

KS3, KS4

Mastering grammar: verbs and tenses

TEACHING
PACK

- Resources for years 9–11, suitable for a wide range of abilities
- Grammar games, PowerPoints and assessment tasks
- Can be used with any topic for any exam board



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Introduction

This pack is designed to teach and review the key verb forms and tenses required by the GCSE curriculum at both Foundation tier and Higher tier. It is suitable for use with key stage 3 and key stage 4 students and is not specific to a particular exam board.

The examples used for each tense cover a variety of topics so that they can be integrated into your teaching at any point in the course. The vocabulary has deliberately been kept very simple so that students can focus on understanding and practising the grammar.

There is particular focus on negatives and questions as examiners' reports indicate that candidates often struggle with these.

The units are not intended as schemes of work but rather as a bank of ideas from which you can pick one activity or a series of activities at a level appropriate for your class.

Differentiation

There is a range of learning activities for each tense / verb form, progressing from receptive to productive tasks and from lower to higher cognitive load. This progression also serves as differentiation, with the closely scaffolded activities being suitable for Foundation students and the freer speaking activities being more appropriate for Higher tier learners.

In each unit except unit 9 (tense review), there are between three and five activities for each of the following:

- recognising the tense (receptive knowledge and raising awareness of forms)
- practising the tense (ranging from receptive knowledge through structured production to freer practice)
- assessing students' receptive and productive knowledge.

Approach

The aim of this pack is to make the grammar appear logical and accessible by drawing students' attention to patterns through activities that are communicative and fun. It is informed by aspects of Gianfranco Conti's EPI approach. The activities correspond mainly to the modelling, awareness raising, structured production and expansion phases of his MARS EARS sequence, with some autonomous recall and some more spontaneous production.

Acknowledgements

Our thanks go to our contributing writer, Vicki Brownlee.

Vicki has been teaching languages for over 20 years. She began to move to an EPI approach after attending two face-to-face courses. The approach has been very successful, and Vicki has continued to read about the approach and attend courses online. She is Head of Department and teaches French, German and Spanish at a rural secondary school. She is particularly interested in SEN teaching.



Student activities

Identify the tense

Level 1: Underline the verb(s) in each sentence.

Level 2: In addition, translate the first four sentences into English.

Level 3: In addition, translate all the sentences into English.

1. Je suis intelligente.

.....

2. Je vais au cinéma.

.....

3. Je mange de la pizza.

.....

4. Normalement, je joue au tennis avec mon frère.

.....

5. Le lundi, je vais au théâtre et puis je parle avec mes amis.

.....

6. Je surfe souvent sur Internet.

.....

7. D'habitude, je fais mes devoirs.

.....

8. Le jeudi soir, je joue aux échecs.

.....

9. Je pense que je suis petit et mince.

.....

10. J'aime le collège et je porte un uniforme scolaire.

.....

Level 3: In addition, highlight and annotate the infinitive forms of verbs.

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Dice game

Work in pairs.

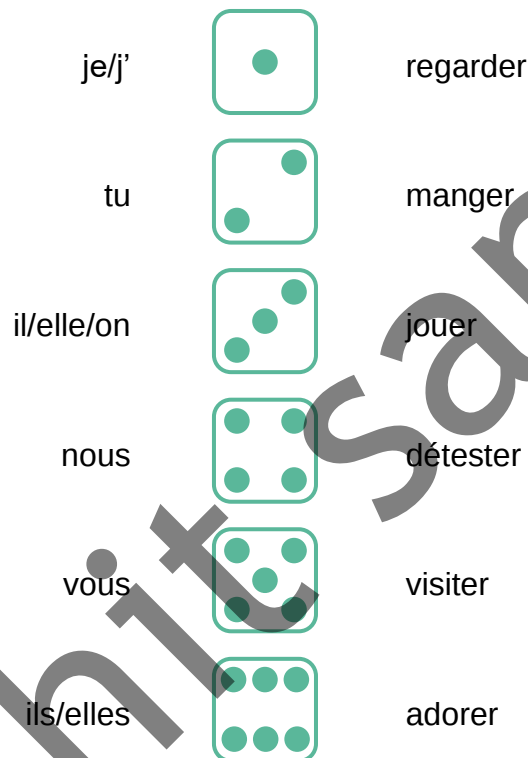
Student A throws the first dice to get the pronoun.

