

Patterns to proficiency: the road less travelled

-support material -



Dr Gianfranco Conti

1. Taking the emotional temperature (Malay)

Siapa nama? (What is your name?)

Nama Saya _____ (my name is _____)

Apa khabar kamu hari ini? (How are you today?)

VERB	ADVERB	CONJUNCTION	PRONOUN/VERB	ADJECTIVE
Saya (I am)	<u>sangat baik</u> <u>(very well)</u> <u>baik</u> <u>(well)</u> <u>sedehana</u> <u>(so so)</u> <u>tidak baik</u> <u>(bad)</u> <u>sangat teruk</u> <u>(very bad)</u>	kerana (because)	<u>saya</u> (I am)	<u>bosan</u> <u>(bored)</u> <u>gembira</u> <u>(happy)</u> <u>gementar</u> <u>(nervous)</u> <u>marah</u> <u>(angry)</u> <u>penat</u> <u>(tired)</u> <u>risau</u> <u>(worried)</u> <u>sakit</u> <u>(ill)</u> <u>sedih</u> <u>(sad)</u> <u>tenang</u> <u>(calm)</u> <u>tertekan</u> <u>(stressed)</u> <u>teruja</u> <u>(excited)</u>

2a. Communicative Functions (adapted from C.A.R.L.A.)

Personal

- clarifying or arranging one's ideas
- expressing one's thoughts or feelings (love, joy, pleasure, happiness, surprise, likes and dislikes, satisfaction, disappointment, distress, pain, anger, anguish, fear, anxiety, sorrow, frustration, annoyance at missed opportunities, etc.)
- expressing moral, intellectual, and social concerns
- expressing the everyday feelings of hunger, thirst, fatigue, sleepiness, cold, and warmth

Interpersonal

- greetings and leave-takings
- introducing people to others
- identifying oneself to others
- expressing joy at another's success
- extending and accepting invitations
- refusing invitations politely or making alternative arrangements
- making appointments for meetings
- breaking appointments politely and arranging another mutually convenient time • apologizing
- excusing oneself and accepting excuses for not meeting commitments
- indicating agreement or disagreement
- interrupting another speaker politely
- changing an embarrassing subject
- receiving visitors and paying visits to others
- arguing or debating
- offering food or drinks and accepting or declining such offers politely
- sharing wishes, hopes, desires, problems, beliefs, thoughts, opinions, etc.
- asking about others' wishes, hopes, desires, problems, beliefs, thoughts, opinions, etc.
- making promises and committing oneself to some action
- complimenting someone
- making excuses

Directive

Directive functions attempt to influence the actions of others. These include:

- accepting or refusing direction
- making suggestions in which the speaker is included
- persuading someone to change his/her point of view
- requesting and granting permission
- requesting information
- asking for help and responding to a plea for help
- forbidding someone to do something; issuing a command
- giving and responding to instructions or directions

- warning someone
- discouraging someone from pursuing a course of action
- establishing guidelines and deadlines for the completion of actions • asking for directions or instructions

Referential

- talking or reporting about things, actions, events, or people in the environment
- identifying items or people in the classroom, the school, the home, the community
- asking for a description of someone or something
- describing someone or something
- understanding messages or descriptions
- creating questions
- scanning or skimming for information
- paraphrasing, summarizing, or translating (L1 to L2 or vice versa)
- interpreting information
- explaining or asking for explanations of how something works
- comparing or contrasting things
- discussing possibilities, probabilities, or capabilities of doing something
- requesting or reporting facts about events or actions or about a text
- hypothesizing
- formulating and supporting opinions
- evaluating the results of an action or an event

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4. Year 7 Universals and the Implicit and the Explicit routes

Your teaching will follow two routes which run alongside each other and often intersect : an Implicit and an Explicit route.

The Implicit Route refers to the chunks and patterns that you are not teaching explicitly, but that you hope your students will pick up by the fact that you are recycling them in nearly every lesson you teach alongside the items you teach explicitly. **The explicit route refers to grammar, lexical and phonological items you are planning to teach explicitly** (through the M.A.R.S. model). By explicitly we mean that the rule or set rules governing the use of each item is provided.

