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Grammar Moves

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Objectives

- Demonstrate activities for teaching grammar to meet the targets of the Programme of Study for Languages in Key Stage 2

KS2 Programme of Study
Foreign Language

Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs;

key features and patterns of the language; how to **apply** these, for instance, to build sentences;

and how these **differ** from or are **similar** to English

The key words are understand, apply and differ. Throughout the presentation, the grammatical items are highlighted in blue and in red are the specific patterns of the language which need to be understood in order to form sentences correctly.

Years 3 and 4

- Nouns - singular and plural - indefinite article (a/some)
- Nouns - gender
- Simple sentence building with a connective
- Pronouns (1st and 2nd person singular) with regular verbs and endings in present tense
- Simple question and introduction of adverbs
- High frequency verbs (1st and 2nd person singular) e.g. have/be/go/want
- Simple negative sentence with not
- Adjectives - position of majority
- Elision – use of apostrophe

Here are examples of grammatical knowledge and features of French which could be expected in Years 3 and 4.

Years 5 and 6

- Agreement of adjectives and nouns in the singular and plural
- Position of irregular adjectives
- Pronouns (3rd person singular and plural) with regular endings and more high frequency verbs e.g. do/be able/put/take
- Familiar and formal use of you
- Definite article - singular and plural
- Partitive for uncountable nouns
- Prepositional phrases and subordinate clauses
- More complex sentence building
- Question word questions
- Liaison

Understanding and use of the above might be expected in Years 5 & 6.

Word Class Actions

Noun

Verb

Adjective

Adverb

Pronoun

Conjunction

Preposition

These images with an accompanying action are designed help recall the meaning of these word classes. An explanation of each can be downloaded from www.cavelanguages.co.uk/sharing-good-practice. Try practising them in a game of Simon says …

Word Class Actions Song

1.
N. vb. adj.
N. vb. adj.
N. vb. adj.
Adv. conj.

2.
N. vb. pron.
N. vb. pron.
N. vb. pron.
Adv. conj.

3.
Adj. vb. prep.
Adj. vb. prep.
Adj. vb. prep.
Adv. conj.

4.
N. vb. adj.
N. vb. adj.
N. vb. adj.
Adv. conj.

5.
N. vb. pron.
N. vb. pron.
N. vb. pron.
Adv. conj.

Noun

adjective

verb

preposition

conjunction

adverb

pronoun

Sing the abbreviation of the word classes (try the tune of Skip to my Lou) and perform the actions at the same time.

Tips for teaching the gender of nouns

- Use the correct terminology - masculine and feminine - practise saying aloud
- Colour code vocabulary flash cards depending on gender
- Teach masculine nouns together and then the feminine ones to highlight the difference
- Teach nouns with an article
- Start with the indefinite article - un/une - use word order cards for a physical explanation

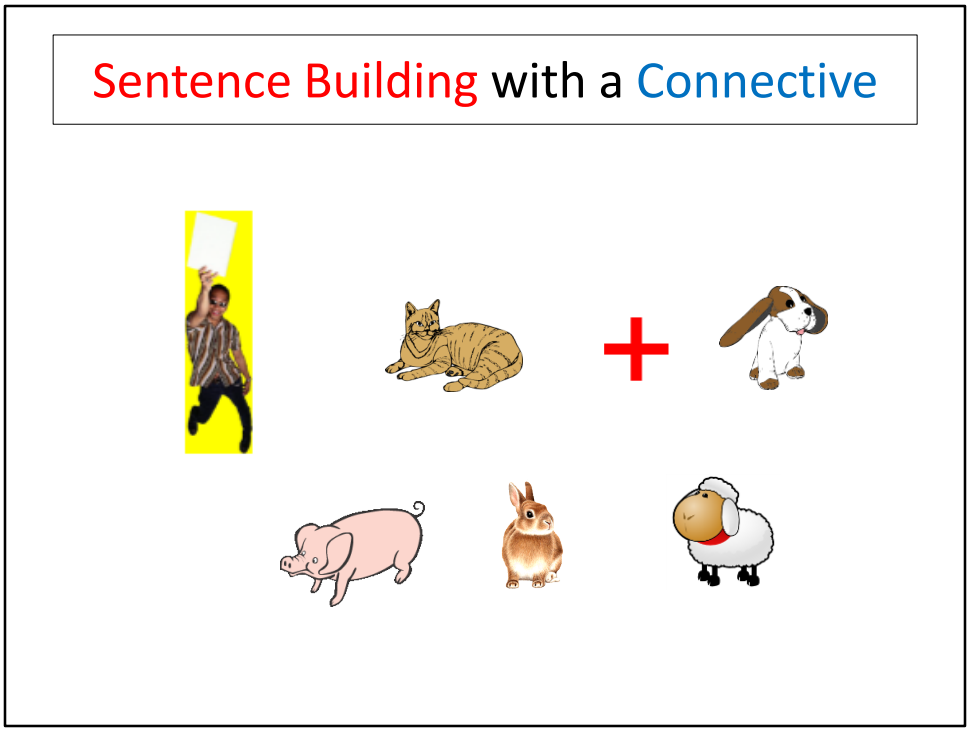
Encourage the children to say aloud unfamiliar words such as masculine and feminine to help recall. Say the words in different voices e.g. angry, sad, happy. Use ‘word class order’ cards to demonstrate the position and the correct use of the definite article. Children are selected to hold the cards in front of the class. Download the ‘word class order’ cards from www.cavelanguages/sharing-good-practice

