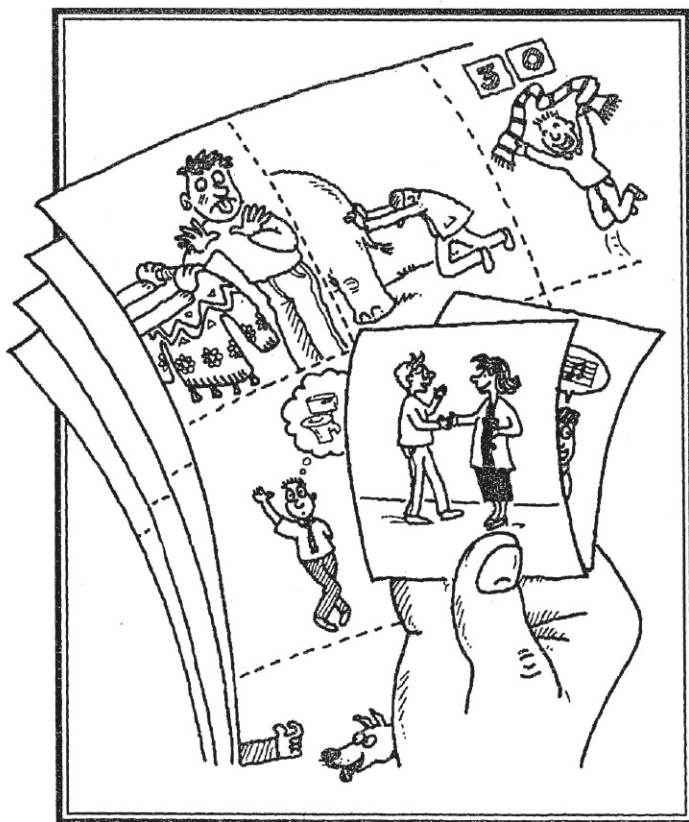




Verbmaster

by Hilary McColl and Susan Thomas



French

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Contents

1. Introductory Notes

1A. Introduction to the materials	4
1B. Using the materials to support teaching: general notes	5
1C. Using familiar game formats	7
1D. Using dice and spinners	9

2. Resources

2A. -ER verbs: Home life	10
2B. At school (1)	12
2C. At school (2)	14
2D. Food and drink	16
2E. Health	18
2F. Sport	20
2G. Self	22
2H. Free time	24
2I. Incident	26
2J. Shopping and money	28
2K. Work	30
2L. Motoring	32
2M. Communication	34
2N. Home life: matching pairs	36

3. -ER verbs with spelling irregularities

3A. Verbs ending in -ger	38
3B. Verbs ending in -yer	40
3C. Verbs ending in -e...er and -é...er	42
3D. Verbs like annoncer/appeler/jeter	44

4. -IR verbs

4A. Set A - Regular	46
4B. Set B - Regular	48
4C. Set C	50
4D. Set D	52

5. -RE verbs

5A. Set A - Regular	54
5B. Set B	56
5C. Set C	58

6. Frequently used irregular verbs

6A. Set A	60
6B. Set B	62
6C. Irregular past participles: matching pairs A	63
6D. Irregular past participles: matching pairs B	64

7. Reflexive verbs

7A. Daily routine	66
7B. Thoughts and feelings	68
7C. Movement and position	70
7D. Movement and direction	72
7E. Body and health	74
7F. Expressing mutuality	76
7G. Other common reflexive verbs	78

8. Être

8A. Être + adjective (personal characteristics)	80
8B. Various uses of être	82
8C. Verbs which use être as an auxiliary verb	84
8D. Verbs which use être - spot the difference	86

9. Avoir

9A. Avoir - to have, to own, to possess	88
9B. Avoir mal	90
9C. Various uses of avoir	92
9D. Using avoir as an auxiliary verb	94
9E. Some past participles of verbs which take avoir	95

10. Faire

10A. Faire - household jobs	96
10B. Faire - sport and leisure	98
10C. Various uses of faire	100
10D. Faire + infinitive	102

11. Other commonly used irregular verbs

11A. Devoir/il faut + infinitive	104
11B. Pouvoir/vouloir + infinitive	106
11C. Savoir + infinitive	108
11D. Aller - to go	110

