



***Tempus fugit* - Working with human forgetting rates to maximise learning**

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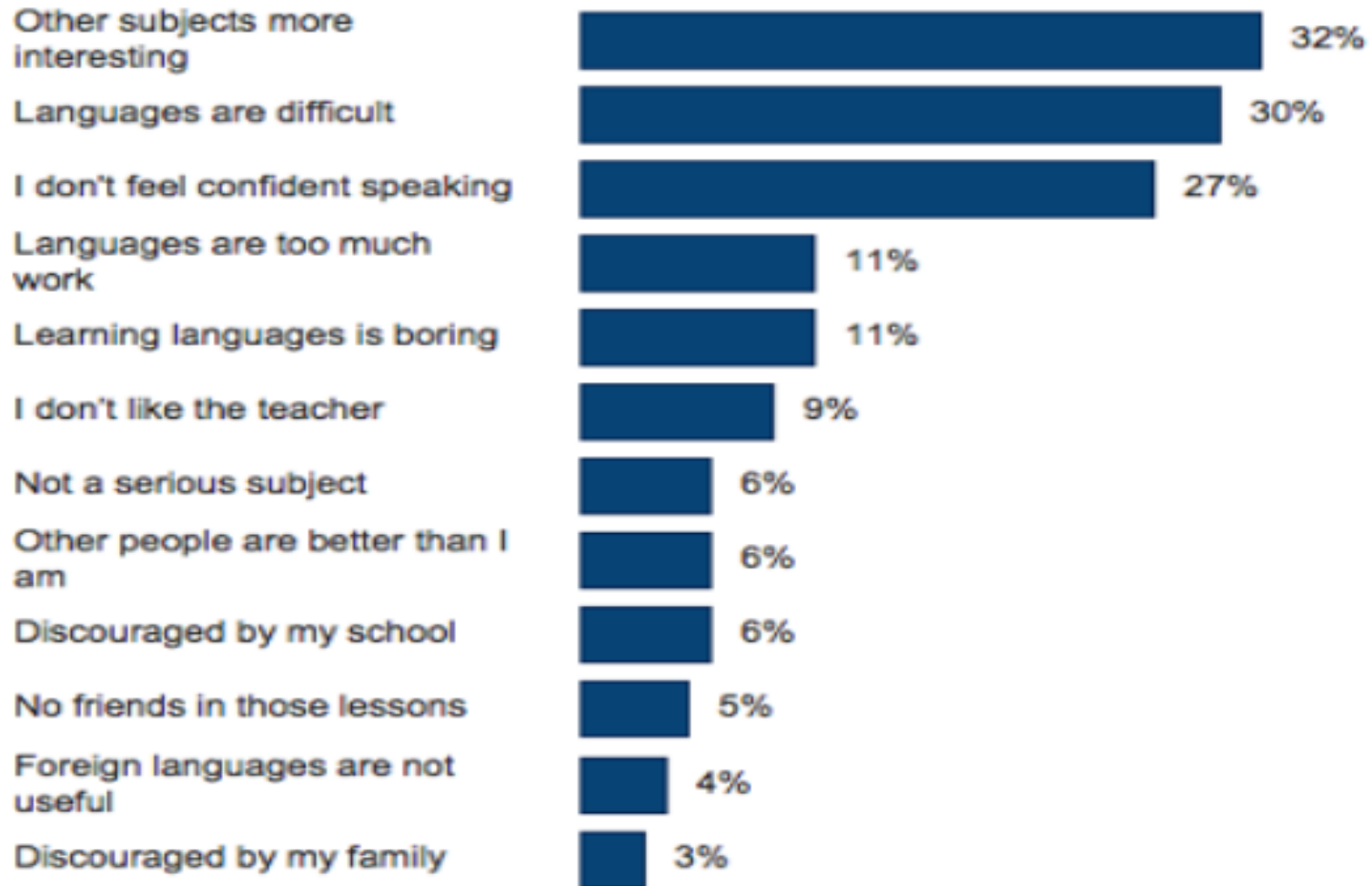
*A cognitive-theory based approach to MFL instruction*

## Why do English students not choose MFL GCSE?

List the Top 5 reasons why English children don't choose MFL at GCSE

1. Other subjects are **more interesting**
2. Languages are **difficult**
3. **I don't feel confident speaking**
4. Languages are **too much work**
5. Learning languages is **boring**

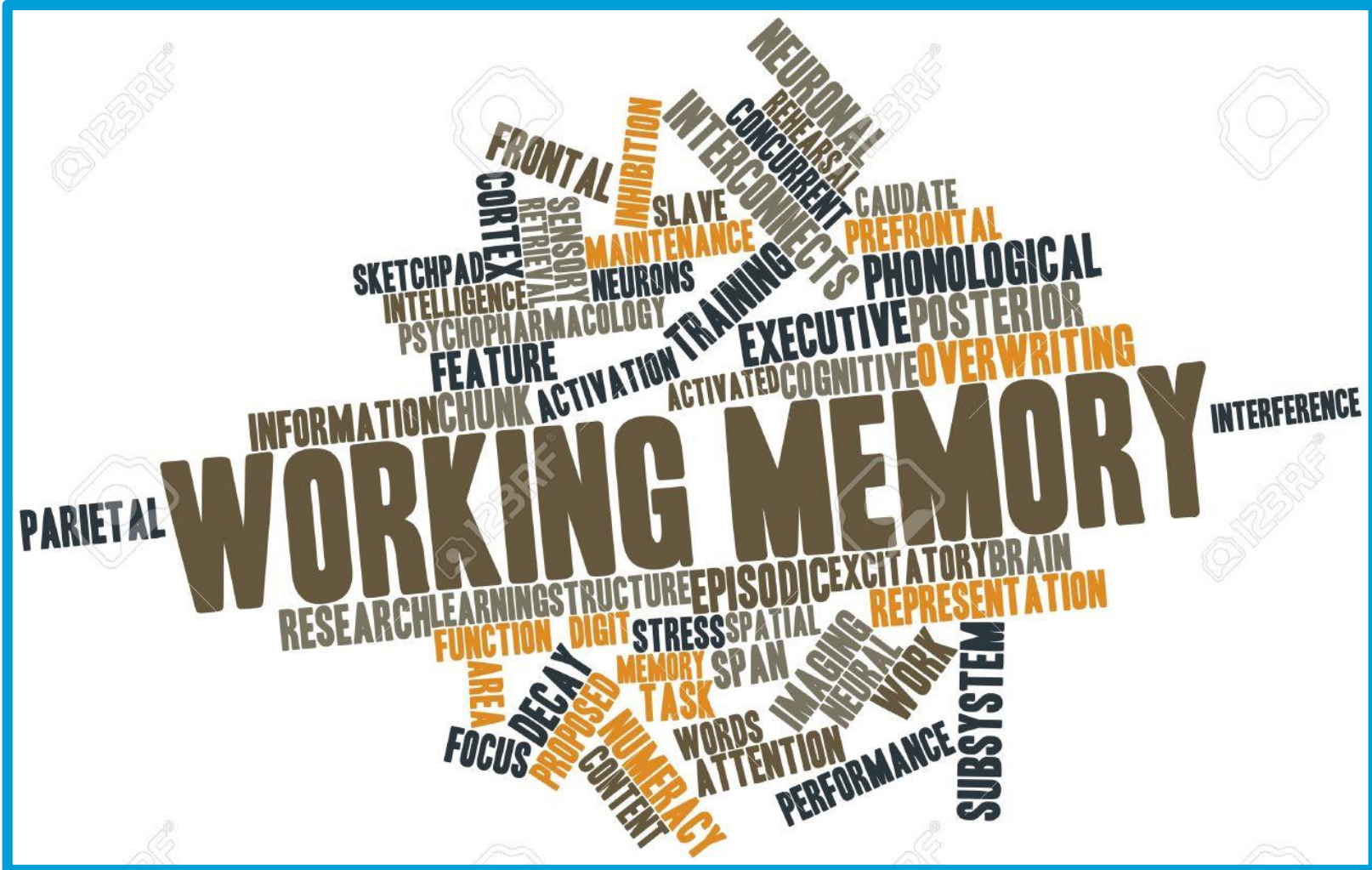
## Which of the following reasons describe why you chose not to study a foreign language at GCSE?



The greatest motivation catalyst

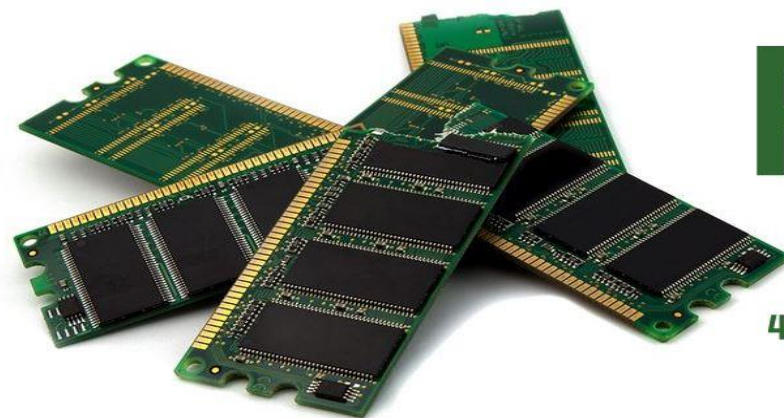
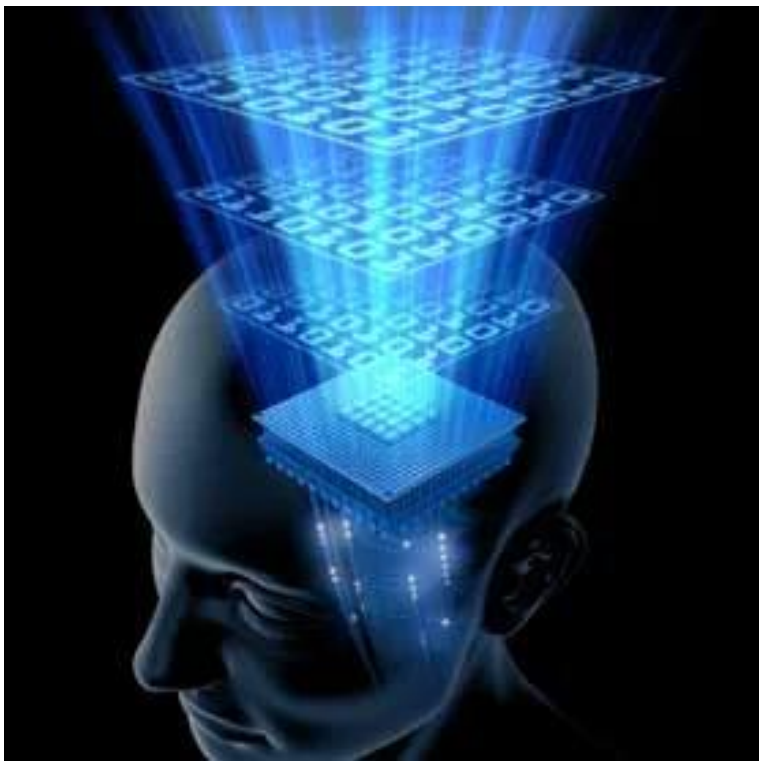


