

À toi!

Games

Génial!

GAGNÉ!

for Teaching

Primary

En équipes

French

BRAVO!

→ Danièle Bourdais and Sue Finnie ←

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Introduction

Games for teaching primary French is a practical toolkit containing a wide variety of fun and engaging games for all abilities, from complete beginners to more competent learners. It includes a wide range of activities, from five-minute starters or plenaries to longer, more challenging games where learners can make substantial progress. It has been devised specifically for busy teachers with limited resources, budget and planning time, who want simple, effective ideas to use in the classroom.

Un tableau, des stylos et ce livre ... (A board, some pens and this book ...)

A board, some pens and this book will allow you to deliver outstanding, fun and engaging lessons. This book is packed with techniques and activities to support your existing scheme of work and will provide you with plenty of inspiration and ideas. The straightforward, reliable, no-tech suggestions are based on sound pedagogy and years of classroom experience, and will deliver great learning outcomes lesson after lesson.

Les jeux (The games)

Games aren't just for fun! Recent research has found that, 'In Year 6, learners seem to value learning for its own sake, [such as] games, songs, learning about cultural aspects, writing for a purpose' and recommended that 'Primary teachers should continue to include in their teaching those activities that motivate learners the most – those based on interaction, creativity, cultural contact and purposeful communication. These are most likely to promote the positive attitudes to language learning that are needed for successful learning in the secondary phase.'¹ Clearly, games are a great way to practise language while keeping motivation and engagement levels high. They can also help build pupils' confidence. What is more, research and classroom experience tell us that learners enjoy them and that they help create positive learning experiences.

Quand et comment utiliser les jeux (How and when to play)

Whatever you want to practise, you'll find a suitable game here. When to use the games is up to you. They are a great way to start or end a lesson. They make handy time-fillers or breaks in longer lessons. Put two or three games together, and you have a ready-made lesson with very little advance preparation. The book includes whole-class games, pair and group work, and individual games. There are plenty of old favourites, as well as some new, exciting ideas. You know your class best, so these games are designed for you to adapt to suit your circumstances.

¹ Suzanne Graham, Louise Courtney, Theo Marinis and Alan Tonkyn. *Primary Modern Languages: the impact of teaching approaches on attainment and preparedness for secondary school language learning. Executive summary.* (2014). Available at: <https://progressandpreparednessinprimarylanguages.files.wordpress.com/2014/06/uor-executive-summary-primary-modern-languages.pdf>

You won't find games grouped by topic. The idea is that most games can be used with any topic you choose. There are noisy games and quiet games. Many are competitive, but some encourage pupils to collaborate and cooperate. Games cater for differentiation so that the winners are not always the most able pupils. Broadly speaking, the games are suitable for beginners and early learners, working at level A1 of the Common European Framework.² Each game can be adapted for any level but, in general, the games at the end of each part are more challenging than those at the beginning.

Think of these games as your building blocks: a set of ready-made activities that you can build into any lesson or topic. Put them together in different combinations, or adapt them to suit you!

***Écouter, parler, lire et écrire* (Listening, speaking, reading and writing)**

The primary language classroom is an ideal space in which to practise the key competencies that are at the heart of the national curriculum – spoken language, vocabulary development and reading and writing. Learning a new language at an early age also affords pupils the chance to develop lifelong language learning skills, explore differences and similarities between languages, and make connections with other aspects of their learning. Games allow learners to absorb and explore language in a variety of mediums, building up skills, knowledge and confidence in the process.

The games in this book cover all core aspects of the primary French curriculum and are organised into the key skills areas of listening, speaking, reading and writing, with additional parts on grammar, number games and sounds. However, inevitably, different skills will be developed in combination, as learners are encouraged to listen and respond, talk and write, and so on. In Part 3: Reading, there are a number of games which link the sound, spelling and meaning of words and phrases. Songs, rhymes and drama games allow pupils to explore the patterns and sounds of the language in a fun, age-appropriate way.