12. Verbs followed by the infinitive

12A. The immediate future using aller	112
12B. The immediate past using venir de	114
12C. Other verbs followed by the infinitive	116
12D. Verbs followed by à + infinitive	118
12E. Verbs followed by de + infinitive	120

13. Spinners, text cards and templates

13A. Additional randomising elements	122
13B. Spinners	123
13C. Grammar cards and markers	124
13D. Templates	126

14. Checklist of verb pictures	133
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1 Introductory Notes

1A. Introduction to the materials

“Many (pupils) have a poor understanding of grammar, which makes future language learning difficult, and limits their ability to use the language flexibly.”

Languages: the next generation

Report of the Nuffield Languages Enquiry, 2000

The importance of knowing about language is increasingly being recognised by teachers and learners and by national examination boards. Yet grammar, and learning verbs, in particular, has traditionally been seen as the most difficult - and sometimes the most tedious - part of foreign language learning.

The challenge for teachers, once having 'taught' a verb, is to devise activities which provide sufficient practice for learners to become thoroughly familiar with the associated structures and adept at manipulating them whilst retaining their attention and motivation to learn.

Textbook examples and activities tend to be limited to a few pencil and paper exercises which give insufficient practice for most learners, which they find boring to do and which they quickly forget.

This needs no longer be the case! Linguascope has developed a set of engaging resources which will help you to introduce vital points in a controlled and systematic way, using as many or as few examples as you feel your learners need. They will also help your learners to practise the points you have taught them, in an intensive yet active, creative and entertaining way.

By motivating them to continue practising beyond their usual limit, their learning will be consolidated and they will learn how to recognise regular and irregular verbs and to use them confidently and accurately.

Verbmaster - French is a photocopiable book consisting of sets of visual symbols depicting 'verb concepts'.

These are organised into groupings, which relate specifically to the teaching and learning of French verbs.

The visuals can be printed on to card and used by students to practise vocabulary (extending the number of verbs they recognise and can use), verb endings, tenses, regular and irregular verbs and some common idioms. Lists of suitable verbs and suggestions for use are provided. The addition of Linguascope's popular pronoun, tenses, negatives, auxiliary verb and questions dice can make the tasks even more fun for students, but are not essential, as templates for making your own dice are included.

Verbmaster - French provides pictures of over 500 regular and irregular verbs, most of them drawn from the prescribed lists of the main examining boards, but of course there are many more. Where a particular verb or point of grammar is not dealt with explicitly, teachers can select individual images to compile new groupings of verbs using the templates provided. Like all pictures, these can be interpreted in different ways. (The card representing *bâtir*, for example, could also be used to practise *construire*.) Teachers will quickly discover how to exploit these resources to provide vital practice, irrespective of the course or grammar book in use.

Note on the choice and classification of verbs

After consulting a wide range of authorities (who do not always agree with one another!), the authors have concluded that to delve too deeply into the mysteries of verb formation would not be helpful for the learners for whom this volume is intended. The broad classifications adopted, therefore, group together commonly used verbs which in the main follow a particular pattern. Where there are important variations, these are flagged in the accompanying notes. Teachers are advised, however, to use their own judgement in selecting verbs to practise particular points, and to consult a good reference book for confirmation where necessary.

Some tips for making the most of these resources

Make sure you have a comprehensive and reliable reference book which sets out verbs and conjugation tables in a clear and accessible way. Make this available to learners too, and show them how to use it.

When introducing a new point, use one enlarged picture to illustrate a 'sample' verb. Pin this on the wall together with 'sample' declensions, for future reference. As further verbs which follow the same pattern are introduced, small pictures can be added to form a cluster of related verbs.

Scrapbooks of pictures and verbs, compiled throughout the session, can provide useful and interesting revision material in the run-up to exams.

Encourage your students to make use of any available ICT and other facilities to produce verb lists, or to compile groupings of pictures and verbs which can be displayed for the benefit of the whole group.

1B. Using the materials to support teaching: general notes

Preparing photocopies

There are three basic ways of using the photocopiable pages.