Student B then throws the second dice to get the verb.

Student A conjugates the verb, and student B checks it in the table below.

Student A asks student B to spell the word.

Then swap roles.



pronoun	regarder	manger	jouer	détester	visiter	adorer
je	je regarde	je mange	je joue	je déteste	je visite	j'adore
tu	tu regardes	tu manges	tu joues	tu détestes	tu visites	tu adores
il/elle/on	il/elle/on regarde	il/elle/on mange	il/elle/on joue	il/elle/on déteste	il/elle/on visite	il/elle/on adore
nous	nous regardons	nous mangeons	nous jouons	nous détestons	nous visitons	nous adorons
vous	vous regardez	vous mangez	vous jouez	vous détestez	vous visitez	vous adorez
ils/elles	ils/elles regardent	ils/elles mangent	ils/elles jouent	ils/elles détestent	ils/elles visitent	ils/elles adorent

Write your own sentences

Use the examples from the mind reader to write your own sentences. You can use the grid below to help you. Pick a word from each column to make a correct sentence.

Je	regarde	un film	d'action.
Tu	regardes		d'horreur.
Il/Elle/On	regarde		au collège.
Nous	regardons		avec des amis.
Vous	regardez		
Ils/Elles	regardent		

J'	ai	un frère.
Tu	as	une sœur.
Il/Elle/On	a	beaucoup d'amis.
Nous	avons	un chien.
Vous	avez	
Ils/Elles	ont	

Je	suis	très	intelligent(e).
Tu	es		sportif(s)/sportive(s).
Il/Elle/On	est		
Nous	sommes		
Vous	êtes		
Ils/Elles	sont		

Je	vais	toujours	au cinéma.
Tu	vas	souvent	en ville.
Il/Elle/On	va		
Nous	allons		
Vous	allez		
Ils/Elles	vont		

Je	fais	souvent	du vélo.
Tu	fais		
Il/Elle/On	fait		
Nous	faisons		
Vous	faites		
Ils/Elles	font		

Assessment tasks

Gap fill

Choose the correct word to fill each gap (regular 'er' verbs).

regarde
jouons

joues
mange

joue
mangent

regardons
regardes

jouent
joue

1. Je de la pizza.
2. Elle au football.
3. On Netflix.
4. Nous la télé.
5. Paul au tennis.
6. Tu au ping-pong.
7. Nous du piano.
8. Elles au café.
9. Ils au badminton.
10. Tu un film.

Now translate the sentences.

