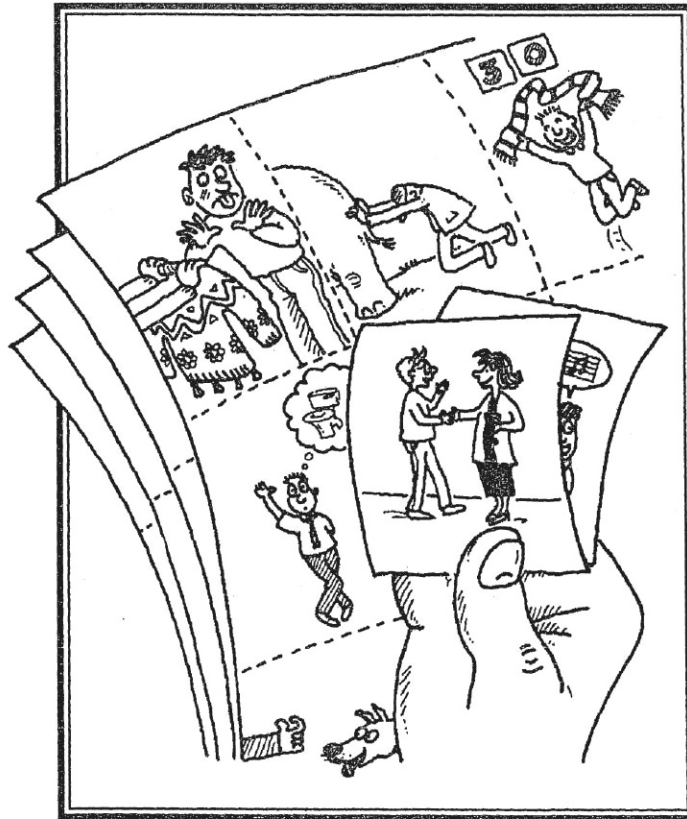




# Verbmaster

by Susan Thomas



Spanish

## Copyright Notice

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means without the prior consent of the publisher. In case of photocopying or any other reprographic copying, Linguascope grants to one individual teacher who purchased the book or for whom the book was purchased the right to reproduce sufficient copies of the worksheets contained within for use in the classroom of one individual teacher and only by students of one individual teacher. If the book was purchased by a school, this right extends to the whole department or institution and the invoice acts as a site licence.

Written by: Susan Thomas

With thanks to Hilary McColl, and Jenny Bell, Vanesa Serrano García, and Yolanda Leeland.

Illustrated by: Heather Clarke

Published by: Linguascope

ISBN: 978-1-84795-203-5

© Linguascope

## 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. Regular -AR verbs

2A. 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. Other regular verbs

3A. Verbs like comer	38
3B. Verbs like vivir	40

### 4. Examples of slightly irregular verbs

4A. Verbs like sacar	42
4B. Verbs like abrazar	44
4C. Verbs like pagar	46
4D. Verbs like coger	48
4E. Verbs like huir	49
4F. Verbs like leer and enviar	50
4G. Verbs like abrir and conducir	51
4H. Verbs like conocer	52
4I. Verbs like escribir and traer	54

### 5. Examples of stem-changing verbs

5A. Verbs like pensar	56
5B. Verbs like volver	58
5C. Verbs like sentir	60
5D. Verbs like pedir	62

### 6. Some other commonly occurring irregular verbs

6A. Some other commonly occurring irregular verbs (1)	64
---	----

6B. Some other commonly occurring irregular verbs (2)	66
6C. Irregular verbs (1) matching pairs	68
6D. Irregular verbs (2) matching pairs	69

### 7. Reflexive verbs

7A. Daily routine	70
7B. Thoughts and feelings	72
7C. Movement and position	74
7D. Movement and direction	76
7E. Body and health	78
7F. Expressing mutuality	80
7G. Other common reflexive verbs	82

### 8. Ser and estar

8A. Ser + adjective (personal characteristics)	84
8B. Examples of uses of estar	86
8C. Some other useful expressions	88

### 9. Tener

9A. Expressions using tener (1)	90
9B. Expressions using tener (2)	92
9C. Tener dolor de/me duele	94

### 10. Hacer

10A. Hacer - to do, to make - household jobs	96
10B. Hacer, ir - sport and leisure	98
10C. Some other uses of hacer	100

### 11. Using haber as an auxiliary verb

11A. Notes on using haber as an auxiliary verb	102
11B. Past participles of some common verbs	103

### 12. Verbs followed by the infinitive

12A. Verbs followed by the infinitive (1)	104
12B. Verbs followed by the infinitive (2)	106
12C. Verbs followed by a + infinitive	108
12D. Verbs followed by de + infinitive	110
12E. Poder + infinitive	112
12F. Saber + infinitive	114
12G. Tener que + infinitive	116
12H. The immediate future using ir + infinitive	118
12I. The immediate past using acabar de + infinitive	120

### 13. Spinners, text cards and templates

13A. Additional randomising elements	122
13B. Cut-out spinners	123
13C. Grammar cards and markers	127
13D. Templates	129

# 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 - Spanish 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 Spanish 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 - Spanish 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. 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. Print a page as a whole and use it as a board game.
2. Print and cut into individual units to use in card games.
3. Print 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 incorporated into Powerpoints for use as whole-class teaching materials or printed on to paper/card for use by individuals or groups of pupils. Individual pictures can be cut and pasted into new picture boards.