1. Copy a page as a whole and use it as a board game.
2. Copy and cut into individual units to use in card games.
3. Copy individual pictures from different groups for a particular purpose; use them to create new sets of cards or a new 12-picture board.

Pages and cards can be scanned and displayed for whole-class work using a projector, enlarged for use as whole-class teaching materials or copied on to paper/card for use by individuals or groups of pupils.

Devising activities and games

These basic materials can be used in conjunction with dice and/or counters to create a wide range of language-learning activities, some based on familiar games formats or new games devised 'in house'. Some familiar games, and the purposes for which they might prove most useful, are listed in the next section. Experienced teachers will quickly find other ways of using these materials to reinforce their current teaching points.

Learning verbs

Topic-based approaches to foreign language learning tend to concentrate on providing lists of related vocabulary, often mainly nouns; verbs appear in limited contexts, often as part of prescribed, set phrases. There is a widely held belief that verbs are 'difficult' and that learners' exposure to them therefore needs to be limited to what they can supposedly handle. Yet verbs are the key to making language 'live', and until students can manipulate verbs confidently and competently in a wide range of situations, their ability to use the language creatively will be limited.

Students can easily grow discouraged if presented with list after list of irregular verbs and can grow to believe that they will never be able to learn all they are expected to learn. It is much better to encourage them to see patterns which link groups of verbs; group verbs which resemble one another into families. This makes the task appear less daunting, because only the key verb needs to be learned in detail; the associated verbs can be treated as additional vocabulary.

Fortunately, as far as vocabulary is concerned, of all the French verbs students will encounter, by far the largest group are regular -ER verbs. There are said to be over

forty thousand of them in standard dictionaries. In addition, most new verbs which are created to describe activities in the modern world are -ER verbs (e.g. *bétoniser* - to pollute with concrete and buildings; *reclamer* - to advertise; *informatiser* - to computerise). There are some exceptions (e.g. *alunir* - to land on the moon), but these are in the minority.

Of course, even amongst -ER verbs, there are spelling irregularities, but even these can be grouped into families to make learning easier.

Those who study word frequency tell us that there are only about twenty verbs which produce high counts in everyday conversation. Of those, unfortunately - at least as far as French is concerned - eighteen are irregular! However, if learners realise how often they will encounter and use those verbs, the effort involved in learning them can seem more worthwhile.

These considerations have informed the make-up of this book. In the early part of the book (Section 2) a large number of verbs has been provided for practice of regular -ER verbs. These are grouped roughly according to 'Areas of Experience'. They can be used to provide practice or revision in simple or complex sentence structures in any tense. They therefore provide a good starting point for improving the verb-handling ability of students at any stage in their learning. In other parts of the book the emphasis has been on providing a sufficient number of examples to give plenty of practice with other verb patterns.

These are not topic-related, but should allow students to extend the repertoire of verbs they can recognise and verb patterns they can handle.

The importance of consolidation

One common reason for learners' failure to achieve a greater degree of competence in the foreign language they are learning is lack of opportunity to consolidate core vocabulary and structures. For the brain to work efficiently, the learner needs time to practise manipulating the new language elements for him/herself. That way the new material fed into short-term memory at the presentation stage of the learning cycle can be transferred to long-term memory for future recall and use. If this stage is omitted, difficulties will be encountered later.

One way to counter this risk is to make a clear distinction between language practice and language use and to ensure that adequate time is made available for language practice activities before embarking on genuinely communicative tasks. It is usually better if this distinction is made clear to learners too, so that they are able to understand the purpose of the activities which are set.

Using games to consolidate learning

Some learners will require longer periods of consolidation than others, however. Basic practice activities therefore need to be engaging and entertaining if learners are to attain the levels of knowledge and competence which will allow them to proceed to the communicative activities with confidence, yet open-ended enough to stimulate creative responses from pupils who learn quickly. This is where games and game-like activities come into their own: they provide the necessary short-term goals to motivate learners and keep them on task; they add fun elements of competition and unpredictability which encourage learners to generate far more examples than they would normally be able or willing to handle; they are non-threatening for hesitant learners; they can be selected and re-designed to suit very specific learning purposes; active approaches appeal to a wide range of learners.