To save planning time, we've tried to make all the games as user-friendly and simple to navigate as possible. For each game, you will find:

- the aims, skills and resources involved
- a step-by-step description of how to play
- useful French phrases
- variations and additional ideas
- differentiation ideas.

We hope you will find the right games for each class, and they will provide a jumping-off point for some truly engaging lessons.

Amusez-vous bien ! (Have fun!)

² For more information about the Common European Framework please see http://www.coe.int/t/dg4/linguistic/cadre1_en.asp

Part 1: Listening

Listening is an important skill which should be practised as often as possible. If you play these games regularly, even for just a few minutes at a time, then pupils should soon develop confidence.

Pupils need to listen attentively to spoken language and show understanding by joining in and responding. In some of the games, all that is needed is a physical response to show that pupils have understood; in others, listening goes hand in hand with speaking.

Songs, rhymes and drama games allow pupils to explore the patterns and sounds of the language in a fun, age-appropriate way. See some suggestions on page 245.

Many of the games in Part 2: Speaking also involve listening practice, and Part 3: Reading contains a number of games that link the sound, spelling and meaning of words and phrases.

1 Four corners/*Les quatre coins*

Step by step

1. Introduce four new words. For example: *un chien/un chat/un lapin/une tortue* (a dog/a cat/a rabbit/a tortoise). Hold up each flashcard in turn, saying what it represents. Repeat each word or phrase twice, e.g. (showing picture of dog): *Un chien. ... Un chien.*
2. Ask pupils to invent a mime for each one, for example moving their arm like a wagging tail, or panting, for a dog. Then show the cards again, naming each one in turn, and let pupils do the matching mime.
3. Pin a flashcard in each corner of the room, naming it as you do.
4. When you call out a word, pupils point to the corresponding corner. Anyone who is wrong is out, and watches the rest of the class to spot any pupils who make a mistake.

Classroom management	Whole class
Skill	Listening
Aim	To present new vocabulary
Resources	Flashcards to represent the vocabulary you want to teach Adhesive tack or drawing pins



Écoutez et inventez un mime.
Montrez la bonne image.

Listen and invent a mime.
Point to the right picture.

Comments

- If you can play the game in a large hall, pupils can all run to the corner with the flashcard that corresponds to the word you call out. This makes it more obvious if anyone is wrong!
- To vary the activity, show a flashcard and ask a question, which pupils must answer with *oui* or *non*. For example:
Teacher (T): *C'est une tortue ?* (Is it a tortoise?)
Pupil (P): *Oui/Non.*



Increase the level of challenge by calling out the names more quickly, or by including the word in a sentence, e.g. *Tu as un chat à la maison ?* (Have you got a cat at home?) or *Qui aime les lapins ?* (Who likes rabbits?)

2 Silly me!/Étourdi !

Step by step

1. Choose three or four pupils to stand at the front, facing the class. Give each a different flashcard or object to hold and show the rest of the class. If you are teaching colours, the objects could be socks of different colours, for instance.
2. Introduce the puppet or soft toy to the class. Pupils greet the puppet. Explain that he doesn't understand French very well so they need to help him.
3. Make a statement practising the language you want to revise.
For example:
T: *Bleu !* (Blue) or *Ma couleur préférée, c'est le bleu* (My favourite colour is blue).
4. Move the puppet forward to one of the objects/flashcards. If he goes to the correct one, pupils must clap their hands and call out: *Oui, bravo !* (Yes, well done!). If he goes to the wrong object/flashcard, pupils must shake their heads and say: *Non, ce n'est pas ça !* (No, it's not that one!).

The puppet need not always be wrong, but will generally need a couple of tries before getting it right.
5. Once you have done this a few times, a pupil can take over working the puppet.

