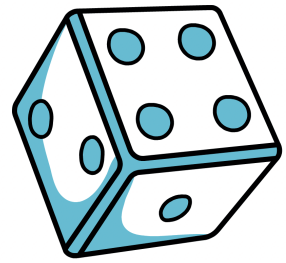


How-to... Games



Richard: Bonjour et bienvenue à How to.. use games in the class. Today, with me, we have Thea (Bonjour !) et Nadine (Salut !).

Thea: Playing is what most children would do all day every day if they had the chance.

Nadine: It's true. In fact they become so absorbed when they are playing that it can be hard to get children to stop playing and enter the real world.

Richard: So why not turn things on their head and WE enter the world of play to teach children French? And you never know they might have such a good time that they don't want to stop!

Nadine: On the PowerLanguage Platform, we have identified some games which we think work well in class with little preparation for teachers. We have even given you the vocab you need to play, in English, in French and in German. Richard is going to take us through where you can find these games on the PowerLanguage website, with instructions, vocabulary and recorded sound files by native speakers.

Richard: PL Schools/Resources/Responsive/French/Games and activities

Thea: Some of these games are more suitable for younger children, as a warm up, or perhaps to consolidate language. You just need to try them out and see! You can adapt, add variations or extensions to suit your own learners. And you can even use them for daily classroom routines.

Richard: We are going to play some games now. The games we are going to focus on require minimal props that most schools and classrooms have. And they don't need much preparation!

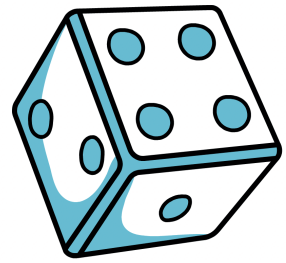
Nadine: To introduce vocabulary you can use games that involve the whole class such as miming, copycat, charades, Jacques a dit (Simon says), 4 corners and a favourite party game – musical statues. Ne bougez pas ! Let's start with miming...

Richard: écoutez, répétez et mimez : « Ça va super bien ! ».

Nadine: « Ça va comme ci, comme ça, bof ! »

Thea: « Ça a va mal ! »
(Each time the other 2 repeat and mime)

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Richard: Now I'm going to mime something without saying what it is. Can you guess?
(Each time the other 2 say the phrase and mime)

Richard: Could we apply this to other areas of the daily routine?

Thea: Yes, we could extend it by adding in something like weather for instance and then try and make a longer sentence, something that you might progress to with older learners.

Richard: écoutez, répétez et mimez : « Il pleut. »

Thea: « Il fait chaud. »

Nadine: « Il fait froid. »
(Each time the other 2 repeat and mime)

Richard: OK, so if we combine the two now, let's see if you can guess the sentence I'm miming.

(Each time the other 2 say the phrase, ask Pourquoi ? and mime, i.e Ça va super bien parce qu'il fait chaud !)

Thea: To consolidate knowledge and check children have remembered the words from one lesson to another, you can use games such as Kim's Games.

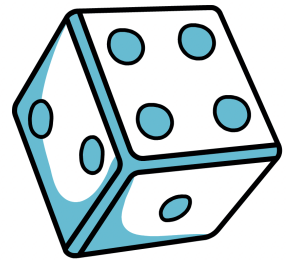
Nadine: Yes, and Kim's Games can be played with pictures or sentences/phrases. Nadine, do you want to start with pictures?

(Richard presents 3 weather flashcards. They play the game, with instructions : Fermez les yeux, Ouvrez les yeux, Qu'est-ce qui manque ?)

(Nadine presents how to play Kim's Game with phrases or sentences. They play the game with instructions: Écoutez et répétez, Observez, Fermez les yeux, Ouvrez les yeux, Qu'est-ce qui manque ?)

Thea: As children develop their language knowledge you can help them to practise longer phrases. The supermarket game is an ideal way to practise pronunciation and test memory skills for older learners and it can be done with any topic.

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Nadine: Yes so for instance, with food : je vais au supermarché, j'achète une pomme et...

Richard : je vais au supermarché, j'achète une pomme et une poire et...

Thea: je vais au supermarché, j'achète une pomme et une poire et un kiwi et...

Nadine:and so on. It could be linked to likes and dislikes and having topics such as sports, for instance: j'aime le vélo mais je n'aime pas le foot et...

Richard: J'aime le vélo mais je n'aime pas le foot et j'aime le rugby et...

Thea: J'aime le vélo mais je n'aime pas le foot, j'aime le rugby et je déteste le tennis...

Nadine: All 4 skills – reading, writing, talking and listening can be developed using games. The same games can be played with younger learners using images or props instead of the written words.

Thea: We have introduced a lot of talking and listening games so we're now going to look at reading and we could use La dictée à pied or the running dictation.

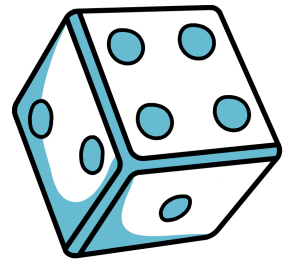
Here's an example of a text. It can be shorter or longer and you can have it divided up with numbers with different phrases or individual words for each number. The idea is that you stick this on a wall and then one person goes up to the text, they read it, repeat it to themselves, try and remember it, go back to the group and a scribe in the group writes it down. Then the next person goes up and remembers the next bit, goes back to the group and you continue until the whole text is written out. You can make it easier say at the beginning with harder phrases towards the end and colour code it so that everybody can be included for differentiation. It can be competitive, you can set time limits, there's loads of ways of doing it.

If I was going this with a class, I would probably have groups of 4 or 5 learners and a text for each group. At the end of the game, you can get the children to take off the original and to compare it with what they've written.

(They play the game.)

Richard: I also have another game aimed at practising sentences. For this game we are using post-it notes.

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Everybody writes “J’aime” “Je n’aime pas”, “et”, “mais” and 3 items of food on separate post-it notes (or draw pictures/symbols for younger learners). Now write a sentence using the post-it notes!

(They play the game.)

Thea: Another fun game I’ve got here is “snowballs”: each learner writes a word, a phrase or a sentence on a rough bit of paper and then screw it up into a ball and throw it at someone else. They unravel it, they read it and then they can either correct it or they can add to it or they can just read it and try to understand what it means, there are lots of different options. And then you can continue with someone else writing and throwing a piece of paper at someone else.

(They play the game.)

Richard: All these activities can be played at the start of the class to warm up, so it could be a plenary and they are also really great 5-minute brain breaks.

Nadine: So hopefully that’s enough to start you off and have great fun playing games with your learners. And don’t forget to try and use the target language for instructions as much as possible.

Richard: Your learners might want to interact in the target language too.

Thea: So, which game are you going to try first....?!

Au revoir !