# The Language Gym





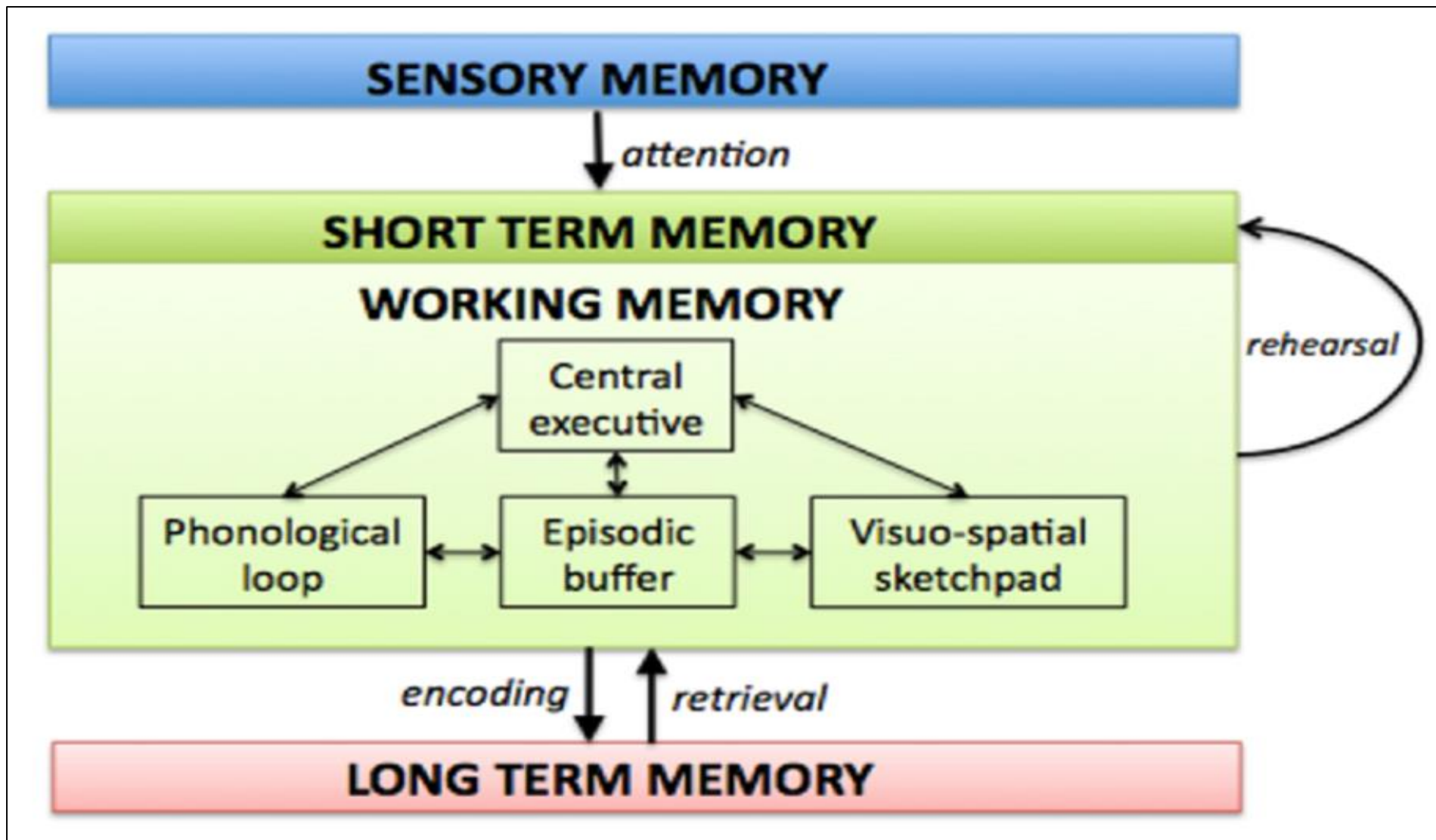
# The Language Gym



# RAM

4GB, 8GB, 16GB





## And now a little experiment...

- If I say **one** you will say **one**
- If I say **two** you will say **one, two**
- If I say **three** you will say **one, two, three,...**
- If I say **four** you will say **one, two, three, four, ...etc.**



## The 3R technique

- the 3R technique a self-controlled method of learning the McDaniel, Howard, and Einstein (2009) create but shortening an older technique (Robinson, 1941).
- The 3R technique involve
  - **reading the text**
  - **reciting aloud all information that can remembered** without looking the text, and then
  - **rereading the text** (i.e., read-recite-review—hence 3R name)
- The 3R technique incorporate : retrieval practice (the recite part the technique) and processing feedback (obtained when the text reviewed)

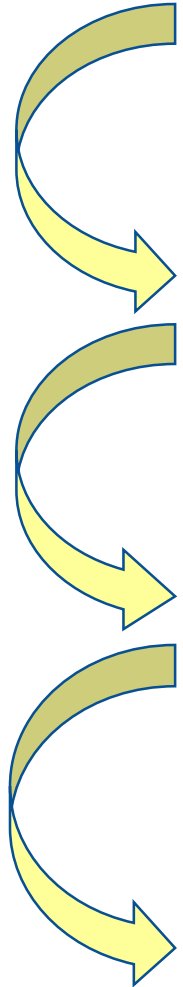
## The oral production process

**Idea generation: proposition is generated**

**Lexical retrieval: proposition is worded**

**Pattern application: words are arranged in a sentence**

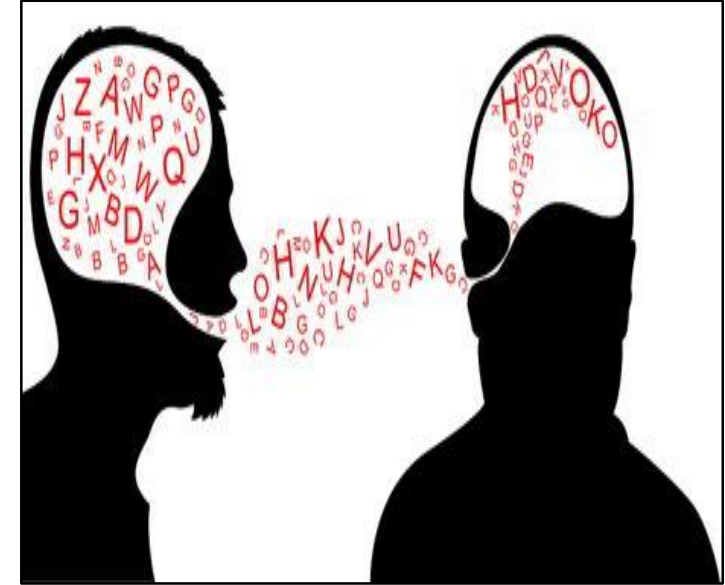
**Articulation: sentence is uttered**



# The long process of automatisaton



# Declarative knowledge (conscious)



# Procedural knowledge (subconscious)

“A grammar structure can be said to have been acquired only when it has been **automatized across all 4 skills** and it is applied successfully across a **wide range of contexts.**”

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

Less is more

**< = >**



## What doesn't test grammar acquisition

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

## What doesn't test vocabulary acquisition

### 2. trouvez les paires

Le terrain de sport	Library
Les couloirs	Homework
Les matières	Delay
Le règlement	Beginning
L'emploi du temps	Exam
La cour	Swimming-pool
Le cours	Test
Les enseignants	Canteen
La retenue	Facilities
Les installations	End
Le réfectoire	Lesson

### 7. Traduisez

Je ne fais jamais les devoirs	
Les cours commencent	
Ils m'aident beaucoup	
Ses cours sont excellents !	
La cantine est bondée	
Les toilettes sont sales	
La piscine est propre	
Les profs sont compétents	
Il me gronde tout le temps	
J'apprends beaucoup	
Je m'endors en classe	

## Work on automaticity



## Remember this?

- If I say **one** you will say **one**
- If I say **two** you will say **one, two**
- If I say **three** you will say **one, two, three,...**
- If I say **four** you will say **one, two, three, four, ...etc.**

## Fast and furious

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



## Chain reaction

Yesterday I went  
to the town  
centre

with my best  
friends

around 4.30.

It was raining cats  
and dogs,

so we went into  
the mall.

First we had an  
ice cream,

then we watched  
a movie.

I loved the movie  
because

it was action-  
packed and  
funny.

# Fluency cards



	Time	Referee
1		
2		
3		
4		

## Routinization through the 4,3,2 technique

<b>The holiday destination</b> <ul style="list-style-type: none"> <li>Say which country you spent your holiday in</li> <li>Which town(s) you stayed in and/or visited</li> <li>Where the town is located</li> <li>Give a brief description of the town</li> </ul>	<b>The journey</b> <ul style="list-style-type: none"> <li>Say how you travelled</li> <li>How long the flight lasted and how it was</li> <li>What you did on the plane to kill time</li> <li>Say how the food was</li> </ul>	<b>The hotel</b> <ul style="list-style-type: none"> <li>Say what kind of hotel you stayed in (e.g. 3 stars)</li> <li>Two good things about the hotel</li> <li>Two bad things about the hotel</li> <li>Describe your room</li> </ul>
<b>Day-time activities</b> <ul style="list-style-type: none"> <li>Say three things you did in the morning</li> <li>Say three things you did in the afternoon</li> <li>Say which activity you like the least</li> <li>Say which activity you liked the least</li> </ul>	<b>Outings</b> <ul style="list-style-type: none"> <li>Say where you had dinner usually</li> <li>Say what you did after dinner</li> <li>Describe a bar or nightclub you went to</li> <li>Say at what time you went back to the hotel and how</li> </ul>	<b>A problem you had</b> <p>Talk about a problem you had specifying :</p> <ul style="list-style-type: none"> <li>Where it happened</li> <li>When</li> <li>What happened</li> <li>Any injuries you had and treatment you sought</li> </ul>

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

## Market place

- In Market place, the learners are divided into buyers and sellers. The teacher briefs the sellers as to what they are going to sell and each of them is allocated some time to prepare their own sales talk while the buyers are given receptive practice in the sort of vocabulary they are likely to hear from the sellers.
- Brief - *Talk your customers through the following:*
  - *the accomodation*
  - *the facilities*
  - *the activities offered*
  - *the excursion to nearby towns/resorts*
  - *the nightlife*
- Each seller is given a stall (a desk) and the buyers circulate around the marketplace going from seller to seller listening to the sales talks and jotting down on their iPad or book the main points.

## Transfer Appropriate Processing

- Memory is **context-dependent** : the chances of the recall of specific episodes or information is higher when the **context present at encoding and retrieval are the same**.
- Hence, a grammar structure learnt through mechanical drills in week 1 to 7 is not going to be necessarily be automatically applied **correctly in the context of a conversation in week 8 or 9**.
- Being able to write item 'X' correctly in a translation task does not mean being able to produce it **correctly in an essay**.



