

GRAMMAR

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What is Active Grammar?

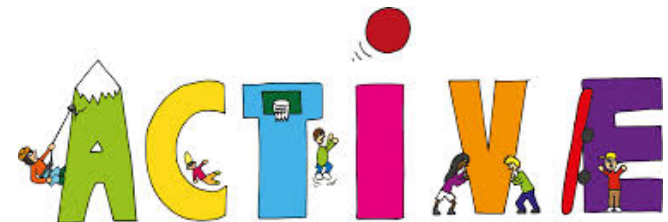
- Our definition:

“The use of movement, physical action, mime or gesture to explore or reinforce a grammatical point.”

- Year 6 children say...

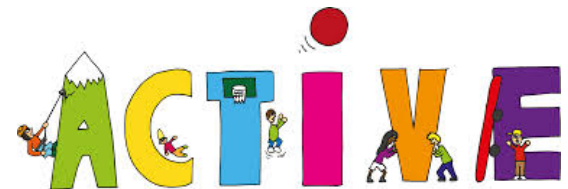
“Active Grammar is when you actually do the learning by physically getting up and doing it instead of copying down the work. It helps me understand better because I can actually do it and see it.”

“I think Active Grammar helps you learn more and gets your attention more. It makes the language seem like a lot of fun. If we had to learn from books I would probably fall asleep because it’s so boring!!”



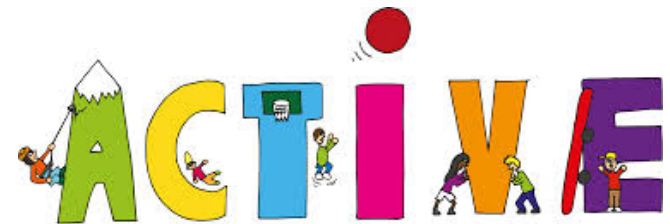
Why is it important? What the teachers say!

- “Makes alien concepts more understandable in an easy, fun and memorable way. Children in my classes feel encouraged by active grammar to “up level” their use of Spanish language – just like they do in English- because they see grammar as fun and aren’t frightened of it!”
(Joanne Hornby – Primary Languages Teacher)
- “Even more reluctant learners engage and all children are successful participants in grammar. Risk taking- with fun!”
(Stephanie Pierre- Primary /Secondary MFL Teacher)



The Split Personality of a Sentence

- Let's get to grips with the various personality layers of a sentence
 1. Punctuation personality
 2. Pronunciation and intonation personality.
 3. Performance personality
 4. Key grammatical characteristics.



Alice in Wonderland

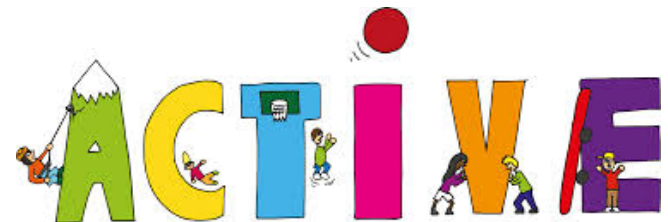
Où est la fille? Elle porte une robe bleue et elle chasse le lapin blanc.



¡El sombrero loco encuentra el conejo blanco!
¿Pero dónde está la niña?

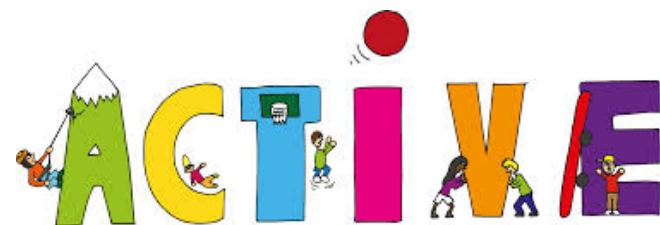
Physical Sentences

- Reinforces word order
- Can be used to reinforce adjectival agreement
- Especially useful for making sentences negative in French, such as...



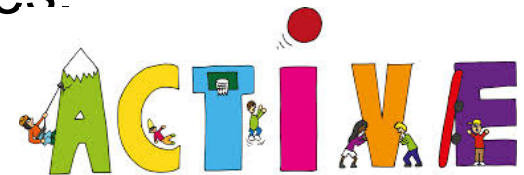
The Human Negatives Game

- Several short sentences with an object or a prepositional phrase.
- E.g.1 “J’aime le chocolat.” E.g. 2 “Elle habite en Italie.”
- Vary the person of the verb – je / il / elle
- Pairs of children to be the negatives ne and pas. (approx 3 pairs per class of 30)
- Objects or picture cards to complete the sentence
- First group to make a sentence and get their object wins
- Negatives hunt the room for verbs and ‘sandwich’ them
- Negative sentences cannot collect an object & are ‘out’



