The

L|C|P

Language Games Pack

Janet Horrocks

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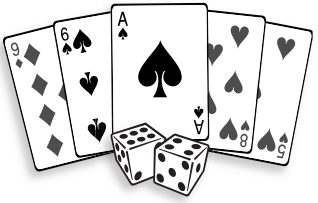

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In memoriam Janet Horrocks, Language Teacher 1961–1999
This edition is published in memory of the author, Janet Horrocks, who tragically died of leukaemia.

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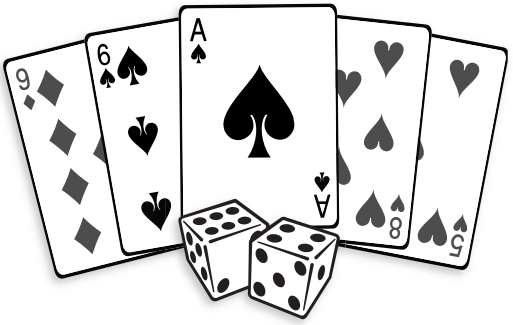
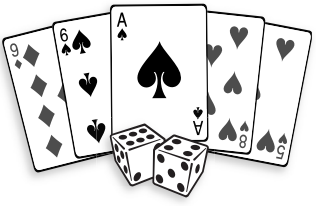
Hampton House
Longfield Road
Leamington Spa
Warwickshire
CV31 1XB

Tel: 01926 886914
Fax: 01926 887136
ISDN: 01926 316600
E-mail: mail@LCP.co.uk
Website: www.LCP.co.uk



Contents

1 Introduction
2 Points to consider when using games in the classroom
3 Part one — flashcard games
14 Part two — games with the whole class, pairs, groups
40 Part three — board games and card games



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INTRODUCTION

It is a well documented fact that children learn best when they are relaxed, happy and having fun in a well-disciplined atmosphere, and when, feeling safe in the environment of the classroom, they lose their inhibitions and become more spontaneous. This can be achieved partly by the use of language games. Language games do not need to form the whole of a lesson but certainly a large part of it.

Neither this book nor the associated worksheet pack uses 'educational jargon', nor do they contain complicated instructions. My sole object is that pupils in every corner of the country should share in the laughter which I and my pupils have enjoyed over many years of language teaching and learning.

The majority of these games are primarily designed for use in Key Stage 2 and 3 teaching (upper primary/lower secondary age in Scotland), but many can be used or adapted when teaching at any level or when teaching particular grammatical structures or items of vocabulary.

Working examples are given for the teaching of the French language, but of course, teachers of German, Spanish and all other modern community languages will find the ideas useful and the principle is the same.

The associated pack of photocopiable worksheets contains examples in French, although teachers may wish to adapt the sheets in order to introduce vocabulary relating to whatever topic is being dealt with at the time. These sheets can also be easily adapted for use with any language. It is hoped this will be appreciated by teachers of community languages as well those teaching German or Spanish.

Janet Horrocks

Good luck and have fun!

Points to consider when using games in the classroom

1 It is important that as a teacher you make sure that the game you are using in the classroom is meaningful and relevant to the subject or topic that the class is working on. The children must also understand the relevance of each game. It is advisable to ask the pupils to tell you as the teacher why they are playing the particular game and what and how they can learn from it.

2 Always make sure that your pupils know the 'ground rules' when using a particular game. Pupils enjoy games, and if you are clear about the rules they will adhere to them. Examples of your 'ground rules' will include:

a) the use of target language (when and how much)
b) the noise level in the classroom
c) the respect they must show others
d) the importance of listening to each other
e) the importance of monitoring each other

3 Games help with pupils' insecurities and help to build confidence. Often teachers find that certain pupils have more confidence in small groups than they do when forced to 'perform' individually in front of the whole class. Consequently, it is important that games should include everyone in the classroom. Games which involve competition certainly rid pupils of inhibitions.

4 Games can be therapeutic. Pupils need a release of energy from time to time. Playing games allows pupils to 'let go' and become really spontaneous, while still adhering to the 'ground rules'.

5 Games must be varied, especially with low ability children whose concentration span is not very long. Teachers must be aware not to drag a particular game out. Short and sharp games are more productive. If pupils can never predict what is going to happen in our language lessons, this will add to the excitement and motivation and will certainly maintain interest.

6 Games should be quickly explained and set up. Long-winded and complicated instructions are boring and unproductive.

7 Games must be cheat-proof. Cheating can be prevented mainly by being extremely clear when giving instructions. It is important to check that pupils know exactly what to do and what not to do before you embark on a particular game with the class.

8 Teachers must try to generate target language when using games in the classroom.

9 Games certainly do help pupils' social skills. As a teacher you can help to encourage pupils to be tolerant, patient and caring, to accept others' strengths and weaknesses, to co-operate with each other and to share. Games also help to bring out leadership qualities in a pupil.

10 When games are used in the classroom the lesson often becomes less 'teacher-centred'. This allows the teacher to work with individuals — stretching the more able, encouraging the less able, and helping to bring out the creativity in individual children.

PART ONE — FLASHCARD GAMES

BASIC REPETITION WITH PICTORIAL FLASHCARDS

Aim	This game is the simplest and most effective method of introducing new vocabulary in the classroom.
You will need	Picture flashcards.
Playing time	Teachers can use their discretion.
Group size	Full class.

Playing the game

For many pupils the constant repeating of words and phrases can be a boring and tedious process. Introduce lively variations which allow pupils to express themselves and have fun. These variations could include:

- *shouting the phrases*
- *whispering the phrases*
- *repeating a phrase ten times, beginning on a whisper and building to a deafening roar — pupils love the chance to be noisy!*
- *have pupils repeat the phrases in a range of voices — 'silly', theatrical, angry, sad, etc.*

With simple variations such as these, pupils can enjoy what is an essential but tedious learning process, and the game also helps to build confidence.

GUESS WHICH CARD

Aim	This is a very simple game which encourages participation and aids memory.
You will need	Picture flashcards.
Playing time	Teachers can use their discretion.
Group size	Full class.

Playing the game

From the pile of cards used in a particular lesson, select one and hide it from the pupils — for example by holding it against the chest. Pupils are then asked to guess which word/phrase is represented by the card.

It is important to maintain pace in this game, and pupils can be prompted by a quick peep at the card. When a pupil guesses the correct phrase, he/she 'wins' the card.

The game continues until about ten cards have been 'won', and the teacher can then lead the class on to:

THUMBS

Aim	This game is also fun, simple, motivating, encourages participation and aids memory.
You will need	Picture flashcards.
Playing time	Teachers can use their discretion in deciding how long the game continues. It could have a set time limit or a previously decided number of rounds.
Group size	Full class.

Playing the game

The ten pupils who have won the flashcards in the previous game now come to the front of the classroom where they show the cards to the remaining pupils. The seated pupils are then instructed to close their eyes, rest their heads on their desks and hold up their thumbs. The ten pupils who have the flashcards then proceed to creep around the classroom, each one touching the thumb of a 'sleeping' pupil.

The pupils touched in this way then put down their thumbs so that they may not be touched again in that round of the game.

When the pupils with the flashcards have returned to the front of the classroom, the cards are shown again to the boys or girls whose thumbs have been touched. These pupils then try to guess which card touched his/her thumb. For instance, if the vocabulary has an animal theme, pupils may ask *C'est le chien?* or *C'est le chat?*

Pupils who guess correctly change places with the holder of the corresponding flashcard and the game proceeds to Round 2 in the same way.

MEMORY GAME

Aim	This game adds a competitive interest to lessons whilst also encouraging the retention of vocabulary.
You will need	Picture flashcards.
Playing time	Teachers can use their discretion.
Group size	Small groups or larger teams.

Playing the game

The game, which begins with the teacher showing about a dozen cards to the class — allowing a reasonable time for pupils to familiarise themselves with the new vocabulary — can then take any of the following forms:

a) *When pupils can remember all the words/phrases represented by the cards, one should be removed. The pupils are then asked to identify the missing card.*

b) *With the class divided into small groups, allow each group about 30 seconds to shout out as many words/phrases as they can remember.*

c) *Divide the class into two teams and appoint a leader for each team. The leader then shows his/her team a card and if the team correctly identifies the word/phrase they are awarded 2 points. An incorrect answer allows the card to be passed over to the opposing team, who then score 1 point for a correct answer.*

Another version of the memory game is to fix 10 flashcards to the board, each given a number. Pupils should be allowed reasonable time to try to remember which card appeared by the corresponding number, e.g. *Numéro 1 — C'est le chien?*

Writing of the target language can also be helped by a further simple variation of this game. For instance, pupils could be allowed a time limit of 15 seconds to write down as many new words as they can remember which have been taught by the flashcard method over, say, the previous ten minutes, the pupil who has the greatest number of written words being the winner.

MIMES

Aim	A direct descendant of good old-fashioned Charades, this game is fun, encourages creativity and helps to build confidence.
You will need	Picture flashcards.
Playing time	Teachers can use their discretion.
Group size	Full class.

Playing the game

One pupil is given a flashcard to mime for the rest of the class. Whoever guesses correctly is the next to take a card.

The game can continue until all the flashcards have been mimed, or the teacher may set a specific time limit for each mime, thus adding a further element of competitive fun.

TRUE OR FALSE

Aim	Another simple game which aids retention of vocabulary.
You will need	Picture flashcards.
Playing time	Teachers can use their discretion.
Group size	Full class, small groups, or larger teams.

Playing the game

True or False can be played either with the teacher as a participant, or in a supervisory role as the referee of teams. If the teacher chooses to participate he/she selects a pictorial flashcard, e.g. a dog, and shows it to the class, giving the name in the target language of the animal on the card — *'le chien'*. In the case of a 'true' statement such as this, the pupils could choose to:

- *repeat the phrase*
- *stand up*
- *scratch their heads*

or some other funny action which has been agreed upon before the game begins.