## Single-word teaching



## And now a little experiment...

- If I say **one** you will say **one**
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## Lexical retrieval : chunks over single words

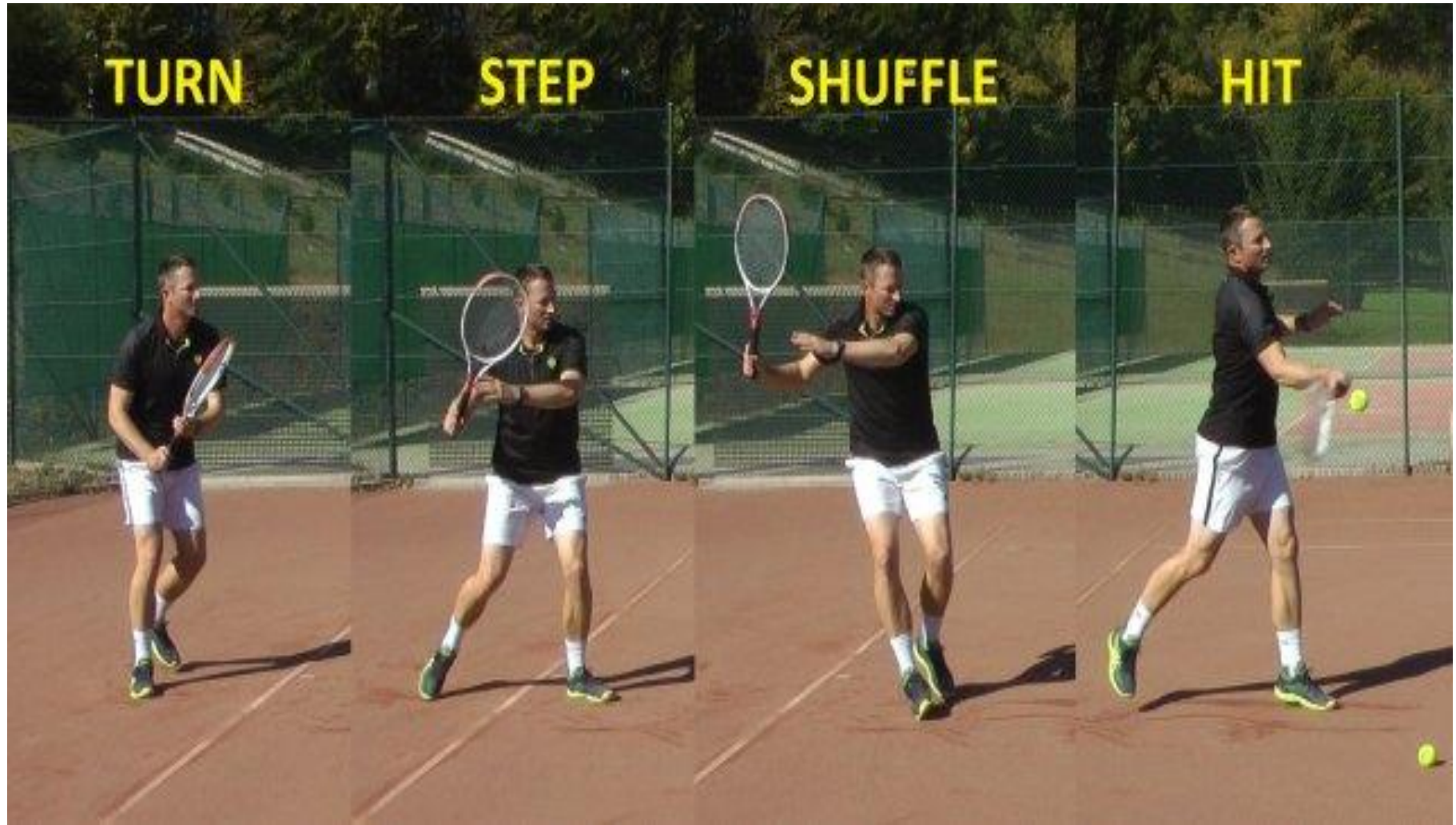
- Single words **slow down processing**.
- Hence, **teaching single words works against the development fluency**.
- Chunks **speed up cognitive processing** facilitating fluency
- Humans, as they acquire languages '**chunk**' **smaller unit together to speed up cognitive processing**. This chunking strategy allows the human brain to work more efficiently than single-word processing does.

We 'chunk' our routines



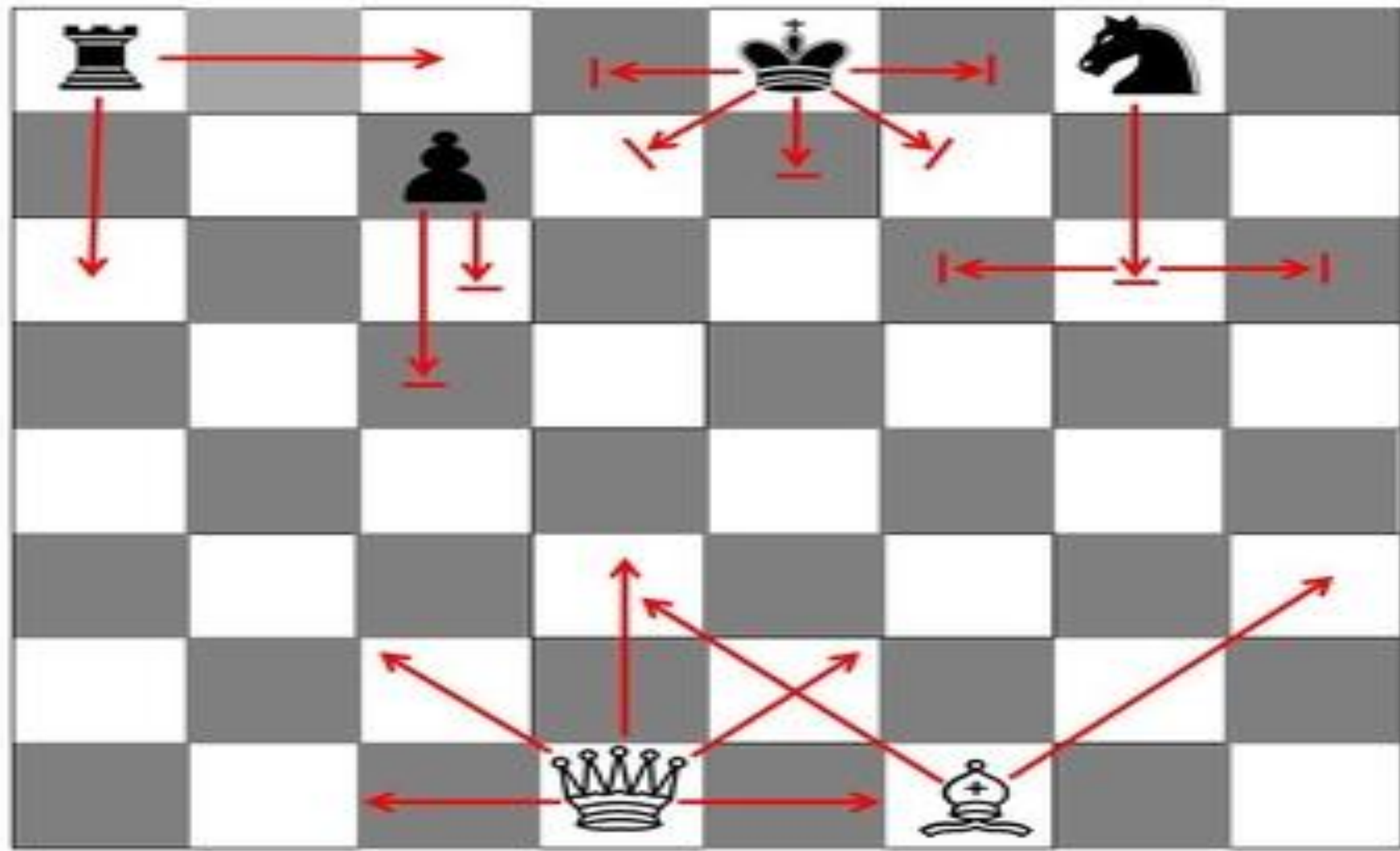


## Chunking

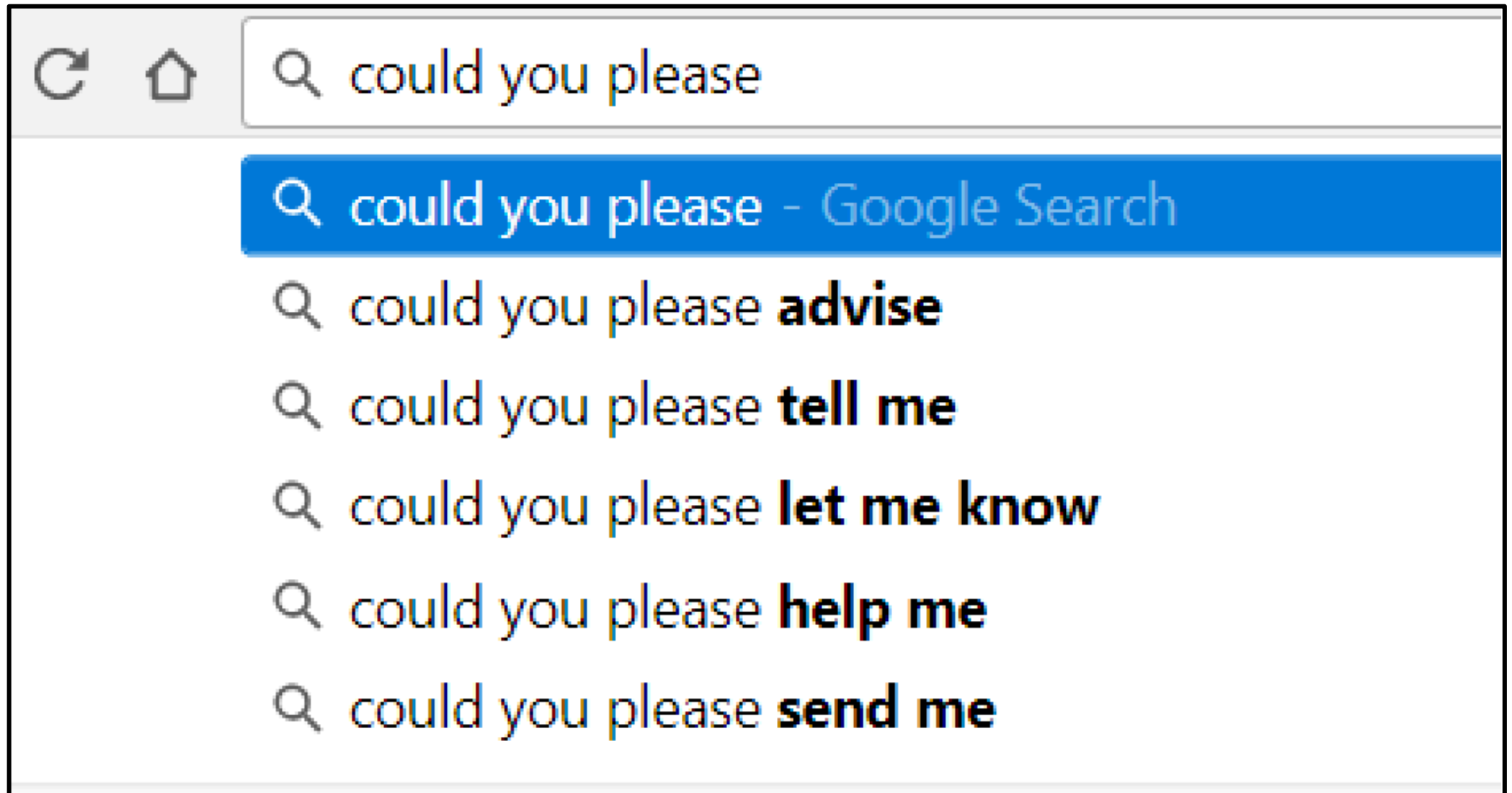




# Chunking



## Chunking



## Lexical retrieval : chunks over single words

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

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

## What are chunks? (Lewis, 1997)

- **polywords** (e.g., by the way, upside down, on the other hand)
- **institutionalized utterances** (e.g., I'll get it; We'll see; That'll do; If I were you ...; Would you like a cup of coffee?)
- **text frames** (e.g., In this paper we explore ...; Firstly ...; Secondly ...; Finally...)