To nasalise or not to nasalise that is the question!

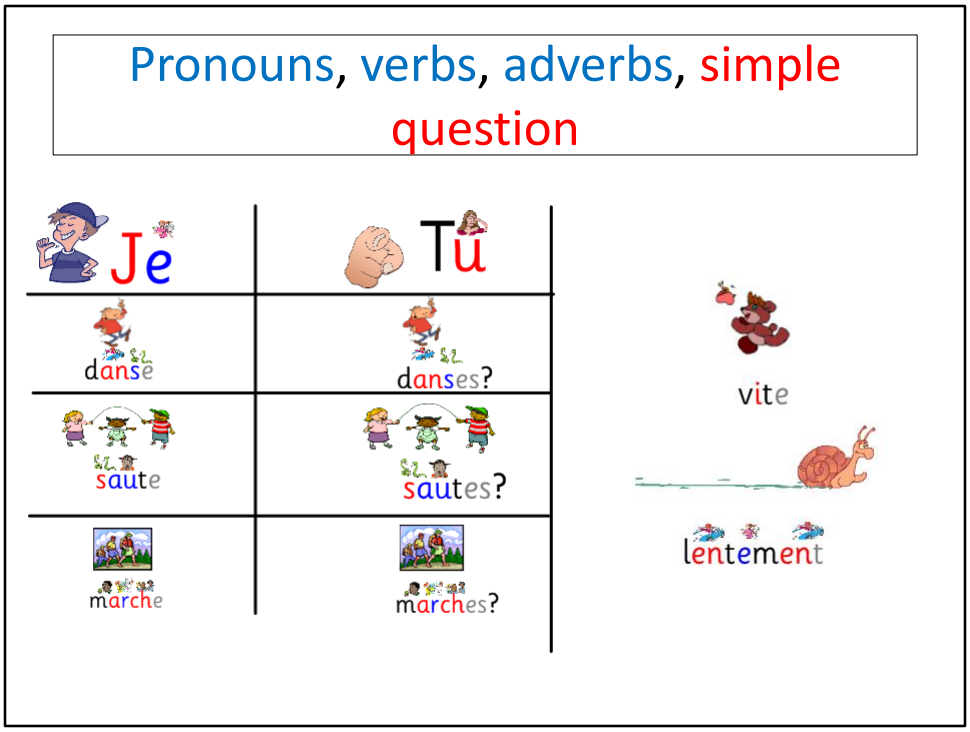
un

u-n-e

The pronunciation of these high frequency words need to be practised. There is only one letter difference but a big difference in sound.



Create flashcards for the vocabulary above and distribute to the children. Create a simple sentence with ‘here is’ and two of the animal nouns joined with the connective ‘and’. Add one noun at a time to the sentence thereby requiring commas and the movement of the word ‘and’. Children are selected to make the shape of a comma and a full stop in the air. They stand in the correct place in between the children holding the nouns and the whole class ‘reads’ aloud the sentence. This is a physical sentence with physical punctuation.



One child stands behind another one and performs one of the verbs above with an accompanying adverb e.g. walks quickly or jumps slowly. The child not performing the action has a limited number of guesses as to what the child is doing.

Sentence building with singular and plural nouns and a high frequency verb

Je mets.....

un chapeau

des chapeaux

un tee-shirt

des tee-shirts

un pantalon

des pantalons

Say a sentence aloud using the language scaffold above. If the children think you have said a singular sentence, they should stand by themselves and mime putting on the item of clothing. If they think the item of clothing is plural, they should stand next to someone else and mime putting on the item of clothing.