In the case of a **"false"** statement by the teacher — e.g. *'un oiseau'*, where the animal clearly does not match the picture, a different action would be used:

- *pupils remain silent*
- *pupils remain seated*
- *pupils fold their arms*

If the teacher wishes to take a supervisory role, the game can be played with pupils in small groups or two larger teams, team leaders showing cards to the opposing side, or in the case of groups, each pupil taking a turn to 'play teacher'. The teacher can then award points which again adds a competitive interest to a lesson.

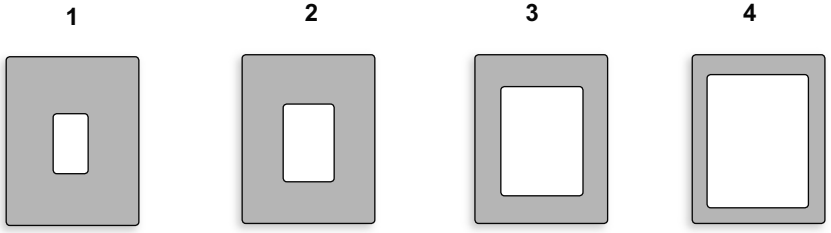
WINDOWS

Aim	This game is fun and encourages observation as well as the usual vocabulary learning.
You will need	Picture flashcards. Four pieces of cardboard, each thesame size as the flashcards.
Playing time	Teachers can use their discretion.
Group size	Full class, or small groups.

Playing the game

This game is easy to prepare. Cut out a square from the middle of each piece of cardboard, each one a little larger than the previous one. (Figure 1)

(Fig. 1)



Place card number 4 directly over the flashcard; card number 3 over card number 4; card number 2 over card 3, and finally card number 1 on top of the pile, until only a tiny area of the flashcard is visible to the pupils. They must then try to guess the picture, the teacher revealing more by removing the four windows one by one.

A 'winning' pupil who has guessed correctly then comes to the front of the classroom to choose another flashcard to hide.

Points could be awarded at the teacher's discretion for a correct guess 'on 4 windows', with less points for '3 windows' and so on. This game also works well with the pupils divided into small groups.

BLURRED FOCUS

Aim	This is another observational game which also aids vocabulary learning.
You will need	Picture flashcards transferred on to a transparency. An overhead projector.
Playing time	Teachers can use their discretion.
Group size	Full class.

Playing the game

This can be played with help from an overhead projector, flashcards being transferred onto a transparency. Once again it is a gradual guessing game where the picture is revealed by slowly bringing it into focus from an original blurred starting point.

Pupils enjoy this game, and it is particularly successful in teams which creates excitement and motivation.

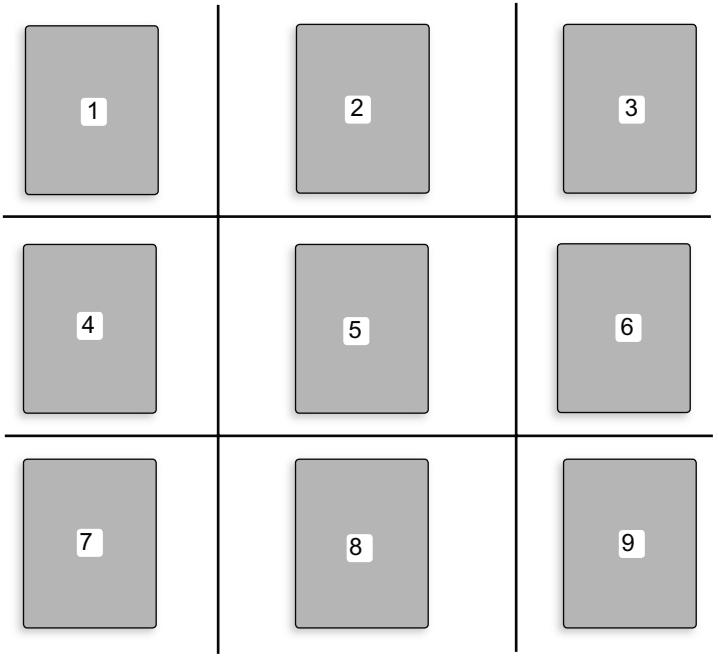
O X O ON THE BOARD

Aim	This game is a perfect aid to memorising new vocabulary and can be used as a revisional aid for vocabulary already known. The competitive nature of a team game such as this promotes motivation.
You will need	Picture flashcards.
Playing time	Teachers can use their discretion.
Group size	Full class.

Playing the game

This game, adapted from the old tried and tested favourite Noughts and Crosses is a great hit with most pupils. A large grid is drawn on the board, but flashcards are placed face down into the numbered squares. (Figure 2)

(Fig. 2)



Divide the class into two teams, **'O'** and **'X'**. Individual members of the teams then try to guess what picture lies in which box. For example, if the lesson's vocabulary has an animals theme, the hidden pictures will be of animals. An individual member of team **'O'** may suggest that Box 1 contains a dog: *'C'est un chien?'*
If the pupil has guessed correctly, the picture in Box 1 is removed and an 'O' drawn in its place. If the guess in incorrect a member of team **'X'** has a try, and so on. As with conventional Noughts and Crosses, the first team to achieve a straight line of 'OOOs' or 'XXXs' wins.

A simpler version of this game can also be played by fixing larger numbers of cards (again face down) on the board. Each card is given a number. The teacher slowly removes each card, stating what each card represents. When all the cards are removed, pupils must write down as many words as they can remember, giving the correct, corresponding number in each case. (This game is also a more advanced form of the Memory Game already explained — p4). The game works best in groups, with points awarded to the group which remembers the most words.

IT'S A WHAT? — CIRCLE GAME

Aim	This game is not only ideal for the introduction of new vocabulary but it is also an invaluable aid to concentration because in this game, concentration adds to the fun. Without it the game simply does not work, and it is amazing how much pupils are prepared to work in this game to maintain motivation.
You will need	Approximately four or five picture flashcards.
Playing time	Teachers can use their discretion.
Group size	Full class or two smaller groups/teams.

Playing the game

To take the animal theme once more as a working example, the teacher selects six pictorial flashcards, each portraying a different animal or pet. With the pupils standing in a circle the game begins when the teacher hands a flashcard to pupil no. 1 — e.g. a dog. The game then proceeds as follows:

- Pupil no. 1 passes the card to his/her neighbour, pupil no. 2, saying as he/she does so: *'C'est un chien.'*
- Pupil no. 2 returns the card to pupil no. 1 and asks *'Quoi?'*
- Pupil no. 1 returns the card to pupil no. 2, repeating more emphatically, *'C'est un chien.'*
- Pupil no. 2 now 'pretends' to understand, and says *'Ah, oui, c'est un chien.'*
- Pupil no. 2 then passes the card on to pupil no. 3, saying once more *'C'est un chien.'*
- Pupil no. 3 hands the card back, asking *'Quoi?'*
- Pupil no. 2 then pretends to have forgotten the word and passes the card back to pupil no. 1, asking *'Quoi?'*
- Pupil no. 1 feigns exasperation and says emphatically *'C'est un chien!'*
- Pupil no. 1 then hands the card back to pupil no. 2 who repeats the phrase to pupil no. 3 and gives him/her the card.
- Pupil no. 3 then pretends to understand and repeats *'Ah, oui, c'est un chien.'*

This process continues in the same way, clockwise around the circle.

When the first card is passing between the pupils, the teacher then gives a different card (e.g. a cat) to another pupil who becomes 'Pupil No. 1' for this concurrent game. The second card passes around the circle anti-clockwise, following the same procedure as outlined above. Once this second game is underway, the teacher introduces a third card to another pupil and so on.

It can therefore be seen how large a part concentration plays here, and as pupils thoroughly enjoy the role-playing of the game, they quickly achieve the required level of concentration.

STATIONS

Aim	Apart from the usual vocabulary learning, this game helps pronunciation and sharpens the concentration required for listening to the spoken target language.
You will need	Approximately five or six picture flashcards.
Playing time	The teacher can decide how many games the class will have.
Group size	Full class.

Playing the game

The teacher should select six flashcards which the pupils have the greatest difficulty in pronouncing, and place these at various points in the classroom. These are the 'stations'. One pupil is selected to be the 'blind man' and he/she stands at the front of the class blindfolded.

The remaining pupils then divide themselves into groups, each group standing in front of one of the stations. For the initial round the teacher gives the names of each station — e.g. *'le chat'*, *'le cheval'* etc.

The blindfolded pupil then chooses one of the words to repeat. If, for example, he/she chooses *'le cheval'*, then all those pupils standing at that station are 'out' and sit down. For the remainder of the game, these pupils give the names of the stations, either alone as a group, or with the help of the teacher. The remaining pupils then rearrange themselves into groups once more at the various stations, and each round continues in the same way until only one pupil remains standing. He or she is the winner.

MUSICAL FLASHCARDS

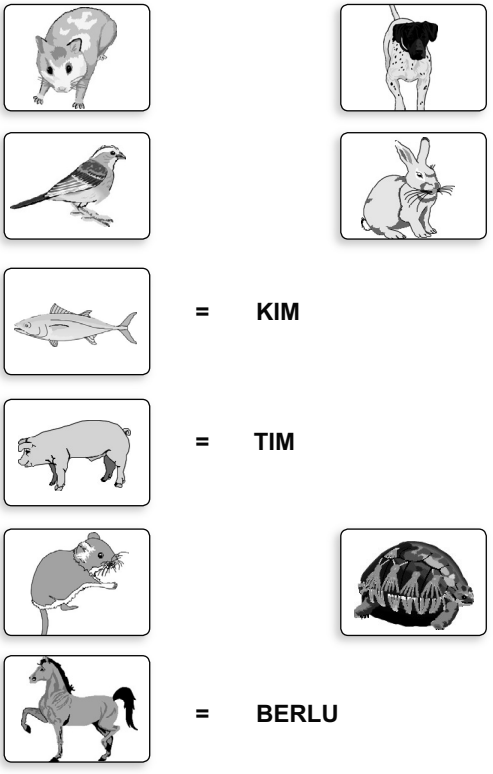
Aim	This is another game which helps to build confidence and adds interest to a lesson. Simple songs can be sung to well-known tunes such as Twinkle, Twinkle, Little Star.
You will need	Picture flashcards.
Playing time	Teachers can use their discretion.
Group size	Full class.