Making language tangible and visible

As all teachers know, different learners learn best in different ways, and amongst those we teach there will be a considerable number for whom text-based learning alone will be very difficult. They need to be able to 'see' how language works and to have opportunities to experiment with grammatical structures in a more concrete way. The highly visual and tactile materials supplied in this book will provide teachers and learners with the means to set out and manipulate verbs in linear sequences which will help many learners to 'get a feel for' how language, and verbs in particular, work. Using these tangible representations of the elements of language learners can begin to recognise patterns of language and to build new structures of their own, following the same patterns.

A further advantage of pictures is that they allow the action of the verb to be conceptualised rather than translated, so that the learner's brain can work directly with the concept as expressed in the foreign language, without necessarily being dependent on prior understanding of the intricacies of the source language. Using pictures, cards and dice to symbolise linguistic concepts reduces reliance on text to stimulate the formulation of language. This may help some students to generate similar language structures more spontaneously, and be of particular help to students who experience difficulties in processing language. Yet another advantage of pictures is that they can be 'saved' in different ways for different purposes. After being used for initial presentation and practice, they can be attached to the wall of the classroom, - perhaps with associated text, - for easy reference during the remainder of the topic. Subsequently, they can be

mounted into scrapbooks for use as picture dictionaries or revision aids.

A further advantage of cards and dice is the opportunities they provide for physical manipulation of language elements and language structures.

- Cards can be moved around and sorted into groups, for example, as an aid to learning which verbs follow which pattern.
- Sets of vocabulary cards can be practised and tested individually or by pairs of learners.

Many learners experience difficulties in understanding sentence structure. Moving the elements around physically can help them to understand how the language works, and how changes in one part of the structure will necessitate changes elsewhere.

- Comparing and contrasting word order in their two languages can also lead to important insights and understandings.
- By using piles of vocabulary cards in conjunction with dice or 'grammar' cards (such as those provided in the back of this book), many new examples of the sentence pattern are easily generated, providing learners with all the practice they need.

The educational value of games and game-like activities

- Learning how to learn: Learning how to learn a foreign language might be said to be as important as learning the language itself, for there is no guarantee that the language learners are learning now is the one which will be most useful to them later on. The ability to see patterns and to organise language are skills the student needs to be able to transfer to the learning of other languages.
- Learner autonomy: For some learners, finding ways to judge for themselves what they know and what they don't yet know is a skill which is often overlooked. Working alone or in pairs, learners can be taught to test themselves or each other and to sort cards into piles of 'known' and 'not yet known' which makes the task more challenging and yet seem more manageable.
- Shared learning: Using materials for group or paired learning not only makes the tasks more enjoyable, but also allows learners to learn from one another, so enriching the learning environment. It also means that learners are listening and reading examples generated by others, as well as manipulating language themselves, so they have a chance to practise both active and receptive skills.
- Motivation: Much of what happens in any classroom is routine and predictable. Some learners find modern languages hard to learn and may become discouraged if they find themselves unable to get to grips with sufficient amounts of vocabulary and grammar to make

the effort seem worthwhile. Yet learning vocabulary and grammar can be demotivating in itself. Well-selected games and game-like activities have much to offer in this situation. For example:

- The random elements produce unpredictable results, yet within a pre-determined and manageable structure.
- Activities can be competitive, or co-operative, or both, and appeal to a wide range of learners.
- Games offer intrinsic short-term goals which many learners find motivating.
- Well-chosen and well-prepared games are less threatening to students lacking confidence in their linguistic ability, because the focus is moved away from their performance and on to the game itself.
- Seeing how others respond can help poorer students to learn from their peers.
- Rules can be adjusted to suit the needs of individual classes or groups; players of different abilities can be allocated different roles.
- The motivation engendered by games formats encourages learners to generate many more examples of the target structures than they would encounter in a pencil and paper exercise.
- Anecdotal evidence suggests that working with cards and dice appeals to boys, in particular, in ways that working with paper and pencil do not.
- It has been commonly observed that pupils learn best when they don't realise they are learning!