Apply – singular to plural nouns

The children can demonstrate their understanding of the use of plural nouns by creating a mini-book based on the story 'the very hungry caterpillar'. Each day the monster eats some very strange things (the children use a bi-lingual dictionary to find the words they need and make them plural). A template for the mini-book can be found here http://changing-phase.blogspot.co.uk/p/mini-books.html

1st/2nd person pronouns and high frequency verbs, negative

J'

Use this word for 'I' when the next word begins with a vowel.

J'ai

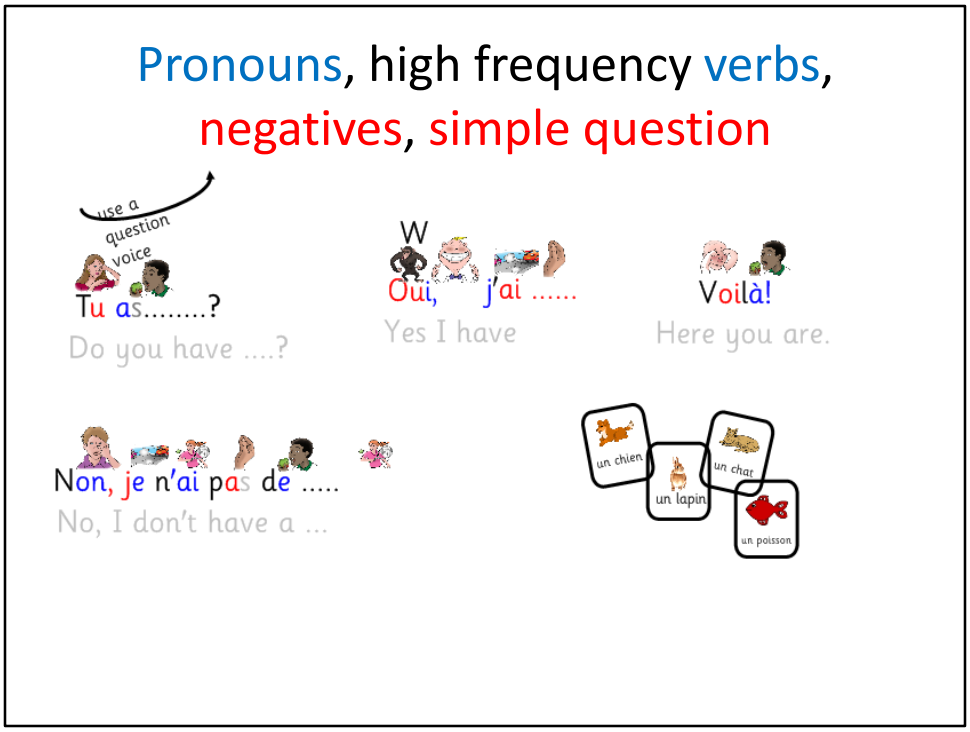
A negative verb sandwich

Put the verb in between these words.

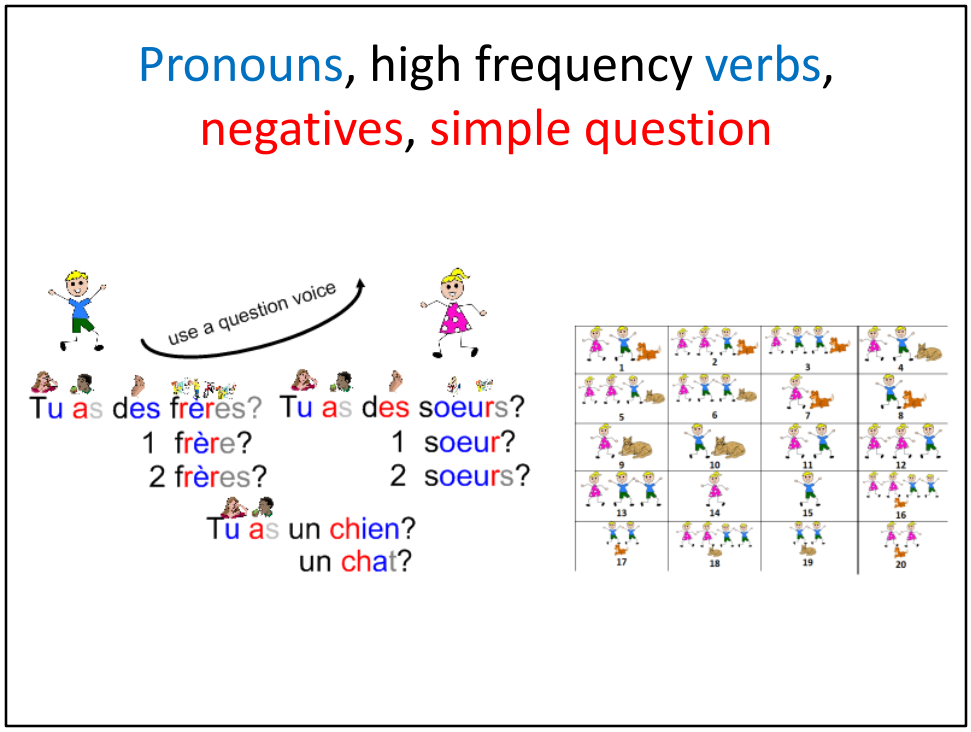
ne verb pas

n'

