language Gym

Structured description tasks with L1 cues

This could be pair-work or for the students to record and submit to the teacher

➢ Describe your mother's personality

➢ Describe her appearance

➢ Describe her clothes

➢ Talk about her favourite hobbies

➢ Say what food she likes and dislikes

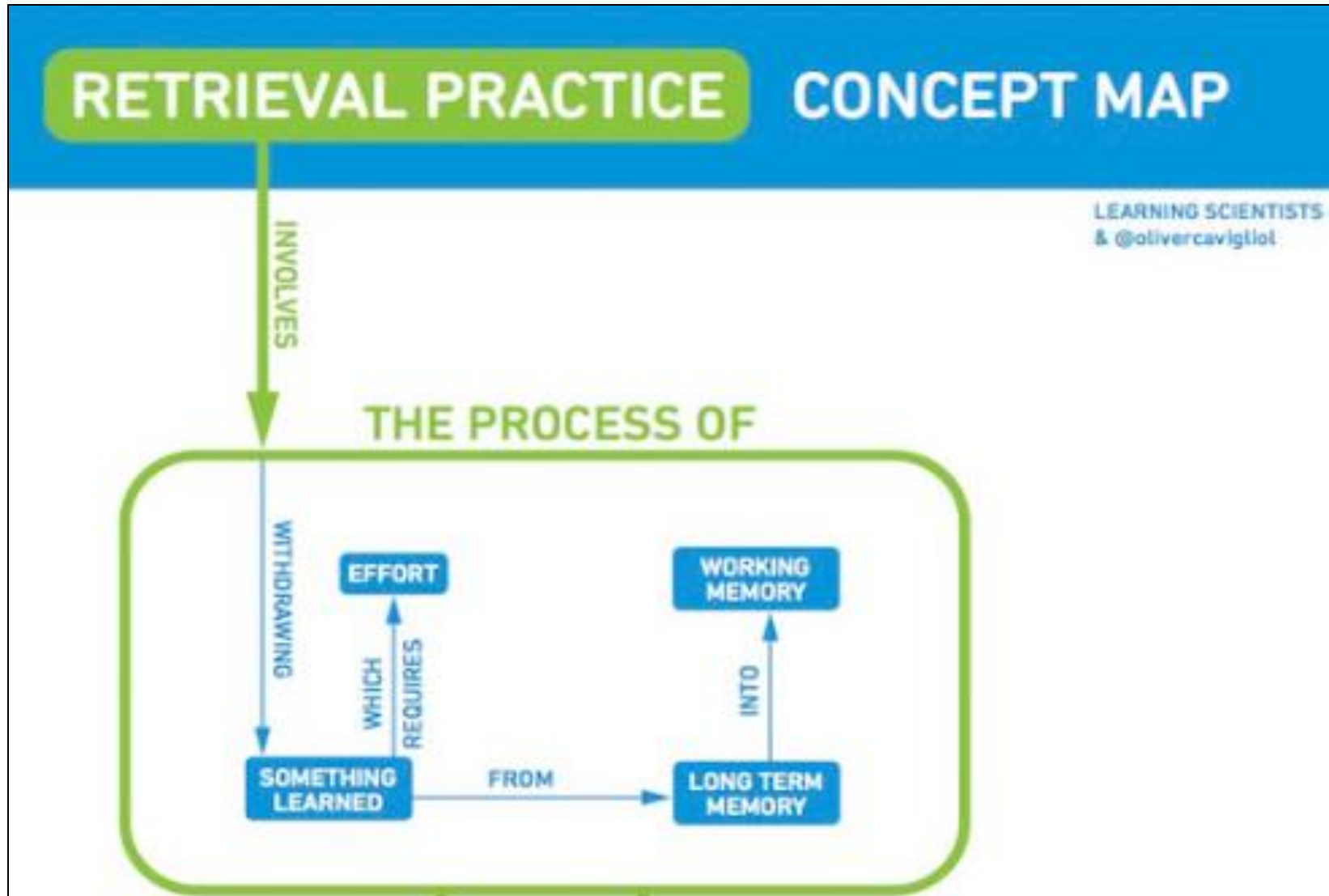➢ Talk about what job she does and how she feels about it

The Language Gym

modelling

↓

receptive processing
(controlled input)

↓

structured production
(pushed output)

↓

Autonomy / Creativity

The lesson's **target** chunks and very familiar **old** chunks

Learning to use the target chunks **creatively**

Intensive recycling in the lesson

Elapsed time since learning	(%)
Immediately	100
20 minutes	58
1 hour	44
9 hours	36
1 day	33
2 days	28
6 days	25
31 days	21

- ➢ Major memory loss within the first 20 minutes from first processing the word
- ➢ Second major memory loss within the first 9 hours
- ➢ Within 31 days without rehearsal of target item 79 % is lost
- ➢ Primacy of long-term planning over short-term planning
- ➢ Too much zooming in too little zooming out

Oral ping-pong translation

PARTNER 1

1. I like to play football because it is fun	1. Me gusta jugar al futbol porque es divertido
2. I hate playing chess because it is boring	2.
3. I don't like going shopping because it is a waste of time	3. No me gusta ir de compras porque es une pérdida de tiempo
4. I love playing cards with my parents. I do it often	4
5. I like a lot rock climbing. I do it nearly every day.	5. Me gusta mucho hacer escalada. Lo hago casi todos los días
6. I don't like to do boxing because it is dangerous	6
7. I hate doing jogging because it is tiring	7. Odio hacer footing porque es agotador
8. I don't like cooking because it is difficult and boring	8.
9. I love playing with videogames because it is exciting and fun	9. Me encanta jugar con los videojuegos porque es apasionante y divertido
10. I like going for walks because it is relaxing and healthy	10
11. I hate going to the shopping mall because it is a waste of time	11. Odio ir al centro comercial porque es una pérdida de tiempo
12. I like reading books because it is interesting and fun	12
13. I love playing basketball because it is fun and exciting	13. Me encanta jugar al baloncesto porque es divertido y apasionante
14. I hate horse-riding because it is boring and dangerous	14
15. I love taking photos. I do it every day	15. Me encanta sacar fotos. Lo hago todos los días
16. I hate going to the cinema. I do it often.	16.

PARTNER 2

1. I like to play football because it is fun	1
2. I hate playing chess because it is boring	2. Odio jugar al ajedrez porque es aburrido
3. I don't like going shopping because it is a waste of time	3
4. I love playing cards with my parents. I do it often	4. Me encanta jugar a las cartas con mis padres. Lo hago a menudo
5. I like a lot rock climbing. I do it nearly every day.	5
6. I don't like to do boxing because it is dangerous	6. No me gusta hacer boxeo porque es peligroso
7. I hate doing jogging because it is tiring	7
8. I don't like cooking because it is difficult and boring	8. No me gusta cocinar porque es difícil y aburrido
9. I love playing with videogames because it is exciting and fun	9
10. I like going for walks because it is relaxing and healthy	10. Me gusta ir de paseo porque es relajante y sano
11. I hate going to the shopping mall because it is a waste of time	11
12. I like reading books because it is interesting and fun	12. Me gusta leer libros porque es interesante y divertido
13. I love playing football because it is fun and exciting	13
14. I hate horse-riding because it is boring and dangerous	14. Odio hacer equitación porque es aburrido y peligroso
15. I love taking photos. I do it every day	15
16. I hate going to the cinema. I do it often.	16. Odio ir al cine. Lo hago a menudo

Oral translation board game (page 15)

Départ

1	2	3	4	5	6	7
What time is it ?	What is it ?	Where do you live ?	Where do you come from ?	What is the name of your French teacher?	How much is it ?	Why do you like this ?