Of course, games can be used as end-of-lesson activities, or rewards for 'real' work of some other kind. However, to use them for those purposes alone is to ignore their potential. The benefits listed above arise when games are used as part of teaching.

Detailed notes / Teaching tips

In this book, verb pictures are usually printed on right-hand pages. The opposite, left-hand page, contains a list of suggested vocabulary and some notes on how the associated pictures might be used. However, in most cases, other sets of pictures can be used in just the same way.

For example, the pages opposite the first few pages of visuals contain detailed notes on activities which support learning at different stages in a teaching cycle. However, the activities described can be used with any set of visuals. The introductory notes are organised as follows:

- STAGE 1: Presentation of core vocabulary - section 2A
- STAGE 2: Consolidation of core vocabulary - section 2B
- STAGE 3: Presentation and consolidation of grammar - section 2C
- STAGE 4: Adding further grammatical elements -section 2D
- STAGE 5: Follow-up - section 2E

1C. Using familiar games formats

Using game formats which are familiar to learners means that they can be introduced with a minimum of instruction and can be easily adapted to fit a range of purposes. Some familiar games formats are described on the following pages, together with suggestions about how they might best fit into the learning cycle.

A single visual or set of visuals can be used in many different ways to achieve different learning outcomes. Some games can be played with the visuals as they are provided in the book; others may need vocabulary to be supplied on the back or front of the card. Where cards drawn from different pages are required to make up sets, these can be copied then pasted on to a blank card template (from the back of the book) to create the set required.

The learning potential of many games will be enhanced by the provision of a checklist of correct answers for use when a player is stuck. The player misses the turn but will be able to use the knowledge gained next time he/she lands on that square or meets a similar situation elsewhere. Players take turns to be 'quizmaster' or 'verifier'.

Further tips for using particular game formats with specific materials are scattered throughout this book.

ACTIVITIES FOR MEMORISING, CONSOLIDATING LEARNING, REVISING

• **What's Shown on the Card?** - Needed: 12+ playing cards/photocopies with text on the back, or checklist of text. 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 player 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. Players 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 on a theme out of a bag, box, pocket, etc.

Variation 2: Guess what card I've got. Players guess what verb card someone is holding and say the infinitive.

• **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 face down in a pile in the middle of the table. Pupils take it in turns to name the item 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 card for one second only. The first player to name the verb shown wins the card. (No choice of card. Competitive. Time pressure.)
- **I Spy...** - Spread cards on the table. Call out the first letter of a verb for the other players to find. If someone points to the correct card and names the verb, they keep it and become the next quizmaster.
- **Snap** - Needed: 4 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 name of the verb gets the card.
- **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 verbs '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.
Variation: Prepare sets of cards containing 'families' of four related verb types, e.g.: -ER, -IR, -RE, reflexive verbs. In this case pupils will need to know in advance which verbs make up each set.
- **Matching Pairs** - Needed: 2 sets of pictures without text. Shuffle the cards and spread them out face down. The first player turns over two cards. If they match, and if the player can name the verbs correctly, s/he keeps them and tries again. If they do not match, or if s/he cannot name the verbs correctly, the cards are turned back down and the next player tries.
- **Noughts and Crosses** - Needed: 9 cards. Lay out the cards 3 x 3. Take turns to name a verb. If you are right, turn the card over. The next player names an item. If s/he is correct, the card is turned over and placed sideways. Alternatively, use a set of 9 pictures from the book and use coloured counters as markers. Three cards or counters in a row wins the game.
- **Three in a row** - Play as above but use any 12-picture board. Three counters in a row wins the game.
- **Snakes and Ladders** - Photocopy and combine 2, 3 or 4 pages of pictures into a multi-grid board. Renumber as appropriate. Snakes and ladders can be added using broad-tipped felt pens. Play in the usual way.
- **Charades** - Take a picture card. Mime what's on it for others to guess. This could be played in teams, sending 'ambassadors' to look at a succession of cards. First team to identify all the verbs wins. This could also be played against the clock, as in numerous TV gameshows, with 'contestants' 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 weekend, je range ma chambre, je lave la voiture...
Samedi dernier, je suis allé au cinéma, j'ai fait une partie de tennis ... Ce weekend, je vais rendre visite à ma grand-mère, je vais...