Classroom management	Whole class
Skill	Listening
Aim	To revise key language
Resources	A hand puppet or soft toy Flashcards or objects representing the language to be practised

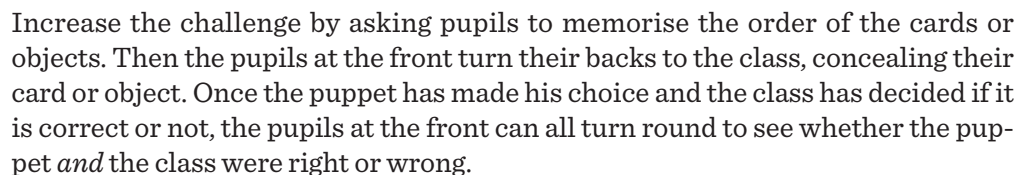


Voici <name of puppet>.
Bonjour, <name of puppet>.
C'est bien ?

This is <name of puppet>.
Hello, <name of puppet>.
Is that right?

Comments

- Make sure all pupils can clearly see the cards or objects being held up at the front of the class.
- Build up a bit of suspense as you move the puppet towards a card or object. He may move to an object slowly or change his mind at the last minute.
- For speaking practice, pupil volunteers can take over, saying the words or phrases that the puppet has to react to.



Increase the level of linguistic challenge by having more pupils/flashcards and objects at the front. That way, a lucky guess is more unlikely. We suggest using up to eight pupils at a time.

19 Mind the gap! / Gare aux blancs !

Step by step

1. Prepare a gapped text. You could base this on a song or poem (see page 245 for ideas), a text from a course book or a text you have written yourself.

For example, if you are working on the topic of family, you might write:

Salut ! Je m'appelle Lulu. Le de mon, c'est mon Il s'appelle Martin. Je n'ai pas de Ma s'appelle Anne. Elle a un, c'est mon Il s'appelle David. J'ai aussi deux et une

2. Display the text on the board and give pupils a minute to look over it.
3. Divide the class into two teams. Give one team a red pen and the other a blue pen for writing on the board.
4. Read aloud the completed version of the text several times. For the gapped text above, you might read out:

T: Salut ! Je m'appelle Lulu. Le père de mon père, c'est mon grand-père. Il s'appelle Martin. Je n'ai pas de grand-mère. Ma mère s'appelle Anne. Elle a un frère, c'est mon oncle. Il s'appelle David. J'ai aussi deux cousins et une cousine.

(My father's father is my grandfather. His name is Martin. I haven't got a grandmother. My mother's name is Anne. She has one brother, that's my uncle. His name is David. I've also got two boy cousins and a girl cousin.)

5. A pupil from the blue team comes to the board and writes in one of the missing words using her blue pen. If it's correct, the word stays. If not, it is rubbed out.
6. Next, a pupil from the red team comes and writes in a word using his red pen. This is also accepted or rejected.
7. Repeat the process with different team members until the whole text is complete.
8. Read aloud the completed text and count up the number of words written in each colour. The team with the most points wins.

Classroom management	Whole class
Skill	Listening, reading and writing
Aim	To revise vocabulary and to evaluate pupils' listening skills
Resources	Coloured felt-tips or chalk for writing on the board



Viens au tableau.

Remplis un blanc.

Come to the board [to a single pupil].

Fill in one of the gaps [to a single pupil].

Quelle équipe a le plus de mots ?

Which team has more words?

- The words in the text do not need to be written in order (i.e., *Le père de mon père* does not have to be completed first).
- To support accurate spelling, you could display a list of family members on the board in random order.



T: *La mère* (The mother).

20 Knock, knock/*Toc toc*

Step by step

1. Prepare in advance a short text containing some deliberate mistakes. You could base this on a text from a course book or story book that pupils are already familiar with, or make up your own. For the activity to work, pupils need to be familiar with 99 per cent of the vocabulary.

For example, if you are working on the topic of holidays, you could use a text like this:

Quand je pars en vacances, je voyage en banane (When I go on holiday, I travel by banana).