Playing the game

Place the following flashcards (Figure 3) on the board and sing this simple song:

C'est un hamster, c'est un chien
C'est un oiseau, c'est un lapin
J'ai un poisson qui s'appelle Kim
J'ai un cochon qui s'appelle Tim
C'est une souris, c'est une tortue
J'ai un cheval....il s'appelle Berlu

Fig. 3



French is a language which lends itself very well to this particular game, as words rhyme so easily. Pupils can also make up their own songs which helps them to focus on the sounds of the language and thus helps pronunciation.

WHOSE "SILLY" VOICE IS IT?

Aim	Under firm supervision from the teacher, allowing pupils to be silly from time to time encourages spontaneity and enthusiasm for learning. This game also helps to release pupils' theatrical creativity but at the same time it does increase listening skills.
You will need	Picture flashcards.
Playing time	Teachers can use their discretion.
Group size	Full class.

Playing the game

Divide the class into two teams **'A'** and **'B'**. One pupil from team **'A'** is blindfolded, whilst another pupil from team **'B'** gives the name of a flashcard in a silly voice. The blindfolded pupil must then guess who has spoken and will say *'Paul a dit; "Un chien".'* If this is correct, and it was indeed Paul who had spoken, team **'A'** is awarded a point. An incorrect guess awards the point to team **'B'**.

MIND READING

Aim	An effective way of presenting new vocabulary, this game allows teachers to have fun too! It is another game which encourages concentration.
You will need	Picture flashcards, and the help of another language teacher, or the language assistant.
Playing time	Teachers can use their discretion.
Group size	Full class.

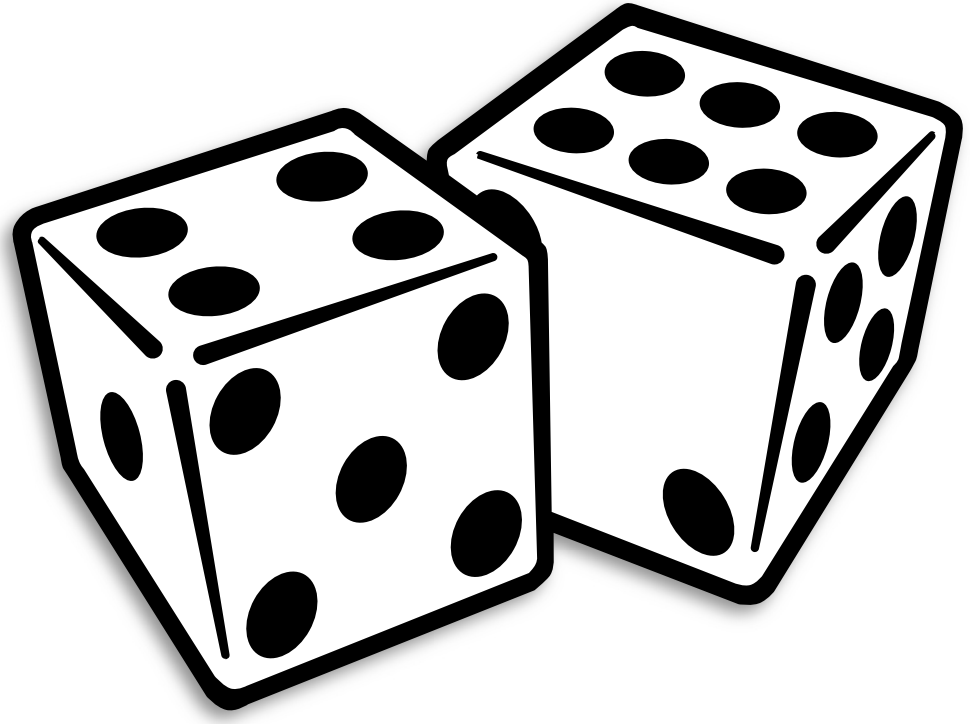
Playing the game

This game is based on the old music hall technique of a simple code passing between 'Mr. Memory' and his assistant.

Inform the class that your assistant can read your mind. Then write down one of the words included in the lesson's new vocabulary and place it in an envelope. This sealed envelope is then given to a pupil for safe-keeping. The lesson's flashcards are then shown to the class one by one in the usual way, pupils repeating the new words. Each flashcard is also shown to the language assistant who 'concentrates' on the pictures.

A simple action by the teacher, such as a slight movement of the thumb or eyebrow, will alert the assistant to the correct card. After all the cards have been shown, the assistant then ‘concentrates’ once more and after a suitable time announces which word has been placed in the envelope.

Pupils love this game with its element of ‘magic’, and it is amazing how quickly they learn to recognise new vocabulary. If there are any pupils in the class who guess how the trick is done, the teacher can allow them to have a go themselves, thus astounding their fellow-pupils!



PART TWO — GAMES WITH THE WHOLE CLASS, PAIRS, GROUPS

The following four games can be played consecutively, providing interest and helping to promote pupils' motivation for a whole lesson.

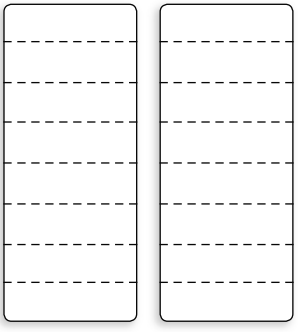
STRIP BINGO

Aim	This is simply a recognition game which aids concentration and listening skills.
You will need	A4 sized rough paper.
Playing time	The game is played until one pupil has torn off all the strips of paper (see Figure 4).
Group size	Full class.

Playing the game

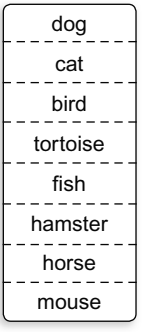
Give each pair of pupils a piece of A4 rough paper which is then divided lengthways so that each pupil has a long strip of paper. These strips are then folded three times to provide eight boxes (Figure 4).

Fig. 4



To take animals as a working example, each pupil chooses eight different animals or pets from the list he/she has been taught, writing the English equivalent in the boxes (Figure 5).

Fig. 5



The teacher then reads out the list of animals in the target language while each pupil concentrates on two words at a time; the first animal on his/her list and the final one. When *'un chien'* is heard (as in Fig. 5) this is torn from the pupil's list so that the cat is the first on the list and so on. Similarly, if the final animal is called (*'une souris'*), this strip is torn from the list, so that the horse becomes the last animal etc.

The winning pupil is she/he who has torn off all the animals on her/his list, leaving eight separate cards. Pupils are then asked to divide any remaining lists into separate cards for a Bingo game...

BINGO

Aim	This game is a recognition game which aids concentration and listening skills.
You will need	The piles of cards produced in the game Strip Bingo (p14).
Playing time	Teachers can use their discretion as to how many games are played.
Group size	Full class.

Playing the game

Each pupil then swaps his/her pile of cards with a neighbour so that everyone has a different selection of animals to identify. The cards are placed face upwards on the desk and turned over as each animal is called in the target language.
As with traditional Bingo, the first to turn over all his/her cards wins.

ELIMINATION

Aim	This game is particularly useful in building confidence and increasing listening skills in pupils of low ability, or those who have learning difficulties.
You will need	The same materials used in the previous two games.
Playing time	Teachers can use their discretion.
Group size	Full class.

Playing the game

In Elimination, each pupil only chooses one of his/her eight animals to identify. Have all pupils standing. When his/her particular animal is called in the target language, the pupil sits down. The game continues until only one pupil is left standing. He or she is then the winner.
After a few rounds of this game, the class can proceed to...

CHEAT

Aim	This game is fun and encourages pupils to speak the phrases which have been learned.
You will need	All eight cards used in Strip Bingo.
Playing time	This game lasts until one pupil has lost all his/her cards. Teachers can also decide how many games of cheat each pair or group is to have.
Group size	Pairs or small groups.

Playing the game

Each pupil keeps his/her selection hidden from a neighbour, as in a hand of playing cards. The game then proceeds as follows:

Pupil A places one card face down on the desk, suggesting the name of an animal — e.g. *'un chien*'.
Pupil B decides whether or not **Pupil A** is telling the truth and says either, 'Oui, *c'est vrai'* or *'Tu triches'*.

If **Pupil A** was truthful and the hidden card is 'dog', he/she retains the card. If not, **Pupil B** wins the card.

Similarly, if **Pupil A** was 'cheating' and **Pupil B** guessed that correctly by saying *'Tu triches'*, **Pupil A** retains his/her card, losing it if he/she has not cheated.

Pupil B then puts down a card and the process is repeated.

The game is won by the first pupil to lose all his/her cards.

BATTLESHIPS

Aim	This old favourite can be adapted to practise simple language such as nouns, parts of verbs, adjectives and numbers.
You will need	Activity Sheet 1 in the worksheet pack.
Playing time	This game is played until one member of the pair has won.
Group size	Pairs.

Playing the game

Cut each sheet into two, giving one to each pupil. (A supply of sheets can easily be obtained by photocopying). Proceed with Battleships in the normal way, as follows:

- The teacher gives pupils a list of words from which they choose five to write into the top frame of their sheets.These words are given in English, but pupils must use the translated forms.
- Pupil A writes five words in his/her frame in any of the squares. Pupil B then tries to guess the position of a word. The target language must be used at all times, so Pupil B may suggest *'deux, day'* (2, d).
- If Pupil A does have a word in this box he must say so, and Pupil B must then guess which word it is.
- If Pupil B's guess is correct, he/she then enters this word in the relevant square on his/her sheet, using the bottom frame.

The winner is the first to guess all five words correctly.

You can play this game using either short phrases or single words, depending on the age and ability of your pupils.