## Collocations

- A **collocation** is made up of two or more words that **are commonly used together** in a language.
- Think of collocations **as words that usually go together.**
- Strong collocations are word pairings that are expected to come together. Good collocation examples of this type of word pairing are **combinations with 'make' and 'do'.**
- You **make** a cup of tea, but you **do** your homework

## What are chunks? (Lewis, 1997)

### ➤ sentence heads

- what I like the most is...;
- the fact was...;

### ➤ sentence frames

- That is not as ...as you think;
- X is more Y than Z;
- I like X because s/he is Y)

## Examples of chunks

➤ Talking about an event in the past:

- Time marker + Pronoun / Noun + went to + place
- I went there by + noun + at + time + with + noun
- Time marker + Pronoun / Noun + perfect + place
- It was + adjective + causal connectives + noun + was + adjective
- After + past infinitive + Pronoun/Noun + perfect tense
- The best/worst thing was + the + noun + causal connectives +....
- Etc.



## Sentence patterns

Adverbs (Place and times)	Verbs	Nouns	Adjectives
<b>In spiaggia</b> (at the beach) <b>A scuola</b> (at school) <b>In palestra</b> (at the gym) <b>Avant'ieri</b> (the day before yesterday) <b>A casa</b> (at home) <b>In genere</b> (usually) <b>In discoteca</b> (at the nightclub) <b>Ieri</b> (yesterday) <b>Venerdì</b> (on Fridays) <b>Sabato</b> (on Saturdays) <b>Il fine settimana</b> (at the week-end) <b>Il fine settimana passato</b> (last week-end) <b>Quando esco</b> (when I go out) <b>Quando vado in centro</b> (when I go to the town centre)	<b>porto</b> (I wear)  <b>portiamo</b> (we wear)	<b>una sciarpa</b> ( a scarf) <b>una giacca</b> (a jacket) <b>una cintura</b> (a belt) <b>una camicia</b> (a shirt) <b>una maglietta</b> (a shirt) <b>una cravatta</b> (a tie) <b>una gonna</b> (a skirt) <b>una cappello da baseball</b> (a baseball cap) <div>SINGULAR FEMININE NOUNS</div>	<b>blu</b> (blue) <b>bianca</b> (white) <b>grigia</b> (gray) <b>gialla</b> (yellow) <b>marrone</b> (brown) <b>arancione</b> (orange) <b>nera</b> (black) <b>rossa</b> (red) <b>verde</b> (green) <div>SINGULAR MASCULINE ADJECTIVES</div>
		<b>un gilet</b> ( a vest) <b>un pullover</b> (jumper) <b>un pantalone</b> (a pair of trousers) <b>un cappello</b> (a hat) <b>un top</b> ( a top) <b>un abito da uomo</b> (a men's suit) <b>una uniforme</b> ( a uniform) <b>un vestito</b> (a dress) <div>SINGULAR MASCULINE NOUNS</div>	<b>blu</b> (blue) <b>bianco</b> (white) <b>grigio</b> (gray) <b>giallo</b> (yellow) <b>marrone</b> (brown) <b>arancione</b> (orange) <b>nero</b> (black) <b>rosso</b> (red) <b>verde</b> (green) <div>SINGULAR MASCULINE ADJECTIVES</div>
		<b>calze</b> (socks) <b>scarpe</b> (shoes) <div>PLURAL FEMININE NOUNS</div>	<b>blu</b> (blue) <b>bianche</b> (white) <b>grigie</b> (gray) <b>gialle</b> (yellow) <b>marroni</b> (brown) <b>arancioni</b> (orange) <b>nere</b> (black) <b>rosse</b> (red) <b>verdi</b> (green) <div>PLURAL FEMININE ADJECTIVES</div>

## Talking in the past: IRREGULAR perfect tense

<b>Avant-hier</b> (the day before yesterday)	<b>j'ai</b> <b>tu as</b> <b>il a</b> <b>elle a</b> <b>on a</b> <b>nous avons</b> <b>vous avez</b> <b>ils ont</b> <b>elles ont</b>	<b>appris</b> (learnt) <b>eu</b> (had) <b>été</b> (been) <b>eu</b> (had) <b>bu</b> (drunk) <b>dit</b> (said) <b>dû</b> (had to) <b>écrit</b> (written) <b>connu</b> (met) <b>fait</b> (done) <b>lu</b> (read) <b>mis</b> (put) <b>obtenu</b> (obtained) <b>pris</b> (taken, eaten) <b>pu</b> (been able to) <b>reçu</b> (received) <b>suivi</b> (followed) <b>vu</b> (seen)	à nager (to swim) à Paris (to Paris) au revoir à ma mère 'bonjour' à mon prof 500 dollars dans la banque ( 500 dollars in the bank) de l'argent de poche (pocket money) de l'escalade (rock climbing) de la natation (swimming) du sport (some sport) mon telephone dans mon sac (I put my phone in my bag) l'avion (the plane) le livre dans mon sac (the book in my bag) le train (the train) sortir hier soir (go out last night) une bonne note (a good mark) un courriel ( an e-mail) un film d'action un garçon anglais (an English boy) un magazine un régime (a diet) un roman policier (a crime novel) une lettre de mon cousin (a letter from my cousin) une promenade (a walk)	<b>c'était</b> (it was)	<b>barbant</b> (boring) <b>bien</b> (good) <b>divertissant</b> (entertaining) <b>dur</b> (tough) <b>ennuyeux</b> (boring) <b>fatigant</b> (tiring) <b>génial</b> (great) <b>marrant</b> (fun) <b>passionnant</b> (exciting) <b>relaxant</b> (relaxing) <b>rigolo</b> (funny) <b>ok</b> (OK) <b>comme ci comme ça</b> (so so)
<b>Hier</b> (yesterday)					
<b>Hier matin</b> (yesterday morning)					
<b>Hier soir</b> (yesterday evening)					
<b>Il y a deux jours</b> (two days ago)	<b>je n'ai pas</b> <b>tu n'as pas</b> <b>il n'a pas</b> <b>elle n'a pas</b> <b>on n'a pas</b> <b>nous n'avons pas</b> <b>vous n'avez pas</b> <b>ils n'ont pas</b> <b>elles n'ont pas</b>				
<b>La semaine dernière</b> (last week)					
<b>L'année dernière</b> (last year)					
<b>Le weekend dernier</b> (last week-end)					
<b>Samedi dernier</b> (last Saturday)					

## Adversative clauses + talking about entourage

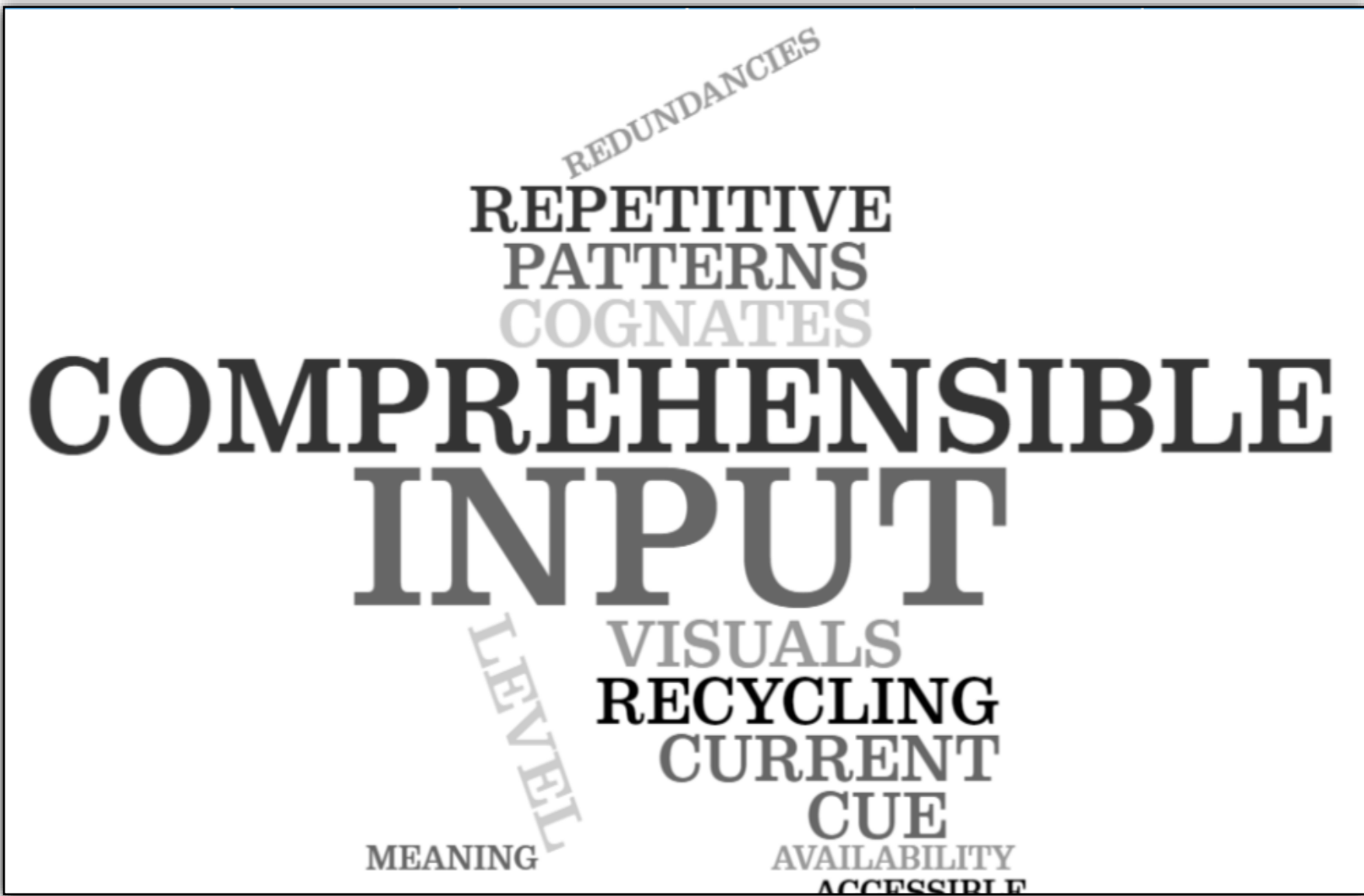
Possessive + noun (phrase)	Verb phrase	Connective	Possessive + noun	Verb phrase
Ma cousine Ma sœur aînée Ma sœur cadette Ma grand-mère Ma meilleure amie Ma monitrice de ski Ma tante Ma mère Ma prof d'anglais Ma prof de géographie Ma prof de musique Mon coach de foot Mon cousin Mon frère aîné Mon frère cadet Mon grand-père Mon meilleur ami Mon moniteur de natation Mon oncle Mon père Mon prof de français Mon prof de maths Mon prof de sciences	est captivant (captivante) est cholérique est généreux (généreuse) est juste est méchant (mean) est odieux (odieuse) est paresseux (paresseuse) est patient est sympa est travailleur (travailleuse)  a un bon sens de l'humour a un mauvais sens de l'humour enseigne bien explique bien m'aide beaucoup m'écoute toujours m'encourage beaucoup me critique (rarement / souvent) me gronde (rarement / souvent) ne me donne pas d'argent de poche parle trop perd la patience facilement se fâche (rarement / souvent) travaille dur	cependant  mais  mais (des fois)  même si (des fois)  par contre  pourtant  toutefois	Elle Il ma cousine ma sœur aînée ma sœur cadette ma grand-mère ma meilleure amie ma monitrice de ski ma tante ma mère ma prof d'anglais ma prof de géographie ma prof de musique mon coach de foot mon cousin mon frère aîné mon frère cadet mon grand-père mon meilleur ami mon moniteur de natation mon oncle mon père mon prof de français mon prof de maths mon prof de sciences	est captivant (captivante) <b>[fascinating]</b> est cholérique est généreux (généreuse) est juste <b>[fair]</b> est méchant (mean) est odieux (odieuse) <b>[nasty]</b> est paresseux (paresseuse) est patient <b>[patiente]</b> est sympa est travailleur (travailleuse)  a un bon sens de l'humour a un mauvais sens de l'humour enseigne bien explique bien m'aide beaucoup m'écoute toujours m'encourage beaucoup me critique (rarement / souvent) me gronde (rarement / souvent) ne me donne pas d'argent de poche parle trop perd la patience facilement se fâche (rarement / souvent) travaille dur

Input doesn't model...