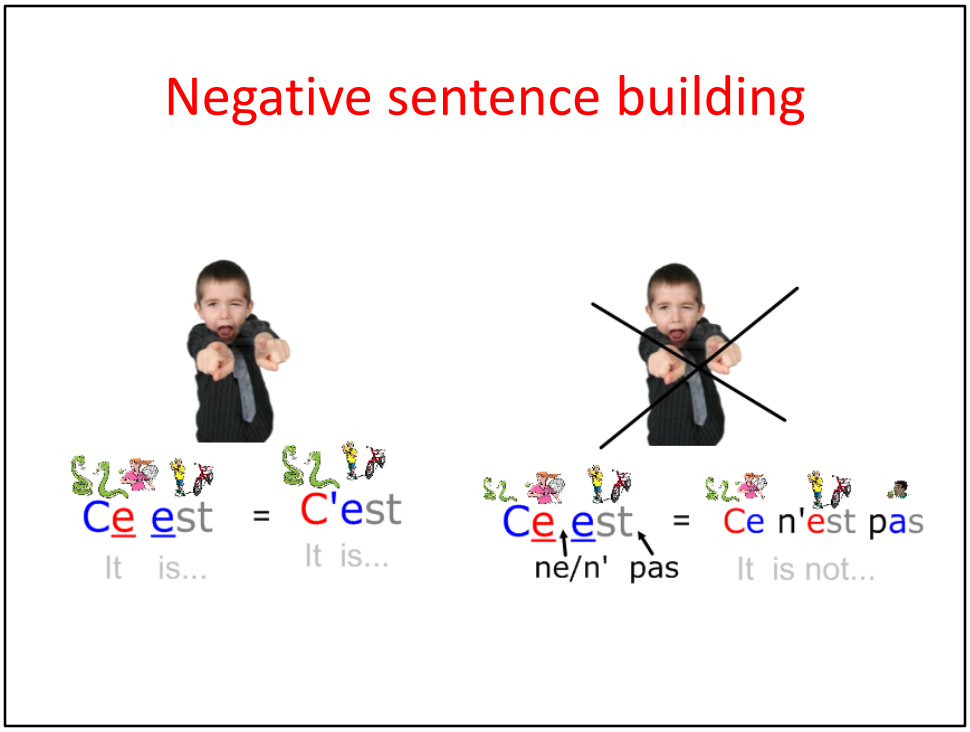
Use the 'word class order' cards to demonstrate elision and how to make a sentence negative in French.



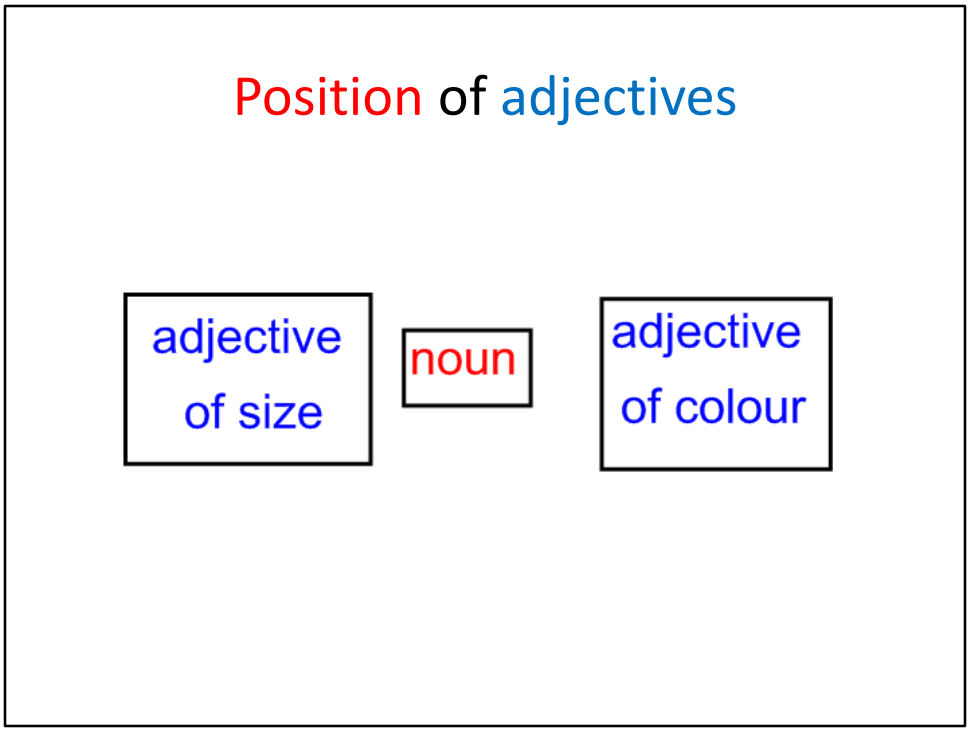
Create a set of 'Happy Family' cards in which the object of the game is to find a set of four nouns, in this case, four animals. Using the high frequency verb 'to have', the children can practise asking and answering questions by taking it in turns to ask for a card from another child.