OUT OF THE CLASSROOM

Aim	This game can be used to practise questions and phrases as opposed to single words. It is a fun alternative to simple repetition or class surveys and it helps observation.
You will need	Just the pupils!
Playing time	Teachers can use their discretion.
Group size	Whole class.

Playing the game

To take the topic 'school' as a working example, the following question and answers may have been introduced:

'Quelle est ta matière préférée?'
'Ma matière préférée, c'est le français.'
or
'Ma matière préférée, c'est l'histoire.'

One pupil is chosen to leave the classroom. He or she will be the asker of the set question *'Quelle est ta matière préférée?'* Whilst this pupil is out of the room memorising the question, the teacher and the rest of the class decide upon a funny action which will accompany their answer. Half the class must answer with *'Ma matière préférée c'est le français'* and the others with *'Ma matière préférée c'est l'histoire'*. A funny action should be given in a subtle way either before, during or just after each pupil answers the question; for instance, those pupils whose favourite subject is history may sniff, or lick their lips, whilst those preferring French may twitch an eyebrow or click their tongues. The aim here is to give the asking pupil a fun element to look out for whilst he/she is practising the question and answer.

Once the class has decided what funny action will accompany the answers, the asking pupil is brought back into the room. He or she then proceeds to ask every pupil the original question. The teacher should allow about four minutes for the asking pupil to work out what each half of the class are doing as they answer the question, i.e. those who prefer French are all clicking their tongues etc.

SPY

Aim	This game is fun for pupils and is an excellent way to practise the use of target language in the classroom.
You will need	Just the pupils!
Playing time	Teachers can use their discretion.
Group size	Groups of six or seven.

Playing the game

This game is very similar to Out of the Classroom, but for this pupils are divided into small groups.
The following questions may be introduced:

1. *Comment s'appelle ton collège?*
2. *Tu es en quelle classe?*
3. *Tu as combien de cours de français par semaine?*
4. *Comment trouves-tu les sciences?*
5. *Tes cours commencent à quelle heure le matin?*
6. *Tes cours finissent à quelle heure?*
7. *Quelle est ta matière préférée?*
8. *Quel est ton jour préféré?*
9. *Comment s'appelle ton prof d'anglais?*
10. *A quelle heure est le déjeuner?*

Pupils should be in groups of six or seven for the game, with either the list of questions in front of them, or prompt words in English (if the question is to be practised as well). Each pupil takes a turn to ask a question and the group decides amongst themselves what funny action will accompany the answer.

The game therefore follows the rules of **Out of the Classroom**, but in **Spy** one member of each group is appointed as a spy and he/she must wander around the classroom watching each group's antics, reporting back to their own group that, for instance, Group A has two members whose lessons finish at 3 pm and as they answered that question those two pupils scratched their heads.

When each spy has returned to his/her own group with the findings a second pupil is chosen as a spy to check the findings of the first and so on.

This process continues for about ten minutes and the group who has the most correct answers wins.

GROUP COLOUR GAME

Aim	This is an excellent game for expanding vocabulary and providing good working practice of the target language.
You will need	A diagram on the board. (See Figure 6)
Playing time	Teachers can use their discretion.
Group size	Groups of six.

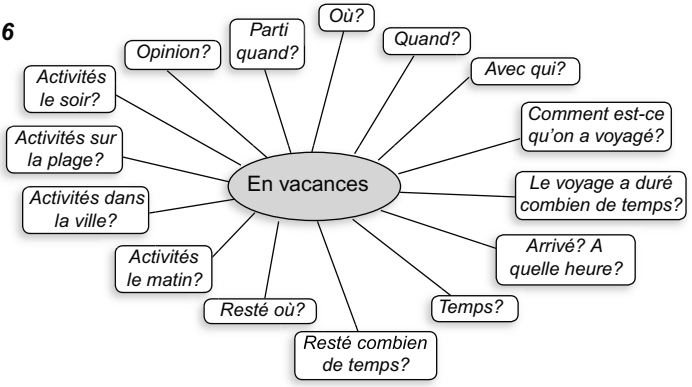
Playing the game

Almost any theme can be taught by this method, but we will use holidays in the past tense as a working example here.

Each member of a group is given a colour — *bleu, rouge, orange, vert, jaune, brun.*

The following diagram is drawn on the board (Figure 6):

Fig. 6



The game then proceeds as follows:

In each group, Pupil *'bleu'* begins by making a sentence on the guidelines of No. 1 (*Où*?). Such a sentence could be: *'L'été dernier je suis allé en vacances en France.'*

The other pupils in the group make notes on this sentence for future reference — either in the target language or in English (both are permissible at this stage). A simple note will do, such as: 1. *en France,* or 1. *to France*.

Pupil *'rouge'* then continues the game by creating a sentence on the guidelines of No. 2 (Quand?), e.g. *'Je suis allé au mois de juillet pendant les grandes vacances.'*

As above the other pupils in the group make a brief note such as: 2. *juillet — grandes vacances*, or 2. *July — summer holidays*.

This process continues, each pupil taking his/her turn to create a sentence until the group has reached No. 16 (*parti quand?*). At this point the entire group will have the same notes which provide the storyline of an imaginary summer holiday.

When all the groups have completed this process the game proceeds to stage two. All the *'bleu'* pupils from each of the groups sit together, all *'jaune'* pupils sit together and so on until the class has formed itself into six new groups.

In these new groups, each pupil takes it in turns to recount in the target language his/her summer holiday to the rest of the group. As in stage one of the game, the other members of the group make brief notes.

At the end of stage two each pupil will have amassed information on six different summer holidays. The information can then be written up for practice of the written language.

The game can be played using any topic, but a useful one is to collect information on an imaginary person, detailing such things as name, birthday, hobbies etc.

Pupils will have, at the end of such a game, thirty pieces of information on six different people. This can also be written up and is an interesting and useful way to practise the third person singular.

MOVING DICTATION

Aim	This game expands vocabulary and provides good working practice in the target language.
You will need	Pictures/paintings, or a simple narrated story.
Playing time	Teachers can use their discretion.
Group size	Small groups of three or four pupils.

Playing the game

For the pictorial version of this game, the teacher will have a picture at the front of the classroom. An 'envoy' or 'runner' is chosen from each group, who then proceeds to look at the teacher's picture and carry back to his/her colleagues one detail — such as *'C'est à la campagne.'* As with the previous game, the other members of the group make brief notes.

This process is repeated about half a dozen times and then another 'envoy' is chosen.

The winning group is the one which has amassed the most detailed information on the picture.

The game can be developed further to practise vocabulary and speaking of the target language by having the pupils describe accurately to the teacher the picture the 'envoys' have seen, so that the teacher can then draw this on the board. This can then lead to pupils drawing the picture in their exercise books and writing sentences to describe it.

HEAR AND SAY

Aim	This is a game used to practise words/sentences that have been studied on a particular topic.
You will need	Activity Sheet 2 in the worksheet pack.
Playing time	Ideally this activity must be carried out within a certain time limit — for example two minutes. This adds excitement and motivates the pupils into saying the phrases quickly and accurately.
Group size	Whole class.

Playing the game

Refer to Activity Sheet 2 in the Worksheet pack. Photocopy this sheet onto card and cut out all the cards to make 25 individual cards.

Taking holidays in the past tense as a working example once more, each pupil is given one card each. They should be allowed a couple of minutes to work out how the English phrases are said in the target language. Pupils must not write the phrases down; they should be memorised only.

The pupil who starts is the one who holds the following card:

Fig. 7

Say you arrived home on Saturday 30th August.	*Ask the pupil when s/he went on holiday last year.*

The general purpose of this game is that pupils say the phrase which is on the right hand side of the card and hear the phrase which is on the left. So, the first pupil will say *'Quand est-ce que tu es allé en vacances l'année dernière?'*, i.e. translating the English question on the right hand side of his/her card. The pupil who goes next will have that phrase on the left of his/her card:

Fig. 8

Ask the pupil when s/he went on holiday last year.	*Say you went on holiday in June.*

He/she will then reply to the question with the translation of the right hand phrase on his/her card.

This process continues until the last right hand phrase on the last card has been called out.

Pupils' motivation for this game can be boosted if the teacher offers an incentive. If the class performs the task within the given time limit, for instance, the teacher could give one piece of homework instead of two. Even if the teacher genuinely intended to give only one piece of homework, letting pupils think they are 'getting away' with a reduced workload, greatly increases their efforts in the classroom!

WHAT'S ON MY BACK

Aim	This is another game which can be used with almost all topics and acts as an aid to concentration and memory skills, as well as helping pupils to practise new vocabulary.
You will need	Small pieces of paper.
Playing time	This game lasts until one member of the class has won.
Group size	Pairs.

Playing the game

A working example of this game with a class of beginners could be as follows:

Write up this information on the board: (Figure 9)

Fig. 9

1. Prénom	2.Âge	3.Nationalité	4. Frères/Soeurs	5. Animaux
Cécile	10	anglais(e)	1 soeur	1 chien
Alain	11	irlandais(e)	2 soeurs	2 chats
André	12	écossais(e)	1 frère	1 cochon d'inde
Jean	13	français(e)	3 frères	1 poisson
Sylvain	14	suisse	1 soeur, 1 frère	2 poissons
Françoise	15	belge	4 soeurs	1 oiseau
Isabelle	16	québéquois(e)	5 frères	1 souris

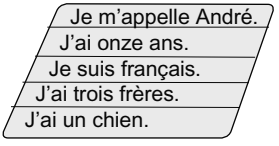
Each pupil is given a small piece of paper which is then folded in half and on this the pupil writes one piece of information from each of the columns in Figure 9, taking care to shield his/her writing from the neighbouring pupils. Each pupil then has a list such as: (Figure 10)

Fig. 10

This list is then attached to the back of a neighbour's sweater, e.g. by slipping it down the collar with the outside clearly on view. Consequently, no pupil should know what information is on his/her back, but the object of the game is to guess by a process of elimination and memory.