The Implicit Route and the Explicit one may intersect at some point in the delivery of the curriculum, as you may want to ‘unpack’ the rules governing the universals to enhance their generative power. For instance, after tons of exposure to ‘*je vais + infinitive*’ you may want, once taught all the present forms of *aller*, to explain to your students when and how the structure is used to indicate an event occurring in the

IMPLICIT ROUTE	EXPLICIT ROUTE
(1) Universals : <i>chunks, patterns and lexical items which cut across all units of work and must be recycled as much as possible throughout each unit, possibly in every lesson.</i> • Questions structures (e.g. Qu’est-ce que, Comment est-il) • Phrases + infinitives (e.g. Je peux, Je veux, je dois, Je vais, J’ai envie de, J’en ai marre de) • Negative structures (e.g. ne...pas ; ne...jamais ; ne...rien) • Phrases used to compare and contrast (e.g. plus...que..) • Phrases used to express and support opinions (e.g. je pense que, je crois que) • Phrases used to describe events, places, people (c’est, il paraît, il a l’air, etc.) • Phrases used to express emotions and physical states (e.g. je me sens triste, je suis fatigué) • Time markers (tous le jours, le soir, de temps en temps) • Connectives and other discourse markers (e.g. tout d’abord, en fin de compte, vu que) • Expressing indicating location (e.g. pres de, loin de) (2) ‘Seed-planting’ items : <i>these are items that you are planning to teach explicitly in the next unit and to expose the students to already in the current unit to pave the ground for future learning.</i>	(1) Core grammar structures : <i>grammar structures you want your students to have routinized by the end of the year.</i> (2) Core vocabulary : <i>lexical items you want your students to have routinised by the end of the year. This will include high frequency multi-word chunks and single words.</i> (3) Core phonemes : <i>phonological patterns you want your students to have routinised by the end of the year.</i>

5. Planning and Recycling suggestions

1. General recycling principles

- Select and sequence topics **in a way that facilitates lots of cross-recycling**. For instance, 'Healthy lifestyle' could be followed by 'Leisure activities' and subsequently 'Holiday time and travel';
- The core grammar structures, vocabulary and phonemes that you will select for explicit teaching ought be recycled in each unit of work in both receptive and productive tasks;
- Select grammar, lexical or phonemes for 'seed planting' based on their surrender value (i.e. their generative power);
- The 'universals', too, should be selected based on their surrender value (**create a 'universals' booklet to function as scaffold**);
- Recycle each item **extensively** receptively first then productively throughout the whole lesson;
- Recycle through tasks which involve:
 - Deep processing
 - Using vocabulary for a real communicative purpose
 - Hook new to old material at meaning and phonological level
 - Organize vocabulary in a patterned way
 - Involve problem solving and creativity

Recycle new items in receptive tasks which contain highly patterned 'comprehensible input' containing lots of repetitions and in productive tasks that elicit 'attainable output'.

2.Universals-recycling tips

a. Embed 'universals' in your daily teaching routines as follows, for instance:

- Recycle 'expressing emotions' chunks every day when calling register;
- Have a 'question time' slot in your every lesson in which students answer or create questions using the target vocabulary or structure;
- Have a 'grumpy time' slot in every lesson in which students process or produce negative constructions using the target vocabulary or structures;
- Have a 'recycling time' when students are encouraged to hook new to old material;
- As an exit ticket get the students to tell you one or more things they are going to do after school in order to recycle 'je vais / je veux / je voudrais/ je pourrais' + infinitive
- Get your students to express opinions about the lesson orally or in writing in a piece of paper or through an anonymous online google form

b. Embed universals in your resources alongside the other target items

c. Embed universals or core items in your classroom talk. Reward students for noticing and/or recognizing them

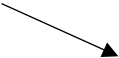
d .Display universals on classroom walls to scaffold use