ACTIVITIES FOR LISTENING PRACTICE

- **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 the player. The quizmaster shuffles the master set and calls out the verbs in the resultant order. Any player who has the verb called turns over that picture. 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 the sheets 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, using the verb depicted, and says something about it. 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.
- **Simon does** - Using cues taken from the set of cards in current use, the teacher describes actions performed by Simon (or Jacques). If the sentence begins with Simon's name, players must mime what Simon is doing. If the sentence begins with 'if they must not mime it. Players are out if they fail to mime the correct action or if they mime it when Simon's name has not been mentioned.
Variation: If students have been studying the command form, of course, then the game can be played in the usual way, using Jacques a dit ...
- **Reading practice Dominoes** - Needed: Prepare sets of dominoes with pictures and text using the game template. Play in the usual way, matching words and pictures.
- **Matching pairs: Variation** - Needed: 2 sets of cards with vocabulary on the back. Players spread out one set of cards picture up and the other set word up. Each player in turn points to a card in Set 1 and a card in Set 2, then turns over the text card to see if the two cards match. If they do, the player keeps them. If not, the cards are turned back over. The player with the most 'pairs' wins.

ACTIVITIES FOR MONITORING LEARNING

• **Line Solitaire** - You lay out some verb 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 try to get from one corner to another by guessing correct verbs. The aim is to reach the other corner in the smallest number of moves.

• **A Question of Languages** - Divide some verb cards into three piles according to whether you think the verbs are: Easy, Medium or Difficult. Now take it in turns to choose a card to guess. The easy cards are worth one point, the medium two points, and the difficult ones three points. The one with the most points wins.

Variation: Make the game more challenging by asking players first to throw a pronoun or other dice and then to give the correct form of the verb chosen.

Flexibility

It may well be the flexibility of these materials which teachers will value most. Almost any set of pictures can be used with any tense and/or with any of the randomising elements in very many different ways. It is only by using these materials that teachers will become aware of their full potential.

These are only some of the many games that can enhance language learning. Creative teachers will quickly find further, imaginative ways to exploit the resources. More examples can be found in *Groovy Grammar Games* (in French, German and Spanish). More sets of picture verbs can be found in *Picture Pets* and *Football Fever*. The workbook 'Ici On Parle Français' contains many ready-made games, together with a range of templates to help you to devise your own activities.

1D. Using dice and spinners

A unique feature in Linguascope resources is the emphasis on promoting the use of 'randomisers' to improve motivation and achievement in the areas of language acquisition and retention. The three main randomisers are cards (which can be shuffled to produce random results), dice and spinners.

Linguascope produces durable ready-made resources and also photocopyable versions. Photocopyable versions and DIY templates are provided in this book. Information about ready-made versions and how to obtain them can be found at the back of the book. Spinning a coin is a well-known way of producing a random result, but offers only two possibilities; dice usually offer six possibilities, (e.g. Linguascope Pronoun, Question, Tenses, Negatives and Auxiliary Verb dice). Spinners can be customised to produce as many or as few possibilities as you wish, using text, numbers or pictures. Sets of cards, or course, are infinitely variable.

Making your own randomisers Dice - A six-sided dice template is provided at the back of the book. Copy the blank template on to paper; write or stick on to the faces the selected text or pictures; photocopy on to card; cut out, fold and glue together.

Spinners - Copy the template on to paper; add the required text; copy on to card (alternatively, copy the paper version, cut out and stick onto thicker card); make a hole in the middle; push through a section of thickish drinking straw, a long matchstick or a cocktail stick; secure the stick with rubber bands or Blu Tack on both sides of the spinner.

Cards - Any of the pictures in this volume, and/or from other sources, can be used to make sets of cards for learners to use. The advantage of photocopied materials over pre-printed cards is that you can decide, to suit your own purposes:

- what size to make them
- whether or not to add text
- what form of text should be added, and how much
- whether text should be on the front or back of the card, or on a separate card
- how many sets to make
- whether to make a demonstration set on the interactive whiteboard using a projector

Picture cards usually illustrate some aspect of vocabulary. However, they can also be used to 'force' learners to use certain grammatical structures, tenses, etc. in much the same way as dice or spinners. Examples will be found at the back of the book. Sets of appropriate cards, shuffled and laid in a pile face downwards can be drawn as required.