...it tests





■, après ■ son manteau et ■ ssures, Émilie  
s'est ■ à l' ■ ière était ■ re a ■ ■  
■ très froid. ■ pas ■ car ses  
■ étaient ■. ■ on ■

>98 % comprehensible input

aller. J arrive ! »  
■ près d' ■ is ■ le cou. Puis,  
elle a nagé ■ id Émilie ■ ée ■, des  
■ ont ■ on de l'eau. Puis ■ idé Émilie à  
sortir. Le garçon ■ et avait très froid. ■ du  
café chaud.



## How we model: 98 % comprehensible input

- With **the majority of L2 learners**, for listening and reading input to be conducive to learning, around **98 % of the words must be familiar** (Nation, 2013).
- With a small number of students, **90 % familiarity suffices** (Nation and Hu, 2009).
- **No comprehension takes place when learners understand only 80% of a text** (Hinkel, 2015).



## How we model: 98 % comprehensible input

K... Yes absolutely. When I was a student, being expected to plough through Flaubert/Cervantes when I had nowhere near the vocab/grammatical knowledge to appreciate them was one of the most demoralising experiences of my language learning career. Took a long time to not feel like a failure. It just felt like being shown some exclusive world I wasn't good enough to have access to. Am determined to resist putting my own students through the same experience.

# Input flooding



## Flooded input is key in modelling language

There was a man lived in the moon, lived in the moon, lived in the moon,

There was a man lived in the moon,  
And his name was Aiken Drum.

*Chorus*

And he played upon a ladle, a ladle, a ladle,  
And he played upon a ladle,  
and his name was Aiken Drum.

And his hat was made of good cream cheese, of good cream cheese,  
of good cream cheese,  
And his hat was made of good cream cheese,  
And his name was Aiken Drum.

And his coat was made of good roast beef, of good roast beef, of  
good roast beef,  
And his coat was made of good roast beef,  
And his name was Aiken Drum.

- Our ancestors knew full well what kind of aural input models and 'sticks'.
- Here is a classical example of 'flooded' (or 'enriched') input: Aiken Drums.
- Nursery rhymes like 'Aiken Drums' put patterns first by reiterating the same lexical and syntactic patterns over and over again.
- It only takes listening to Aiken drum 4 or five times to memorize it, due to its repetitions, rhymes, alliterations and other very simple yet so clever sound devices built in the piece.
- Consider the amount of high-frequency patterns contained in this nursery rhyme and the fun involved in learning and singing it.
- Is your oral input 'flooded' enough with the target L2 items to model and stick? Is it as fun?

## Flooded input is key in modelling language

- **Flooded input** texts are texts which are rich in occurrences of specific target language items
- The fact that the target L2 items keep recurring means that **the students are more likely to notice them** and **to be sensitised to them**.
- Flooded input often **rules out most types of authentic texts** unless one modifies them substantially or preps the students adequately for them.

## Narrow reading

My name is Jane. I am 13 years old. I live in Kajang, a village near Kuala Lumpur. I have a brother who is older than me. He is 20. He is very arrogant, selfish and nasty. I don't get along with him at all !

My name is Mike . I am 18 years old. I live in Penang, a beautiful town very far from Kuala Lumpur. I have a brother who is much older than me. He is 27. He is very intelligent, hard-working and kind. I do get along with him !

My name is Mark. I am 15 years old. I live in Batu Pahat, a town far from Kuala Lumpur, near Johor Bahru. I have a sister who is younger than me. She is 12. She is very cute and affectionate but at times she is a bit annoying. I do get along with her, though.

My name is Suzie. I am 16 years old. I live in Ipoh, a town quite far from Kuala Lumpur. I have a brother who is younger than me and one who is older. My brother is only 9, whilst my sister is 17. My brother is very nice and generous, whilst my sister is weird and obnoxious. I don't get along with her at all !

## Narrow listening / reading texts

### De vacaciones – actividades de lectura

Si pudiera, iría de vacaciones a la costa. Iría a Italia o España. Iría con mis amigos. Si pudiera, iría en barco, porque me encanta viajar en barco. Me alojaría en un hotel de lujo cerca de la playa. Allí comería platos típicos, compraría mucha ropa, haría mucho deporte e iría de marcha todas las noches (Mario, 18)

Si pudiera, iría de vacaciones a la playa. Iría a los Caribes. Iría con mi novia. Si pudiera, iría en avión, porque me encanta viajar en avión. Me alojaría en un hotel barato cerca de la playa. Allí comería platos típicos, sacaría muchas fotos, compraría mucha ropa, haría mucha natación e iría de marcha todas las noches (Roberto, 19)

Si pudiera, iría de vacaciones al extranjero. Iría a Tailandia o a Indonesia. Iría con mi familia. Si pudiera, iría en avión y después en barco, porque me encanta viajar así. Me alojaría en un hotel de lujo. Allí comería platos típicos, iría de compras, haría mucho turismo, sacaría muchas fotos y saldría todas las noches (Alejandro, 21)

### 1. Answer the following questions based on Text 1

- Where would Mario go if he could?
- Who with?
- How would he go?
- Where would he stay?
- What 4 things would he do there?

### 2. Find in the text the Spanish for the following in Text 2

- |                        |                             |
|------------------------|-----------------------------|
| a. If I could          | g. with my girlfriend       |
| b. I would go          | h. in a cheap hotel         |
| c. I would do          | i. a lot of clothes         |
| d. I love to travel    | j. I would go by plane      |
| e. I would go clubbing | k. to the Caribbean         |
| f. Every night         | l. I would buy many clothes |

### 3. Complete the translation of Alejandro's text

If I could, I would go on holiday \_\_\_\_\_. I would go to Thailand \_\_\_\_\_ to Indonesia. I would go with my \_\_\_\_\_. If I could, I would go \_\_\_\_\_ and after \_\_\_\_\_, because I love travelling \_\_\_\_\_. I would \_\_\_\_\_ in a luxury hotel. There I would eat traditional dishes, I would \_\_\_\_\_, I would \_\_\_\_\_, I would take a lot of pictures and I would \_\_\_\_\_.

- Usually 4 to 6 short texts flooded with the target structures.
- The texts are nearly identical except for key words.
- Because they are highly patterned, they facilitate retention.
- Each text is exploited through a snappy activity.
- Each activity focuses on a different level of processing:
  - Spelling or Sound
  - Lexis
  - Grammar
  - Syntax
  - Meaning

## Sample narrow reading texts

Lunedì	Martedì	Mercoledì
Lunedì scorso ho fatto molto sport: ho giocato a tennis, pallacanestro e pallone. Sono anche andato in palestra. E' stato appassionante ma molto faticoso.	Martedì scorso non ho fatto niente. Ho solo letto un libro, ho guardato la televisione e ho ascoltato musica alla radio. Non ho neppure fatto i compiti. E' stato rilassante.	Mercoledì scorso sono andato al centro commerciale. E' stata una perdita di tempo. Poi ho fatto una passeggiata al centro e sono andato al ristorante. Dopo sono andato al cinema. E' stato divertente.
Giovedì	Venerdì	Sabato (Oggi)
Giovedì scorso ho fatto molto sport: ho fatto footing e nuoto e poi ho giocato a pallacanestro. Il nuoto è stato divertente ma duro e faticoso. Dopo sono andato al cinema con mio padre. E' stato noioso.	Venerdì scorso ho _____ la chitarra, poi ho _____ video e canzoni da Internet e ho _____ la televisione. E' _____ rilassante e divertente. Poi sono _____ al centro commerciale con mia sorelle. E' _____ noioso.	Oggi non ho fatto niente. Ho fatto i compiti di matematica e inglese. Poi ho fatto una passeggiata nel parco e sono andato al centro commerciale. E' stata una perdita di tempo. Poi sono uscito con i miei amici. E' stato molto divertente.



## Narrow Reading tasks

- **Note-taking** : students write as many details as they can get ;
- **Words or chunks hunt** : a list of words or chunks is provided in the first language and the students, as they listen, must tick which ones they heard in the text, in the target language.
- **Gapped parallel texts**: the students are given the gapped translation of one of the NL texts. They listen and fill in the gaps in the translation;
- **Bad summary** – a text is summarised in the L'1 or L2 but the summary contains a number of mistakes for the student to pick up;
- **Spot the missing detail** – the teacher reads one of the texts in the target language. The students have the translation of that text, except that a few extra details have been added to their version.
- **Categories** – sort words in the texts into specific categories

# Survey + fake identities

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

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

## Sentence stealer

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



## Reading aloud

Beyond promoting reading fluency and pronunciation, reading aloud

- **raises students' awareness of rhythm, stress and intonation**, by using connected texts rather than decontextualized vocabulary items (Gibson, 2008);
- helps **promote oral fluency by training the articulators** (Seo, 2014);
- can **boost motivation** to talk (Shinozuka et al, 2017);
- provides **less threatening opportunities to talk**.
- **enhances retention of vocabulary** when we read to others (Boucher et al, 2015);

# Thorough processing



## Meaning vs Form

No longe for de Pekino estas la ĉina muro. La ĉina muro estis farita antaŭ ĉirkaŭ 1800 (mil okcent) jaroj. La ĉinoj faris ĝin por protekti sin kontraŭ militemaj mongoloj. Mi aŭdis, ke la ĉina muro estas la sola hom-farita afer, kiu videblas de la luno. Morgaŭ mi vojaĝos al la luno kaj kontrolos tion...

1. How far is the Great Wall from Beijing?
2. When was it built?
3. Why did they build it?
4. Where can this structure be seen from?
5. What is the author hoping to do one day?

## Meaning focus vs form focus

- Typically, **reading and listening comprehension tasks focus on meaning;**
- When **we focus on meaning we do not usually focus on form** (divided attention);
- Hence, listening for learning should **focus on both meaning and form**



## Thorough processing

- Tasks that require the students to process a **text in its entirety paying attention to each and every target chunk**
- Set of tasks that require students to process a text **at all levels of processing:**
  - Phonological (sound)
  - Lexical (vocabulary)
  - Morphology (word grammar)
  - Syntax (sentence patterns)

## Bad translation

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

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

## Spot the differences (Listening and/or Reading)

Last Thursday I played the guitar, then I downloaded videos and songs from the Internet and I watched television. It was relaxing and fun. Then I went to the shopping centre with my sisters. It was boring

Giovedì scorso ho suonato la chitarra, poi ho scaricato video e canzoni da Internet e ho guardato la televisione. E' stato rilassante e divertente. Poi sono andato al centro commerciale con le mie sorelle. E' stato noioso.

Venerdì scorso ho suonato la chitarra, poi ho scaricato giochi e canzoni da Internet e ho ascoltato musica . E' stato rilassante e divertente. Poi sono andato al centro commerciale con i miei amici. E' stato forte.

