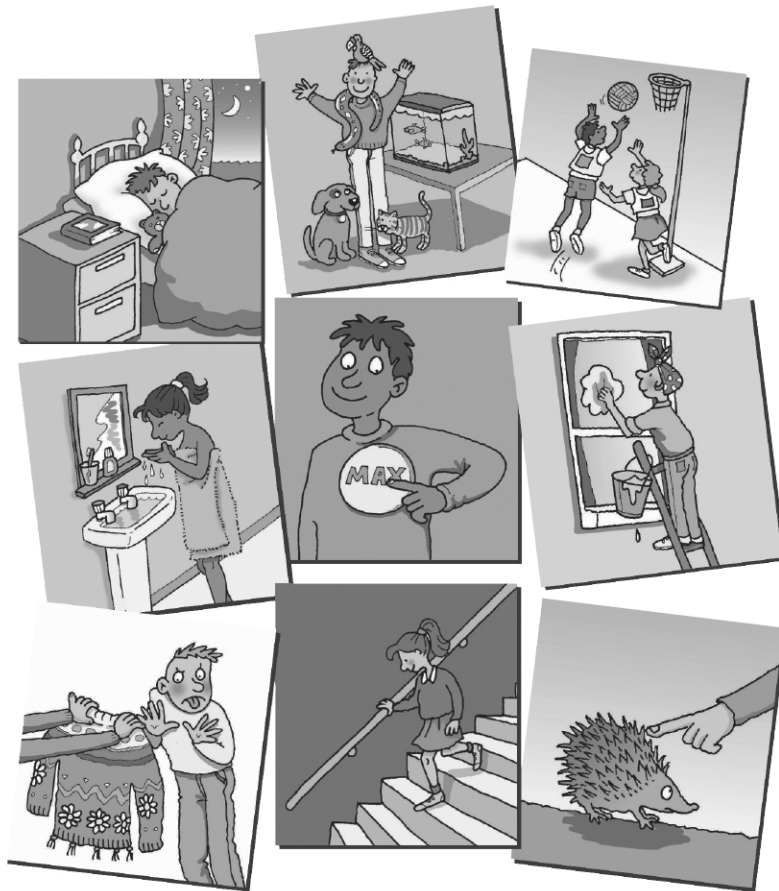




Vital Verbs

by Susan Thomas



French

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Introduction

1. Notes for teachers

About the Vital Verbs resource

This resource includes a series of images illustrating verbs, printable spinners and dice, as well as activity sheets which will provide the teacher with a versatile set of materials for teaching and practicing verbs, verb tenses and verb endings.

The picture library

This picture library contains visuals of 108 commonly occurring verbs. Both colour and black & white versions are provided. They can be used for presentation, practice, diagnosis, assessment and revision, using PowerPoint or an Interactive Whiteboard. They can be made into flashcards and playing cards, or incorporated into board games, worksheets, project work, posters, and mobiles.

Each illustration should usually be treated as a 'symbol' representative of an agreed verb, rather than an illustration open to individual interpretation. This means that learners should be given the opportunity to establish the agreed picture/verb relationship before a card is used in an activity.

Using pictures and cards

- The potential of visual materials to motivate students to really learn and accurately use the verb forms which are so essential for developing effective language capability is well accepted, and proven in research.
- In addition, creating word associations can aid retention and recall. Where possible, therefore, some associated verbs have been grouped together loosely in the themes of self, party, work, daily routines, senses, at school, jobs at home, sport, travel. Sequences of verbs share characters or landscape, or tell a story.
- Within these broad groupings, where possible, opposites have been placed together.
- Some cards from different parts of the pack can be associated by virtue of being used in combination with a second verb. 'To like (doing)', 'to hate (doing)', 'to want (to do)', 'to forget (to do)', for example, can be used with a selection of other verbs from the pack.
- Some of the illustrations, particularly where there are two or more protagonists, can be interpreted in contrasting ways. Provided the link is first discussed

with learners, these can be used to prompt additional verbs.

Presenting core vocabulary

Select a set of verb pictures from the picture library as appropriate. For example, you could select only regular verbs which follow a single pattern of endings, or some which tie in with a topic being studied as part of your programme. (Six to twelve cards will be enough for most classes; some will need fewer items in a set but may be able to cope with several sets over a period of time.) Introduce the visuals of the verbs on your IWB in, for example, a Powerpoint. Make sure that the students understand what action the picture represents. See if the students can provide the infinitive form of the verb; if not, provide it and provide opportunities for listening and repeating, in your usual way. You may also want to introduce at this stage the written form of each verb. Point out any similarities in the endings, etc.

Practising core vocabulary

Using your IWB software, play games as appropriate to practise the verbs. See the section 'Activities and Games'.

Consolidating core vocabulary

Students are then given sets of cards to play a series of games which ensure that they are familiar with the infinitive form of the verbs in their pack. (Or cards can be made which have other verb forms on the back, see below.)

See the section 'Activities and Games'.

Making the cards or game boards

Each set of cards contains a page of 12 colour or black and white picture verbs and a page of matching text verbs set out in the order that is needed for printing the pictures and text back to back.

- print the two pages onto the front and back of a sheet of thick paper or card.
- cut out into individual small cards and laminate.
- or keep as a set of 12 pictures as a game board, and laminate.

Alternatively, using the templates provided, you can:

- choose any combination of colour or b/w verb pictures and insert them into the grids;
- then insert appropriate verb forms into a second grid, and print these two sheets back to back.

For playing some games, e.g. Matching Pairs, sets of picture cards without text on the back can be made. (Provide the checker with checksheets of the selected verbs.)