Incorporating randomising elements into games

In the early stages of practice, learners can be asked to practice a single option, placing card 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. Examples and templates can be found in Section 13.

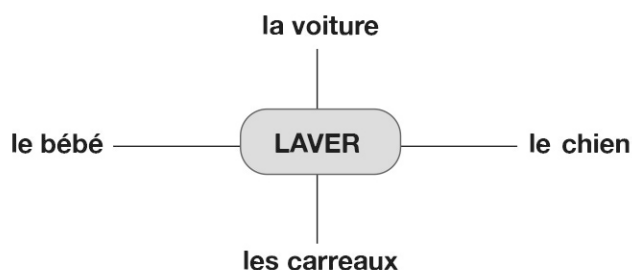
2A -ER Verbs: Home life

- | | |
|---------------------------|------------------------------|
| 1. sonner (à la porte) | • 1. to ring (at the door) |
| 2. décorer | • 2. to decorate |
| 3. réparer | • 3. to repair |
| 4. bricoler | • 4. to do DIY |
| 5. brosser | • 5. to brush |
| 6. repasser | • 6. to iron |
| 7. passer l'aspirateur | • 7. to vacuum |
| 8. laver | • 8. to wash |
| 9. débarrasser (la table) | • 9. to clear (the table) |
| 10. recycler | • 10. to recycle |
| 11. arroser | • 11. to water |
| 12. jardiner | • 12. to garden/do gardening |

Teaching Tips

Section 10A illustrates further verbs related to activities in the home, and some alternative interpretations using the verb faire. The list of verbs in section 14 may suggest related verbs to be found elsewhere in the book.

Before embarking on any activities, ensure that all the cards/verbs can be correctly identified, and that students already know words that can be used to complete sentences containing the verbs. These can be brainstormed and noted down at the presentation phase, perhaps using spidergrams like that illustrated below.



Suggested Teaching Sequence

• Stage 1 - Presentation of core vocabulary

Preparation: Select a set of verbs cards or pictures which tie in with a topic being studied as part of your programme. In the early stages, select verbs which conform to a single pattern of endings. One set of twelve cards at a time will be enough for most classes. Some learners may manage better with only 6 items in a set but may be able to cope with several half-sets over a period of time.

For some activities, print the visuals as they are, on a sheet of A4 paper or, if possible, card. These will serve as game boards and you will need enough to supply each pair or small group of learners.

To extend the range of activities, prepare additional sheets of visuals printed on the stoutest card you have available. These will be cut up by yourself or the learners themselves, making sets of playing cards. Prepare an additional game board and/or set of cards to be displayed using a projector. You will use these to present new material and to demonstrate activities. Also, on individual pieces of card, prepare a textual set of the same verbs, in their infinitive forms.

Presentation: Use the card set to introduce the verbs. Since some verbs are difficult to represent pictorially, treat the illustrations as symbols and make sure that the learners understand what action each picture represents. See if the learners can provide the infinitive form of the verb; if not, provide it and provide opportunities for listening and repeating, in your usual way. Make sure learners can see the written form of each verb. Point out any similarities in the infinitive endings, etc.

continued on page 12 »

2A. -ER Verbs: Home life



2B - ER Verbs: At school (1)

1. enseigner	• 1. to teach
2. poser (une question)	• 2. to ask (a question)
3. deviner	• 3. to guess
4. étudier	• 4. to study
5. passer (un examen)	• 5. to take (an exam)
6. accrocher	• 6. to hang up
7. distribuer	• 7. to distribute
8. ramasser	• 8. to collect
9. écouter	• 9. to listen (to)
10. enregistrer	• 10. to record
11. oublier	• 11. to forget
12. expliquer	• 12. to explain

Suggested Teaching Sequence

(continued)

• Stage 2 - Consolidation of core vocabulary

Students then use their own sets of verbs to carry out a series of games or activities which ensure that they are familiar with the infinitive form of the verbs in their pack. Some examples follow, arranged roughly in order of increasing difficulty.