6. UNIVERSALS 1 – Questions, Negatives and Phrases with Infinitive

1. Questions

Français	Anglais	Exemples
Que... ?	What... ?	Que fais-tu ? = What do you do / What are you doing ?
Qu'est-ce que... ?	What... ?	Qu'est-ce que c'est ? = What is this/it ?
Qui... ?	Who... ?	Qui est ton chanteur préféré ? = Who is your favourite singer
Avec qui... ?	Who with... ?	Avec qui vas-tu au cinéma ? = With whom do you go to the cinema
Quel / Quelle... ?	Which/What... ?	Quel est ton adresse ? = what is your address ?
Quand... ?	When... ?	Quand vas-tu au cinéma ? = when do you go to the cinema ?
Où... ?	Where... ?	Où vas-tu ? = where do you go ?
D'où... ?	Where from... ?	D'où viens-tu = where are you from ? (where from are you ?)
Pourquoi... ?	Why... ?	Pourquoi tu n'aimes pas les maths ? = why do you not like maths ?
Comment... ?	How... ?	Comment vas-tu au collège ? = How do you go to school ?
Combien... ?	How much... ?	C'est combien ? = How much is it ?
Quoi ?	What ?	Quoi ? = what ?

2. Negatives

Français	Anglais	Exemples
ne... pas... n'... pas...	not /don't	Je ne joue pas au foot = I don't play football Je n'aime pas les maths = I don't like maths  « n' » is used here instead of « n » because « aime » Starts with a vowel.
ne...jamais	never	Je ne vais jamais au cinéma = I never go to the cinema Je ne fais jamais de sport = I never do sports
ne...rien	nothing	Je ne fais rien = I never do anything

3. Phrases with the infinitive

Français	Anglais	Exemples
Je peux...	I can	Je peux aller au cinéma = I can go to the cinema
Je veux...	I want	Je veux aller au gymnase = I want to go to the gym
Je dois...	I must	Je dois aller au collège = I must go to school

J'aime...	I like	J'aime faire du sport = I like doing sport
Je déteste...	I hate	Je déteste jouer au ping-pong = I hate playing ping pong
Je vais...	I go / I am going to	Je vais jouer au tennis = I am going to play tennis
Je voudrais...	I would like	Je voudrais jouer au foot = I would like to play football
J'ai envie de...	I feel like	J'ai envie de jouer au playstation = I feel like playing on the playstation
J'en ai marre de...	I am fed up with	J'en ai marre de jouer au foot = I am fed up with playing football
J'espère...	I hope	J'espère aller au cinéma = I hope to go to the cinema
Il faut...	It is necessary to / one must	Il faut écouter le prof = it is necessary to (we must) listen to the teacher

7.Find your match (2) – four people have at least one hobby in common with you. Find them in the time allocated

Marine Sport : Je ne fais jamais de sport Lecture : Je ne lis qu'une fois par semaine Sorties : Je ne sors plus Weekend : Je ne fais rien de spécial	Pauline Sport : Je fais du sport trois fois par semaine Lecture : Je ne lis jamais Sorties : Je ne sors jamais Weekend : Je ne fais rien du tout	Patrice Sport : Je ne fais jamais de sport Lecture : Je ne lis qu'une fois ou deux par semaine Sorties : Je sors tous les soirs Weekend : Je reste chez moi
Jules Sport : je fais du sport tous les jours Lecture : Je lis tous les jours Sorties : Je sors souvent Weekend : Je ne fais que dormir	Sandrine Sport : Je ne fais plus de sport Lecture : Je ne lis qu'une fois par semaine Sorties : je ne sors qu'une fois par semaine Weekend : Je ne fais rien d'intéressant	Marion Sport : Je ne fais du sport qu'une fois par semaine Lecture : Je ne lis qu'une fois par semaine Sorties : Je ne sors jamais Weekend : Je joue avec mon frère
Miriam Sport : Je ne fais jamais de sport Lecture : Je ne lis qu'une fois par semaine Sorties : Je sors tous les soirs Weekend : Je ne fais rien de spécial	Florence Sport : Je fais du sport deux fois par semaine Lecture : Je lis souvent Sorties : Je sors souvent Weekend : Je ne fais rien du tout	Philippe Sport : Je ne fais plus de sport Lecture : Je ne lis jamais Sorties : Je ne sors pas souvent Weekend : Je reste chez moi
Stéphane Sport : je ne fais du sport que deux fois par semaine Lecture : Je lis tous les jours Sorties : Je ne sors pas souvent Weekend : Je ne fais que dormir	Seb Sport : Je joue au tennis Lecture : Je ne lis jamais Sorties : je ne sors qu'une fois par semaine Weekend : Je ne fais rien d'intéressant	Pascal Sport : Je ne fais du sport qu'une fois par semaine Lecture : Je ne lis jamais Sorties : Je ne sors jamais Weekend : Je ne fais rien d'intéressant