Each pupil chooses five pieces of information and creates sentences as follows: (Figure 11)

Fig. 11



Another pupil (Pupil B) checks this information and notes how many sentences, if any, Pupil A has correct. However, Pupil A is not told which pieces of information are correct. For instance, in the example given above (Figure 11), only one sentence corresponds to the information on Pupil A's back (Figure 10) — *'J'ai trois frères.'* Pupil B will tell Pupil A that he/she has just one fact correct. Pupil A must then remember what has already been said while trying different combinations of sentences.

Pupils take turns with a partner to guess all the sentences and the game continues until one pupil in the class has guessed all the information correctly. This pupil is the winner.

COCORICOT

Aim	This game aids concentration and helps the practising of vocabulary and numbers.
You will need	Just the pupils!
Playing time	This game lasts until one pupil is still seated. Teachers may use their discretion as to how many games a class will play.
Group size	Full class.

Playing the game

Pupils count around the class, and on number five or multiples of five the pupil does not say a number but says ***'Cocoricot'!***

The teacher then asks the pupil a question in the target language on the topic which has been studied in the lesson. The pace of the game should be fairly fast, and if a pupil says the wrong number or fails to answer the question, he/she is 'out' and stands up.

The winner is the pupil who is still seated at the end of the game.

PASSING ON A SECRET

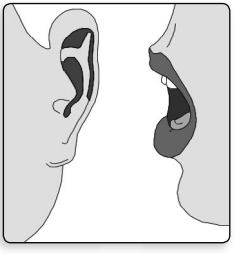
Aim	This game encourages listening skills and pronunciation.
You will need	Just the pupils!
Playing time	Teachers can use their discretion.
Group size	Full class.

Playing the game

This game is a variation of Chinese Whispers.

The class is divided into three teams who all stand in a line. The teacher whispers a message or secret to the pupil at the head of each line and this is passed down in whispers to the last pupil in each line who must then relay this back to the teacher. The line which relays the message accurately wins the game.

A variation of this game which is fun for pupils is for the teacher to whisper an instruction which the last pupil of each line must carry out.



SENTENCE BUILDING GAME

Aim	This game is a wonderful aid to concentration and is a more advanced type of memory game. It can be used to practise either single words or whole phrases.
You will need	Teachers can use a soft toy or a small ball to throw to pupils during the game, to add interest and spontaneity.
Playing time	Teachers can use their discretion.
Group size	Full class.

Playing the game

Using holidays as a working example, the game proceeds as follows:

- The teacher begins the game by saying *'L'année dernière, je suis allé en France'*, and then throws the toy or ball to a pupil.
- This pupil must then repeat the teacher's original sentence and add one of his/her own on the same theme, e.g. *'L'année dernière, je suis allé en France. Je suis allé au mois de juin.'* This pupil then throws the ball to someone else.
- The next pupil repeats the last two sentences, then adds another, e.g. *'L'année dernière, je suis allé en France et je suis allé au mois de juin. Je suis allé avec mon meilleur copain.'*

This process continues for about ten minutes or until pupils have difficulty in remembering the accumulated information. An incentive could be offered by designating the last pupil to remember all the sentences the winner.

MUSICAL QUESTIONS

Aim	In this game, pace and excitement add motivation and interest to a basic memory game. As with all games played at a fairly fast pace, the aim is to promote confident and speedy handling of the spoken and written language.
You will need	All pupils should have pen and paper for this game.
Playing time	Teachers can use their discretion.
Group size	Full class.

Playing the game

The game is suitable for most topics, but here we will take Personal Details as a working example.

Pupils walk around the room while music is played. When the music stops the teacher gives an instruction — for instance, *'Trouvez l'anniversaire de cinq personnes.'* Pupils must then attempt to find out the birthdays of five colleagues. They must ask in the target language — *'C'est quand ton anniversaire?'* — and they have until the music starts again to collect the information.

Other instructions could include:

- To find out what pets five pupils have
- To find out where five colleagues live
- To find out the hobbies of five colleagues

The winning pupil is he/she who has collected the most information.

POINT AND SHOUT

Aim	Another pacey game, Point and Shout allows pupils to release energy during the practice of correct pronunciation.
You will need	Lists of words written on the board.
Playing time	Teachers can use their discretion.
Group size	Full class.

Playing the game

A working example for a class of beginners is as follows:

A list of animals is written on the board:

un chien	*un oiseau*
un chat	*un poisson*
un cochon d'inde	*un cheval*
un hamster	*une souris*
un lapin	*une tortue*

Pupils are then asked to choose one animal from the first half of the list, but they must not tell anyone what they have chosen.

The teacher then points to a pupil who stands up and shouts the name of his/her chosen animal as loudly as possible.

When this pupil has sat down, all the pupils who have chosen the same animal stand up as a group and shout out the name of the animal. The teacher then points to another pupil who stands up to shout out his/her animal, followed by a group as above.

This simple process continues for about one minute, and then it is repeated using the animals from the second half of the list. Pupils love the opportunity to shout and if this is done in a controlled and well-disciplined environment it can be extremely good fun.

MIMES

Aim	Children love acting. It helps to release their individual creativity and any learning process is more welcome to pupils if it is fun. This game also gives an opportunity to use phrases in the target language.
You will need	Just the pupils!
Playing time	Teachers can use their discretion.
Group size	Full class.

Playing the game

Miming can be used for many activities and professions. The teacher simply writes down a hobby or profession and gives this to a pupil to mime for the rest of the class to guess what is being mimed.

Pupils must always use the target language. Therefore if the mime is of sport, they could ask: 'Tu joues au football?' and give the answer *'Tu fais du sport!'*

DRAWING GAME

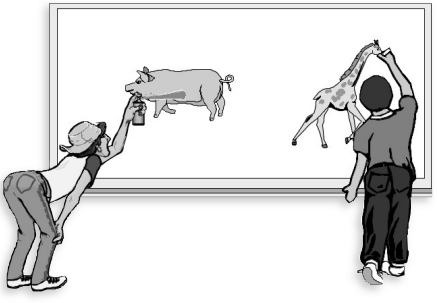
Aim	This game is an excellent game for lower ability pupils and helps recognition of new words and phrases.
You will need	A board and chalk.
Playing time	Teachers can use their discretion.
Group size	Full class.

Playing the game

Pupils are allowed to draw on the board in this game — which, of course, they all love to do!

The class is divided into two teams, each member given a number. To take the animal topic as a working example once more, the teacher calls out a number and an animal and each member of the two teams with that number comes to the board and is allowed ten seconds to draw the particular animal. A team point is awarded for the best drawing.

This game provides a lively ending to a lesson.



LISTEN, UNDERSTAND AND DRAW

Aim	This is a development of the previous game but is played in groups. It also helps recognition of words and phrases.
You will need	Rough paper and marking pens.
Playing time	This game lasts until one group has won.
Group size	Full class.

Playing the game

If pets are the theme of the lesson, the teacher will have a list such as the following:

un chien	*deux oiseaux*
un chat	*trois poissons*
un cochon d'inde	*quatre chevaux*
deux hamsters	*une souris*
un lapin	*cinq tortues*

The class is divided into four groups, each group having been provided with rough paper and a marking pen. One member of each group goes to the teacher who whispers the name of an animal from the list.

The pupil then returns to his/her group and draws the animal for his/her colleagues to identify, which they do by asking questions during the drawing process — in the target language. For instance, they could ask *'C'est un chien?'* and a second or two later realise that this is not the case — *'Ah, non — c'est un lapin!'*

The pupil who identifies the animal goes to the teacher and if the answer is correct he/she is given another pet to draw for the group.

This process continues until one group has completed the teacher's list of animals. That group wins the game.

DRAW IT IN GROUPS

Aim	This game can be used for practising either simple vocabulary or more complicated language for older pupils, and it helps both listening and speaking skills.
You will need	Rough paper and pens.
Playing time	Teachers can use their discretion.
Group size	Full class.

Playing the game

A more advanced drawing game, this relies on pupils accurately describing a picture to colleagues in a group, and from this description in the target language, the group has to reconstruct the picture.

Examples of vocabulary can range from physical descriptions for a class of beginners (using famous footballers or pop stars, etc.) to 'accident' vocabulary with a more advanced class, where the picture given would be of the scene of an accident, such as a motorway pile-up, full of complicated details.

CIRCLES ON THE BLACKBOARD

Aim	This is another lively game which has a revisional purpose and should be kept for the final five minutes of a lesson so that teachers can assess how much new vocabulary pupils have absorbed during the period and how much they remember from previous lessons.
You will need	Board and chalk.
Playing time	Five minutes.
Group size	Full class.

Playing the game

About thirty words or phrases are written on the board in any order. The vocabulary should be a mixture of old and new. The class is then divided into two teams, each member of the team given a number.

The teacher calls out a word or phrase in English for which the French/ German/ Spanish etc. is on the board. When a team member's number is called, he/she goes to the board with the opposing team member and the first of the pair to circle the correct word or phrase wins a team point.

CLASS ROLE-PLAY GAME

Aim	Rather like the Hear and Say game (p.20), this game promotes accurate use of vocabulary and requires a translation from English into the target language.
You will need	Activity Sheets 3, 4 and 5 in the worksheet pack.
Playing time	Approximately five minutes.
Group size	Full class.

Playing the game

Each pupil is given one of these 24 cards (more can be made if the class is greater than this in number) and for the duration of the game he/she becomes one of the people named on the cards — e.g. *Eric or Cécile*. Each pupil must carry out four tasks: asking two questions and answering two questions.

The game begins when the teacher chooses a pupil to start. For instance, this may be John Smith who has the role-play card *'Eric'.*

As *'Eric'* he must ask *'Charlotte'* if she likes playing the violin. This question must, of course, be translated into the target language. The pupil who has the *'Charlotte'* card must then answer this question, either in the affirmative or negative, and then ask the pupil *'Josette'* what she likes to do.

This process continues until all pupils have asked both questions on the cards, and answered two questions from other pupils.