Word Dice

A unique feature in Linguascope eBooks is the emphasis on using unpredictable elements or 'randomisers' to improve motivation and achievement in the areas of language acquisition and retention. Linguascope produce ready-made plastic dice as follows:

• Subject Pronoun Dice

je/'j' | tu | il/elle | nous | vous | ils/elles

• Auxiliary Verb Dice (different colours to aid accuracy/recall)

Avoir: ai | as | a | avons | avez | ont

Être: suis | es | est | sommes | êtes | sont

Aller: vais | vas | va | allons | allez | vont

• Negative Words Dice

pas | plus | rien | jamais | personne | nulle part




• Question Words Dice

qui | que | comment | où | pourquoi | quand

• Conjunctions Dice

et | ou | mais | parce que | si | quand

The Tenses Dice is common to all languages and shows symbols to indicate that past, present or future tense is to be used:

-  present tense (modern man)
-  future tense (astronaut)
-  past tense (ancient Roman)

Emotions and Opinions Dice (from the Talking Dice range) are also available. These dice can be purchased online at: shop.linguascope.com

Making your own randomisers

The three main randomisers are dice (buy Word Dice/Talking Dice or make your own), spinners, or cards (which can be shuffled to produce random results). Spinning a coin is a well-known way of producing a random result, but offers only two possibilities; dice usually offer six possibilities. Spinners can be customised to produce as many or as few possibilities as you wish, using text, numbers or pictures. Sets of cards, of course, are infinitely variable. See the section 'Activities and Games'.

Dice

Print the dice onto card, or print onto paper and glue onto card. Cut out, fold and glue together.

Spinners

Print the spinner onto card, or print onto paper and glue onto card. Make a hole in the middle, and push through a section of a thickish plastic drinking straw, a long matchstick, or a cocktail stick. Secure the peg with rubber bands or Blu Tack on both sides of the spinner.

Card alternative to spinners

Put text prompts onto small cards, using if wished the 12-grid template provided. If the teacher is regularly changing teaching rooms, these can sometimes be a better option than dice or spinners, as they are more portable. Cards can also allow for a greater number or range of prompts and provide space for longer prompt phrases than possible on a spinner or dice.

Other possible card prompts

- Sets of pronouns: subject, direct object, indirect object, reflexive, emphatic.
- Sets of verb endings for various tenses, and for past participle agreement.
- Sets of 'negatives' with prompts for both ne and pas to practise where they should go in a sentence, (ne + / plus / jamais /que / personne etc.)
- Cards with adverbs of time or frequency including longer phrases such as last week, or every Saturday which can prompt more creative language.
- X (negative) - include any negative in the sentence formed.
- ? (question) - the sentence should ask a question.
- ! (command) - the sentence should express a command.

2. Activities and games

Using the visuals on the IWB

These visuals can be used for:

- reviewing vocabulary previously learned, in order to link it to new vocabulary;
- presenting new vocabulary;
- teacher-led practice of new vocabulary;
- assessing whether new vocabulary has been well-enough learned for the class to proceed to group work;
- playing games in which the whole class can join;
- demonstrating an activity or game which learners are about to carry out in groups;
- organising feedback about an activity;
- assessing the quality of learning which has taken place during group work;
- revising vocabulary at a later stage in the programme.

Some suggestions for IWB activities

- Move picture items slowly into focus for learners to name.
- Reveal sections of picture items bit by bit for learners to name.
- Play simple games, e.g. What's on the Card? Noughts and Crosses, Kim's Game, True or False, or Guessing Game (see below).
- Play these and other games as appropriate to your IWB software.

Note on the infinitive verb form given on the backs of the cards

In this resource the infinitive form of the verb is given as the check on the back of the cards. However the teacher can use the template provided to make and print off cards with other verb forms as appropriate on the back, which learners can then produce, or incorporate into sentences.

See also end note: How do we know they're getting it right?

Some suggestions for pair or group activities using familiar games formats

• What's Shown on the Card?

Needed: 12+ playing cards.

(Note: Suggestions are also included here for games for picture cards without text (provide a checksheet of verbs).

The following sequence of activities progresses from less to more demanding.

• **Picture Spread:** Spread the cards picture up over the table. Take turns to choose a verb and name it. If right, take the card. If wrong, put the card back. The one with the most cards at the end of the game wins. (Free choice of seen cards.)

• **Guess the Card:** Place a small number of visuals (without text) face down. You in turn guess (or take bets on) which one is on the top. (Choice of unseen cards. Winning based more on luck than knowledge. No time pressure.)

Variation 1: Guess what's coming. Produce cards out of a bag, box, pocket, etc. Variation 2: Guess what card I've got. You guess what card someone is holding.

• **Pick a Card:** Fan out some cards for another player to choose, look at and name. If s/he is wrong, the card is put back into the pack. (Choice of unseen cards.)

• **Take that Card:** Place the cards in a pile in the middle of the table. You take it in turns to name the verb on the top card. If the answer is wrong or not known, the card goes to the bottom of the pack. (No choice of card.)

• **Quick Flash:** The quizmaster holds up a picture card for one or two seconds. The first player to name the verb shown wins the card. (No choice of card. Competitive. Time pressure.)

• Quiz Time

Working in pairs, you can quiz each other. Cards can be separated into two piles – those known, and those still to be memorised.

• I Spy...

Spread cards picture up on the table. Call out the first letter of a verb for others to find. If you point to the correct card and name the verb, you keep it and become the next quizmaster.

- **Kim's Game**

Spread cards on the table. One player removes a card while the others turn away. The first player to name the missing verb wins a point.

- **Happy Families**

Needed: 4 identical sets of cards.

Shuffle the cards and deal them out. The aim is to collect sets of verbs. If, for example, you already have two copies of the verb *parler* in your hand, you ask another player "Tu as le verbe 'parler'?". If s/he has, s/he gives you the card in return for one you wish to discard. The first player to collect complete sets of 4 wins.

- **Odd one out**

Needed: 2 identical sets of cards.

Agree beforehand which card will have no matching pair and leave it out. Shuffle the cards and deal them out. Match identical cards, name and put aside. Fan your cards. Each of you in turn takes one card from the player next to you. If matching, put both cards aside naming the verb. Eventually, all cards will have been matched and one unlucky player will be left with the odd one out.

- **Snap**

Needed: 4 identical sets of cards.

Shuffle the cards and deal them out. You each in turn play a card. If one card played is the same as the previous one, the first person to call out the verb gets the card.

- **Matching Pairs**

Needed: 2 sets of pictures without text.

Shuffle the cards and spread them out face down. One of you turns over two cards. If they match, and if you can name the verb correctly, you keep them and have another turn. If they do not match, or if you cannot name the verb correctly, the cards are turned back over and it is the next player's turn.

Variation: Needed: 2 sets of cards with text on the back. Players lay out one set of cards picture up and the other set text up. You each in turn point to a picture card in Set 1 and a text card in Set 2, then turn over the text card to see if the two cards match. If they do, you keep them. If not, the cards are turned back over. The player with the most 'pairs' wins.