14	13	12	11	10	9	8
Who do go back home with after scho?	Why don't you like Maths ?	Which subject do you like ?	What do you do during break ?	How many subjects do you study ?	Can I go to the toilet ?	Can I turn on the light ?

15	16	17	18	19	20	21
What is your favourite subject ?	At what time do lessons start ?	At what time do lessons finish ?	What do you usually do at lunch break ?	What is your teacher like ?	Do you have a red pen ?	Can you give me the rubber please ?

Arrivée

28	27	26	25	24	23	22
(to teacher) Can you help me, please ?	(to classmate) Can you help me, please ?	At what time do you leave school ?	At what time do you arrive school ?	What lessons do you have today ?	When do you have Spanish ?	What are the maths lesson like ?

Instructions: In groups of three students (2 player + 1 referee) or five (2 teams of two players and one referee), players take turn in casting the dice. Whichever case the player/team reach based on their dice score, they will have 30 seconds to translate the relative sentence(s) into French orally. The referee will then tell the players (with the help of the answer sheet) if their translation is correct. If the translation is correct they will have another go and casting the dice and will advance to the next case where they will have to translate the next sentence and so on. However, if their translation isn't correct, the referee will read to them the right version twice in order for the players to attempt to memorize it for the next round when they will have another go. After the opponents' turn the player will have another chance at casting the dice; if they answer the question they originally got wrong correct. The person who is closer to the finishing line ten minutes into the game will win.

Chain reaction

Gestern bin ich in die Stadt gegangen	Mit meinen besten Freunden	Gegen 16.30 Uhr
Es hat in Strömen geregnet	Deshalb sind wir in Einkauszentrum gegangen	Zuerst haben wir Eis gegessen
Dann haben wir uns einen Film angeshaut	Der Film hat mir sehr gefallen, weil	Er spannend nd voller Action war

Oral communicative drills

1	2	3
What were you like 10 years ago?	What did you use to do in your free time 10 years ago?	What did you use to do in your free time 10 years ago?
I was fatter and cuter	I used to watch cartoons and play football	I used to play with dolls and watch action movies

4	5	6
What clothes did you wear 10 years ago ?	What did you used to eat when you were little?	What did you use to do in your free time 10 years ago?
I used to wear dungarees and trainers or a tee-shirt with small shorts	I used to eat lots of cakes and sweets. I was very fat!	I used to play with toy soldiers and swim a lot

7	8	9
What were you like 10 years ago?	What clothes did you wear 10 years ago ?	What did you use to do in your free time 10 years ago?
I was fat and had short hair	I used to wear pink dresses	I used to play tennis with my dad and go to the park with my grand-dad

10	11	12
What did you use to do in your free time 10 years ago?	What were you like 10 years ago?	What did you used to eat when you were little?
I used to draw, read books and go to the park	I was less fat and cuter and very shy	I used to eat lots of French fries and cakes but I wasn't fat

13	14	15
What did you use to do in your free time 10 years ago?	What were you like 10 years ago?	What did you used to eat when you were little?
I used to go biking and used to go for walks with my dad	I was very talkative, naughty and stubborn	I used to eat healthily, lots of vegetables and fruits

➤ This task is carried out in groups of three. Two students that interact in the target language and a third student who has the answers and acts as the referee

➤ The students take turns in translating the dialogs, Partner 1 translation the first line and Partner 2 the second. They then swap.

➤ To make the activity more fun change groups every five minutes.

The Language Gym

Narrow translation

➢ NT consists of three or more short to-be-translated texts that are extremely similar in terms of chunks and patterns, the differences amounting to 10-15% per cent of the text maximum.

➢ So for instance, if to-be-translated-text 1 contains the sentence 'I live in a small town by the sea', text 2 will contain the sentence 'I live in a large town by a lake', text 3 'I live in a small village by a river' and text 4 'I live in a tiny village in the countryside'.

0

Gabrielle (English)

I introduce myself. My name is Gabrielle, but my friends call me Gabi. I am fifteen years old and my birthday, is the 20 June. I am quite tall, slim, I have brown, long and curly hair and green eyes. My friends say that I am friendly, generous and helpful, but a bit lazy. I live in Brest, in Britain, a region in the north-west of France, on the coast. However, I was born in France, on the coast. I like my town because there are a lot of things to do for young people. On the other hand, the weather is horrible. It is windy, it is cloudy and it rains very often.

0

Gabrielle (français)

Je me présente. Je m'appelle Gabrielle, mais mes amis m'appellent Gabi. J'ai quinze ans et demi et mon anniversaire, c'est le vingt juin. Je suis assez grande, mince, j'ai les cheveux bruns, longs et bouclés et les yeux verts. Mes amis disent que je suis sympa, généreuse et serviable, mais un peu paresseuse. J'habite à Brest, en Bretagne, une région dans le nord-ouest de la France, sur la côte. Pourtant, je suis née à Nice, dans le sud. J'aime ma ville car il y a beaucoup de choses à faire pour les jeunes. Par contre, le temps est affreux. Il y a du vent, il est nuageux et il pleut très souvent.

1

Ferdinand (English)

I introduce myself. My name is **Ferdinand**, but my friends call me Ferdi. I am **sixteen and a half** and my birthday is the **thirtieth of May**. I am **quite chubby, slim**, I have **blond** , mid-length and straight hair **and blue eyes**. My friends say that I am **kind, talkative and funny, but a bit silly**. I live in **Toulouse**, in Occitanie, a region in **the south of France**. However, I was born in **Lille**, in the **north-west**. I like my town because there are many things to do for **people of my age. Moreover, I like the climate a lot**. The weather **is nice, it is often sunny and it does not rain too much**.

2

Robert (English)

I introduce myself. My name is **Robert**, but my friends call me Robi. I am **fifteen and a half** and my birthday is the **twentieth of August**. I am **quite tall and chubby, I have black, short and spiky hair and hazel eyes**. My friends say that I am **reliable, cheerful and generous, but a bit lazy**. I live in **Brest, in Brittany**, a region in **the north-east of France**. However, I was born in **Paris, the capital of my country**. I like my town because there are many things to do for **people of my age and it is clean and safe**. However, I I do not ike the climate. The weather is cold, it is often windy and It rains a lot.

Pyramid translation

YESTERDAY

Yesterday I went out

Yesterday I went out with my friends

Yesterday I went out with my friends to watch a movie

Yesterday I went out with my friends to watch an action movie

Yesterday I went out with my friends to watch an action movie with Daniel Craig

Yesterday evening, around 7.30 I went out with my friends to watch an action movie with Daniel Craig

Yesterday evening, around 7.30, I went out with my friends to watch a great action movie with Daniel Craig

- ➢ Students work in a triad: two players and a referee
- ➢ Taking turns, the players must, starting from the top, work their way down the pyramid, translating each sentence correctly.
- ➢ When a mistake is made, the other player has a go (starting from the top).
- ➢ Whenever a player resumes the translation, s/he will have to start again from the top.
- ➢ Whoever complete the whole translation without making mistakes is the winner.