An assessment mark could be given to pupils for their performance. The game also helps pronunciation.

PIN THE TAIL ON THE DONKEY

Aim	This traditional party game is useful in modern language teaching for practising simple directions.
You will need	A blinfold; a stop-watch; chalk.
Playing time	This game is played until both teams have had their turn.
Group size	Full class.

Playing the game

A tailless donkey is drawn on the board and the class is divided into Team A and Team B. To begin, one pupil from Team A is blindfolded, given a piece of chalk and escorted gently to the back of the classroom. His/her journey to the board should be timed by a stop-watch to add a further competitive element. Team A must then guide their blindfolded representative to the board by using directions such as:

- *Allez tout droit*
- *Tournez à droite*
- *Tournez à gauche*
- *Arrêtez!*
- *Attention la chaise!*
- *Attention la table!*
- *Attention le mur!*
- *Attention le placard!*

Penalties of 10 seconds are incurred if pupils speak in English, or the blindfolded pupil touches anything. (This latter penalty ensures that the game is carried out safely.)

When the pupil reaches the board, he/she is told in the target language to draw a tail on the donkey — *'Maintenant, il faut dessiner la queue.'* The watch is stopped and Team A's time (plus any 10 second penalties) is written up on the board.

The process is then repeated for Team B. Winning scores are worked out as follows:

- *The tail nearest to the donkey — deduct 40 seconds from the overall time.*
- *The team with the shortest time wins.*

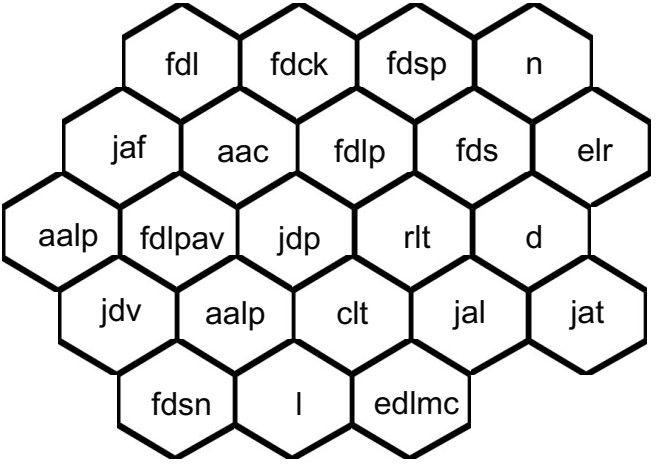
BLOCKBUSTERS

Aim	This well-known TV game adapts perfectly to the teaching of modern languages and is a recognition and ` memory game.
You will need	The board or an overhead projector.
Playing time	Teachers can use their discretion.
Group size	Full class

Playing the game

To take the topic of hobbies/activities as a working example, a grid is drawn on the board or placed on the overhead projector: (Figure 12)

Fig. 12



jaf — *jouer au football*
aalp — *aller à la pêche*
jdv — *jouer du violon*
fdl — *faire de l'alpinisme*
aac — *aller au cinéma*
fdlpav — *faire de la planche a voile*
aalp — *aller a la plage*
fdsn — *faire du ski nautique*
fdck — *faire du canoë-kayak*
d — *danser*
edlmc — *écouter de la musique classique*
fds — *faire du surf*
fdlp — *faire de la peinture*
jdp — *jouer du piano*
clt — *collectionner les timbres*
fdsp — *faire du sport*
rlt — *regarder la télévision*
jal — *jouer avec l'ordinateur*
l — *lire*
n — *nager*
elr — *écouter la radio*
jat — *jouer au tennis*

The class is divided into two teams, for example *'rouge'* and *'vert'.* Following the rules of the TV game, one team aims to cross the board vertically, the other horizontally. There are no general knowledge clues in this version. Pupils merely work out the correct phrase from vocabulary taught during the current or previous lessons, within a particular topic. The teacher colours the cells with the corresponding *'rouge'* or *'vert'* for correct answers, and a correct answer wins another turn for that team.

JACQUES A DIT

Aim	This is the French equivalent of “Simon Says” and can be used to practise directions.
You will need	Just the pupils!
Playing time	Teachers can use their discretion.
Group size	Full class.

Playing the game

Introduce a fun element to this game, such as having pupils pretend they are riding bicycles or driving cars. They should, in this case, stand up and bob up and down, holding imaginary handlebars or steering wheels.

Directions are given, such as:

- *Jacques a dit — Tournez à gauche*
- *Jacques a dit — Tournez à droite*
- *Jacques a dit — Continuez tout droit*

Pupils respond with the appropriate ‘steering’ action. No action should be followed which is not prefixed by *‘Jacques a dit’*. Anyone forgetting this rule is, of course, ‘out’. The winner is the boy or girl left standing at the end.

Other vocabulary which can be used with *Jacques a dit* includes hobbies and ‘classroom commands’.

TIMING THE QUESTION AND RESPONSE

Aim	This is a useful and fun way to practise certain important questions and answers with which pupils may be having some difficulty.
You will need	Just the pupils!
Playing time	Approximately two minutes or any set time limit.
Group size	Full class.

Playing the game

Instead of the tedious process of basic repetition, the pupils stand in one huge circle, the question and answer passing around the circle within a set time limit.

An incentive could be offered for this game — such as the magical ‘one piece of homework instead of two’ award!

USING TELEPHONES

Aim	This is designed specifically to sharpen response which is important in confidence building.
You will need	A pair of real disconnected telephones, or cardboard telephones.
Playing time	Five minutes in any one lesson.
Group size	Teacher + 1 pupil.

Playing the game

At the beginning of each school year, pupils are given a personal French/ German/ Spanish telephone number. There should be in the classroom either a pair of real telephones (disconnected), or if this is not possible, cardboard telephones can be made. One telephone should occupy the teacher's desk and the other some communal place in the room such as a back workbench or the window sill.

At any stage in a lesson the teacher can pick up his/her telephone and call out a pupil's 'phone number. The pupil then 'answers' the call and is required to respond to a question from the teacher or carry out a simple task.

This activity could carry the incentive of merit marks or a point in the teacher's mark book which is used to encourage and reward good performance.

NICKNAMES

Aim	This, like the previous activity, sharpens response.
You will need	Just the pupils!
Playing time	Five minutes in any one lesson.
Group size	Teacher + 1 pupil.

Playing the game

As well as a personal 'phone number, pupils can also be given a particular character name for the year or term. If a pupil's nickname is called at any time during a lesson he/she stands up and either answers a question or performs a simple task. Again, points could be awarded as with the telephone activity.

NB It is important to keep any nicknames positive in nature, and pupils should be allowed to choose their own. Negative names such as *M. Triste, M. Pessimiste or M. Bizarre,* should be avoided as it is crucial at all times for pupils to feel confident and positive about themselves. Such an attitude promotes a relaxed atmosphere which is conducive to learning.

While the telephone game helps in the practising of numbers, giving pupils nicknames is useful for adjectives. Suggested nicknames could be:

M (Mme/Mlle) intelligent(e)
" bruit(e)
" petit(e)
" parfait(e)
" rapide
" maigre
" grand(e)
" heureux(se)
" beau(belle)
" incroyable
" génial(e)
" optimiste

Naturally, in the case of female pupils the feminine form of the adjective would be used. Girls can be designated *Madame* or *Mademoiselle* as they wish.

TWENTY QUESTIONS

Aim	Another old favourite, this game is excellent for the practising of vocabulary and questions. It can be played using very simple questions at a beginners' level, progressing to quite complicated language for GCSE/ Scottish Standard Grade candidates.
You will need	Just the pupils!
Playing time	Teachers can use their discretion.
Group size	Full class

Playing the game

To take the topic of professions as a working example, questions asked by an intermediate class could include:

- *Tu portes un uniforme?*
- *Tu es bien payé?*
- *Tu travailles seul?*
- *Tu travailles avec des hommes?*
- *Tu travailles avec des femmes?*
- *Il faut avoir des diplômes?*
- *C'est un travail dangereux?*
- *Tu voyages beaucoup?*
- *Tu travailles dans un bureau?*
- *Il faut avoir une voiture?*
- *Tu travailles avec les mains?*
- *Tu gagnes beaucoup d'argent? etc.*

As with conventional Twenty Questions, the object of the game is to guess which profession a pupil has thought of.

ALIBI

Aim	This is a much more involved activity, suitable only for GCSE/Scottish Standard Grade pupils and it is an excellent and imaginative way to practise both the written and spoken target language.
You will need	Just the pupils!
Playing time	Two whole lessons.
Group size	Full class

Playing the game

This game involves role-play and creativity which pupils thoroughly enjoy, and it is an activity which should be spread over two lesssons.

First lesson — setting the scene

The teacher informs the pupils that last Saturday morning the school video recorder was stolen. As all pupils were seen on the school premises they are all suspected of the robbery. They were all spotted by the school caretaker in pairs, and for the rest of the activity the pupils should work in these designated pairs to produce an alibi.

What information to include

Allow pupils 45 minutes to write down any information which will help their case. This must include:

- *What time they left home*
- *How they got to school*
- *What time they got to school*
- *Why they came to school on Saturday!*
- *What they were wearing*
- *What they did at school (exact details)*
- *Who else they saw at school*
- *Who they suspect of the robbery and why*
- *What time they left school*
- *What they did afterwards*

Second lesson — Interrogation

The written accounts must be learned and during the next lesson the classroom is set up as a criminal court. Choose a team of pupils to question everyone else in turn. Choose a jury.

As each pair of pupils come forward for interrogation, one is sent out of the classroom. All accounts are thus given independently and, of course, each pair's accounts should concur. It is the prosecution and jurors' job to find discrepancies between each account and at the end of the lesson one pair is convicted!

This game really motivates pupils as they love role-playing and the mischievous fun of 'framing' other suspects, and as can be seen from the amount of detailed information required for the game to be effective, the activity provides pupils with good working practice of the target language.

