



TPR Lesson Demonstration

One-Hour Lesson in French

[10 min]

- **NEW (12 items):** rise, walk, don't, dance, slowly, quickly, romantically, normally, like, boy, girl, and
- **Materials:** All colored clip art. X for negatives.
- **Narration form:** "La classe . . ."

List 1

FIRST PASS	SECOND PASS	THIRD PASS
Se lève	Marche normalemente	Marche
S'assied	Marche rapidement	Ne marche pas
Se lève	Marche romantiquement	S'assied lentement
Marche	Ne marche pas	Se lève normalement
Ne marche pas	Danse comme J. Travolta (JT)	Danse comme Michael Jackson (MJ)
S'assied	Danse rapidement comme JT	Ne danse pas
Se lève, marche	Ne danse pas	Baila lentement comme MJ
Marche lentement	S'assied, se lève	Ne danse pas

After 3 passes, go to students and touch each – first 1 girl, then 1 boy:

List 2

"LA FILLE" . . .	"LE GARÇON" . . .	"LA FILLE <u>ET</u> LE GARÇON" . . .
FIRST PASS		
Marche normalement S'assied Se lève rapidement	Se lève rapidement S'assied normalemente	Se lèvent Dansent Ne dansent pas
SECOND PASS		
	Marche comme Frankenstein	
THIRD PASS		
Ne marche pas comme Frankenstein—ridicule! Marche romantiquement comme Angelina Jolie		Marchent normalement

[Model "BRAVO" with applause]

[1 min]

- Divide class and repeat *List 1* but change verbs when you speak them where needed for plural

[2 min]

- “Please point to the picture I describe.” Hold up pictures and after class points, raise the correct one to verify correctness. [“Bravo! La clase dit bravo– thank you, please have a seat.”]

[5 min]

- Request 4 volunteers - “Please hold these pictures at your chest and raise your when I describe it, then lower.” Always add one which is not there for fun. When no one responds say “Bravo! Good job – I couldn’t trick you”
- Request an additional 4 volunteers

[2 min]

- NEW (4 items): head, nose, hand, touch
- Materials: Colored clip art for head, nose, hand.

List 3

FIRST PASS (repeat until no hesitation)	SECOND PASS	THIRD PASS [1 MIN] [1 min] (divide the class – “¡Excelente!” when finished)
Touche la tête Touche le nez Touche la main Lève la main	Touche la tête lentement Touche le nez rapidement Ne touche pas le nez rapidement	Touche la tête Touche le nez Touche la main Lève la main Touche la tête lentement Touche le nez rapidement Ne touche pas le nez rapidement

[5 min]

- Whole group - Start adding Lists 1-2 to List 3

List 4

FIRST PASS	SECOND PASS (do not model)	THIRD PASS
La clase se lève Marche et touche la tête Danse et touche le nez S’assied et touche la main Se lève et lève la main Marche et touche le nez S’assied et lève la main	Marche Ne marche pas S’assied Se lève Lève la main Touche le nez Lève la main NOVEL: Lève le nez (“Bravo!”)	-Touche la main -La main touche la tête -La main touche le nez -NOVEL: La main touche la main rapidement (“Bravo!”)

Bravo! Divide –redo II and #2

[26 minutes for parts I and II]

[Part II pictures that need drawings done on clip art:] hand dances. head and nose walk. Boy lifts hand. Girl lifts nose. Boy touches head. Girls touches nose. Hand walks. Head doesn't walk. Hand raises the nose. Girl raises the boy.

[15 min]

- Show funny pictures from group #2 and give verbal choices / 5 people up in front/ 5 more/describe easy pictures from group #1 on board and class shows response through raising fingers/then when it's clear they have it, describe and they shout out number of what you're describing

[10 min]

- **Tappette** of easiest ones on board. Divide by counting 1,2. Two lines. Pairs up front. Give about 3-4 chances to each pair. No running. No scoring.

[5 min]

- **Assessment** - These are ESL teachers so there is no common language among their students to do written assessments with. Assessment will be Describe pictures, they write numbers – correct together. Explain 80% rule.

56 minutes – [4 minutes -] Handouts



Assessment

TPR Demonstration

1. Michael Jackson marche lentement à Las Vegas.
2. La main y le nez dansent la cha-cha romantiquement.
3. Lady Gaga lève les mains rapidement.
4. Big Bird se lève et touche la tête.
5. El chico ne marche pas comme Frankenstein.
6. La fille danse et lève le nez.

Listen to the French and write
the number of the sentence you hear :

1. _____
2. _____
3. _____
4. _____
5. _____

Listen to the English and write
the number of the sentence you hear:

1. _____
2. _____
3. _____
4. _____
5. _____

Teachers: One extra sentence is given above on purpose so that answers don't come from simply process of elimination. If students are literate and the new language has the same alphabet as the native language, there is **direct transfer** of most vocabulary from auditory fluency to reading skills. The use of **the absurd** illustrates how the mind is capable of **remixing** old vocabulary to understand sentences with completely new meanings (*a sign of fluency*), even though the meanings are absurd. You'll notice in the demo that people's bodies will begin to do the absurd narration correctly, but their rational minds will make them hesitate; they don't believe what they've heard. The use of **games** provides the safe trial and error context so necessary to grow dendrites, increasing the velocity at which the ear is capable of understanding the new language (*another sign of fluency*). Inserting things like plurals, adjectives, and cognates can serve as contextual clues to prime or **pre-teach new grammar**, providing a familiar aid for the future when new information needs a reference point to which it can run back and attach itself. Inserting **famous people and students** from the class is fun, helps grab attention, and makes this small assessment a pleasant learning experience. **Short, daily assessments** give the brain the quick feedback it wants and an opportunity for **pop-up grammar** lessons in context. This satisfies left hemisphere curiosity as is unconsciously compares L1 with L2 and confirms correctness (*another sign of fluency*) or need to change/adapt, a basic survival skill of the brain.