- **Three in a row**

Needed: a picture sheet of 12 verbs, and coloured counters.

You each take turns to choose a square and name the verb. If you are correct, you place a counter on that square. Then the next player names a verb. If correct, s/he places a counter on that square. Three counters in a row wins the game.

Variation: This game can also be played throwing a 12-sided number dice, or two 6-sided number dice, to pinpoint a square.

- **Charades**

Take a card. Mime the verb for others to guess.

This could also be played in teams, sending 'ambassadors' to look at a succession of cards. The team to identify the most verbs wins. Or play the game against the clock, with players seeing how many mimed verbs they can identify within the time allocated.

- **I Went to Market**

Spread some suitable cards out on the table. One player starts a sentence. The next player repeats the sentence and adds an item. For example:

Le week-end, je rencontre des amis... je lave la voiture...
Samedi dernier, je suis allé au cinéma... j'ai acheté un jean...
Ce week-end, je vais rendre visite à ma grand-mère... je vais...

Other, more creative activities can be proposed, such as selecting, or being dealt (more difficult!) some cards and telling a story.

Suggested activities for listening practice

Use the cards for 'sorting' activities, for example, the teacher reads out one of the text items, and learners have to find and hold up the matching picture.

- **Picture Bingo**

Needed: 2 or more identical sets of verb cards. The teacher or quizmaster keeps one set. The rest are shuffled and dealt out to players who each receive an equal number of cards. Cards are set out face up in front of each player. The quizmaster shuffles the master set and calls out the verbs in the resultant order. Any player who has a card to match the verb called, turns it

over or removes it from their set. The winner is the player who has all cards turned over first, and who calls out an agreed word or phrase (e.g. Ça y est !).

Variation: The game can also be played using a sheet of 12 pictures, with players selecting say 8 verbs and either making small pencil ticks in the corner of the picture, or writing down the number of the pictures selected.

• True or False

The teacher, or a learner, points to a verb picture, and using the verb depicted, describes what's happening in the picture. The first player to call "Oui, c'est vrai" or "Non, c'est faux" correctly wins a point.

Variation: As above, but the caller repeats the sentence if true, or corrects it if false.

Activities for monitoring your own learning (self assessment)

• Line Solitaire

You lay out some cards in a line. You name the first verb, then turn the card over and check the answer. If it's right, you carry on. If wrong, then you try and learn it. Then turn all the cards back over, and start again.

Your aim is to find your longest run without any mistakes. From time to time the cards should be shuffled. (This game can also be played in pairs or teams.)

Variation 1: Lay the cards out in, say, rows of six, or in diamond or pyramid shapes and see how many rows you can get right.

Variation 2: Lay the cards in a square 6 x 6. You have to get from one corner to another by naming the verbs.

The aim is to reach the other corner in the smallest number of moves.

Examples of practice activities with the Verb picture cards, adding randomised elements of grammar prompts using dice, spinners or cards

In the early stages, learners can be asked to practise a single option, placing a dice or spinner in the selected position as a reminder. Further options can gradually be introduced until the learners are ready to practise coping with the full range of random options. Some suggestions are given below.

Adding dice or spinners

- Place the dice or spinner on one of its sides - this prompts repeated practice of the same grammar point.
- Select a prompt from any of the dice or spinner's sides - this gives an element of choice.
- Spin the spinner, or throw the dice, and work with whichever side falls to rest on the table - this creates a random games element.

Adding prompt cards

- Using the 12-grid template provided, make cards of grammar prompts similar to those suggested on the dice or spinners.
- Select one card for repeated practice of the same grammar point.
- Place the cards in a pile face down for players to pick up in turn.
- 'Pick a card' - one player fans the cards out for another to choose.

Adding a Pronoun dice (or spinner)

Using a cardboard dice, or a ready-made plastic dice from the Word Dice or Talking Dice™ range, provide a pronoun dice for each group to use in conjunction with their cards. Place selected verb picture cards (e.g. regular -er verbs) on the table, in a stack.

Select a verb tense (e.g. present tense). Choose one pronoun on the dice or spinner and place that side up on the table for repeated practice. Players give the correct verb ending to match the pronoun shown on the dice.

Example: Pronoun shown: nous + verb card on top of pile: chanter = nous chantons

Then this verb card is put underneath the pile, revealing the next card:

Example: Pronoun shown: nous + verb card on top of pile: parler = nous parlons

OR

The picture verb card remains the same each time, and instead players in turn roll the dice and give the correct verb ending to match the pronoun shown on the dice.

Example: Pronoun shown: nous + verb card on top of pile: chanter = nous chantons

Then the dice is rolled again, with the picture card remaining the same: Example: Pronoun shown: il + verb card on top of pile: chanter = il chante

THEN

Each time, players in turn both roll the dice, and also change the cards.

Example: Pronoun shown: vous + verb card on top of pile: aimer = vous aimez

(roll dice again and change card)

Example: Pronoun shown: tu + verb card on top of pile: penser = tu penses

Note: When the pronoun dice are combined with the verb pictures, it can be agreed in advance that either: The player uses the verb pictures creatively, and ignores the fact that the number and gender of the person(s) depicted may not match those shown on the dice

OR

The player can have his turn ONLY if the number and gender of person(s) in the picture and on the dice match. If not, the turn goes to the next player.

Adding a Tenses dice or spinner

Now incorporate the Tenses dice into the activity. One prompt on this dice is chosen and placed that side up on the table for repeated practice of each tense, whilst continuing to combine the Pronouns dice with the verb cards. Some groups could be asked to provide a suitable introductory word or phrase (yesterday, last week, tomorrow, on Saturday, etc.) Eventually, for complete randomisation, players in turn roll both the Pronouns dice and the Tenses dice, and also change the verb cards.

Adding an Auxiliary verb dice or spinner

With pronoun dice:

- Using a Pronouns and an “aller” dice: Place an “aller” dice one side face up. See how many throws of the Pronouns dice it takes to get a match. Or learners take it in turn to throw either one of the dice, then turn the other to show an appropriate association. Score a point if correct.

- Alternatively, throw both dice until they ‘match’.

Lowest number of throws wins.

- Variation: Using text cards of the pronouns and verb forms, play Matching Pairs, DIY Dominoes.