Quick-fire translations

➢ It requires zero preparation and all you need is your voice, mini-whiteboards and markers. You utter sentences in the L1 or L2 and students need to translate in a fixed time limit.

➢ I usually start with L2 sentences to translate into the L1 and then vice versa, making sure that the sentences used in the second round are pretty much the translation of the ones used in the first round or are at least very similar in structure.

➢ As a way to differentiate you may want to give an extra sentence for those who finish earlier whilst extending the time for those who struggle.
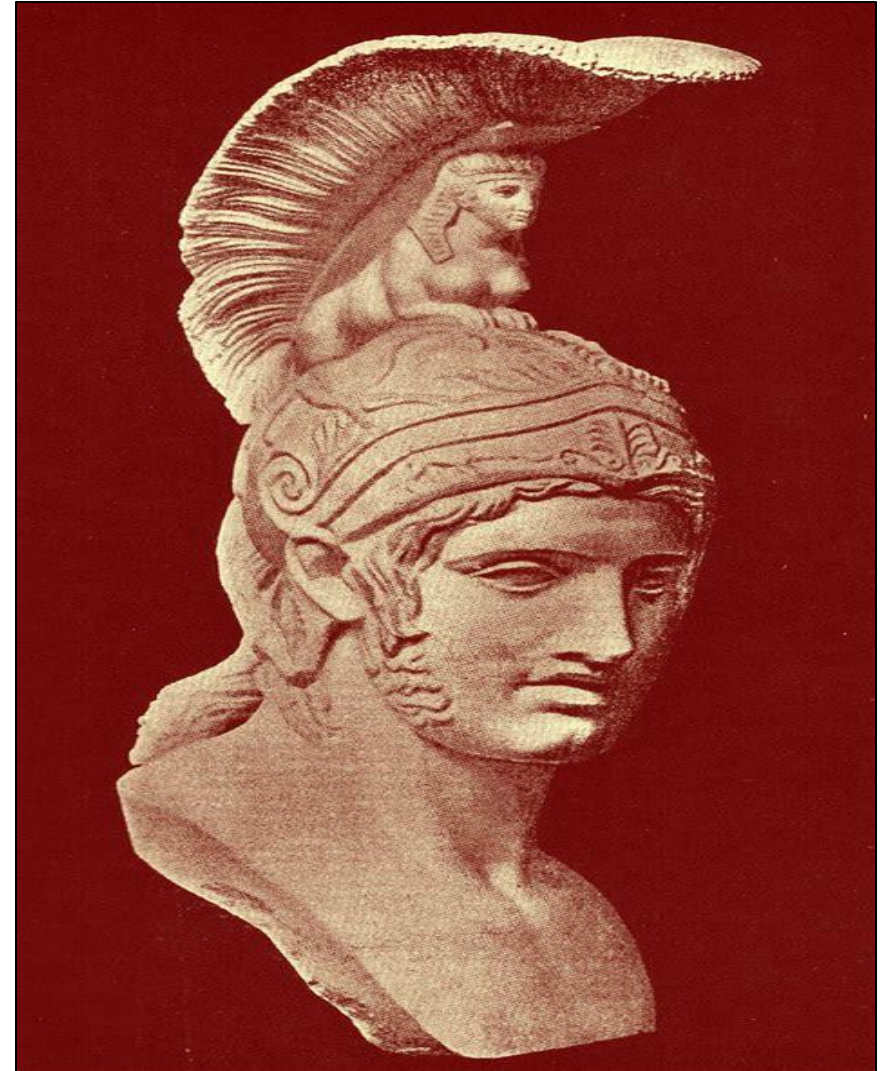
Expansion (EARS)
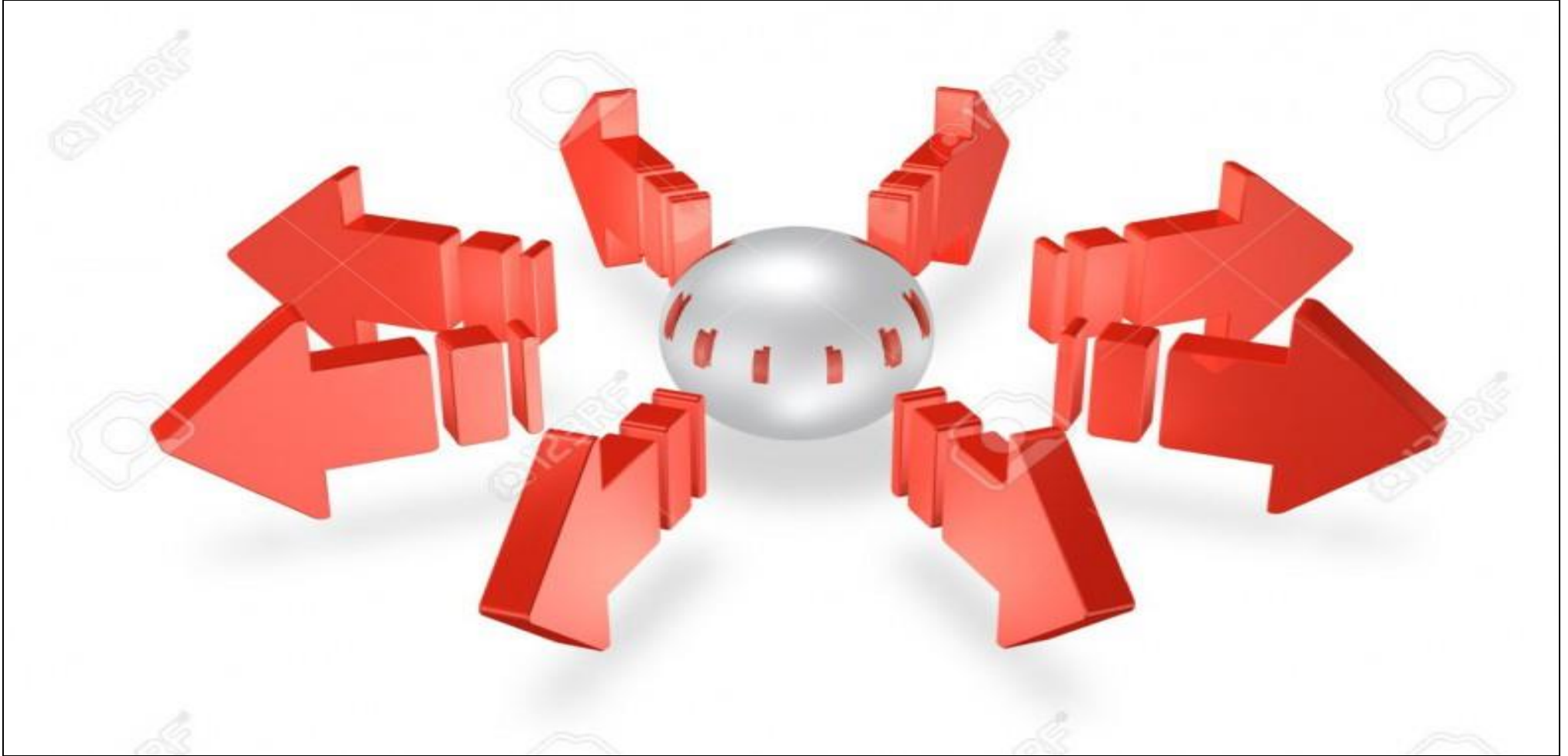
Transfer Appropriate Processing

➢ Memory is context-dependent : the chances of the recall of specific episodes or information is higher when the context present at encoding and retrieval are the same.