REFEREEING

Aim	To encourage pupils to use the target language in all modern language classes.
You will need	Red and yellow cards.
Playing time	This is an ongoing process in all lessons, or the teacher may limit the use of these cards to certain times during a lesson.
Group size	Full class.

Playing the game

With any game where the target language must be used, teachers can offer incentives for 100% use of the target language, awarding penalties for the speaking of English. One system which works particularly well with male pupils is the FA system of yellow and red cards! For a single lapse into English, pupils are given a yellow card (or a booking); a second yellow card for a second lapse. Three yellow cards mean an automatic 'sending off' or red card!

For each yellow and red card a small, productive penalty should be given. Football cards do, in my experience, work equally well with girls!

FIND YOUR TWIN

Aim	This game is fun and gives pupils an opportunity to use the target language in a way which will motivate them.
You will need	Activity Sheets 6, 7 and 8 in the worksheet pack.
Playing time	The game lasts until all pupils are in pairs.
Group size	Full class

Playing the game

In this working example, the language used is suitable for a class of beginners, but the game can be expanded to include more complicated language. Activity sheet 6 is photocopied and divided into four separate identity cards, each one given to individual pupils. The object of the game is to find the twin. The identity cards comprise two sets of twins (a brother and sister, and two sisters).

Pupils interview their colleagues until they discover their twin, by asking questions which will hopefully produce the same information as that on their own card e.g. *Pierre Blanc* is searching for his sister *Marie* and could ask first *'C'est quand ton anniversaire?'* etc.

Using Activity sheets 7 and 8 in the worksheet pack, this game can be expanded to find other pupils with the same hobbies or interests. Activity sheets 7 and 8 are photocopied onto card and each pupil is given one card depicting a particular hobby or hobbies. Pupils then proceed to interview others as above, but this time questions could include: *'Tu aimes chanter?'*/ *'Tu aimes écouter les disques?'*

WHO IS TELLING THE TRUTH

Aim	This game provides dictionary practice.
You will need	Dictionaries.
Playing time	Teachers can use their discretion.
Group size	Full class

Playing the game

This game provides useful dictionary practice at early levels and older pupils can provide their own words and definitions. The teacher should find unusual words in the dictionary for younger pupils to identify, offering them two or three simple definitions of this unknown word. Only one definition is correct; the pupils have to find out which one.

The game can also be played in teams or groups.

FIND THE INVISIBLE MOUSE

Aim	This is an excellent game for the written practice of nouns with prepositions.
You will need	An overhead projector; pictures.
Playing time	Teachers can use their discretion.
Group size	Full class

Playing the game

A working example of this game is as follows:

A photocopied picture of a kitchen is placed on the projector. On an overlay, an 'A' is marked where the 'mouse' is hiding. (If this game is played with the picture pinned to the board, two identical pictures can be used, the second one marked with an 'A').

Pupils must write down a sentence stating where they think the mouse is hiding, for example:

- *la souris est sous le frigo*
- *la souris est près du frigo*
- *la souris est à côté de la cuisinière*
- *la souris est dans la poubelle*

At the end of this process, the teacher places the overlay on the projector to reveal the mouse.

The pupil who has guessed correctly the mouse's position, wins the game.

FINGER WRITING

Aim	This game is especially useful for younger, low ability pupils, as it helps them focus on the spelling of individual words and phrases.
You will need	Just the pupils!
Playing time	Teachers can use their discretion.
Group size	Full class

Playing the game

To take hobbies as a working example with a class of beginners, the game proceeds as follows:

Each pupil is given a hobby on a small card, e.g:

aller à la pêche	*chanter*	*nager*

Pupils then write this hobby with a finger on the backs of all the other pupils in the class. This finger writing should be done firmly and slowly. When a pupil has been 'written on' in this way, he/she tries to work out what has been 'written on' his/her back, then writes the hobby in an exercise book, noting the name of the pupil who wrote the word.

The winner is the pupil who has the most hobbies correctly written down, and of course, corresponding to the right pupil.

ANOTHER CIRCLE GAME

Aim	This game can be used to practise questions and answers on a topic taught during the lesson.
You will need	A small soft ball.
Playing time	Approximately fifteen minutes.
Group size	Full class

Playing the game

The teacher begins the game by standing in the centre of the circle of pupils with a soft ball and a list of questions.

The ball is thrown to a pupil at random, then the teacher asks that pupil a question. If the pupil answers incorrectly, he/she remains in the circle. If the pupil answers correctly, he/she then changes places with the teacher and throws the ball, asking questions as before.

This process continues for about 15 minutes, and it is another of those lively games which can end a lesson on a happy note.

CONSEQUENCES

Aim	This game is most suitable for intermediate classes and is an interesting way to practise past tense language, as well as stimulating pupils' creativity.
You will need	Paper.
Playing time	Approximately twenty minutes.
Group size	Full class

Playing the game

As with conventional Consequences, stories are told in short sentences, and the working example here uses famous people:

The pupils are given a strip of paper which they fold into eight boxes. (Figure 13) All instructions should be given in the target language. Firstly, pupils must write the name of a male character from their favourite TV soap opera / pop group / football team / movie etc. in the top box of their papers. Pupils are then instructed to fold over this box and pass the paper to the next person. Next, pupils write the name of a female character, passing this on as before.

The next sentence is where the characters met. A location is written and the papers passed on as before. The next two sentences are what the male character said and what the female character replied (see Figure 13). Again the paper is passed on. The final three sentences are as follows:
• What the characters did • How the characters got home • The final consequence

For this final consequence, the teacher can offer pupils a list of possible options. When all the lists are complete, pupils then take it in turn to read out their stories, which always provides plenty of humour from the unlikely combinations.

Fig. 13

le grand Eric Cantona

a recontré
la belle Madonna.

Ils sont recontrés dans
la rue en face du pub.

Il a dit:
Tu veux aller au cinéma avec moi?

Elle lui a répondu:
Je vais me laver les cheveux ce soir.

Ils sont allés à la pêche où
ils ont attrappé une poisson.

Ils sont retournés à la maison
à vélo.

Ils sont mariés!

HANGMAN

Aim	This traditional game can be adapted for the classroom to practise the alphabet and known words and phrases. It also helps spelling.
You will need	Board and chalk.
Playing time	Teachers can use their discretion.
Group size	Full class

Playing the game

The game can be played on the board with the class divided into two teams, or it can be played in pairs with the teacher supervising. All letters should be called out using the correct pronunciation for the language.

DOT TO DOT

Aim	This is an ideal way to practise cardinal numbers as either a reading or listening activity.
You will need	Activity sheet 9 in the repromaster pack.
Playing time	Approximately 10 minutes.
Group size	Full class

Playing the game

This game can be used either as a listening aid, with the teacher calling out the numbers in the correct order; or as a reading activity where pupils read the list of numbers and join the dots accordingly. Correct following of the numerical order will provide a recognisable picture.

The game is easy to prepare, as teachers can simply trace a picture in pencil, write in the numbers and dots, then erase the pencilled outline.

The purpose here is the recognition of written numbers and not simply the following of Arabic numerals in order as in a traditional dot-to-dot picture.

THE LOST CLOWN

Aim	This game provides pupils with a chance to be creative in their use of the target language and such vocabulary items as clothing, adjectives and colours are given thorough attention. The game should ideally be played during a lesson which teaches one of these topics.
You will need	Another member of staff dressed in a brightly coloured clown's outfit.
Playing time	Teachers can use their discretion for the follow-up work.
Group size	Full class.

Playing the game

This is a fun game that could be reserved as an end of term treat. It requires the assistance of another member of staff who is prepared to engage in a fairly theatrical role-play game. The game should contain a shock element, so it can really only be done once with each class.

Setting the scene — The Lost Circus

During a lesson a member of staff wearing a brightly coloured clown's outfit enters the classroom. The clown tells the class that he has lost his circus and asks if anyone has seen it. The amount of time the clown stays in the classroom will depend on how well he can act and on whether the interchange between pupils and clown is in the target language or in English, if s/he is not a linguist.

In the author's own experience, this game stimulates pupils' observational responses due to the surprise element. It is amazing to discover just how much detail has been absorbed.

Eye witness accounts

Pupils are then asked to relate what they have seen, paying particular attention to the 'clown's' clothing. This can be done as a whole class or in small groups. Descriptions can then be written up in exercise books providing useful practice in the topical vocabulary and adjectival endings/agreement.

IN THE HOT SEAT

Aim	This is an excellent and motivating activity for practising questions and answers at the end of a lesson or particular topic.
You will need	The teacher's chair!
Playing time	Approximately 5 minutes.
Group size	Full class.

Playing the game

Each pupil sits in the teacher's chair and has 30 seconds in which to answer as many questions as possible fired by the other pupils. The pupil who answers the most questions correctly wins.

This is another game which works well in groups.

PART THREE — BOARD GAMES AND CARD GAMES

NB In the following games which use the Activity Sheets in the repromaster pack, figures given for photocopying purposes are based on a class of thirty pupils. Teachers should adjust these figures to suit their own class sizes.

OOPS GAME

Aim	This board game tests pupils on their knowledge of a particular topic and also highlights gaps in their knowledge.
You will need	Activity sheets 10 and 11 in the repromaster pack. These are photocopied onto coloured card. Plastic or cardboard counters; a dice.
Playing time	Teachers can use their discretion.
Group size	Pairs.

Playing the game

Both pupils have a counter which they place on Box No. 1 on Activity sheet 10 — the board which has the English phrases. Activity sheet 11 is the answer board. A dice is used to designate how many squares a player moves. Whichever square the counter lands on denotes the English phrase or word for which the player must give the French/German/Spanish etc.

His/her partner in the game — the opposing player — checks this on the answer board. If the phrase was correct, the pupil may leave his/her counter on the square until the next throw of the dice. If the phrase is incorrect, the pupil must go back two squares. Anyone landing on an **'Oops'** square falls through it and must answer the question underneath.