With Pronouns dice and verb cards:

- Future tense: incorporate the “aller” dice into an activity with the verb cards and Pronouns dice, to produce the correct future tense.

- Past tense: incorporate the avoir/être dice into an activity with the verb cards and Pronouns dice, to produce the correct past tense and past participle.

- French verbs can be presorted according to whether they conjugate with avoir or être.

Adding a Negative Words dice or spinner

- Beginners could practise the present tense using the verb cards with a pronoun and Negative Words dice.

- Later the combination of verb cards with, for example, Pronouns, Negative Words, and Tenses/Auxiliary Verb dice can make a challenging activity for more advanced learners.

Adding a Questions dice or spinner

- Place the cards in the middle of the table, pairing students to ask and answer questions suggested by turning the cards and throwing the Questions dice (provided you have already taught them the structures required, of course.)

- Variation: A card is taken from the pack. You each in turn roll the dice and ask a question about the card. Play continues until no more reasonable questions seem possible. One point per question.

Adding a Conjunctions dice or spinner

Select two or more verb cards and combine with the Conjunctions dice:

Je m’entends bien avec mon frère mais je m’entends mal avec mon chat.

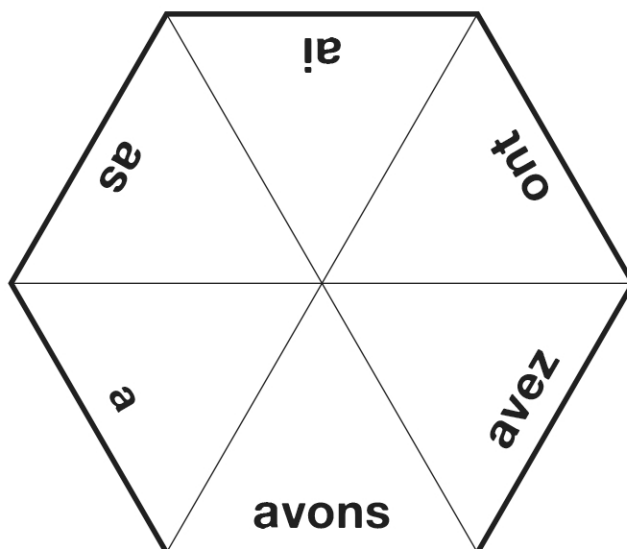
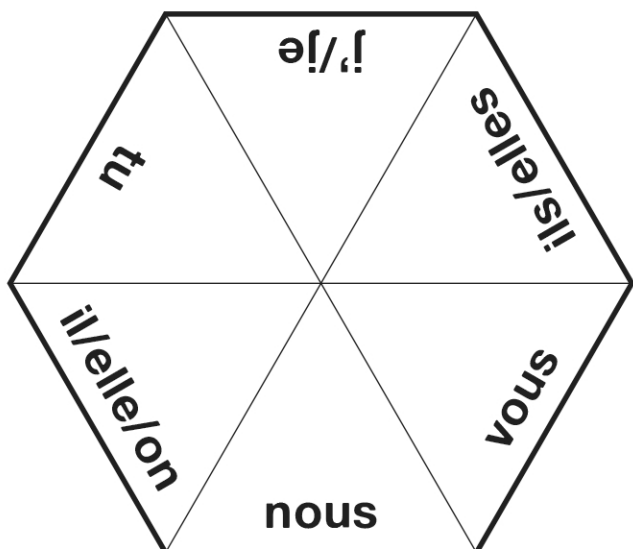
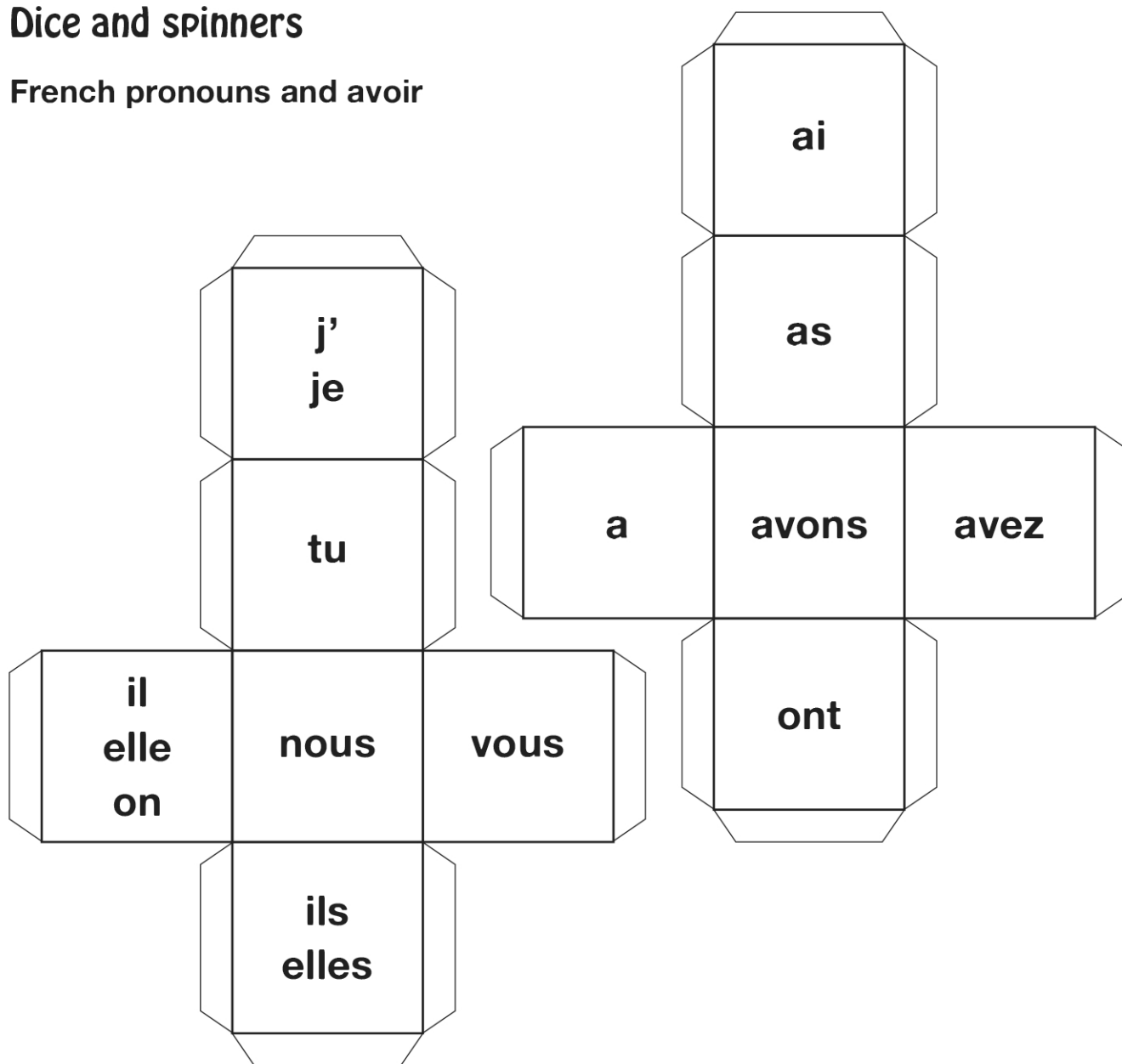
How do we know they're getting it right?