### 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.

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 Spanish is concerned - many 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 -AR verbs. 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
- STAGE 2: Consolidation of core vocabulary
- STAGE 3: Presentation and consolidation of grammar
- STAGE 4: Adding further grammatical elements
- STAGE 5: Follow-up

#### 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 'hablar' in your hand, you ask another player ¿Tienes el verbo 'hablar'? 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 related verb types, 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: Durante el fin de semana quedo con mis amigos... lavo el coche... El sábado pasado fui al cine... compré unos pantalones vaqueros... El próximo fin de semana voy a visitar a mi abuela... voy a...

### 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 (¡Ya está!).  
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 'Sí, es verdadero' or 'No, es falso' 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 Simón dice...

### ACTIVITIES FOR READING PRACTICE

- **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.

### 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 photocopiable versions. Photocopiable 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 at the end of the resource.

## 2A - AR Verbs: Home life

- |                          |                            |
|--------------------------|----------------------------|
| 1. llamar a la puerta    | • 1. to ring (at the door) |
| 2. decorar               | • 2. to decorate           |
| 3. arreglar              | • 3. to repair, mend       |
| 4. cortar (el césped)    | • 4. to mow                |
| 5. cepillar              | • 5. to brush              |
| 6. planchar              | • 6. to do the ironing     |
| 7. pasar (la aspiradora) | • 7. to vacuum             |
| 8. lavar                 | • 8. to wash               |
| 9. quitar (la mesa)      | • 9. to clear (the table)  |
| 10. reciclar             | • 10. to recycle           |
| 11. limpiar              | • 11. to clean             |
| 12. ordenar              | • 12. to tidy              |

Example: lavar

	singular	plural
<b>1st person</b>	lavo	lavamos
<b>2nd person</b>	lavas	laváis
<b>3rd person</b>	lava	lavan

### Teaching Tips

#### Frames of reference

Many learners benefit from an approach which helps them to see patterns of language, and this applies particularly to verbs. In fact, irregularities make sense only if the pattern they deviate from is clearly perceived. It doesn't really matter what the patterns are, as long as they are referred to consistently. Some patterns which learners have found helpful at the outset are described below.

Some grammar books, etc. print out verbs in a single column, others use two columns, for singular and plural. The two-column configuration can be helpful, particularly if it is routinely used to show first, second and third person.

Learners need to understand that:

- 1st person - means myself/the group of which I am a part
- 2nd person - is you/the group of which you are part (noting special use of plural as polite form)
- 3rd person - is everything or everyone else in the universe!

#### Suggested teaching sequence:

See the following unit

## 2A. -AR Verbs: Home life



## 2B - AR Verbs: At school (1)

1. enseñar	• 1. to teach
2. preguntar	• 2. to ask
3. adivinar	• 3. to guess
4. contestar	• 4. to answer
5. estudiar	• 5. to study
6. examinarse (refl)	• 6. to take an exam
7. animar	• 7. to encourage
8. acusar	• 8. to accuse
9. escuchar	• 9. to listen
10. olvidar	• 10. to forget
11. explicar	• 11. to explain
12. grabar	• 12. to record

### Suggested teaching sequence

#### Stage 1 - Presentation of core vocabulary

Preparation: Select a set of verb 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 on a PPT. You will use these to present new material and to demonstrate activities. Also prepare a textual set of the same verbs, in their infinitive forms.

**Presentation:** Use the visuals 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 14 »

## 2B. -AR Verbs: At school (1)



## 2c - AR Verbs: At school (2)

1. deletrear	• 1. to spell
2. sumar	• 2. to add
3. calcular	• 3. to calculate
4. rellenar (un formulario)	• 4. to fill in (a form)
5. subrayar	• 5. to underline
6. borrar	• 6. to rub out
7. copiar	• 7. to copy
8. colorear	• 8. to colour in
9. recortar	• 9. to cut out
10. doblar	• 10. to fold
11. tachar	• 11. to cross out/off
12. rodear	• 12. to circle

### 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:

The 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 16 »

## 2C. -AR Verbs: At school (2)



## 2D - AR Verbs: Food and drink

- |                      |                          |
|----------------------|--------------------------|
| 1. pesar             | • 1. to weigh            |
| 2. mezclar           | • 2. to mix              |
| 3. pelar             | • 3. to peel             |
| 4. cocinar           | • 4. to cook             |
| 5. intentar          | • 5. to try (to open)    |
| 6. echar             | • 6. to pour             |
| 7. cortar            | • 7. to cut              |
| 8. tomar             | • 8. to take             |
| 9. chupar            | • 9. to suck             |
| 10. cenar            | • 10. to have dinner     |
| 11. terminar         | • 11. to finish (meal)   |
| 12. quitar (la mesa) | • 12. to clear the table |

### 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, where, when, why, how, etc.

Using the IWB and pre-prepared text, 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 available 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.

continued on page 18 »



## 2D. -AR Verbs: Food and drink