➢ Hence, a grammar structure learnt through mechanical drills in week 1 to 7 is not going to be necessarily be automatically applied correctly in the context of a conversation in week 8 or 9.

➢ Being able to write item 'X' correctly in a translation task does not mean being able to produce it correctly in an essay.

Blocking vs Interleaving

➢ BLOCKING involves practising one structure, vocabulary or micro-skill set at a time before the next, for example, "item A" before "item B" and so on, forming the pattern **AAABBBCCC**.

➢ In INTERLEAVING one mixes practice on several related skills together, forming for example the pattern **ABCABCABC**.

➢ One reason why Interleaving is powerful because is because we learn best through ASSOCIATIVE learning, by **hooking the new to the old**.

Less is more !

The Language Gym

Expansion

➤ The target item is practised **with old and new vocabulary and structures** overtime through **systematic recycling** (scaffolding might still be necessary);

➤ After much (semi-) implicit practice the students - through deductive teaching or inductive learning;- **learn the rule(s) governing the target item(s) in greater depth**

➤ If applicable, **more aspects of the rules governing the target items are modelled and practised** (e.g. from one or two persons of the present tense, to all six persons).

The Language Gym

Talking about the way one used to be (expansion)

Quand j'avais dix ans (when I was ten years old) Quand j'étais petit (when I was little)	je jouais (I used to play) il /elle jouait vous jouiez	tu jouais nous jouions ils/elles jouaient	à la poupée au foot avec un petit train en bois (made of wood) aux petit soldats	avec ma mère avec mes parents avec mon frère
Quand j'étais enfant (when I was a child)	je faisais (I used to do) il/elle faisait vous faisiez	tu faisais nous faisions ils/elles faisaient	de la natation des promenades avec mon grand-père du sport du vélo	moins souvent plus souvent
Quand j'étais plus jeune (when I was younger)	je mangeais (I used to eat) il / elle mangeait vous mangiez	tu mangeais nous mangions ils/elles mangeaient	des bonbons du chocolat des frites des gâteaux sainement (healthily)	de temps en temps rarement
Il y a dix ans (ten years ago) Autrefois (in the past)	j'allais (I used to go) il/elle allait vous alliez	tu allais nous allions ils / elles allaient	a l'église a la mosquée au parc chez mes grands-parents	seul / seule (alone) tous le jours
Auparavant (In the past)	Je regardais (I used to watch) Il / elle regardait Vous regardiez	tu regardais nous regardions ils/elles regardaient	des dessins animés des comédies des film d'actions	
	Je portais (I used ti wear) Il / elle portait vous portiez	tu portais nous portions ils/elles portaient	un petit short une salopette (a dungaree) des lunettes (glasses) des vetements moches (ugly clothes)	
	J'avais (I used to have) Il / elle avait Vous aviez	tu avais nous avions ils/elles avaient	des poupées (dolls) des petits soldats un nounours (a teddy bear)	les cheveux longs (long hair) les cheveux courts (short hair) en brosse (crew cut)
	j'étais il / elle était vous étiez	tu étais nous étions ils/elles étaient	plus / moins gros (big, fat) plus / moins mignon (cute plus / moins mince (thin) plus / moins moche (ugly) plus / moins fainéant (lazy) plus / moins timide (shy)	que maintenant (than now)

Picture task with cues

Faites des phrases en utilisant les mots donnés. Soyez créatifs !

Nous / devoir / aujourd'hui Exemple : Je dois laver la voiture aujourd'hui	Je / vouloir / demain soir	Ils /vouloir / cet après-midi	Elle / ne pas pouvoir/demain
Nous /vouloir/ ce soir	Elle / vouloir / ce matin	Ils / vouloir / cet après-midi	Nous / vouloir/ ce matin
Elle / vouloir/ aujourd'hui	Elle/devoir/ après l'école	Je / devoir / ce soir	Nous / pouvoir/ cet après-midi

Inductive task on negatives - year 11 French

Group-task 1 - Rien, Personne, Jamais, Plus : How are they used in French ?
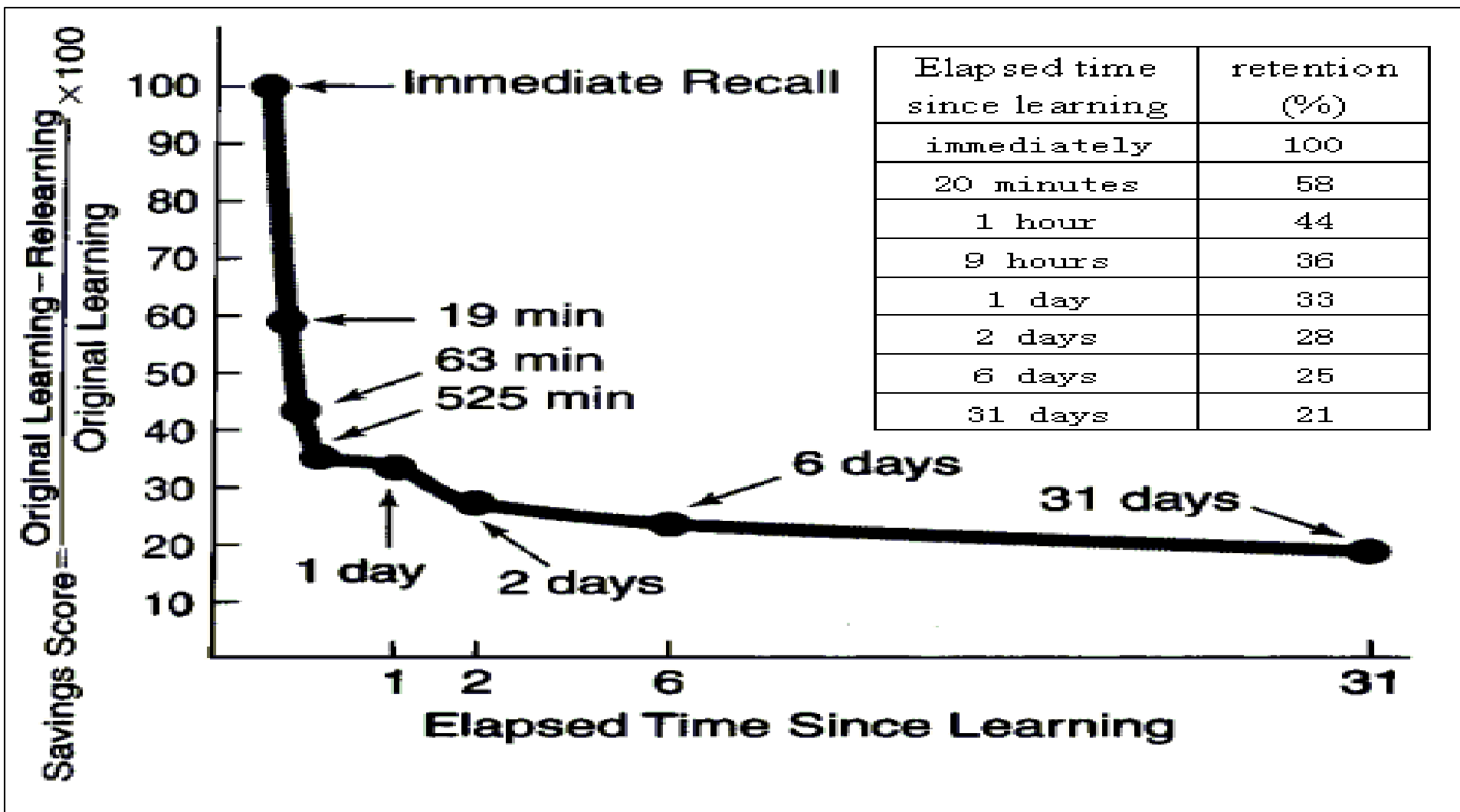
Study the examples below and work out the rules governing the usage of the negatives ne...pas, ne...rien, ne...personne, ne...jamais et ne...plus in French as you can infer it from the examples below. The group who comes up with most <u>accurate</u>, <u>concise</u>, <u>comprehensive</u> and <u>user-friendly</u> formulation of the rules will be awarded a prize.