Create a laminated grid with a selection of choices, as above. In pairs, each child selects one of the combinations, in this case siblings and pets, and the other child asks questions to eliminate the incorrect ones by crossing them off. The game continues until one of the pair discovers which one it is. This allows for manipulation of the simple question form using the high frequency verb ‘to have’.



Demonstrate elision and the formation of negative sentences with the ‘word class order’ cards.

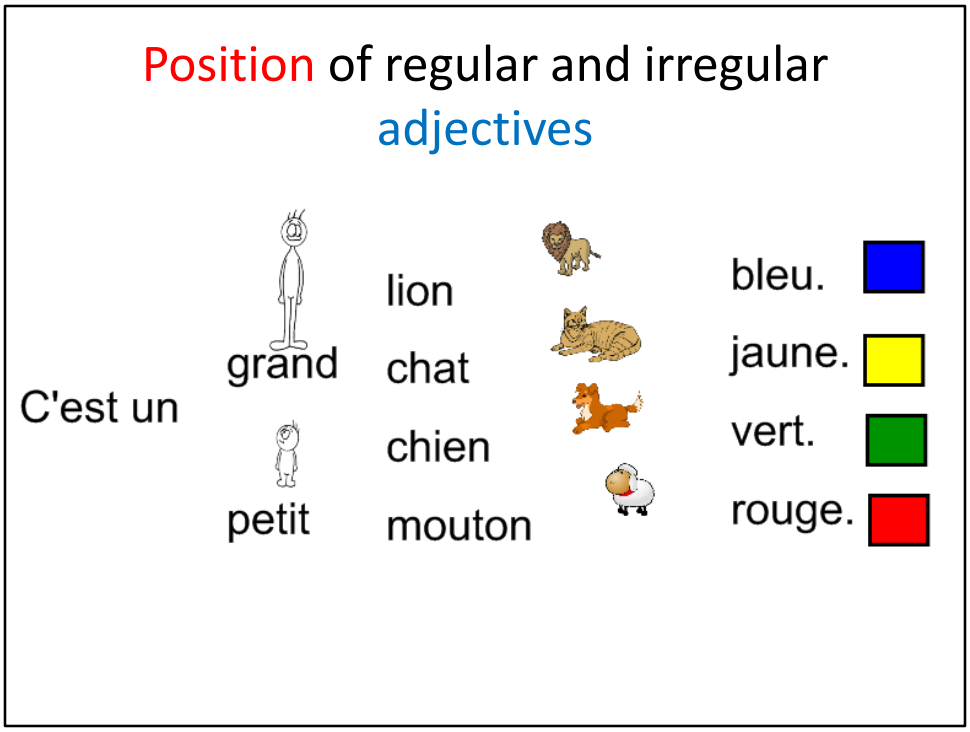


Use the ‘word class order’ cards to demonstrate the physical position of these types of adjective in French.

Position of colour adjectives

www.jigsawplanet.com

Use the online tool 'Jigsaw Planet' to create a puzzle game to practise the position of adjectives. Print off to create a table top game.



Using a language scaffold as above, you write down a sentence and the children do likewise. You start to read out your sentence, if the children have selected the same size adjective, they stand up, if they have not selected the same animal noun, they sit down and likewise for the colour. Any children left standing at the end of the sentence should have the same one as you and win a point. Whilst children are writing down their sentence, encourage some to read aloud to develop this skill.

Apply – negative sentences, indefinite article and position of colour adjectives

Les animaux extraordinaires

C'est un grand animal brun et orange.

Ce n'est pas une girafe.

Ce n'est pas un poisson.

C'est un girafon!