Ieri ho suonato la chitarra, poi ho visto video e cartoni animati su Internet e ho letto un libro. E' stato appassionante e divertente. Poi sono andato per negozi con mia sorella. E' stato una perdita di tempo.

## Listening slalom

	1	2	3	4
A	I play	I do	I go	I never play
B	weights	football	To the swimming pool	with videogames
C	rarely	Every now and then	very often	every day
D	even though	but	because	because it is
E	competitive	it is tiring	it is exciting	fun.
F	I often play basketball	I don't play tennis often	I never go jogging	I go rock climbing very often
G	because	even though	because it is	but
H	healthy	It is tiring	tough	thrilling
I	and dangerous	and exciting	and boring.	fun
J	I often	Every day I	I rarely	Very often I
K	go swimming	go rock climbing	play tennis	go to church
L	because it is relaxing	because it is tough	because it is fun	even though it difficult
M	and tiring	and fun	and dangerous	and competitive

- A minimal-prep task ideal for novice learners.
- The teacher plays or reads out a simple text to their students who are given a grid contain the L1 translation broken up in key chunks/words along with distractors.
- Each row in the grid contains 1 correct item and 2 or 3 distractors
- As they listen, the students must select the item on each row they hear, working their way down the grid as the aural text unfolds.
- This task involves thorough processing and could be a good way to warm-up the students prior to a narrow listening or a less structured listening task

## Spot the intruder

Il giovedì scorso io ho suonato la chitarra, poi ho scaricato i video e le canzoni da Internet e ho guardato un film su alla televisione. E' stato rilassante e divertente. Poi io sono andato al centro commerciale con le mie sorelle. E' stato noioso. Verso le sette noi siamo tornati a la casa in taxi. Dopo abbiamo cenato e guardato un documentario alla televisione. Che una noia !

## Mosaic writing

### Mosaic writing – Area A : daily life

A	B	C	D	E
Après	<u>rentrer</u> chez moi	<u>je</u> vais aller	<u>avec</u> mes copines	<u>chez</u> elle
Avant de	<u>m'être</u> douché	<u>j'ai</u> passé du temps	<u>je</u> ne suis pas sorti	<u>car</u> j'avais un contrôle
Puisque	<u>je</u> n'aime pas	<u>c'est</u> qu'	<u>au</u> collège	<u>ce</u> soir
Même si	<u>de</u> mon école	<u>je</u> suis sortie	<u>faire</u> du footing	<u>jusqu'à</u> quatre heures
Bien que	<u>j'ai</u>	<u>je</u> devrais faire	<u>plus</u> de sport	<u>un</u> uniforme
Le pire	<u>ma</u> forme	<u>du</u> temps libre	<u>je</u> me détends	<u>comme</u> d'habitude
Pour améliorer	<u>je</u> sois fatigué	<u>hier</u> soir	<u>avec</u> ma copine	<u>et</u> manger plus sain
Quand	<u>j'étais</u> malade	<u>je</u> suis allé	<u>il</u> faut porter	<u>en</u> lisant un roman

Before going back home, I spent some time with my girlfriend at her house

In order to improve my fitness I should do more sport and eat more healthily

When I have some free time I relax reading a novel

Since I was ill, yesterday evening I did not go out as usual

Even if I was ill I went to school because I had a test

The worst thing about my school is that one must wear the uniform

Although I am tired, I am going to go jogging until 4 o'clock

After showering, I went out with my friends for a few hours

## Text reconstruction tasks

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



## Dictations

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

## Gapped parallel texts

Avant-hier, je suis rentré chez moi vers trois heures et demie. Puis, j'ai pris une douche et je me suis détendu un peu en écoutant de la musique. Vers quatre heures et demie j'ai fait mes devoirs. C'était assez barbant. Après ça, je suis allé au gymnase avec mon meilleur pote, Julien. Nous avons fait de la musculation, puis de la boxe jusqu'à six heures et demie. C'était fatigant mais je me suis beaucoup amusé. Puis, nous sommes allés au MacDo et après avoir mangé nous sommes allés au centre commercial pour rencontrer deux copines, Marine et Justine. Nous sommes allés au cinéma ensemble. Nous avons vu un film d'action. C'était chouette ! J'ai bien aimé les scènes de combat et la colonne sonore, mais l'histoire était un peu prévisible.  
(Marc, seize ans)

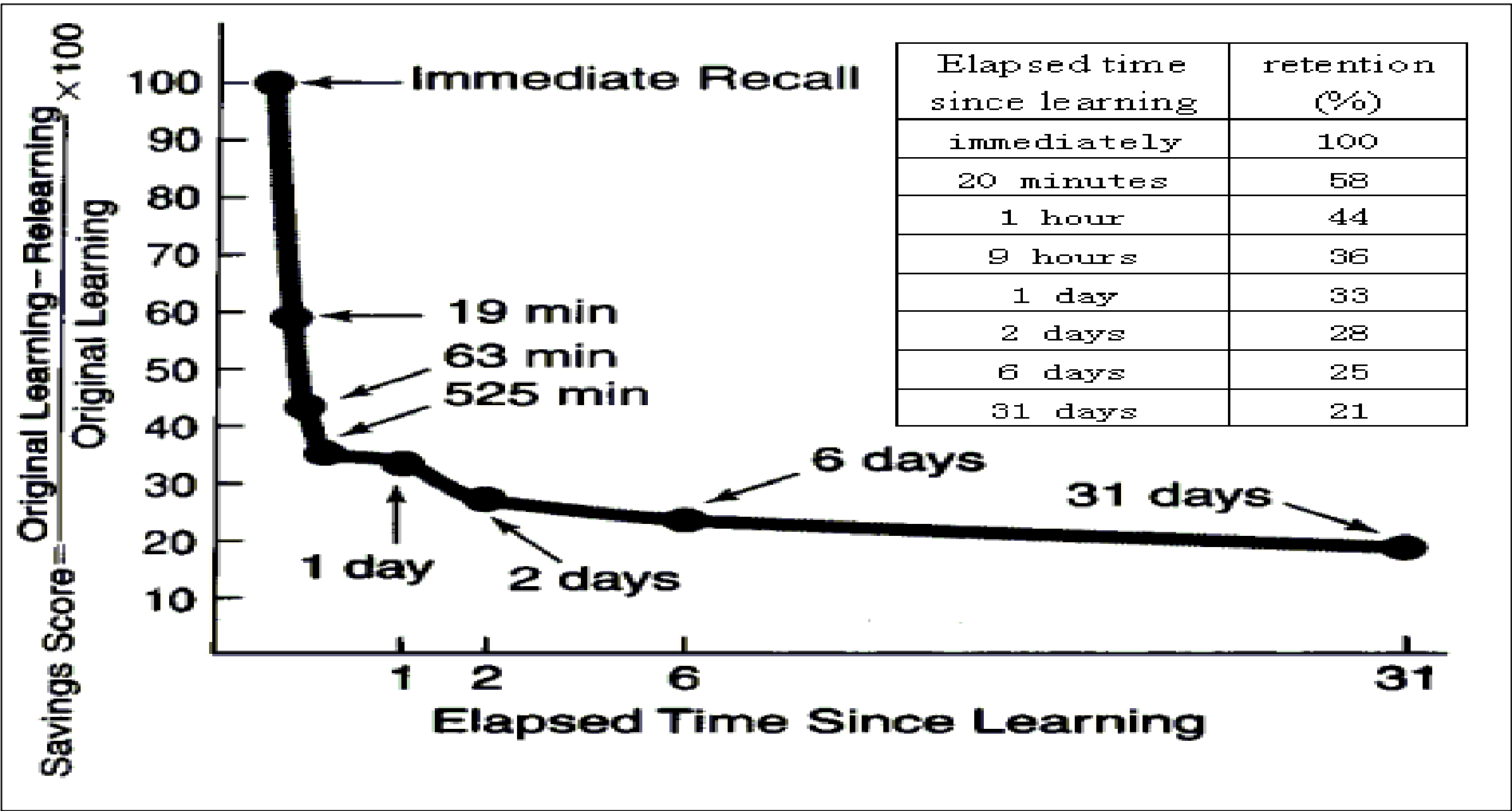
### 1. Complete the translation

\_\_\_\_\_, I came back home around \_\_\_\_\_. Then I took a shower and had fun a bit \_\_\_\_\_ to music. Around 4.30 I did my homework. It \_\_\_\_\_ quite difficult. After that, I went to the gym with my \_\_\_\_\_ friend, Julien. We did some \_\_\_\_\_, then some boxing until 6.30. It was \_\_\_\_\_ but I had a lot of fun. Then, we went to MacDonald and after \_\_\_\_\_ we went to the shopping centre to meet two friends. We went to the cinema \_\_\_\_\_. We watched an action movie. It was \_\_\_\_\_ ! I quite liked the \_\_\_\_\_ scenes and the acting, but the story was a \_\_\_\_\_ boring.

Recycling, recycling, recycling...