One member of each group can act as a checker, with lists of correct verbs and/or verb forms supplied. This role can be rotated with each game. Or the information can be provided on a poster on the wall, so learners can check items as needed.

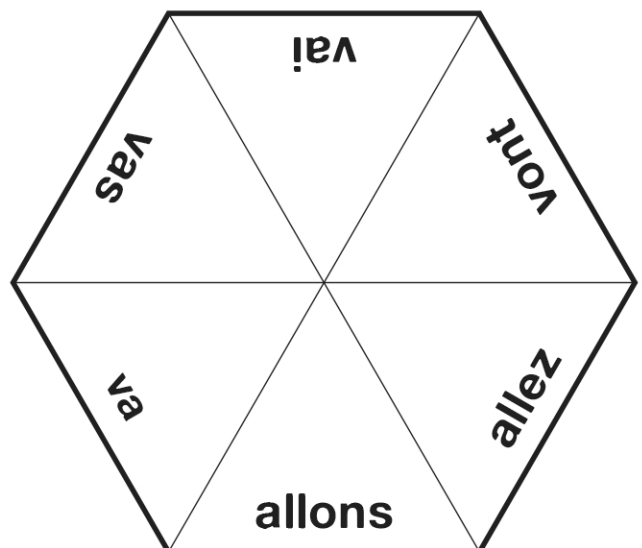
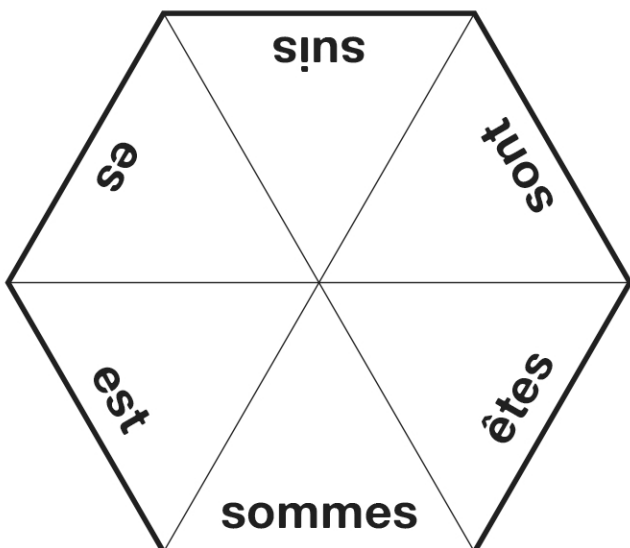
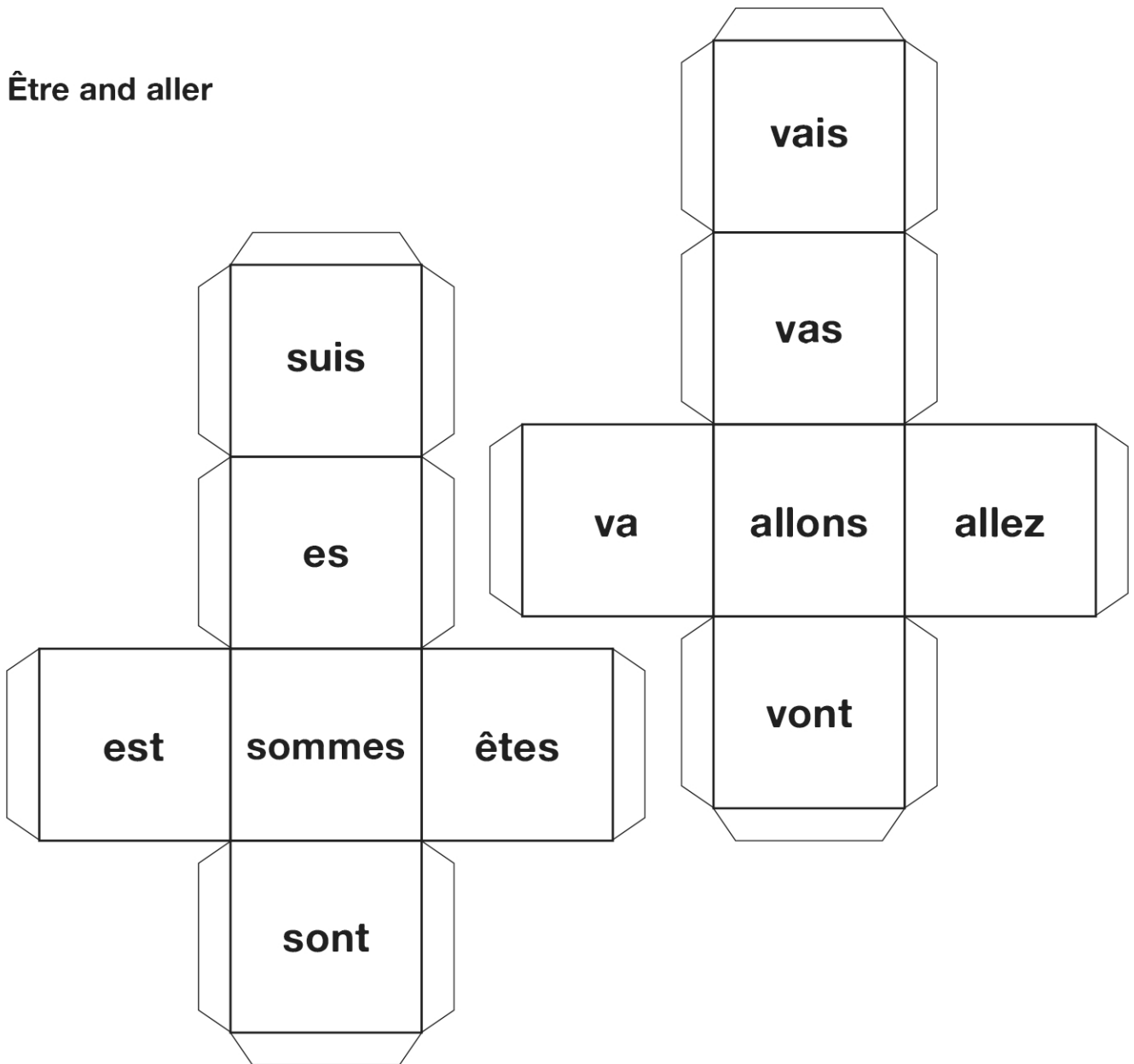
Although most of the suggested activities focus on speaking and listening, for some activities a ‘recorder’ could be asked to write down the sentences composed by the group, for later checking by the teacher.