The children demonstrate their understanding of how to create positive and negative sentences and the use of the definite article as well as the position of colour adjectives. They create an animal and use the language scaffold above to describe it. Collate the animal descriptions from a class to create a book 'Extraordinary Animals'.

Like best friends – nouns and adjectives always agree

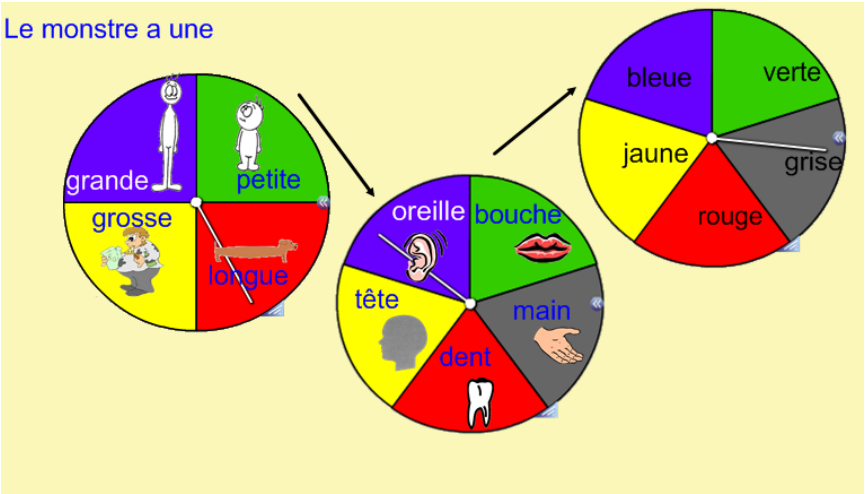
If the noun is feminine add E

If the noun is masculine plural add S

If the noun is feminine plural add ES

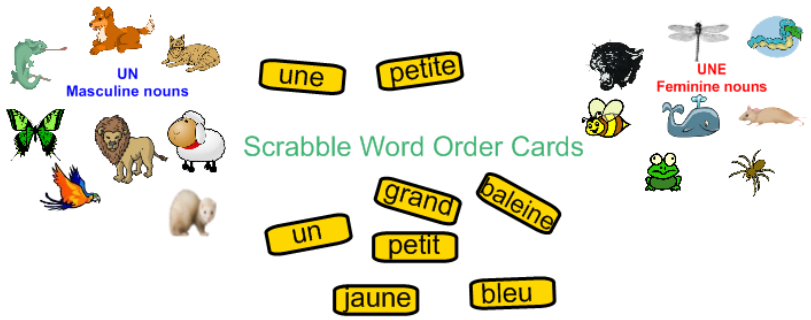
Use the 'word class order' cards to demonstrate physically the agreement of adjectives by adding e, s or es to the adjective cards depending on the gender and number of the noun card being shown. Children stand in a line at the front of the class holding in order - a definite article card, a size adjective card, a double sided noun card, a colour adjective card and provide cards with e and s to the children holding the adjective cards. The child with the singular/plural card stands behind the child with the noun card.

Position and agreement of adjectives in the singular



Create 3 spinners as above or use soft cubes with pockets for flashcards. Play the language scaffold game as described on slide 20.

Position and agreement of adjectives in the singular



Create a set of cards with masculine and feminine nouns with corresponding indefinite article cards as well as size and colour adjectives with endings agreeing with masculine and feminine nouns. The children play in groups of about 6 and the cards are distributed. Each child takes it in turn to place a card which either starts a new phrase with an indefinite article or continues it with the correct noun or adjective card according to gender.

Apply – agreement of adjectives

un coucher de soleil jaune

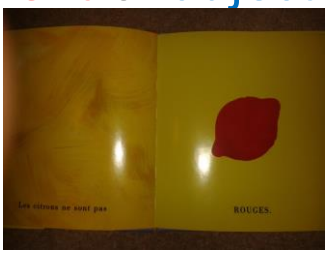
C'est une petite fille rouge

Children can create their own book, as above, to demonstrate understanding of the agreement of adjectives. These books are by Néjib. The children choose a shape and then find nouns in the dictionary which have this shape within them. They can illustrate their book with these nouns and a caption as above.

Apply – agreement of adjectives

The children can demonstrate their understanding of the use of adjectives in the singular and plural by designing and writing a description of a monster. They give their written description to another child in the class who draws it accordingly and the two drawings are compared.