# Human rate of forgetting

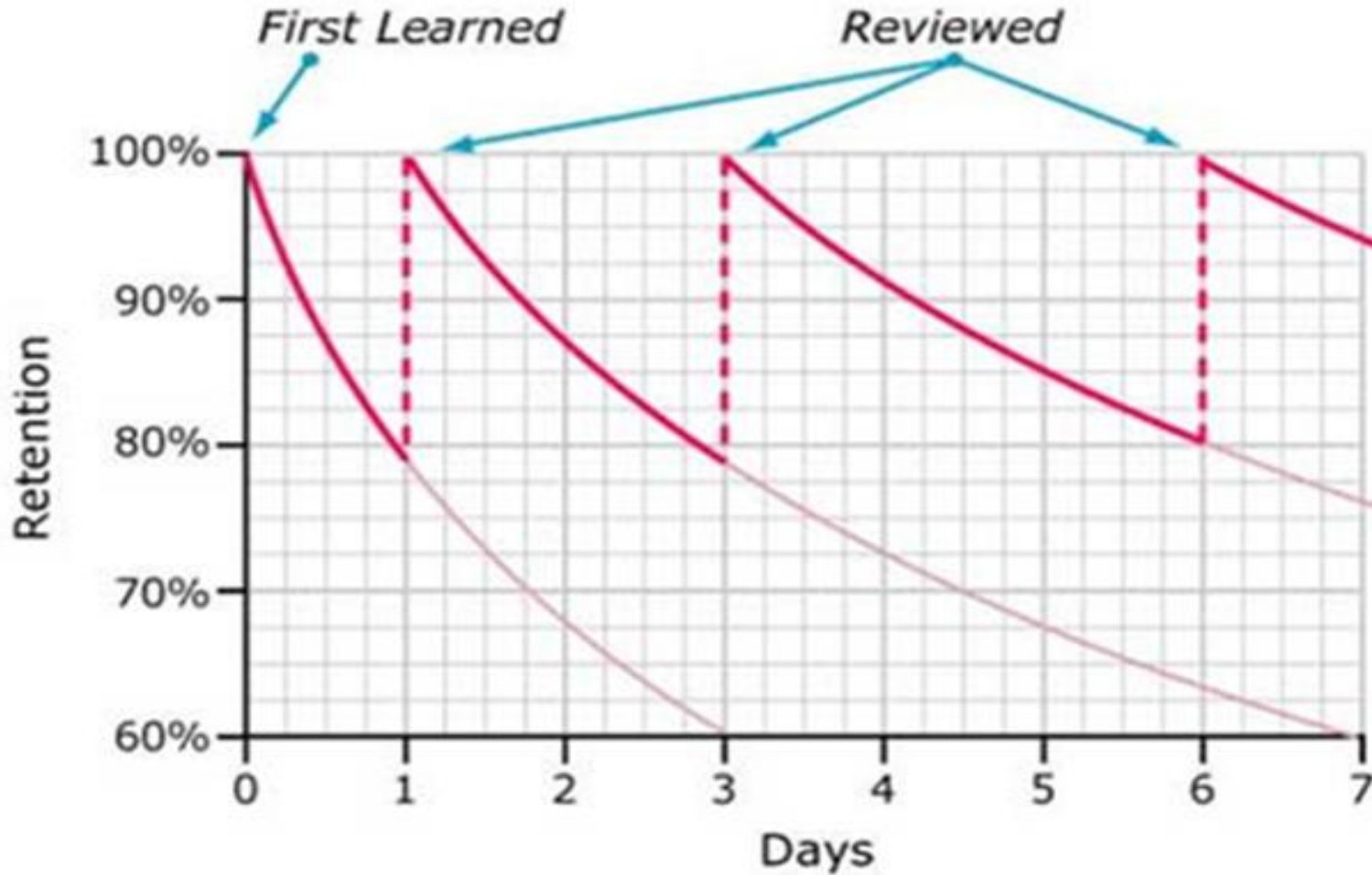


## Primacy of LT over ST planning

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

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

## Spaced practice + Interleaving



## Transfer Appropriate Processing

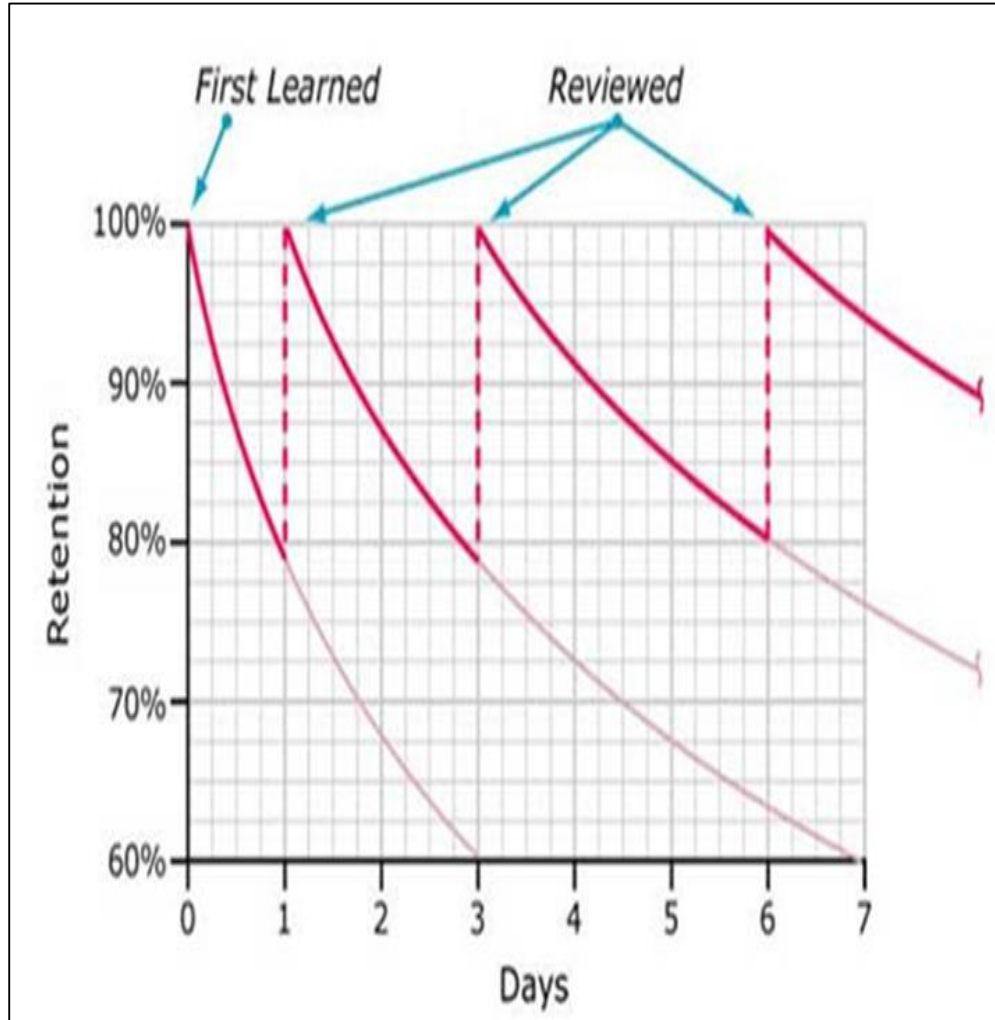




## Blocking vs Interleaving

- **BLOCKING** involves practising one structure, vocabulary or micro-skill set at a time before the next, for example, “item A” before “item B” and so on, forming the pattern **AAABBBCCC**.
- In **INTERLEAVING** one mixes practice on several related skills together, forming for example the pattern **ABCABCABC**.
- One reason why Interleaving is powerful because is because we learn best through ASSOCIATIVE learning, by **hooking the new to the old**.

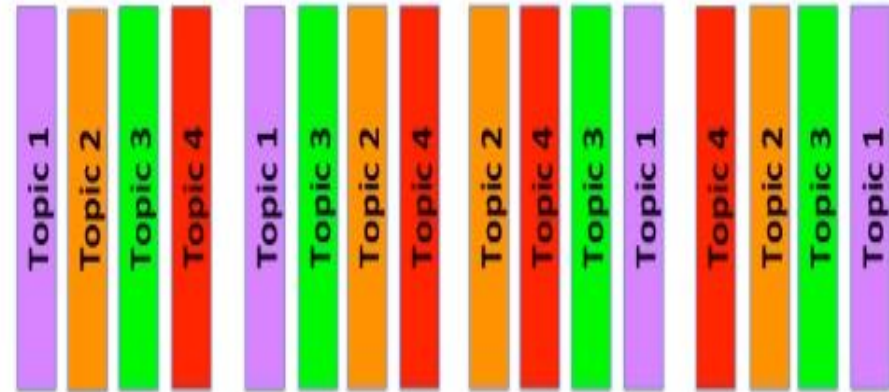
## Spaced practice + Interleaving



Massed presentation



Spaced and interleaved presentation



# Sentence builders facilitate interleaving

Adverbs (Place and times)	Verbs	Nouns		Adjectives	
<b>A la plage</b> (at the beach) <b>Au collège</b> (at school) <b>Au gymnase</b> (at the gym) <b>Avant-hier</b> (the day before yesterday) <b>Chez moi</b> (at home) <b>D'habitude</b> (usually) <b>En boîte</b> (at the nightclub) <b>Hier</b> (yesterday) <b>Le vendredi</b> (on Fridays) <b>Le samedi</b> (on Saturdays) <b>Le week-end</b> (at the week-end) <b>Le week-end dernier</b> (last week-end) <b>Quand je sors</b> (when I go out) <b>Quand je vais au centre-ville</b> (when I go to the town centre)	<b>je porte</b> (I wear)  <b>nous portons</b> (we wear)  <b>j'ai acheté</b> (I bought)  <b>nous avons acheté</b> (we bought)	<b>une casquette</b> (a baseball cap) <b>une ceinture</b> (a belt) <b>une chemise</b> (a shirt) <b>une cravate</b> (a tie) <b>une écharpe</b> (a scarf) <b>une jupe</b> (a skirt) <b>une robe</b> (a dress) <b>une salopette</b> (dungarees) <b>une veste</b> (a jacket)	<b>SINGULAR FEMININE NOUNS</b>	<b>blanche</b> (white) <b>bleue</b> (blue) <b>grise</b> (gray) <b>jaune</b> (yellow) <b>marron</b> (brown) <b>orange</b> (orange) <b>noire</b> (black) <b>rose</b> (pink) <b>rouge</b> (red) <b>verte</b> (green) <b>violette</b> (violet)	<b>SINGULAR FEMININE ADJECTIVES</b>
		<b>un chapeau</b> (a hat) <b>un costard</b> (a men's suit) <b>un maillot de bains</b> (a bathing suit) <b>un maillot de foot</b> (a football shirt) <b>un manteau</b> (a long coat) <b>un pantalon</b> (a pair of trousers) <b>un short</b> (a pair of shorts) <b>un tailleur</b> (a women's suit) <b>un T-shirt</b> (a T-shirt) <b>un uniforme</b> (a uniform)	<b>SINGULAR MASCULINE NOUNS</b>	<b>blanc</b> (white) <b>bleu</b> (blue) <b>gris</b> (gray) <b>jaune</b> (yellow) <b>marron</b> (brown) <b>orange</b> (orange) <b>noir</b> (black) <b>rose</b> (pink) <b>rouge</b> (red) <b>vert</b> (green) <b>violet</b> (violet)	<b>SINGULAR MASCULINE ADJECTIVES</b>
		<b>des bottes</b> (boots) <b>des chaussettes</b> (socks) <b>des chaussures</b> (shoes) <b>des lunettes</b> (glasses) 	<b>PLURAL FEMININE NOUNS</b>	<b>blanches</b> (white) <b>bleues</b> (blue) <b>grises</b> (gray) <b>jaunes</b> (yellow) <b>marron</b> (brown) <b>orange</b> (orange) <b>noires</b> (black) <b>roses</b> (pink) <b>rouges</b> (red) <b>vertes</b> (green) <b>violettes</b> (violet)	<b>PLURAL FEMININE ADJECTIVES</b>

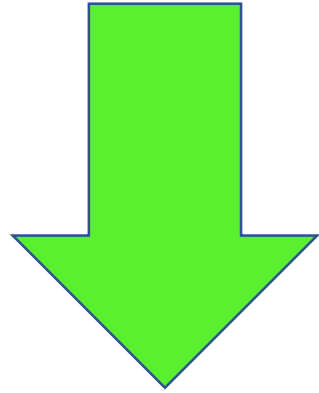
## Interleaving through 'Universals'

- The **universals** are high surrender value grammar structures, lexical patterns and/or functions that **you feel your students are currently not learning effectively** due to insufficient exposure or practice or learnability issues.
- Once you have selected your universals, you will ensure that students practice them receptively and/or productively in every single lesson.

Less is more

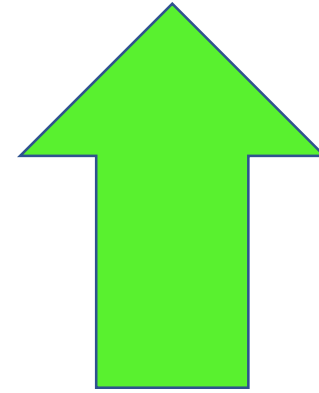
**< = >**

**Controlled input / Pushed output**



**Controlled  
Input**

**=**



**Pushed  
output**

# Information gap tasks :surveys

Sondage : A l'école primaire - interview two students and annotate their answers in French, in the shortest possible form.