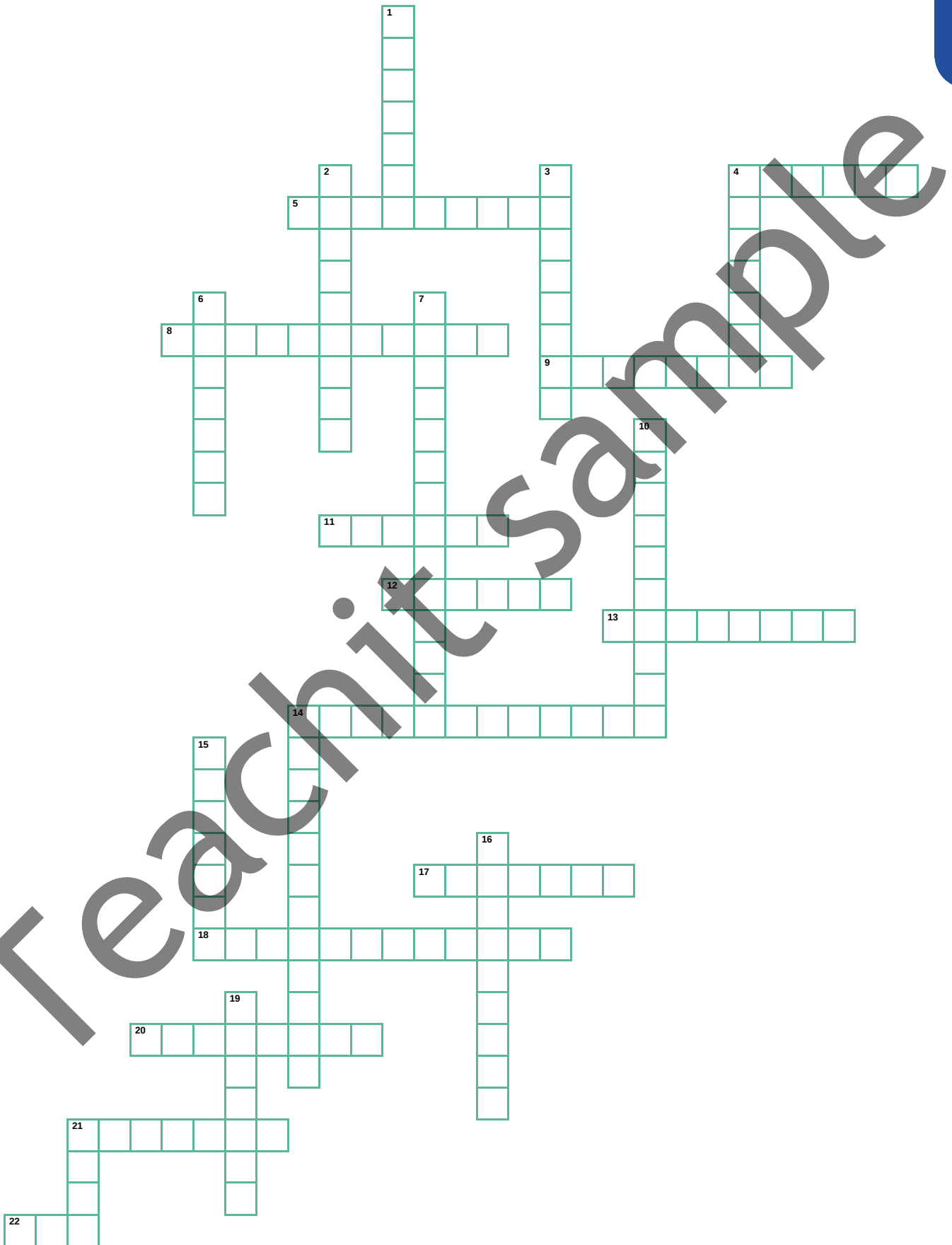
Fill in the grid

Fill in the grid for the irregular verbs *aller*, *avoir*, *être* and *faire*.

	aller	avoir	être	faire
je	1.	j'ai	6.	8.
tu	tu vas	4.	tu es	tu fais
il/elle/on	2.	il/elle/on a	il/elle/on est	9.
nous	nous allons	nous avons	7.	10.
vous	vous allez	5.	vous êtes	vous faites
ils/elles	3.	ils/elles ont	ils/elles sont	ils/elles font

Crossword

Complete the crossword to practise all verbs. Write the verbs in French.