Dice and spinners

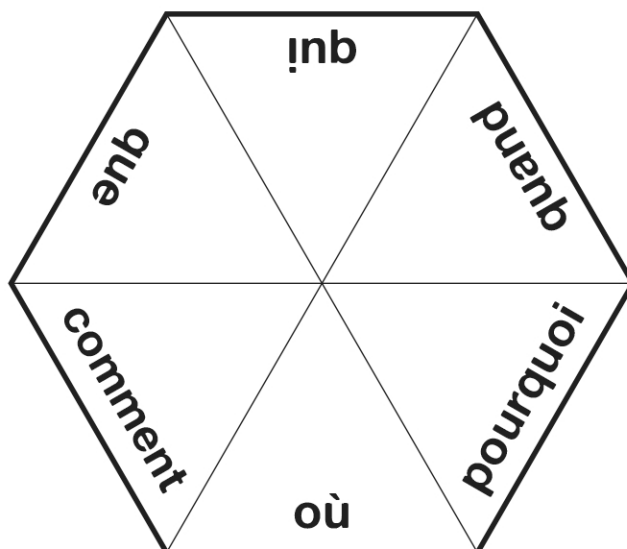
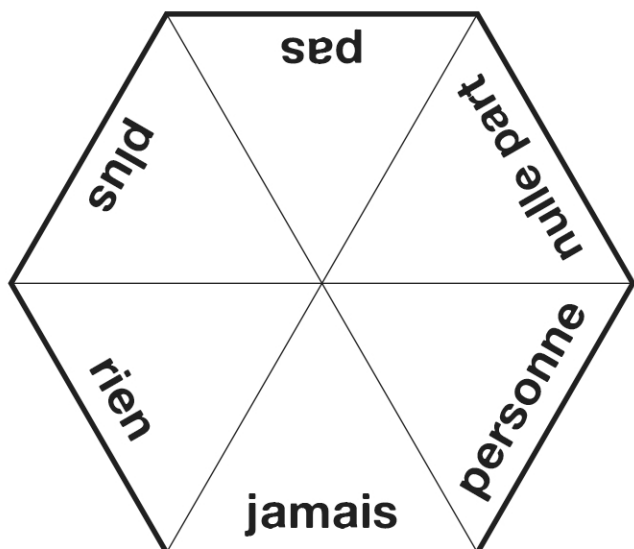
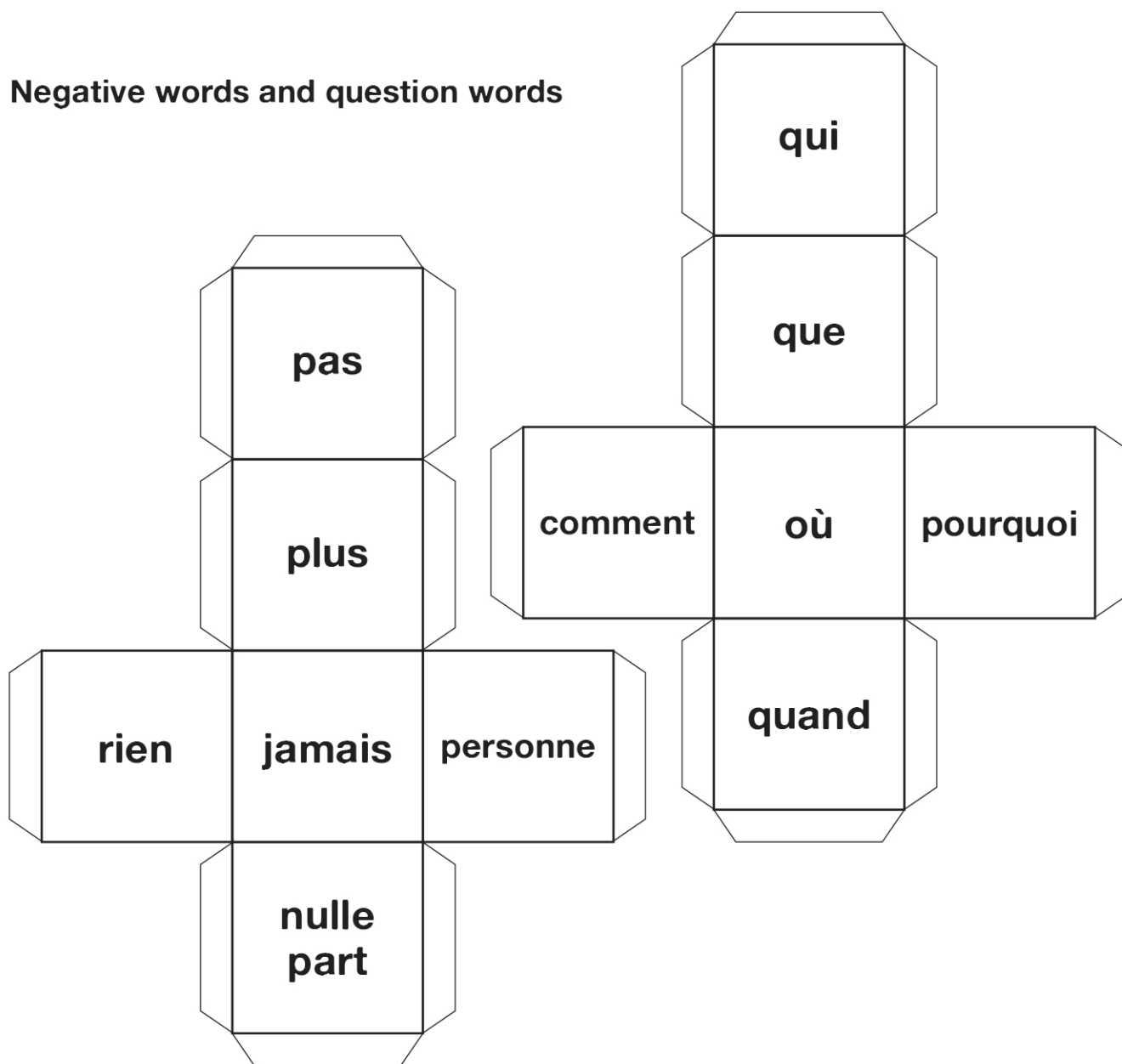
French pronouns and avoir