8 . Find someone who- with cards

Jules	Pierre	Arnaud
Au déjeuner je prends des pâtes et du bœuf et je bois de l'eau minérale	Au déjeuner je prends des fruits et je bois du jus d'orange	Au déjeuner je prends deux barres de céréales et un café
Au dîner je mange des légumes et je bois de l'eau	Je ne prends pas de dîner	Au dîner je mange du fromage et du jambon avec de la salade et je bois deux ou trois verres de vin
Marie	Anne	Suzanne
Je ne prends pas de déjeuner	Au déjeuner je prends du poisson et un verre de vin	Au déjeuner je prends du fromage et du pain
Au dîner je mange des légumes et je bois un litre d'eau	Au dîner je mange un hamburger avec des frites ou de la pizza	Au dîner je prends du lait avec des biscuits
Antoine	Philippe	Louise
Au déjeuner je mange un sandwich au jambon	Au déjeuner je prends une omelette ou du poulet	Au déjeuner je prends du riz avec du poulet
Au dîner je mange un steak avec des pommes de terre et bois une bière	Au dîner je mange des frites et je bois de la coca	Au dîner je prends du chocolat chaud avec des biscuits
Jean-Marc	Claude	Odette
Je ne prends pas de déjeuner	Au déjeuner je prends un steak avec des frites et bois de l'eau	Au déjeuner je prends une soupe ou des pâtes
Au dîner je mange des fruits et des légumes et je bois de l'eau	Au dîner je mange des pâtes et du poisson et je bois de l'eau	Au dîner je mange des saucisses avec des légumes et je bois de l'eau

Find someone who...	Questions	Name on card
...doesn't have lunch	Qu'est-ce que tu prends au déjeuner ? Qu'est-ce que tu prends au dîner ?	
...has fruit and vegetables at dinner		
...has rice and chicken at lunch		
...has milk with biscuits at lunch		
...has two or three glasses of wine at dinner		
...has an omelette or chicken at lunch		
...doesn't have dinner		

9. Oral ping pong translation

PARTNER 1		PARTNER 2	
1. I like to play football because it is fun	1. Me gusta jugar al fútbol porque es divertido	1. I like to play football because it is fun	1
2. I hate playing chess because it is boring	2.	2. I hate playing chess because it is boring	2. Odio jugar al ajedrez porque es aburrido
3. I don't like going shopping because it is a waste of time	3. No me gusta ir de compras porque es una pérdida de tiempo	3. I don't like going shopping because it is a waste of time	3
4. I love playing cards with my parents. I do it often	4	4. I love playing cards with my parents. I do it often	4. Me encanta jugar a las cartas con mis padres. Lo hago a menudo
5. I like a lot rock climbing. I do it nearly every day.	5. Me gusta mucho hacer escalada. Lo hago casi todos los días	5. I like a lot rock climbing. I do it nearly every day.	5
6. I don't like to do boxing because it is dangerous	6	6. I don't like to do boxing because it is dangerous	6. No me gusta hacer boxeo porque es peligroso
7. I hate doing jogging because it is tiring	7. Odio hacer footing porque es agotador	7. I hate doing jogging because it is tiring	7
8. I don't like cooking because it is difficult and boring	8.	8. I don't like cooking because it is difficult and boring	8. No me gusta cocinar porque es difícil y aburrido
9. I love playing with videogames because it is exciting and fun	9. Me encanta jugar con los videojuegos porque es apasionante y divertido	9. I love playing with videogames because it is exciting and fun	9
10. I like going for walks because it is relaxing and healthy	10	10. I like going for walks because it is relaxing and healthy	10. Me gusta ir de paseo porque es relajante y sano
11. I hate going to the shopping mall because it is a waste of time	11. Odio ir al centro comercial porque es una pérdida de tiempo	11. I hate going to the shopping mall because it is a waste of time	11
12. I like reading books because it is interesting and fun	12	12. I like reading books because it is interesting and fun	12. Me gusta leer libros porque es interesante y divertido
13. I love playing basketball because it is fun and exciting	13. Me encanta jugar al baloncesto porque es divertido y apasionante	13. I love playing basketball because it is fun and exciting	13
14. I hate horse-riding because it is boring and dangerous	14	14. I hate horse-riding because it is boring and dangerous	14. Odio hacer equitación porque es aburrido y peligroso
15. I love taking photos. I do it every day	15. Me encanta sacar fotos. Lo hago todos los días	15. I love taking photos. I do it every day	15
16. I hate going to the cinema. I do it often.	16.	16. I hate going to the cinema. I do it often.	16. Odio ir al cine. Lo hago a menudo