NE...PAS = not/do not			
Présent	**Passé Composé**	**Imparfait**	**Futur**
Je ne joue pas	Je n'ai pas joué	Je ne jouais pas	Je ne jouerai pas
Je n'écoute pas	Je n'ai pas écouté	Je n'écoutais pas	Je n'écouterai pas
NE...RIEN/RIEN...NE=nothing			
Je ne mange rien	Je n'ai rien mangé	Je ne mangeais rien	Je ne mangerai rien
Je ne fais rien	Je n'ai rien fait	Je ne faisais rien	Je ne ferai rien
Rien ne marche	Rien n'a marché	Rien ne marchait	Rien ne marchera
NE...PERSONNE/PERSONNE...NE=nobody			
Je ne vois personne	Je n'ai vu personne	Je ne voyais personne	Je ne verrai personne
Je n'aime personne	Je n'ai aimé personne	Je n'aimais personne	Je n'aimerai personne
Personne ne danse	Personne n'a dansé	Personne ne dansait	Personne ne dansera
NE...JAMAIS = never			
Je ne lis jamais	Je n'ai jamais lu	Je ne lisais jamais	Je ne lirai jamais
Je ne fume jamais	Je n'ai jamais fumé	Je ne fumais jamais	Je ne fumerai jamais
NE...PLUS= no longer, no more			
Je ne bois plus	Je n'ai plus bu	Je ne buvais plus	Je ne boirai plus
Je ne chante plus	Je n'ai plus chanté	Je ne chantais plus	Je ne chanterai plus
Je n'ai plus de problème	Je n'ai plus eu de problème	Je n'avais plus de problème	Je n'aurai plus de problème

Human rate of forgetting

Elapsed time since learning	retention (%)
immediately	100
20 minutes	58
1 hour	44
9 hours	36
1 day	33
2 days	28
6 days	25
31 days	21

Primacy of LT over ST planning

Elapsed time since learning	(%)
Immediately	100
20 minutes	58
1 hour	44
9 hours	36
1 day	33
2 days	28
6 days	25
31 days	21

➤ Major memory loss within the first 20 minutes from first processing the word

➤ Second major memory loss within the first 9 hours

➤ Within 31 days without rehearsal of target item 79 % is lost

➤ Primacy of long-term planning over short-term planning

➤ Too much zooming in too little zooming out

Spaced practice

➢ Students need to get spaced practice through classroom practice and homework

➢ Space practice should be planned methodically

➢ Teachers can take advantage of the testing effect by staging regular retrieval practice (e.g. oral ping pong; No snake no ladders, etc.) or frequent low stake assessments

Spaced practice
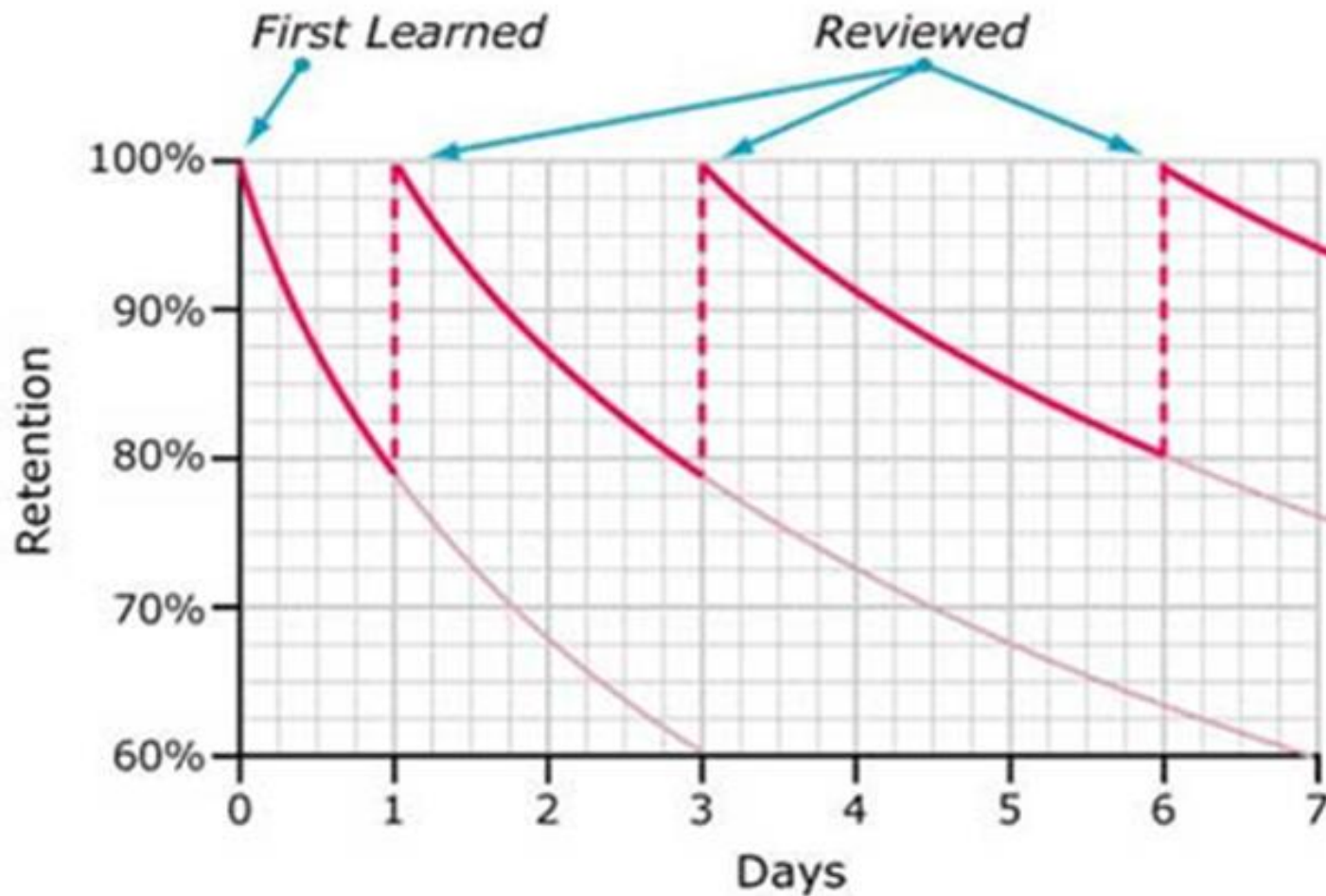
Autonomy and recycling (E.**A**.R.S.)