Apply – agreement of adjectives

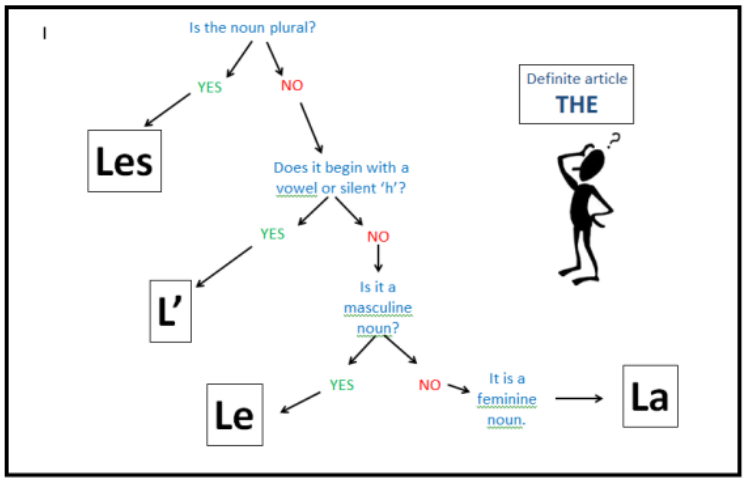


Les citrons ne sont pas ROUGES.

Les citrons sont JAUNES. Les pommes sont ROUGES.

The children create their own books along the lines of the above using different nouns thereby demonstrating their understanding of positive and negative sentences with adjectival agreement in the singular and plural.

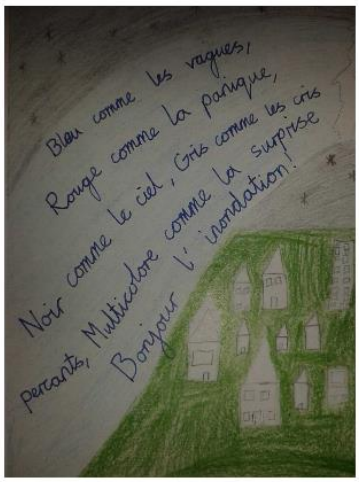
The definite article in the singular and plural



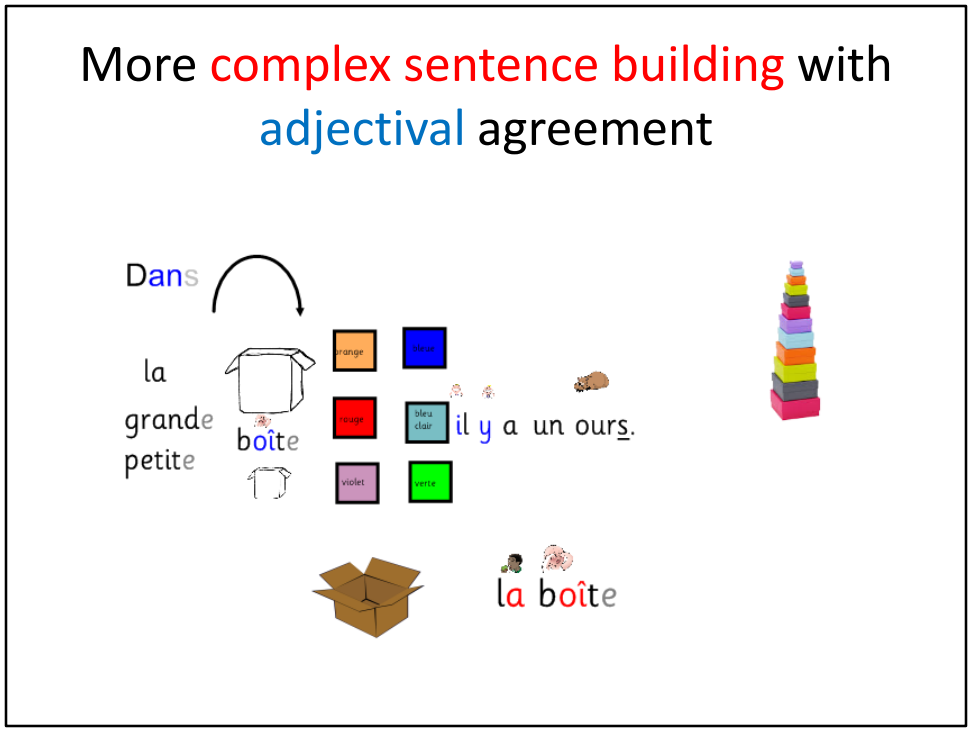
So that the children select the correct form of the definite article they follow the flow chart from the top.
Allocate 2 groups of children with the same form of the definite article to listen for. Call out singular and plural nouns with the accompanying definite article. If a child believes that the word belongs to their group, they try to call out 'oui s'il vous plait' before the other group does to win the card. Thanks to Elaine Minett for the inspiration for this popular game.