10. Pyramid translation

Pyramid translation. Students work in threes, two players and a referee. Give them a sheet with ten L1 sentences arranged in the form of a pyramid, the sentence at the top being very short and basic in structure and every other sentence below getting increasingly longer and more complex. As shown in **Figure 8.4**, each sentence contains the previous one plus one or more extra items. Taking turns, the two players, starting from the top, translate each sentence, working their way down the pyramid to a time limit. When a mistake is made, the other player has a go (starting from the top). Whenever a player resumes their turn, they have to start again from the top. Whoever completes the whole translation in the time set without making mistakes is the winner.

Figure 8.4 Pyramid translation

YESTERDAY
Yesterday I went out
Yesterday I went out with my friends
Yesterday I went out with my friends to watch a movie
Yesterday I went out with my friends to watch an action movie
Yesterday I went out with my friends to watch an action movie with Daniel Craig
Yesterday evening, around 7.30 I went out with my friends to watch an action movie with Daniel Craig
Yesterday evening, around 7.30, I went out with my friends to watch a great action movie with Daniel Craig

11. No snakes no ladders

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

12. Developing alertness to sound and segmenting skills

Parce qu'on vient de loin (by Corneille)

(1) Instructions : spot the mistakes and correct

Nous sommes nos propres pères
Si jeunes et pourtant si vieux
Ça me fait penser, tu sais
Nous sommes nos propres mères
Si jeunes et si sérieux, mais ça va changer
On passe le temps
À faire des plans pour le lendemain
Pendant que le beau temps
Passe et nous laisse vide et incertain
On perd trop de temps
À suer et s'écorcher les mains
À quoi ça sert si on n'est pas sûr de voir demain
À rien

(2) Instructions : spot and cross out the intruder

Alors on vit chaque jour comme le dernier
Et vous feriez pareil si seulement vous saviez
Combien de fois la fin du monde nous a frôlés
Alors on vit chaque jour comme le dernier
Parce qu'on vient de loin

(3) Instructions : Spot and circle the words mispronounced by the singer

Et quand les temps sont durs
On se dit : "Pire que notre histoire n'existe pas"
Et quand l'hiver perdure
On se dit simplement que la chaleur nous reviendra
Et c'est facile comme ça
Jour après jour
On voit combien tout est éphémère
Alors même en amour
J'aimerai chaque reine comme si c'était la dernière
L'air est trop lourd
Quand on ne vit que sur des prières
Moi je savoure chaque instant
Bien avant
Que s'éteigne la lumière

15. Decoding skills

1.1 Minimal pairs

The teacher pronounces two words containing very similar sounds or which students may mistake for homophones and the students need to spot the correct spelling.

Example: *moi / moins ; bon / bonne ; achète / acheté*

1.2 Broken words

The students are given words with missing letter clusters. Ideally, the instructor will remove more problematic sounds or sounds which are the focus of a specific lesson. The words chosen should belong to the same semantic field. Example (French) : man___ ; ch___ ; ___mpignon; b__re; v___;

Options: oux – cha – oi – in – ger – eu – ie – eux

1.3 Spot the foreign sounds

The students are provided with a list of words or a sentence, and as they hear the teacher or the recording, they have to highlight any sound that does not exist in English

Example: sœur ; père; famille; grand-parents; moins ;

1.4 Spot the silent letter

Students are provided with a series of words or text. The teacher reads it out and students circle any silent letters they identify.

Example: je veux aller au cinéma

1.5 Break the flow

Students are presented with sentences (on whiteboard/screen) written out as shown below, with no spacing between words. The teacher utters the sentence two or three times at native speed and the students rewrite the sentences with the appropriate spacing in between the word

What students get: *Jenefaispasdesportcarjesuisparesseux (=I do not do sport because I am lazy)*

What they are meant to do: *je ne fais pas de sport car je suis paresseux*

1.6 Spot the intruder

Students are provided with a series of words or text. The teacher reads it out but includes an extra word.