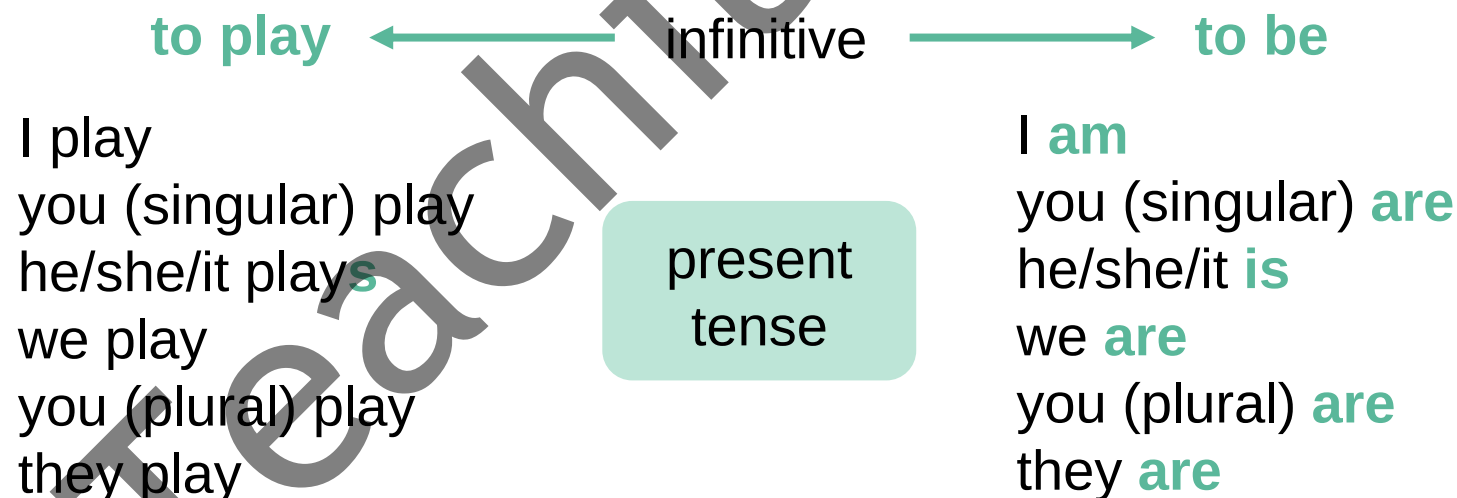


Habits and routines: present tense

Mastering verbs
and tenses

How do you use the present tense in French?

Verbs change from their infinitive (the full form that you find in the dictionary) according to their pronoun (the subject/person doing the action).



Habits and routines: present tense

Mastering verbs
and tenses

How do you conjugate a verb in French?

Most French verbs fall into three groups ('regular verbs').

These verbs end with 'er', 'ir' or 're' in the infinitive.

je	I
tu	you (singular)
il/elle	he/she/it
on	one/we/they
nous	we
vous	you (plural)
	you (singular formal)
ils/elles	they (masculine or mixed / feminine)

Habits and routines: present tense

Mastering verbs
and tenses

'er' verbs

Verbs such as **parler** – to speak, **aimer** – to like, **chanter** – to sing

parler – to speak

je parle	I speak
tu parles	you (singular) speak
il/elle/on parle	he/she/it/one speaks
nous parlons	we speak
vous parlez	you (plural/formal) speak
ils/elles parlent*	they speak

*The 'ent' is silent

Rule breakers:

In the 'nous' form, if the verb ends in 'ger' add an 'e'.

e.g. manger
nous mangeons
we eat

In the nous form, if the verb ends in 'cer' add a cedilla.

e.g. commencer
nous commençons
we start

Habits and routines: present tense

Mastering verbs
and tenses

'ir' verbs

Verbs such as **finir** – to finish, **choisir** – to choose, **réussir** – to succeed

finir – to finish

je fin**is**

I finish

tu fin**is**

you (singular) finish

il/elle/on fin**it**

he/she/it/one finishes

nous fin**issons**

we finish

vous fin**issez**

you (plural/formal) finish

ils/elles fin**issent**

they finish

Rule breakers:

Some verbs lose letters even when following this rule.

e.g. sortir – to go out

je sors

nous sort**ons**

Some verbs act like 'er' verbs in terms of endings.

e.g. ouvrir – to open

j'ouv**re**

nous ouv**rons**