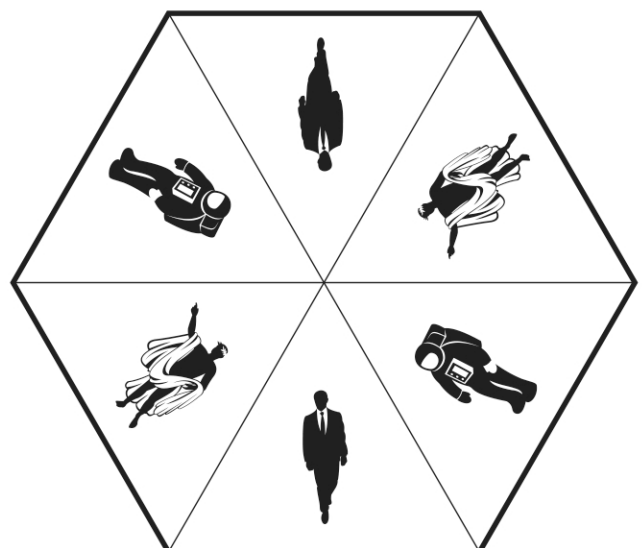
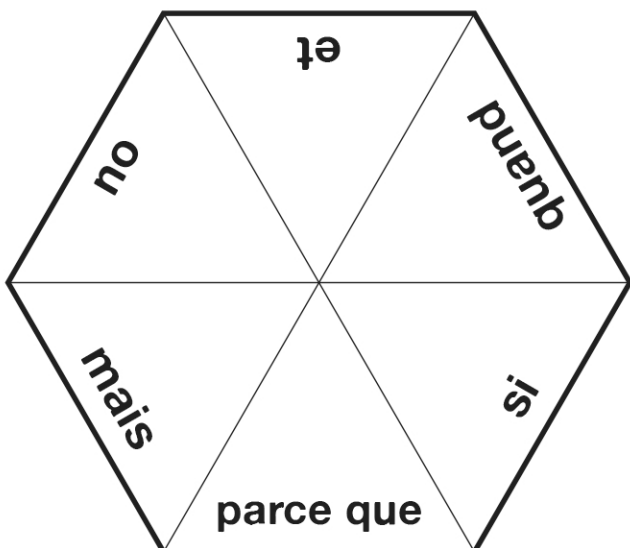
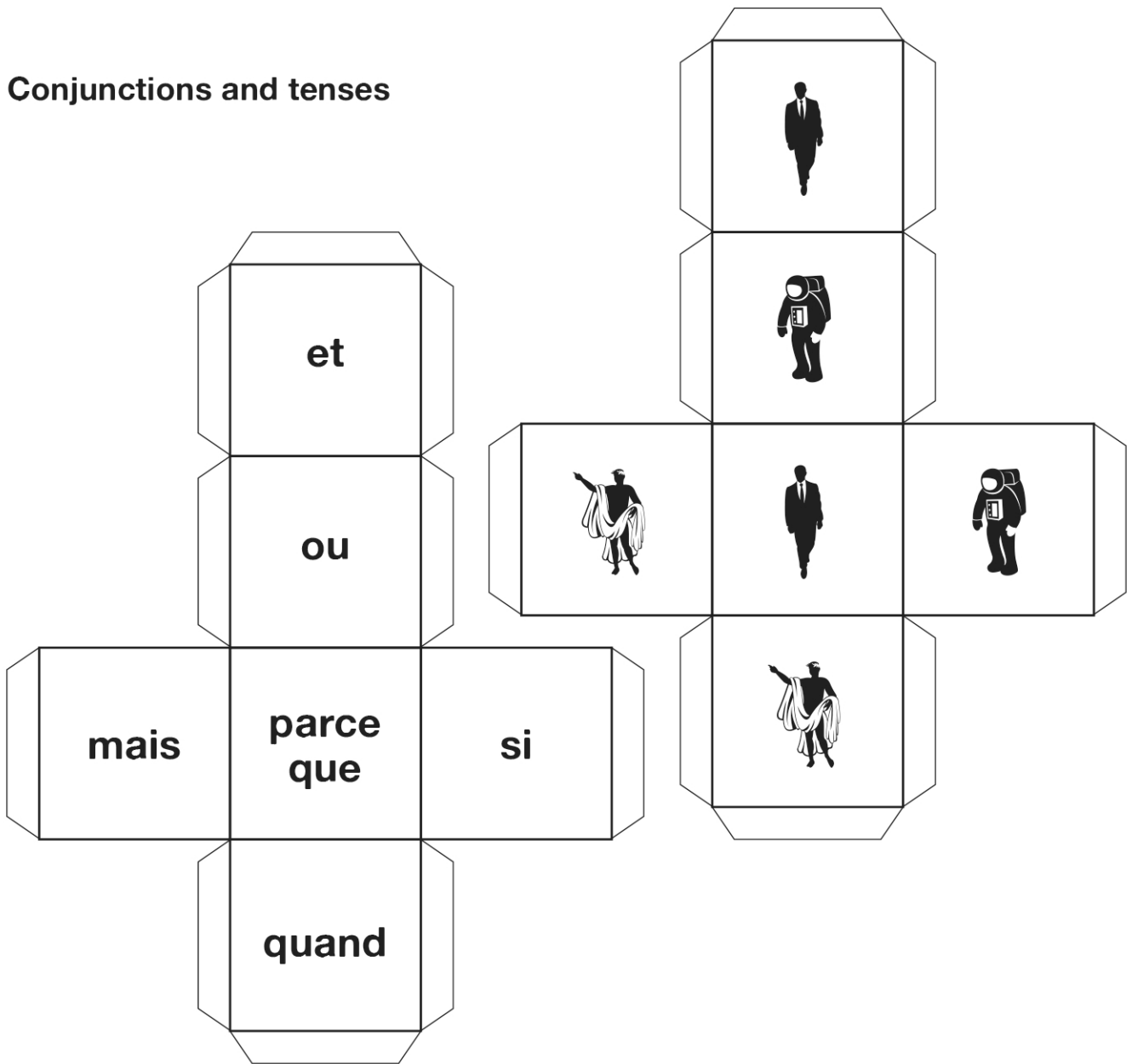
Être and aller



