The Basics of TPRS, presented by Sharon Hall (Brentwood College) at SD79 Core French Inservice Sessions, Spring 2017

Based on the work of Bryce Hedstrom, Blaine Ray, and Martina Bex, among others

This document is meant to serve as a sort of outline for teachers who want to try teaching Core French 5 and up using a TPRS model. Included here are:

* Explanation of supplies needed
* Front-loading
* Story Script
* Step-by-step instructions for delivery of lesson(s)
* Next steps (new vocab/structures, activities, assignments, assessments, possible scope and sequence)

Supplies (What You’ll Need):

* French Question Words (and “Il y a”) up around the room:
  + Il y a; Est-ce que; Qui; Où; Quand (Pourquoi, Comment, Combien are more advanced)
* French sentence strips for the most common, high frequency structures up around the room or in a pocket chart:
  + EST – *is*
  + IL Y A  *- there is, there are*
  + A – *has*
  + AIME – *likes*
  + VA – *goes*
  + VEUT – *wants*
  + *+ negative form of them, using NE….PAS*
  + Also “un garçon”, “une fille”
* Props: A lot of the stories have to do with someone having something (“une girafe” for example) but wanting something different (“un dinosaur”)
  + Stuffies, pictures of these things, fake food, etc (maybe student-made?)

Front-loading:

* Have students help you to come up with the gestures for words like “a” (cup their hands as though they have something), “va”, “il y a”, etc. This will help them to stay engaged.
* Explain to students that you will ask for “des suggestions” sometimes for character names and settings. If they don’t come up with them, then offer up some silly or unlikely suggestions.
* Explain that some students will have special roles (see below in the “Options” section.

**Story Script #1:**

Il y a une fille.

Circle with lots of questions, both positive and negative.

Positive question: Est-ce qu’il y a une fille? Oui, il y a une fille.

Negative question: Est-ce qu’il y a un garçon? Non, il n’y pas de garçon. Il y a une fille.

Either or question: Est-ce qu’il y a une fille ou (or) un garçon? Repeat answers in affirmative and negative.

Use students: Est-ce que \_\_\_\_\_\_\_\_\_ est une fille? Est-ce que \_\_\_\_\_\_\_\_\_\_\_ est un garçon? Etc.

La fille est insert name of a girl here (I will use Beyoncé)

Affirmative: Est-ce que la fille est Beyonce? Oui, la fille est Beyonce.

Negative: Est-ce que la fille est Taylor Swift? Non, la fille n’est pas Taylor. La fille est Beyonce.

Either or question: Est-ce que la fille est Beyonce ou Kim Kardashian? La fille est Beyonce. La fille n’est pas Kim Kardashian.

Beyoncé est à insert name of city here*.*

More questions as earlier. Positive, negative, either/or, etc

Beyoncé a une girafe, mais elle veut un dinosaure.

Beyoncé va à/en/au Insert second place name.

Il y a un garçon à/en/au Place #2. Il est Insert boy name here (I will use Wayne Gretzky).

Beyoncé: << Bonjour, Wayne. J’ai un problème. J’ai une girafe mais je veux un dinosaure.>>

Wayne Gretzky: << Je n’ai pas de dinosaure. J’ai un dragon.>>

Beyoncé va à/en/au insert third place name.

À place #3, il y a une fille. La fille est insert name of third character here (Princess Leia).

Beyoncé: << Bonjour. J’ai un problème. J’ai une girafe, mais je veux un dinosaure.>>

Leia: << J’ai un dinosaure mais je veux une girafe.>>

Beyoncé est contente.

Leia est contente.

**Follow-up True and False Questions (Vrai/Faux) to assess understanding:**

1. Beyoncé est une fille.
2. Beyoncé a une girafe.
3. Beyoncé est un garçon.
4. Wayne Gretzky est un garçon.
5. Wayne Gretzky a une girafe.
6. Wayne Gretzky a un dragon.
7. Beyoncé veut un dragon.
8. Princesse Leia est un garçon.
9. Princesse Leia est à \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
10. Princesse Leia a un dinosaur mais veut une girafe.

**Story Script #2:**

Il y a un garçon.

Circle with lots of questions, both positive and negative.

Positive question: Est-ce qu’il y a un garçon? Oui, il y a un garçon.

Negative question: Est-ce qu’il y a une fille? Non, il n’y pas de fille. Il y a un garçon.

Either or question: Est-ce qu’il y a un garçon ou (or) une fille? Repeat answers in affirmative and negative.

Use students: Est-ce que \_\_\_\_\_\_\_\_\_ est un garçon? Est-ce que \_\_\_\_\_\_\_\_\_\_\_ est un garçon? Etc.

Le garçon est \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (Ask class for suggestions: “Qui est le garçon?” I will use Kanye.)

More questions:

Affirmative: Est-ce que le garçon est Kanye? Oui, le garçon est Kanye.