➢Autonomy unfolds throughout the weeks/months thereafter.

➢Students perform structured and semi-structures tasks which may elicit the use of the target structure (surveys, interviews, role-plays, picture tasks, unstructured essays).

➢ Most students will do this without scaffolding materials (rule reminders, table, notes are removed).

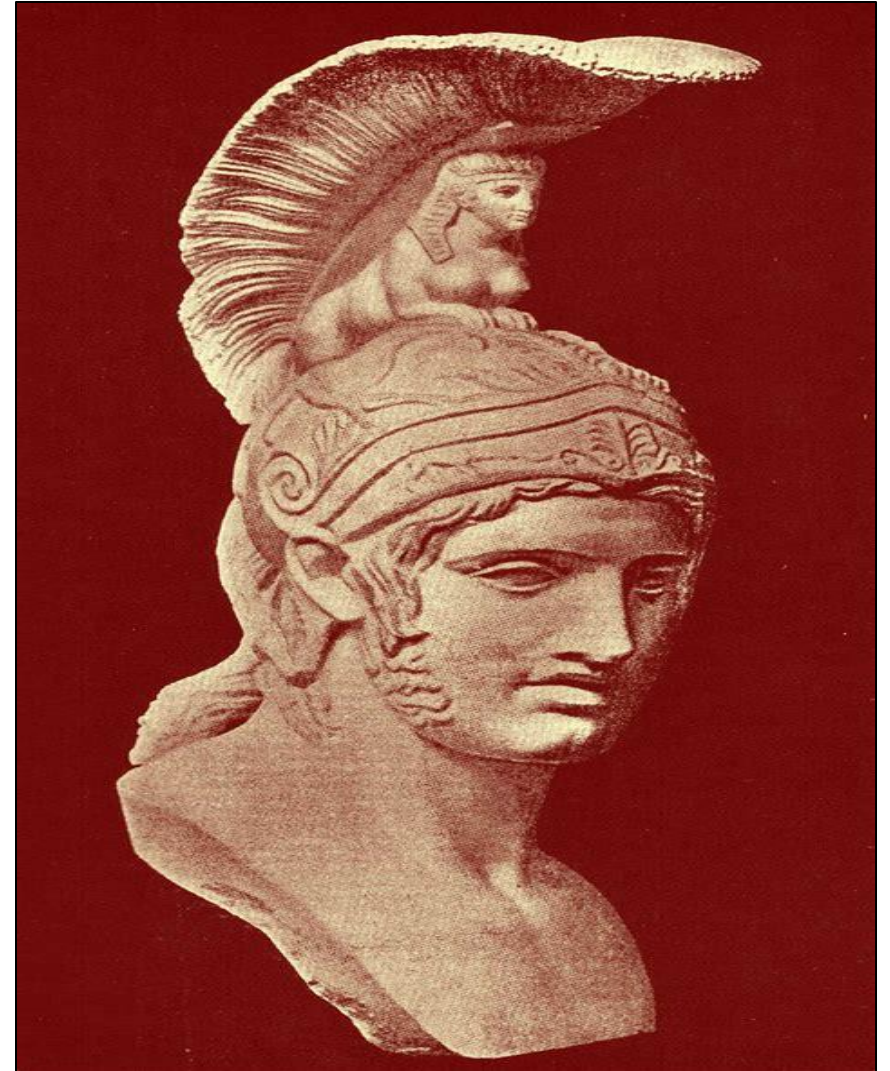➢ Autonomy cannot be attained without systematic recycling

Less is more !

The Language Gym

UNIT 2

LAUNCHING : Items 5 to 8 (Items are the target linguistic features, e.g. **communicative functions, lexical sets** or **grammar structures** taught in each unit of progression)

**RECYCLING** : Items 1 to 4 (From UNIT 1)

	SUB-UNIT 1 - teaching of item 5					SUB-UNIT 2 - teaching of item 6					SUB-UNIT 3 - teaching of item 7			
	Lessons													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Item 5	✓	✓	✓	✓	TEST			✓	✓					
Item 6						✓	✓	✓	✓	TEST			✓	✓
Item 7											✓	✓	✓	✓
Item 8													✓	✓
R Item 1			✓					✓	✓				✓	✓
R Item 2			✓					✓	✓				✓	✓
R Item 3				✓				✓	✓				✓	✓
R Item 4				✓				✓	✓				✓	✓

	SUB-UNIT 4 - teaching of item 8					SUB-UNIT 5 - consolidat... ...uency training (items 1 to 8)								
	Lessons													
	15	16	17	18	19	20	21	22	23	24	25	26	27	28
Item 5				✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
Item 6				✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
Item 7	TEST			✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
Item 8		✓	✓	✓	✓	TEST	✓	✓	✓	✓	✓	✓	✓	✓
R Item 1				✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
R Item 2				✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
R Item 3				✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
R Item 4				✓	✓		✓	✓	✓	✓	✓	✓	✓	✓

One or more small assessments to occur here

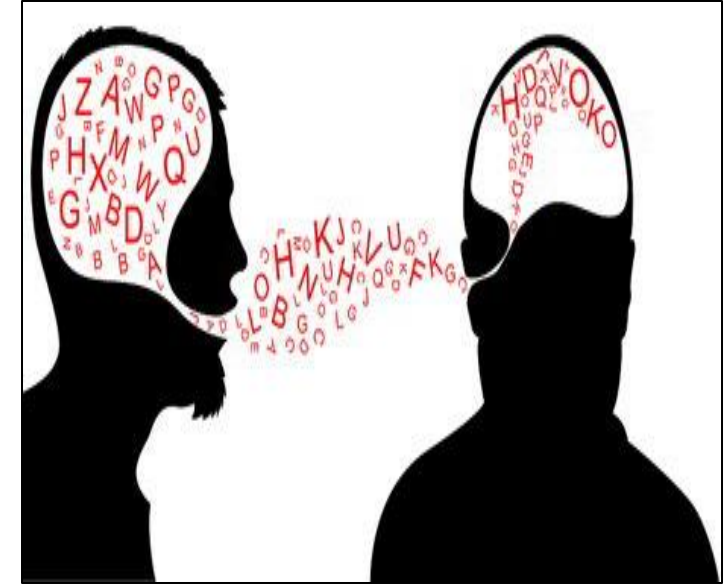# Routinization (E.A.R.S.)