Example : je me lève à le 7h

1.7 Spot the mistake

Teacher provides a text in which some mistakes have been included and students identify the errors (using differences in sounds) upon hearing the text read aloud

1.8 Rhyming pairs

The students are given a list of five words all with different endings. The teacher then reads out six or seven words -five of the words rhyming with the five words provided initially. Students identify which words rhyme with which.

Example: (student's words) moi – ville – famille – travailleur – brillant

(teacher's words – which the student cannot see) bois – mille – peur – soleil – ailleur – dur – jouet – cédille – mer – souriant

16. Parsing skills

(i) Sentence puzzles

1. Je ne suis jamais allée au stade
2. Je n'ai plus fait de skate
3. On n'a pas bu d'alcool
4. Nous ne sommes pas rentrés en taxi
5. On n'a rien acheté chez Harrod's

Personal pronoun	Negative	Auxiliary	Negative	Past Participles	Preposition	Noun
Je						

(ii) Spot the correct translation

Listen to the teacher's translation of the sentence below and choose the correct option

I have done nothing

1. J'ai fait rien	2. Je n'ai rien fait	3. Je n'ai fait rien	4. Je ne rien fait

(iii) Sorting task

1. Mon père est **travailleur**. Ma mere est **travailleuse** aussi
2. Je suis **grand**. Ma soeur est **grande** aussi
3. Ma mère est **blonde**. Moi, je suis **blond** aussi
4. Je suis **sportif**. Ma sœur, elle n'est pas **sportive**

Regular adjectives	Irregular adjectives

17. THE MAJESTIC TWELVE

1. Describing and identifying people, including oneself (providing personal data, describing appearance, describing personality, expressing likes and dislikes etc)
2. Describing places, objects and natural phenomena (describing location, size, appearance, weather, etc.)
3. Creating questions (requesting factual information - including directions, making invitations, asking for an opinion, etc.)
4. Expressing one's feelings (expressing positive and negative emotions, reacting to events, providing reasons for one's emotions/reactions)
5. Making arrangements (making suggestions, inviting, accepting, refusing, etc)
6. Comparing and contrasting (expressing likes and dislikes, supporting an opinion, explaining preferences, talking about the best and the worst of someone or something, etc)
7. Describing routine behaviour in the present (talking about one usually does, indicating time, expressing a purpose, etc.)
8. Describing routine behaviour in the past (talking about what one used to do, indicating time, expressing a purpose, etc.)
9. Describing past events (setting the scene, sequencing events, evaluating the consequences of actions and events, etc.)
10. Making plans for the future (indicating time, making predictions, hypothesizing, discussing probabilities, etc.)
11. Indicating agreement and disagreement (expressing opinions on events and phenomena, explaining why, supporting an argument, providing examples)
12. Solving problems (describing the problem, providing solutions, discussing possible consequences, arguing for and against)

TYPES OF WRITING	SUB-SKILLS	SAMPLE TASKS
Brainstorming	Idea generation	Brainstorming chunks or sentences prior to essay writing
Speed writing	Speed of retrieval and rule execution	- One pen one die - Piranha-grammar - Quickfire translation
Structured writing	Using vocabulary, grammar and syntax accurately	- Translation - Highly structured essay
Micro-writing	Micro-skills, functions, patterns, grammatical items	- Sentence combining - Grammar drills
Writing to communicate	Using vocabulary, grammar and syntax fluently and effectively	- Essay on a familiar theme - Interactional writing on Edmodo
Spontaneous writing	Using vocabulary, grammar and syntax, spontaneously	- Impromptu essay - Interactional writing on Edmodo
Editing	Self-monitoring. Learning strategies	- Spot the error - Spot the intruder
Reading-for-writing	Learning from texts. Noticing new items	- Re-writing short texts in a different person, tense, gender - Sorting tenses in a text
Examination-tasks writing	Learning exam techniques	Practising examination tasks
Creative writing	Using the language creatively	Writing a poem

19. Find someone who

Find someone who is...	Question	Name of card-holder
Bored	Apa khabar?	
Tired		
Excited		
Nervous		
Angry		
Nervous		
Worried		
Excited		
Stressed		
Calm		
Sad		
Ill		
Happy		