Negative words and question words



Conjunctions and tenses



Verb vocabulary lists

- | | | | |
|----------------------------|------------------------------|-----------------------|-------------------------|
| 1. to be called | • 1. s'appeler | 54. to count | • 54. compter |
| 2. to be | • 2. être | 55. to have to | • 55. devoir |
| 3. to have | • 3. avoir | 56. to read | • 56. lire |
| 4. to be born | • 4. naître | 57. to write | • 57. écrire |
| 5. to die | • 5. mourir | 58. to draw | • 58. dessiner |
| 6. to love | • 6. (s')aimer | 59. to show | • 59. montrer |
| 7. to kiss | • 7. embrasser | 60. to do homework | • 60. faire les devoirs |
| 8. to hate | • 8. détester | 61. to touch | • 61. toucher |
| 9. to be interested (in) | • 9. s'intéresser (à) | 62. to smell | • 62. sentir |
| 10. to be bored | • 10. s'ennuyer | 63. to look at | • 63. regarder |
| 11. to argue | • 11. se disputer | 64. to see | • 64. voir |
| 12. to get on badly (with) | • 12. s'entendre mal (avec) | 65. to speak | • 65. parler |
| 13. to get on well (with) | • 13. s'entendre bien (avec) | 66. to listen (to) | • 66. écouter |
| 14. to help | • 14. aider | 67. to shout | • 67. crier |
| 15. to visit | • 15. rendre visite (à) | 68. to sing | • 68. chanter |
| 16. to look after | • 16. soigner | 69. to laugh | • 69. rire |
| 17. to phone / call | • 17. téléphoner (à) | 70. to cry | • 70. pleurer |
| 18. to cook | • 18. cuisiner | 71. to think | • 71. penser |
| 19. to eat | • 19. manger | 72. to hope | • 72. espérer |
| 20. to drink | • 20. boire | 73. to open | • 73. ouvrir |
| 21. to ask for | • 21. demander | 74. to close | • 74. fermer |
| 22. to cut | • 22. couper | 75. to push | • 75. pousser |
| 23. to take | • 23. prendre | 76. to pull | • 76. tirer |
| 24. to choose | • 24. choisir | 77. to lose | • 77. perdre |
| 25. to give | • 25. donner | 78. to find | • 78. trouver |
| 26. to receive/get | • 26. recevoir | 79. to pick up | • 79. ramasser |
| 27. to meet | • 27. (se) rencontrer | 80. to carry | • 80. porter |
| 28. to chat/talk | • 28. bavarder | 81. to put (down) | • 81. mettre |
| 29. to dance | • 29. danser | 82. to break | • 82. casser |
| 30. to enjoy oneself | • 30. s'amuser | 83. to mend | • 83. réparer |
| 31. to remember | • 31. se souvenir de | 84. to build | • 84. construire |
| 32. to forget | • 32. oublier | 85. to clean | • 85. nettoyer |
| 33. to want | • 33. vouloir | 86. to begin / start | • 86. commencer |
| 34. to change (money) | • 34. changer | 87. to end / finish | • 87. finir |
| 35. to buy | • 35. acheter | 88. to run | • 88. courir |
| 36. to sell | • 36. vendre | 89. to stop | • 89. (s')arrêter |
| 37. to work | • 37. travailler | 90. to jump | • 90. sauter |
| 38. to rest | • 38. se reposer | 91. to fall | • 91. tomber |
| 39. to wake up | • 39. se réveiller | 92. to play | • 92. jouer |
| 40. to get up | • 40. se lever | 93. to throw | • 93. lancer |
| 41. to get washed | • 41. se laver | 94. to catch | • 94. attraper |
| 42. to get dressed | • 42. s'habiller | 95. to win | • 95. gagner |
| 43. to go down | • 43. descendre | 96. to lose | • 96. perdre |
| 44. to go out | • 44. sortir | 97. to travel | • 97. voyager |
| 45. to go in | • 45. entrer | 98. to arrive | • 98. arriver |
| 46. to go up | • 46. monter | 99. to leave | • 99. partir |
| 47. to get undressed | • 47. se déshabiller | 100. to come | • 100. venir |
| 48. to go to bed | • 48. se coucher | 101. to go | • 101. (s'en) aller |
| 49. to sleep | • 49. dormir | 102. to wait (for) | • 102. attendre |
| 50. to dream | • 50. rêver | 103. to get on/in | • 103. monter |
| 51. to ask | • 51. demander | 104. to stand | • 104. être debout |
| 52. to answer | • 52. répondre | 105. to sit | • 105. être assis(e) |
| 53. to spell | • 53. épeler | 106. to get off / out | • 106. descendre |
| | | 107. to switch on | • 107. allumer |
| | | 108. to switch off | • 108. éteindre |

Vital verbs pictures - Set 1 (colour)



Reverse - Set 1 (colour)

<p>3 avoir</p>	<p>2 être</p>	<p>1 s'appeler</p>
<p>6 (s')aimer</p>	<p>5 mourir</p>	<p>4 naître</p>
<p>9 s'intéresser (à)</p>	<p>8 détester</p>	<p>7 embrasser</p>
<p>12 s'entendre mal (avec)</p>	<p>11 se disputer</p>	<p>10 s'ennuyer</p>

Vital verbs pictures - Set 2 (colour)