➢Focus is on fluency development
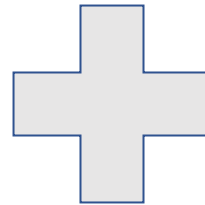
"A grammar structure can be said to have been acquired only when it has been **automatized across all 4 skills** and it is applied successfully across a **wide range of contexts.**"

Smith and Conti (2016) - *The Language Teacher Toolkit*

The long process of automatisation

Declarative knowledge (**conscious**)

Procedural knowledge (**subconscious**)

The Language Gym

Less is more !

What doesn't test grammar acquisition

1. Je _____ (aller) au cinéma avec ma famille
2. Elle _____ (rester) chez elles toute seule
3. Nous _____ (descendre) au sous-sol
4. Il _____ (partir) pour Paris avec sa copine
5. Ils _____ (tomber) de vélo
6. Tu _____ (sortir) avec qui hier soir?
7. Vous _____ (rentrer) tard de la soirée ?
8. On _____ (naître) en 2001)
9. Je ne _____ (aller) nulle part
10. Pourquoi n'_____ - vous _____ (venir)

Automaticity development is neglected

UNIT 2

LAUNCHING : Items 5 to 8 (Items are the target linguistic features, e.g. **communicative functions, lexical sets** or **grammar structures** taught in each unit of progression)

RECYCLING : Items 1 to 4 (From UNIT 1)

	SUB-UNIT 1 - teaching of item 5					SUB-UNIT 2 - teaching of item 6					SUB-UNIT 3 - teaching of item 7			
	Lessons													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Item 5	✓	✓	✓	✓	TEST			✓	✓					
Item 6						✓	✓	✓	✓	TEST			✓	✓
Item 7											✓	✓	✓	✓
Item 8													✓	✓
R Item 1			✓					✓	✓				✓	✓
R Item 2			✓					✓	✓				✓	✓
R Item 3				✓				✓	✓				✓	✓
R Item 4				✓				✓	✓				✓	✓

	SUB-UNIT 4 - teaching of item 8						SUB-UNIT 5 - consolidation and fluency training (items 1 to 8)							
	Lessons													
	15	16	17	18	19	20	21	22	23	24	25	26	27	28
Item 5				✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
Item 6				✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
Item 7	TEST			✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
Item 8		✓	✓	✓	✓	TEST	✓	✓	✓	✓	✓	✓	✓	✓
R Item 1				✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
R Item 2				✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
R Item 3				✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
R Item 4				✓	✓		✓	✓	✓	✓	✓	✓	✓	✓

One or more small assessments to occur here

Fast and furious

1. Je _____ (aller) au cinéma avec ma famille

2. Elle _____ (rester) chez elles toute seule

3. Nous _____ (descendre) au sous-sol

4. Il _____ (partir) pour Paris avec sa copine

5. Ils _____ (tomber) de vélo

6. Tu _____ (sortir) avec qui hier soir?

7. Vous _____ (rentrer) tard de la soirée ?

8. On _____ (naître) en 2001

9. Je ne _____ (aller) nulle part

10. Pourquoi n'_____- vous _____ (venir)

Routinization through the 4,3,2 technique

The holiday destination

- Say which country you spent your holiday in
- Which town(s) you stayed in and/or visited
- Where the town is located
- Give a brief description of the town

The journey

- Say how you travelled
- How long the flight lasted and how it was
- What you did on the plane to kill time
- Say how the food was

The hotel

- Say what kind of hotel you stayed in (e.g. 3 stars)
- Two good things about the hotel
- Two bad things about the hotel
- Describe you room

Day-time activities

- Say three things you did in the morning
- Say three things you did in the afternoon
- Say which activity you like the least
- Say which activity you liked the least

Outings

- Say where you had dinner usually
- Say what you did after dinner
- Describe a bar or nightclub you went to
- Say at what time you went back to the hotel and how

A problem you had

Talk about a problem you had specifying :

- Where it happened
- When
- What happened
- Any injuries you had and treatment you sought

> - Students work in pairs. They are given a few minutes to prepare a 4-minute talk on a specific event or topic (note: they are not allowed to write anything down).
> - They then deliver the talk to another student in the 4 minutes originally allocated.
> - After that they are asked to deliver the talk to another student in 3 minutes and to another one still after that in 2 minutes.
> - In their experiments, both Nation (2000) and de Jong Perfetti (2011) found that this activity enhanced their students performance.

Market place

- In Market place, the learners are divided into buyers and sellers. The teacher briefs the sellers as to what they are going to sell and each of them is allocated some time to prepare their own sales talk while the buyers are given receptive practice in the sort of vocabulary they are likely to hear from the sellers.

- Brief - *Talk your customers through the following:*

  - *the accomodation*
  - *the facilities*
  - *the activities offered*
  - *the excursion to nearby towns/resorts*
  - *the nightlife*

- Each seller is given a stall (a desk) and the buyers circulate around the marketplace going from seller to seller listening to the sales talks and jotting down on their iPad or book the main points.

Speed dating

Marco	Roberta	Sandra
1. tennis / fun	1. football / boring	1. swimming / boring
2. football / exciting	2. tennis / exciting	2. sailing / exciting
3. volleyball / boring	3. weights / fun	3. cards / relaxing
4. basketball / competitive	4. sailing / difficult	4. computer / fun
5. jogging / tiring	5. shopping centre /	5. walk / healthy
6. sailing / hard	6. horse riding / tiring	6. swimming pool
7. rock-climbing / dangerous	7. biking / relaxing	7. biking / tough
8. going to the park / relaxing	8. park / healthy	8. sport / tiring

Barbara	Massimo	Giovanna
1. swimming	1. tennis / healthy	1. videogames / unhealthy
2. weights / boring	2. videogames / competitive	2. clubbing / exciting
3. park / healthy	3. football / exciting	3. going for a walk
4. swimming pool / tiring	4. volleyball/ fun	4. swimming pool
5. clubbing / fun	5. jogging / tiring	5. clubbing / fun
6. horse riding / exciting	6. shopping centre	6. biking / tiring
7. computer / unhealthy	7. park / relaxing	7. football / boring
8. chess / relaxing	8. chess/ boring	8. cards / relaxing

The Language Gym

Chain reaction

|		
Yesterday I went to the town centre	with my best friends	around 4.30.
It was raining cats and dogs,	so we went into the mall.	First we had an ice cream,
then we watched a movie.	I loved the movie because	it was action-packed and funny.

Speed of retrieval

- ➤ Speed of retrieval is key to listening, reading, speaking and writing fluency.

- ➤ The boxing game on www.language-gym.com (screenshot on the left) is an example of how this can be developed in an engaging way.