Le matin, je mange un bateau (In the mornings, I eat a boat).

Il fait toujours beau – le ciel est bleu et le soleil est vert (The weather's always nice – the sky is blue and the sun is green).

Je vais à la plage et je nage dans le ciel (I go to the beach and I swim in the sky).

Je mange une glace au poisson (I eat a fish ice cream).

2. Make this a class v. teacher game. Read the text aloud to the class at a speed slightly slower than normal. Pupils knock on the desk if they hear something that is wrong. They win a point for a correct knock, but lose a point if they knock at the wrong place.
3. The class can win a bonus point if they can make a reasonable suggestion as to what the correct word might be; for example, *Quand je pars en vacances, je voyage en voiture/train/avion/car ...* etc. (When I go on holiday, I travel by car/train/plane/coach ... etc.).
4. The class wins if they have more points than the teacher at the end of the game.

Classroom management	Whole class
Skill	Listening
Aim	To spot mistakes while listening
Resources	Text containing deliberate mistakes



Écoutez bien.

Listen carefully.

Frappez si vous entendez une erreur.

Knock if you hear a mistake.

Comments

- The game will be more fun if you make the mistakes a bit silly.
- Variation for pair-work practice: if you want to practise speaking/reading too, prepare two handouts of a text (A and B) that are slightly different. Each pupil in the pair has a different text and must not look at his partner's text. Pupil A reads his text aloud to Pupil B, who must spot the differences.



Games for Teaching Primary French

is a practical toolkit containing a wide variety of fun and engaging games for all abilities, from complete beginners to more competent learners. It has been devised specifically for busy teachers with limited resources, budget and planning time who want simple and effective ideas to use in the classroom. The book is packed with games to support existing schemes of work. The straightforward, reliable, no-tech suggestions are based on sound pedagogy and years of classroom experience and will help deliver great learning outcomes lesson after lesson.

- Choose the topic and skills you want to work on and select a game accordingly.
- Choose whether you want a 5-minute starter or plenary or a longer, more challenging game where learners can make substantial progress; there are plenty of options for each.
- Follow the step-by-step instructions.
- Use the useful phrases to build confidence in using the target language.
- Adapt the games for the differing ability levels in your class using the helpful suggestions.
- Enjoy fun-packed, engaging lessons!

Classroom management	Packed with ideas for individual, pair, group and whole class work.
Skill	Listening, speaking, reading, writing, grammar, numbers and sounds.
Aim	Learners absorb and explore language in a variety of mediums, building up skills, knowledge and confidence in the process. Teachers have plenty of effective, ready to use lesson ideas.
Resources	Some pens, paper and a few other things you'll probably have in your classroom anyway. This book.

"An excellent compendium of games for the French classroom; although the title suggests its use in the primary classroom, I'm sure that secondary colleagues would find it as useful."

Lisa Stevens, Primary Languages Educator and Consultant, Lisibo Ltd

"A quick flick through this admirable resource should leave you buzzing with a wealth of ideas and ready to transmit that enthusiasm to your charges."

John Connor, Independent Consultant, Modern Languages

"These games are far from being trivial or frivolous activities. They provide powerful learning opportunities and allow children to make progress while interacting and co-operating with their peers."

Clare Seccombe, Primary Languages Teacher and Independent Consultant



Danièle Bourdais is a French bilingual writer, editor and consultant. She has been working in the UK with educational publishers for nearly 30 years and in this time has co-authored a variety of print and online resources. Danièle has created high profile, award-winning courses for the teaching of French from KS2 to A level.



Sue Finnie has many years' experience in the fields of education, language learning and publishing. She has written a wide range of educational resources for teaching French; from magazines and books to songs, CD-ROMs, online courses and radio and TV programmes. Key projects include the primary French course Comète and the award-winning KS3 course Équipe.

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