Using the whole sheet of verbs:

Teacher calls out verbs at random; learners have to point to the visual representing that verb. If you have counters available, these can be placed on the pictures as they are called out. This provides the teacher with an unobtrusive means of identifying any learners who are still unsure.

Working in pairs, learners point to pictures they know and name them.

- Learners point to a picture and ask their partners to name them.

- Pairs play 'Three in a row', each player using different coloured counters to 'win' pictures.
- At a later stage, the visuals can be cut and pasted to make customised Bingo cards - also good for practising aural discrimination.
- Many learners - boys, in particular - like using dice. By providing two ordinary dice, the consolidation work can be made more demanding. Playing a 'Three in a row' game, instead of naming any verb they can remember, learners throw the dice and have to name the verb indicated by the number thrown.

Using cards:

- Lay cards on the table; take turns to name a picture; check; if correct, keep the card, if wrong, miss a turn and try again later.
- Deal cards off the pack; take turns to name the picture; check. Take turns to deal and name all the cards; see who can get most right.

continued on page 14 »

2B. -ER Verbs: At school (1)



2c - ER Verbs: At school (2)

1. compter	• 1. to count
2. ajouter	• 2. to add
3. calculer	• 3. to calculate
4. cocher	• 4. to tick
5. souligner	• 5. to underline
6. encercler	• 6. to circle
7. (re)copier	• 7. to copy
8. colorier	• 8. to colour in
9. découper	• 9. to cut out
10. plier	• 10. to fold
11. coller	• 11. to stick
12. fabriquer	• 12. to make

Suggested Teaching Sequence

(continued)

• Stage 3 - Presentation and consolidation of grammar

a. Presentation

Once the learners are thoroughly familiar with the verbs in their infinitive form, point out that infinitive verbs rarely convey meaning on their own. For a verb to convey meaning we need to know... who, when, where, why, how, etc.

Using the projector and pre-prepared text on cards, show students how the verb needs to be 'customised' to suit the person carrying out the action, in whatever tense you are teaching. Provide the necessary opportunities for hearing and repeating.

b. Consolidation

Using the template provided at the back of the book, or plastic dice purchased from Linguascope, provide a pronoun dice for each group to use in conjunction with their cards. Repeat the series of games, but this time the dice must be thrown each time, and the correct form of the verb provided. Make sure that the set of 'persons' and associated endings are available for reference at any time. Point out that these are still not complete sentences.

For the projector, draw a line across the main sheet. Use this to align cards, text etc. according to syntax. Vertical strips of card can be used to represent the options shown on the dice; slide items up and down to align as required.

continued on page 16 »

2C. -ER Verbs: At school (2)



2D -ER Verbs: Food and drink

1. commander	• 1. to order
2. recommander	• 2. to recommend
3. couper	• 3. to cut
4. refuser	• 4. to refuse
5. verser	• 5. to pour
6. renverser	• 6. to knock over/spill
7. mesurer	• 7. to measure
8. goûter	• 8. to taste
9. apporter	• 9. to bring (something)
10. emporter	• 10. to carry away
11. déjeuner	• 11. to have lunch
12. dîner	• 12. to have dinner

Suggested Teaching Sequence

(continued)

• Stage 4 - Adding further grammatical elements

Depending on the class and stage of learning, you may wish to add a tenses dice and/or a questions dice and/or a question/negative dice before proceeding to this stage. If you simply wish students to practise the negative form, add a coin to each group's equipment; a sticker on each side can be marked with a tick or a cross. Imperative or interrogative forms can be triggered in a similar way.

Using the same set of cards and dice, ask learners to complete the sentence for themselves using any words they already know. More advanced classes can be

asked to throw a tenses dice as well, and to provide a suitable introductory word or phrase (yesterday, last week, tomorrow, on Saturday, etc.); or the questions dice and to include an answer to the question it poses in the sentence created.

Other, more creative activities can be proposed, such as:

- laying some of the cards out in a sequence and composing a series of sentences which tell a story
- 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.)

continued on page 18 »

2D. -ER Verbs: Food and drink