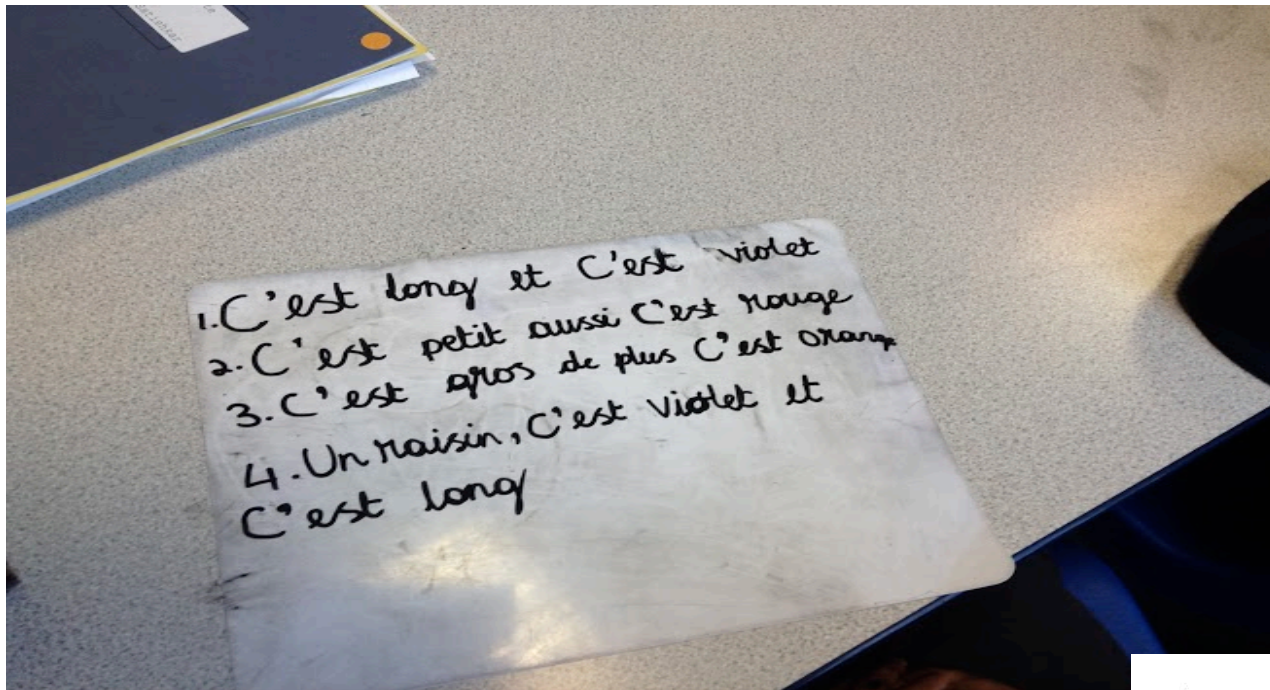
Active Conjunctions

- Think of simple sentences based on key content
- Add a suitable voice and personality to the sentence
- Read out loud to a partner
- Explore six conjunctions- read and understand/speak them out loud with attitude/act them out as you say them.
- Stand in a circle (groups of 12 maximum) with written sentences visible to rest of circle.
- Can the children speak out their own sentence, add a conjunction and move across the circle to select a second sentence to create a complex sentence
- Time for each group to act out the sentences.



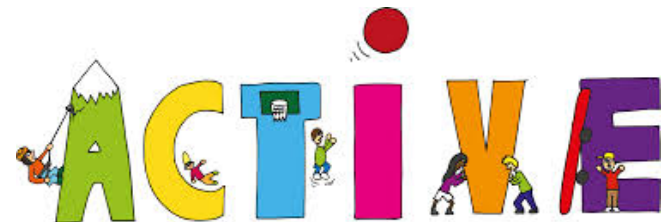
Active Conjunctions: Emilie Woodruffe

“The class really enjoyed the kinaesthetic aspect of the activity: standing in the circle, picking the card, etc. They were able to physically manipulate ‘blocks’ of learning and see how they all add up as if you’re building and consolidating a tower of learning”



Conjugating Verbs

- The 'avoir' song
- The 'être' song
- Rainbow Rap
- -er verbs – 'Par Une Sombre Nuit de Tempête. Almost all regular –er verbs presented in a pattern: the infinitive ("Alors, je vais claquer"), then 1st person sing ("Moi, je claque") then 3rd person sing ("La porte claque"). See JP's blog for full lesson details.
- Physical verb paradigms – ch get into position with rosettes
- The 'Porter' song



The Porter Song

Je porte un pullover



Tu portes un t-shirt vert



Il porte un short



Elle porte une jupe



Nous portons des casquettes



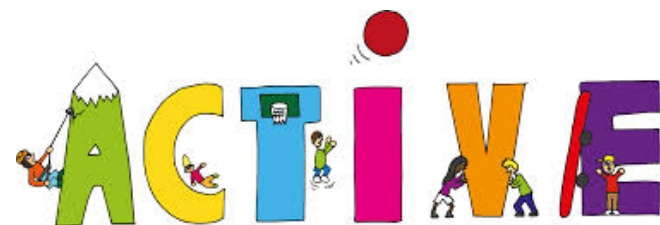
Vous portez des baskets



Ils portent de nouvelles
chaussettes



Elles portent des gants



Preposition Picnics

- Explore a group of prepositions. Practise the sound of the prepositions .Add an action
- Listen to a preposition rhyme with your eyes closed and let your arms and hands take a “taekwondo” style walk. Open your eyes, how are you standing?
- Teacher demonstration of setting a picnic table
- Listen and place objects- spot the odd one out!
- Design a table sculpture
- Conceal the structure
- Instruct a partner to build the structure
- Reveal the original structure

