

## Games and activities

### 50/50

Show children a flashcard from core vocab. Give two options, one of which is correct, they repeat the correct answer (*C'est rouge ou bleu?* = Is it red or blue?)

### Répétez si c'est vrai = Repeat if it's true

Show children a flashcard from core vocab, e.g. the colour yellow (*jaune*). Call out other colours. Children wait to hear *jaune* and repeat it when it is said.

### C'est...?

Ask for *Un volontaire*. Choose a child and say *Viens ici* (come here). Indicate that you want them to choose a flashcard (*choisis*) and for the child to put the flashcard above your head (*Mets ça là* = put that there). Teacher begins guessing what it might be (*C'est orange?*) children answer *Non* until the right one is guessed, then they answer *Oui!*

### 'hot/cold' game

This game can be used to get children repeating some core vocabulary over and over again. It works best with a short sentence (*Comment t'appelles-tu?* = What's your name?) or a list of new words (*violet, orange, vert*).

Send a child out of the room once the rules have been explained. Choose another child to hide something (I use our French frog puppet Coco). Tell them that a little part of Coco needs to be on show, otherwise each turn takes too long. Then the first child enters the room. The rest of the class says the core vocabulary over and over – quietly if the child is far from Coco and louder and louder as they get closer to it. This is a real favourite with my class.

### SPLAT! Also known as slapboard or allez toucher.

Present pictures of all the core vocab on the board (I use a powerpoint slide, but you can bluetac flashcards onto the board too).

Divide the class into two groups (*Divisez en deux groupes*). Ask for *un volontaire de chaque groupe* (a volunteer from each group). Call out one of the words and they race to touch it. They sit down (*Asseyez-vous*), choose two more *volontaires* and repeat.

### Le morpion (noughts and crosses)

Again, I put all the pictures inside a noughts and crosses grid shape as part of a powerpoint slide or word document and the children can write their noughts and crosses over the top with whiteboard pens. Ensure, the children say the vocab before they are allowed to put their nought (*zero*) or cross (*croix*) on it. If they can't say it, they can't go there!

### Cache-le (sous ton pull) Hide it (under your jumper)

Show children a flashcard, for example, the colour blue, and ask *Qu'est-ce que c'est?* (What is it?) Which ever child answers correctly tell them to '*Cache-le sous ton pull*' (hide it under your jumper). Repeat until all the flashcards have been distributed.

Then *Qui a le bleu?* (Who has the blue?) Children have to remember who was hiding it.

### **'Salade de fruits' (Fruit Salad) aka 'Arc en ciel' (Rainbow)**

Children sit in a circle. Tell each child that they are a certain fruit (or colour if playing Arc en ciel). Teacher calls out a fruit (or colour). The children who were designated that colour all swap places. If *salade de fruits* (or *Arc en ciel*) are called out, *everyone* has to swap places. This game can be played with other core vocab and be called *Supermarché* (supermarket), *Zoo* etc.

### **Kim's game**

Show a number of objects or flashcards. Tell children to *Fermez les yeux* (close your eyes) and take one object away. You can either ask them what's missing, or point to each object and say *Qu'est-ce que c'est?* Finally point to the missing object/flashcard that is behind your back and say *Qu'est-ce que c'est?* This keeps all instructions in the target language.

### **Strip lotto**

Give each child a strip of paper and tell them to fold it three times so that when they unfold it there are 8 segments across their strip of paper. They should fill in random numbers between 0-9 or colours could be scribbled in each segment. Teacher calls out numbers or colours, but children can only tear of the number/colour called if it is at either *end* of their lotto strip.

### **Spelling game**

A word on beginning to write in French:

Once children have learnt new vocab orally, begin to introduce the written word, but still focus on the oral. Once they are confident with the vocab orally, draw attention to the written word and discuss strategies for remembering them – similarities to English words, saying words as they're spelt (but ONLY for remembering how they are written – not how they are *said*) etc.

**The game:** Divide the whiteboard in two. On each side of the board, in a list, write the *first* letter of the vocab they've been learning, e.g. numbers or colours. Tell them what you have done. Divide the class into two teams (*divisez en deux groupes*). A volunteer from each team is given the whiteboard pen. Once the teacher says *Allez!* (Go!) it's a race to fill in all the words. Rules: Each person can only write one word from the list, they can choose any word from the list. They then pass the pen to someone else from their team who has their hand up. I say I'm going to give them 2 minutes, but I usually adjust that according to how well they're doing. At the end, give 2 points to words spelt correctly and 1 point to words spelt incorrectly, but where the meaning is clear.

### **Police officer game (le gendarme)**

Best used with question-answer lessons. E.g. *Comment t'appelles-tu?* Choose a *gendarme* to leave the room (wearing a police helmet if possible!) Choose another child in the room to be 'it'. You can use a prop, like a puppet that they hide on their person. The police officer enters the room and asks the questions *Comment t'appelles-tu?* All children answer with their own name *Je m'appelle...* until he gets to the chosen child and they say *Je m'appelle Coco* (or Bart Simpson or whatever is popular in your class).