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

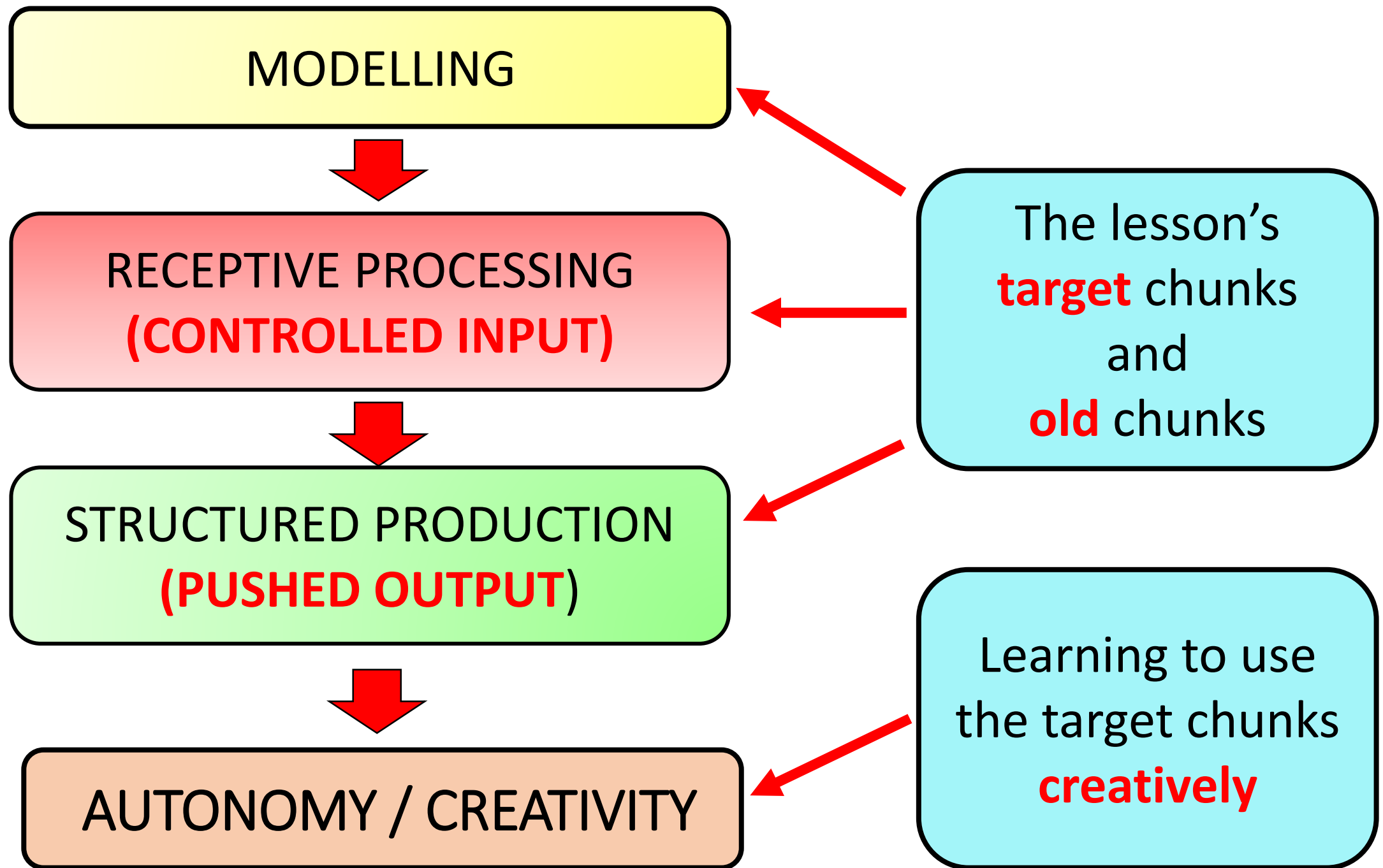


## Structured description tasks with L1 cues

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

- Describe your mother's personality
- Describe her appearance
- Describe her clothes
- Talk about her favourite hobbies
- Say what food she likes and dislikes
- Talk about what job she does and how she feels about it

# The Language Gym



## Oral ping pong

### PARTNER 1

I go to the cinema often	
I do rock climbing very often	Faccio arrampicata spesso
I play tennis rarely	
I play basket once a week	Gioco a pallacanestro una volta alla settimana
I go to church every day	
I never play cards	Non gioco mai a carte
I rarely play chess	
I go to the shopping centre every day	Vado al centro commerciale ogni giorno
I play football every day	
I never play volleyball	Non gioco mai a pallavolo
I do sailing often	
I go to the park because it is relaxing	Vado al parco perchè è rilassante
I do sport very often because it is healthy	
I don't do swimming because it is tiring	Non faccio nuoto perchè è faticoso
I never play cards because it is boring	
I never do horse-riding because it is hard	Non faccio mai equitazione perchè è duro

### PARTNER 2

I go to the cinema often	Vado al cinema spesso
I do rock climbing very often	
I play tennis rarely	Gioco a tennis raramente
I play basket once a week	
I go to church every day	Vado in chiesa ogni giorno
I never play cards	
I rarely play chess	Gioco a scacchi raramente
I go to the shopping centre every day	
I play football every day	Gioco a Pallone ogni giorno
I never play volleyball	
I do sailing often	Faccio vela spesso
I go to the park because it is relaxing	
I do sport very often because it is healthy	Faccio sport molto spesso perchè è sano
I don't do swimming because it is tiring	
I never play cards because it is boring	Non gioco mai a carte perchè è noioso
I never do horse-riding because it is hard	

## No snakes no ladders

Départ	1	2	3	4	5	6	7
	What time is it ?	What is it ?	Where do you live ?	Where do you come from ?	What is the name of your French teacher?	How much is it ?	Why do you like this ?
							↓
	14	13	12	11	10	9	8
	Who do go back home with after scho?	Why don't you like Maths ?	Which subject do you like ?	What do you do during break ?	How many subjects do you study ?	Can I go to the toilet ?	Can I turn on the light ?
	↓						
	15	16	17	18	19	20	21
	What is your favourite subject ?	At what time do lessons start ?	At what time do lessons finish ?	What do you usually do at lunch break ?	What is your teacher like ?	Do you have a red pen ?	Can you give me the rubber please ?
							↓
Arrivée	28	27	26	25	24	23	22
	(to teacher) Can you help me, please ?	(to classmate) Can you help me, please ?	At what time do you leave school ?	At what time do you arrive school ?	What lessons do you have today ?	When do you have Spanish ?	What are the maths lesson like ?

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

## Implicit Learning Routines (ILRs)

- ILRs refer to specific teaching routines carried out **in every lesson**, which involve recognition or production of the same sets of patterns or chunks.
- You will support the recognition or production of the target input/output through the use of scaffolds such as **sentence builders, substitution tables or writing frames** (with L1 translation)
- However, you **will not engage in any explicit grammar teaching** apart from 'pop-up grammar'.

# 1. Register routines

VERB	ADVERB	VERB	ADJECTIVE MASC.	ADJECTIVE FEM.
ça va (I am)	très bien (very well) bien (well) assez bien (quite well) comme ci comme ça (so so) mal (bad) très mal (very bad)	je suis (I am)	faché (angry) content (happy) malade (ill) nerveux (nervous) inquiet (worried) fatigué (tired) stressé (stressed) tranquille (calm) triste (sad)	fachée (angry) content (happy) malade (ill) nerveuse (nervous) inquiète (worried) fatiguée (tired) stressée (stressed) tranquille (calm) triste (sad)

## Example of Small-talk routine

Quand? (when)	Quoi? (What?)	A quelle heure? (at what time?)	C'était comment? (what will it be like?)
<b>Hier après-midi</b> (yesterday afternoon)	j'ai aidé ma mère à la maison (help my mother at home) je suis allé(e) chez __X__ (go to X's house) je suis allé(e) au centre commercial (go to the sports centre) je suis allé(e) au cinéma (go to the cinema) je suis allé(e) au fast-food (go to the fast food restaurant)	à (at)... / vers... (around) ----- ...quatre heures ...cinq heures ...six heures ...sept heures ...huit heures ...neuf heures ...dix heures ...onze heures ...minuit -----	C'était ... (it was)  ...amusant (fun) ...barbant (boring) ...chouette (great) ...divertissant (entertaining) ...ennuyeux (boring) ...marrant (fun) ...passionnant (exciting) ...pénible (annoying) ...relaxant (relaxing) ...sympa (nice)
<b>Hier soir</b> (yesterday evening)	je suis allé(e) au parc (go to the park) je suis allé(e) au restaurant (go to the restaurant) j'ai appelé mon ami 'X' (call my friend X) j'ai fait du sport (to do sport) j'ai fait du vélo (to do biking)		
<b>Samedi dernier</b> (this Saturday)	j'ai dîné (have dinner) j'ai joué à l'ordinateur (play on the computer) j'ai joué au tennis (play tennis) j'ai joué aux jeux-vidéo (play videogames)		
<b>Dimanche</b> (this Sunday)	j'ai lu un livre (read a book) je me suis couché (go to bed) je me suis détendu (relax) j'ai pris une douche (take a shower)	...quatre heures et quart (4.15) ...quatre heures et demie (4.30) ...cinq heures moins le quart (4.45)	
<b>Le week-end dernier</b> (this weekend)	j'ai rendu visite à mes grands-parents (pay a visit to my grandparents) j'ai regardé le télé (to watch television) je suis rentré(e) chez moi (go back to my house) je suis sorti(e) avec ma copine (to go out with my girlfriend) je suis sorti(e) avec mon copain (go out with my boyfriend) j'ai surfé sur Internet (surf the Internet) j'ai tchaté sur Internet (chat on the Internet)		



## Exit ticket routines

<u>Quand?</u> (when)	<u>Quoi?</u> (What?)	<u>A quelle heure?</u> (at what time?)	<u>Ce sera comment?</u> (what will it be like?)
<b>Cet après-midi</b> (this afternoon)	<b>Je vais</b> (I am going to)  <b>aider ma mère à la maison</b> (help my mother at home) <b>aller chez ___X___</b> (go to X's house) <b>aller au centre commercial</b> (go to the sports centre) <b>aller au cinéma</b> (go to the cinema) <b>aller au fast-food</b> (go to the fast food restaurant) <b>aller au parc</b> (go to the park) <b>aller au restaurant</b> (go to the restaurant) <b>appeler mon ami 'X'</b> (call my friend X) <b>faire du sport</b> (to do sport) <b>faire du vélo</b> (to do biking) <b>dîner</b> (have dinner) <b>jouer à l'ordinateur</b> (play on the computer) <b>jouer au tennis</b> (play tennis) <b>jouer aux jeux-vidéo</b> (play videogames) <b>lire un livre</b> (read a book) <b>me coucher</b> (go to bed) <b>me détendre</b> (relax) <b>prendre une douche</b> (take a shower) <b>rendre visite à mes grands-parents</b> (pay a visit to my grandparents) <b>regarder le télé</b> (to watch television) <b>rentrer chez moi</b> (go back to my house) <b>sortir avec ma copine</b> (to go out with my girlfriend) <b>sortir avec mon copain</b> (go out with my boyfriend) <b>surfer sur Internet</b> (surf the Internet) <b>tchater sur Internet</b> (chat on the Internet)	<b>à (at)...</b> / <b>vers...</b> (around)  ----- ...quatre heures ...cinq heures ...six heures ...sept heures ...huit heures ...neuf heures ...dix heures ...onze heures ...minuit ----- ...quatre heures et quart (4.15) ...quatre heures et demie (4.30) ...cinq heures moins le quart (4.45)	<b>Ce sera...</b>  ...amusant (fun) ...barbant (boring) ...chouette (great) ...divertissant (entertaining) ...ennuyeux (boring) ...marrant (fun) ...passionnant (exciting) ...pénible (annoying) ...relaxant (relaxing) ...sympa (nice)
<b>Ce soir</b> (this evening)			
<b>Ce samedi</b> (this Saturday)			
<b>Ce dimanche</b> (this Sunday)			
<b>Ce week-end</b> (this weekend)			

# The Language Gym