- ➤ Mini-board games, quiz or other retrieval practice tasks like the boxing game, which require the students to carry out the recognition of lexical items under time constraints are a must in the language classroom.
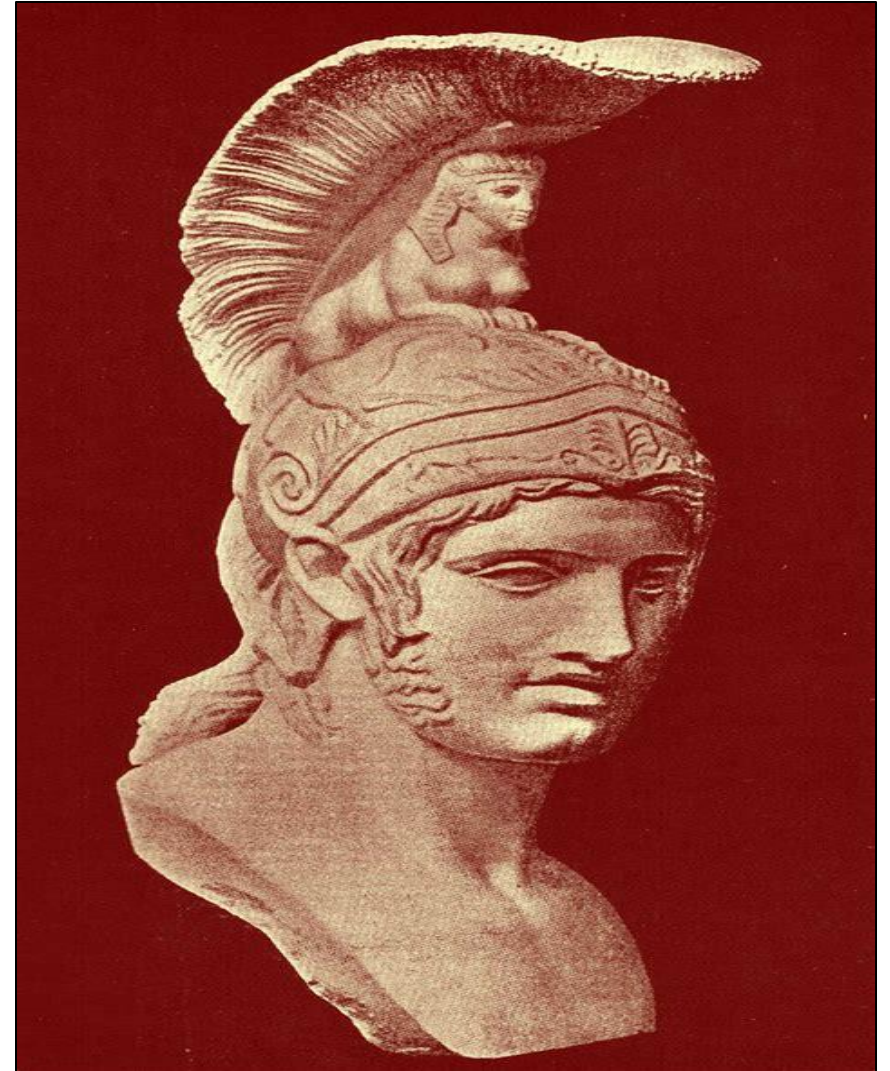
The Language Gym

One pen, one die

➢The Ss, working in groups of 2 or 3, are given a set of L2 sentences to copy or L2 copies to translate under time constraints

➢ They are given a dice and a pen per group

➢ Whoever casts a 3 has the right to write.

➢ When one student wins the right to write, the other two take turns at casting the dice

➢ The student who finishes first or manages to complete the most sentences is the winner
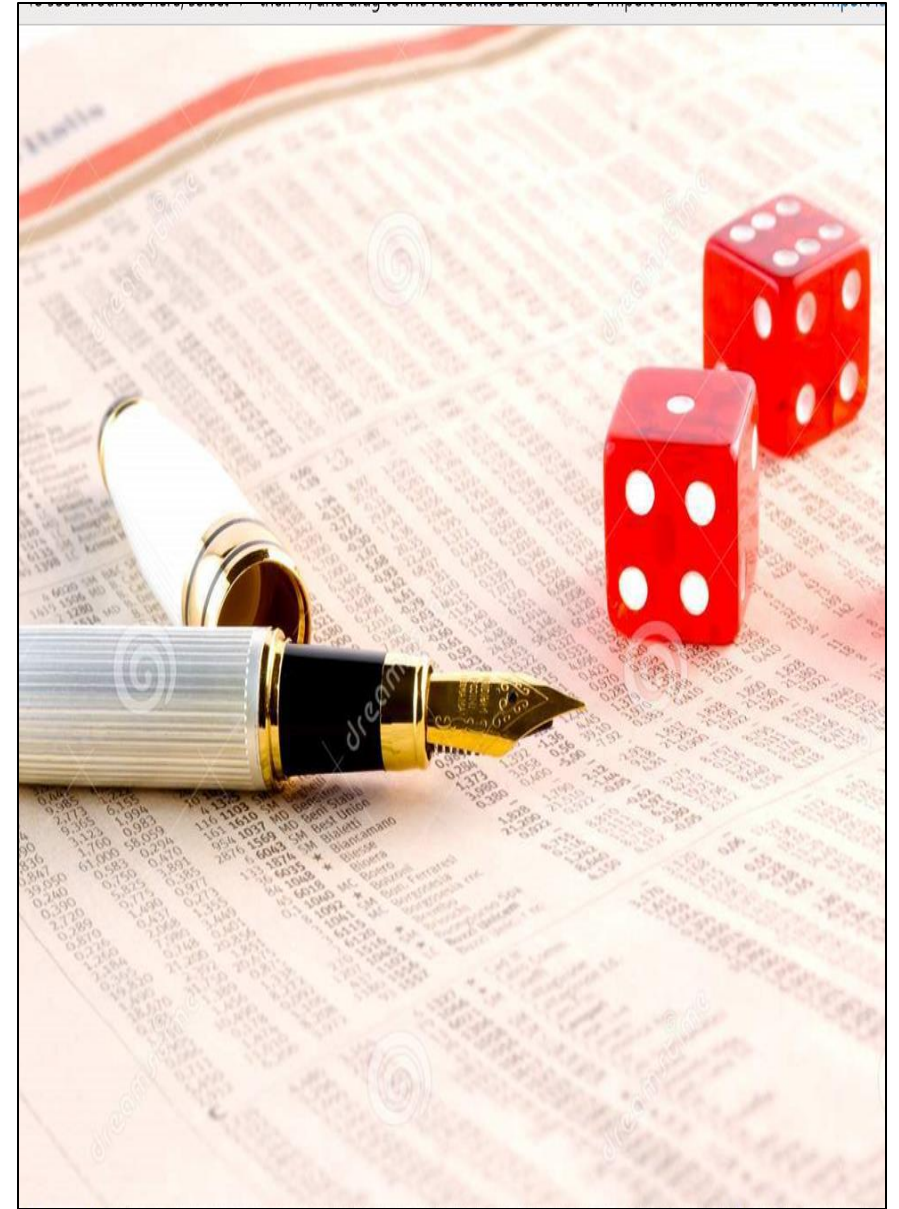
Spontaneity (E.A.R.S.)

Practice in unplanned response through a stimulus that elicits the use of the target structure(s) is provided at spaced intervals over the year.

The Language Gym

Spontaneity