The first pupil to reach the final square is the winner. A "blank" activity sheet (no. 12) has been provided for teachers to create their own version of this game relating to whatever the current topic is.

CIRCLE BOARD GAME

Aim	A second board game which tests pupils on particular topics and highlights gaps in their knowledge.
You will need	Activity sheet 13 photocopied onto coloured card. Plastic or cardboard counters; a dice.
Playing time	Teachers can use their discretion.
Group size	Pairs.

Playing the game

Again this is a board game for two players, and is played in the same way as **'Oops'**. The game uses Activity sheet 13. In this game, however, answers are not provided and the pupils must search for the answers in their exercise books.

BINGO CARDS

Aim	This game is a recognition game which aids concentration and listening skills.
You will need	Activity sheets 14-32 in the Worksheet pack. Plastic or cardboard counters.
Playing time	Teachers can use their discretion.
Group size	Full class.

Playing the game

This game is played in exactly the same way as the simple Bingo game in Part Two of this book (p. 15), where the teacher calls out a word in the target language and the pupils must identify a pictorial representation of the word. This time, however, pupils place a counter over the picture, and the winner is he or she who has covered all their pictures, gaining a 'full house'.

Activity sheets 15-23 can be used to practise recognition of food items, and Activity sheets 25-32 can be used as in conventional Bingo to practise cardinal numbers. Each pupil has one card, and more can be made according to class numbers. A blank bingo card has been included in the repromaster pack (number 33). Teachers can photocopy this to produce their own games using different vocabulary.

MATCHING GAME

Aim	This is a card game which helps the recognition of single words/objects. It is especially useful for low ability children who experience difficulty in retaining vocabulary.
You will need	Activity sheets 33-39 in the repromaster pack.
Playing time	Teachers can use their discretion.
Group size	Pairs.

Playing the game

The activity sheets should be photocopied onto coloured card 15 times. Each copy should then be cut into separate squares, so that the object of the game will be to match a picture to a word. Collect the separate squares into fifteen sets of cards and give each pair of pupils a set each. The cards are then shuffled and spread out face upwards on the desk. The pupils simply match the pictures to the words. An extra "blank" activity sheet has been provided (no. 40) so that teachers can create their own version of this game relating to whatever the current topic is.

The game then proceeds to Round 2, where the players shuffle the cards once more, but this time they spread them out face downwards on the desk. Each member of the pair takes it in turns to turn over two cards. Once again, the aim is to match the words and pictures. Using the same packs of cards, the class can then proceed to a game of Snap...

SNAP

Aim	As with the previous game, this helps the recognition of single words/objects, and is especially useful for low ability pupils.
You will need	Activity sheets 33-39 in the repromaster pack.
Playing time	Teachers can use their discretion.
Group size	Pairs.

Playing the game

This is simply traditional Snap, but the matching is done when the correct word is placed upon the corresponding picture. The "blank" sheet (no. 40) can be used by teachers to exploit different vocabulary.

FINDING A PAIR

Aim	As with The Matching Game and Snap, this recognition game is useful for low ability pupils, but is also fun for all pupils and provides working practice of the spoken language.
You will need	The same packs of cards as in the previous two games (Sheets 33-39)
Playing time	Teachers can use their discretion.
Group size	Groups of six.

Playing the game

This game uses the same packs of cards but is played in groups of six, with each group using two packs of cards. Shuffle the cards and deal six cards to each member of the group. Players must have six cards at all times. The remaining cards are placed face down between the players to form a stack.

The aim of the game is for players to get as many pairs as possible. One pupil starts, asking someone else for a card (e.g. *'le sel'* as he already has one salt card in his hand.) The target language must be used at all times, so that pupil will ask: *'Je peux avoir du sel, s'il vous plait?'* If the person he asks does have this card, it must be passed to the asker. The person with the salt card will say firstly: *'Oui, bien sur,'* then the asker says: *'Passez-moi le sel, s'il vous plaît'* and he receives the other salt card to put down on the desk with his own as a pair. If the first person who is asked does not have a salt card he/she says: *'Je regrette, mais je n'ai pas de sel,'* and the asker says: *'Oh, zut!'* and then asks someone else.

Once a player has put down a pair he/she must replace these cards in his/her hand with two drawn from the stack.

The winner is the pupil who, after the stack is exhausted, has made the most pairs.

BUILDING SENTENCES WITH PAIRS

Aim	This activity helps pupils to focus on the little words in the target language which are sometimes overlooked but are essential to the grammatical structure of a sentence. Such focusing also helps pupils to grasp the rules of syntax which may of course be different for each foreign language.
You will need	Activity Sheets 41 and 42 in the repromaster pack (sheet 41 being especially helpful for low ability pupils).
Playing time	Teachers can use their discretion.
Group size	Pairs.

Playing the game

The sample pages in the Activity Sheet Pack can be used to practise personal details and questions in the polite form, but teachers can make their own sheets, to aid learning and revision on any topic.

The sheets are copied fourteen times and each copy divided into the individual cards. This gives a total of 14 sets of 70 cards, and from the words on each card six statements and ten questions can be built. One pack of cards is given to each pair of pupils in the class and they must then put together all the questions and phrases. The first pair to do this correctly wins the game.

To adapt this game for low ability pupils, Sheet 42 should be used in the same way as outlined above. Here, however, pupils only have individual letters on their cards and they must put them together to form six simple weather statements, e.g.

Il pleut	*Il fait du brouillard*
Il neige	*Il fait du vent*
Il fait soleil	*Il fait chaud*

DOMINOES

Aim	This is a card game which helps the recognition of single words/objects. It is especially useful for low ability children who experience difficulty in retaining vocabulary.
You will need	Activity Sheet 43 in the repromaster pack. This sheet is photocopied fifteen times and copies are cut into 'dominoes'.
Playing time	Teachers can use their discretion.
Group size	Pairs.

Playing the game

Each 'domino' will have a picture on the left and a school subject on the right. teachers, can, of course, make different sheets to cover all sorts of topics.

CATEGORIES

Aim	This board game is an excellent revision aid and it allows the teacher free time to spend with individuals as the pupils can play the game without supervision.
You will need	Activity Sheets 44—56 in the repromaster pack; paper and pencils.
Playing time	Teachers can use their discretion.
Group size	Pairs, or small groups of up to 6 players.

Playing the game

This game does take a little time to prepare. Each one of the activity sheets (44—56) must be photocopied onto coloured card — a different colour for each topic.

Preparation is as follows:

Activity Sheet 44 — this is the playing board itself and should be photocopied onto yellow card. Activity Sheet 45 — the answer card for the topic *'Familiar Questions'.* This should be copied onto blue card. Activity Sheet 46 — these are the playing cards used for the game in the *'Familiar Questions'* category. This sheet is also copied onto blue card (to correspond with the relevant answer sheet 45). The question sheet is then cut into the individual numbered cards which contain each phrase.

Do the same colour-coding for each of the topics, i.e. *'Polite Questions'* — playing cards green, *'Polite Questions'* answer sheet also green, and so on. Finally, each group of pupils will have a yellow board with six different sets of coloured cards face down in stacks on each of the six categories. Each group will also need a dice, and pen and paper for scoring. One member of each group keeps the answer cards for checking — or these can be spread between the individual members, whichever method pupils and teachers prefer.

The game is played as follows:

The first player throws the dice and the value of the throw denotes which category is to be answered — e.g. a 2 — *'Polite Questions'*, a 6 — *'House and Home replies'.* The player then takes the top card from the stack on the designated category. This card will have a numbered question in English which the pupil must translate into the target language.

The player who holds the answer cards then checks that the phrase/question is correct. If so, the player wins one point. The card is then replaced at the bottom of the stack. The game continues in this way, pupils throwing the dice in turn, until the teacher calls a halt.

Merit marks or incentive points can be awarded to the pupil with the highest score in each group.

SINGLE CATEGORY BOARD GAME

Aim	This game follows the same guidelines as the previous one but it is used for the revision of a single topic.
You will need	Activity Sheets 57-60 in the repromaster pack; pens and paper; a dice. Plastic or cardboard counters.
Playing time	Teachers can use their discretion.
Group size	Pairs, or small groups of up to 6 players.

Playing the game

Again, this game requires a certain amount of preparation, but teachers should find — as with the previous game — that a little time spent before the lesson will free precious minutes in the classroom, when individual pupils who are not involved in the game can get extra help and more of the teacher's personal attention.

Preparation for the working example *'Disques et Livres'* is as follows:

Activity Sheet 57 — this is the playing board and should be photocopied onto yellow card. Activity Sheet 58 — the *'Disques'* playing cards — should be copied onto blue card. Activity Sheet 59 — the *'Livres'* playing cards — should be green. Activity Sheet 60 is the answer card and should be orange.

Cut out the blue 'Disques' cards and the green *'Livres'* cards and place them face down in two stacks on their relevant categories on the playing board.

Each group of 2 to 6 players needs pen and paper for scoring, plus a dice.

They will also need counters which are placed on the starting point: '*Commencez ici — Livres 2'*. One player from each group keeps the answer card for checking.

The game then proceeds as follows:

Player No. 1 throws the dice, and moves in any direction to the value of the throw. For instance, a 3 throw would take him/her to either *'disques 2'* or the *'miss a go'* circle.

Wherever the counter lands (with the exception of *'miss a go'*) the player must pick up the designated number of cards from either the *'Disques'* or *'Livres'* stack. The player must then give the phrase in the target language from the English instruction on the card(s).

The answers are then checked and if correct the player wins a point. The card(s) are replaced at the bottom of the stack.

Play continues indefinitely, as in Categories above, until the teacher calls 'time', and merit marks or incentive points can be given to pupils with winning scores.

Dozens of games from teacher/author Janet Horrocks, all designed to bring laughter into language learning while reinforcing the work done in class.

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LCP
Hampton House • Longfield Road • Leamington Spa
Warwickshire • CV31 1XB

Tel: 01926 886914
Fax: 01926 887136
E-mail: mail@LCP.co.uk
Website: www.LCP.co.uk