Negative: Est-ce que le garçon est Drake? Non, le garçon n’est pas Drake. Le garçon est Kanye.

Either or question: Est-ce que le garçon est Kanye ou Drake? Le garçon est Kanye. Le garçon n’est pas Drake

.Kanye est à insert name of city here*.*

More questions as earlier. Positive, negative, either/or, etc

Kanye a une pizza, mais il veut un taco.

Kanye va à/en/au Insert second place name.

Il y a une fille à City #2. Elle est Insert girl name here (I will use Adele).

Kanye: << Bonjour, Adele. J’ai un problème. J’ai une pizza mais je veux un taco.>>

Adele: << Je n’ai pas de taco. J’ai un sandwich.>>

Kanye va à insert third city name.

À place #3, il y a une fille. La fille est insert name of third character here (I will use Hilary Clinton).

Kanye: << Bonjour Hilary Clinton. J’ai un problème. J’ai une pizza, mais je veux un taco.>>

Hilary Clinton: << J’ai un taco mais je veux une pizza.>>

Kanye est content.

Hilary Clinton est contente.

**Follow-up True/False (Vrai/Faux) Questions to Check Understanding:**

1. Kanye est un garçon.
2. Kanyé est à \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. Kanyé a un hamburger.
4. Kanyé veut un taco.

**TPRS – Histoire #3**

Il y a un garçon.

Le garçon est \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

*Name* n’est pas content.

*Name* a une banane, mais il veut un orange.

Il n’aime pas les bananes. Il aime les oranges.

Il y a une fille.

La fille est \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

La fille a un orange. La fille aime les oranges, mais elle adore les bananes.

*Name* dit : « Est-ce que tu aimes les bananes? Est-ce que tu veux une banane? »

La fille dit : « Oui! J’aime les bananes. Est-ce que tu veux un orange? »

La fille et *Name* échange la banane et l’orange.

*Name* est contente. La fille est contente.

Histoire # 3 / *Story # 3*

*Fill in the blanks with the correct words to have the story make sense.*

Il y a un garçon.

Le garçon est \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_n’est pas content.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_a une \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, mais il \_\_\_\_\_\_\_\_\_\_un orange.

Il n’aime pas les bananes. Il \_\_\_\_\_\_\_\_\_\_\_\_ les oranges.

\_\_\_\_\_\_\_\_\_\_\_\_\_ une fille.

La fille est \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

La fille \_\_\_\_\_ un orange. La fille \_\_\_\_\_\_\_\_\_\_ les oranges, \_\_\_\_\_\_\_\_\_ elle adore

les bananes.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_dit : « \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ tu aimes les bananes? Est-ce

que tu \_\_\_\_\_\_\_\_\_\_\_\_ une banane? »

La fille dit : « \_\_\_\_\_\_\_\_! J’aime les bananes. Est-ce que tu veux un orange? »

La fille et \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_échange la banane et l’orange.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ est content. La fille est \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Histoire # 3 /*Story #3*

Draw a comic that explains what happened in this story. Don’t forget to use speaking bubbles!

Do you think you can add some French words you’ve learned so far in your speaking bubbles?

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Instructions:

* The script explains the sequence of events in the story but you’re actually going to spend quite a bit of time on each event. This is called “circling.”
* For example, when introducing the main female character:
  + “Il y a une fille.”
  + “Est-ce qu’il y a une fille?” “Oui, il y a une fille.”
  + “Est-ce qu’il y a un garçon (pointing to word *garçon* in room)?” “Non, il n’y a pas de garçon.”
  + “Est-ce qu’il y a une fille ou un garçon?” “Il y a une fille.”
  + “Est-ce que Beyoncé est une fille?” “Oui, Beyoncé est une fille.”
  + “Est-ce que je suis une fille?” “Oui, je suis une fille.”
  + “Est-ce que Jesse est une fille?” “Non, Jesse n’est pas une fille. Jesse est un garçon.”
  + “La fille est…(leaving a blank for someone to suggest a name).”
  + “Classe, *qui* (student calls out “Who?! Who?!”) est la fille? Suggestions?”
  + “Est-ce que la fille est Sara? Jennifer? Taylor Swift?”
  + “Alors, classe, qui (“Who, who?!”) est la fille?” Student yells “Beyoncé!!”
  + “Ah, ok. Beyoncé. La fille est Beyoncé.”
  + “Le fille est à/en/au \_\_\_\_\_\_\_\_\_.” → more questions, particularly using “Où?”
* So, circling involves A LOT of questions for the students. Initially, responses will be just nods or answers in English or “oui” or “non”.
* You would do the same thing for each part of the story, circling until you’re satisfied that they understand.
* When you introduce a new word or structure, you point it out on your word wall or pocket chart with sentence strips or wherever you’ve put them up in your room:
  + “Beyoncé a (cup hands as gesture for “a”) une girafe mais (class says “Buuuut”) elle **veut** (new word, point it out in the room or on the screen) un dinosaur (hold up dinosaur prop).
  + The objects in the story could be absolutely anything. You could substitute pizza and tacos for the giraffe and dinosaur. Try to stick to cognates.
* When you get to the dialogue between characters, you can whisper the phrases in their ear for them to repeat and/or have their dialogue up somewhere in the class so students can read it and hear it.