Apply – use of definite article

Write a colour poem



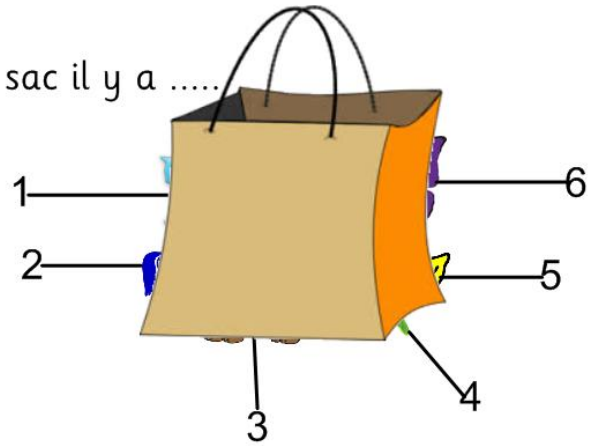
Choosing any idea or image of their choice, the children write a poem to describe the colour of the objects within it, as above. This is about a flood. The children find the nouns in the dictionary and then select the correct form of the definite article depending on its gender and number.



Using an adverb of place as a sentence starter, the children can demonstrate their ability to create a more complex sentence. Hide an object whilst the children have their eyes closed. In this instance, in a coloured box. The children open their eyes and try to guess in which box it is.

More complex sentence building with adjectival agreement

Dans le sac il y a .....



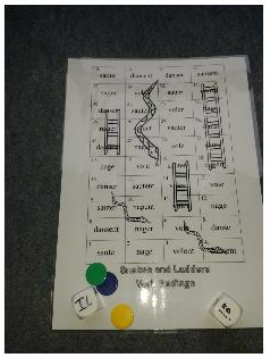
As an alternative to the activity described on slide 30, hide an object in a bag and the children try to guess which one it is by creating a sentence.

More complex sentence building with regular verbs in singular and plural and adjectival agreement

Pictionary

La petite souris danse.	Le grand lion saute.	La petite baleine vole.	La grande araignée nage.	Le petit cochon danse.	La petite grenouille saute.
Les grands caméléons nagent.	Les petites chenilles volent.	Les grands papillons nagent.	Les petits chats sautent.	Les grandes souris nagent.	Les petits chiens volent.

Snakes and Ladders



To practise the use of –er verbs, create a set of Pictionary cards as above. One child selects a card and starts to draw what is described, the other children produces sentences to guess what it is. The child who produces the correct sentence first, wins a point. The snakes and ladders game has a different form of an –er verb in each square. The dice has been customised with the wording – je/tu/il/ils/ to.. etc. Each child throws a die in turn and moves to the appropriate square according to the pronoun showing; going up ladders and down snakes, of course. The winner is the first child to get to the end.

Apply – complex sentence building – nouns, adjectives, prepositions, adverbs

Change the animal and colour

Ours brun, ours brun dis-moi ce que tu vois?

Je vois un petit canard jaune qui regarde par ici!

Change the animal and colour
Also add an extra adjective
e.g. petit / grand

Change the verb to:
saute / nage / vole / danse etc.
Any verb which ends -er in the dictionary

Change the place e.g.
dans le sac / dans le placard /
dans ma chambre etc.

Based on the book 'Brown bear, what do you see?' by Eric Carle, the children alter the language scaffold to create their own book. Differentiation can take place as some will produce a book by changing the adjective of colour only, for example. Others can change the verb and the adverb of place.

Ours brun, ours brun dis-moi ce que tu vois?

Je vois deux canards jaunes qui regardent par ici!

If you use more than one animal, you will need to add an 's' to the adjectives and nouns.

If the noun is plural, the ending on the verb is -ent **not** -e.

Some children might make the noun plural and then demonstrate understanding of the agreement of adjectives and verbs in the plural.

Patterns, Connections, Comparisons

Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs;

key features and patterns of the language; how to **apply** these, for instance, to build sentences;

and how these **differ** from or are **similar** to English

Give the children an opportunity to compare and contrast the construction of the language, which they are learning, with their first or second languages. Maybe award 'language detective' cards as above for making unsolicited connections.

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www.cavelanguages.co.uk

Download the presentation from:

http://www.cavelanguages.co.uk/sharing-good-practice

Most of the activities described in this presentation can be found in 'More Fun Ideas for Advancing Modern Foreign Languages in the Primary Classroom' published by Brilliant Publications and written by Sue Cave. The creative projects can be found in the Cave Languages scheme of work http://www.cavelanguages.co.uk/schemes-of-work