Options:

* + Have “vrai” and “faux” cards for each student that they can hold up when you do your comprehension check
  + Have a student or several students be “les artistes de la classe” and it’s their job to draw the story in panels.
  + Have a student as the photographer and take pics with a class Ipad or teacher phone
  + Have a student jump up and say “Who?! Who?!” like an owl, every time you say the word “Qui”
  + Have a student jump up and say “Where?! Where?!” every time you say the word “Où?”
  + Have the whole class hold up a finger and say “Buuuuuuuut…” every time you say the word “Mais…”

Next Steps:

* Later, you can add qualifiers, beginning with high-frequency (consult the high-frequency vocab list) or cognates:
  + “Classe, est-ce qu’il y a une *grande* (with big gesture) girafe ou une *petite* (with gesture) girafe?”
  + “Classe, est-ce que Beyoncé est content?”
  + Time of day, days of the week, weather can easily be introduced eventually: C’est vendredi à 11 heures 5. Il fait beau.
* Introduce other high-frequency verbs such as “aime” (likes):
  + Beyoncé *aime* le dinosaur.
  + Donne: Beyoncé donne la girafe à Wayne Gretzky.
  + Voit: Beyoncé voit un dinosaur.
* Follow-up Activities:
  + Sort the story: cut the sentences up into strips and have students put them into their correct order.
  + Drawing the story:
    - Students can write the story in multiple panels and draw a picture for each panel (comic strip...could use Book Creator) OR be given the sentence and just have to do the drawing (or vice versa).
  + Ping-pong read with a partner (or the teacher for assessment): Student 1 reads first line in French, student 2 translates first line into English and reads second line in French. Student 1 translates second line into English and reads third line in French, and so on.
  + Have them act out the story in groups.
  + Make a movie trailer in iMovie using the sentence structures learned.
  + Use the Animation HD app on iPads to make an animation about the story.
  + Do a “Maker Day’ type of activity where students have to make something to help one of the characters in the story.
  + Correct the story: change things, make factual mistakes and students have to find and correct the mistakes.
  + Students create a parallel story about the same or some of the same characters.
  + True/False (Vrai/Faux) questions:
    - Use Kahoot! to build a true/false quiz
    - Each student has a vrai card and a faux card they hold up to answer your question, scan to get an idea of who is understanding and who is not
    - Students play “vrai ou faux” in small groups at their tables and teacher can visit to assess comprehension.
    - Teacher can read story to smaller groups and ask them questions about the story to assess their comprehension.

**Possible Scope and Sequence**:

This table might be used to coordinate between Core French 5, 6, and 7 teachers to determine what structures will be focused on in each year.

|  |  |  |
| --- | --- | --- |
| **Core French 5** | **Core French 6** | **Core French 7** |
| Stick to the super 6:  **Il y a (there is)**  **a (has)**  **est (is)**  **aime (ilkes)**  **va (goes)**  **veut (wants)**  Also, only the most frequent question words:  **Est-ce-que…?**  **Qui?**  **Où?**  Also, **ne...pas** (to make it negative)  **mais…(but)** | Add in some other high-frequency verb structures:  **lui dit (says to him/her)**  **voit (sees)**  **lui donne (gives him/her)**  Add question words:  **Qu’est-ce que…? (what)**  **Pourquoi? (why?)**  Add some qualifiers, adjectives, sticking to high-frequency words and cognates:  **content(e)**  **méchant(e)**  **grand(e)**  **petit(e)** | Verb structures:  **porte (wears)**  **peut (can, is able to)**  **Retourne (returns)**  **Mange (eats)**  Question Words:  **Combien? (how many?)**  **Comment? (How?)**  **Quand? (When)**  Keep adding qualfiers:  **nouveau/nouvelle**  **lent**  **rapide**  **beau/belle**  **gentil/gentille**  \*Consult high-frequency vocab sheet for more ideas |
| Examples:  “Il y a une fille.. La fille est Beyoncé. La fille a une girafe…” | Examples:  La fille **lui dit:** “Je veux un dinosaur.”  La fille **lui donne** la **petite** girafe.  **Qu’est-ce que** la fille veut?  Est-ce que la fille est **contente**? | Examples:  Beyoncé **peut** chercher un dinosaur.  Wayne Gretzky **porte** un chandail d’hockey.  **Combien** de dinosaurs est-ce que Beyoncé veut? |