

# **Bien Joué!**

**French Language Games**

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**Teacher's Handbook**

## INTRODUCTION

French is a means of communication above all; it is meant to be used for self expression, for enquiry. The pack of games entitled "Bien Joué" is designed to appeal to children of nine to thirteen. If they are to appreciate the reason for learning French, they must be able to use this new language as they would use their own language: French must enable them to enjoy themselves, to question, to answer, albeit at a somewhat limited level.

There are many advantages to be found in using games as an aid to teaching French. The child feels more relaxed and therefore more confident when he can try out his knowledge among a small peer group. He is less afraid of making mistakes (which are, after all, a valuable aspect of learning). Games provide a medium in which a child will gain immediate rewards for correct responses.

Every child in a group, playing games, has the chance to say something in French. In a more formal language lesson children often succeed in remaining silent. A child who may rebel by a silent (or not so silent) refusal to comply when pressed to repeat a grammatical structure ad nauseam, will nonetheless often choose to repeat the same structure set in the context of a game, where he can feel a purpose to what he is saying.

Games do not provide the answer to all teaching and learning problems. There are classes where retention of structures is very limited, but in general one can say that if the class is capable of learning French, it will be capable of playing at least the simpler games.

## Practicalities

How often should games be used? When should they be introduced? How can the high noise level be reduced? Should the groups be of mixed or streamed ability within the class?

My own maxim for using games is to employ them a little and often. Of three lessons per week I tend to devote five or ten minutes to games. Occasionally I spend entire lessons with games as a complete change for the children after tackling a new, difficult structure. The games in this case will be based upon the new structure in order to provide additional practice. I believe in teaching a structure and then using it in games so that the structure is not lost in the game.

I use games at a time when I know that neither a class nor myself can deal with a new intricate structure: last lesson on Friday afternoon, on the last day of term. But light relief is only a small part of their use. Above all I value

them as a means of revision. Before the children leave Junior High school we play games to revise material learnt over four years that they will need to remember at their new schools.

I try to use playing techniques that are simple and, where possible, familiar to the children. Rules must be easily mastered for there is no point in setting a double task: an intricate game technique as well as a new way of handling a grammatical structure. In the pack of games that I have developed I have set out to use well-tried techniques that I know will work, and to produce a package that will save the teacher valuable preparation time.

So far as classroom layout is concerned, when the class as a whole is playing a game the desks remain in pairs. The pairs of desks can be lifted and placed together to form groups of four, six or eight desks depending upon the type of group activity. For group work I like to appoint group leaders who are in charge of organising the games and who can come to ask for my help when difficulties arise that they cannot sort out. This system avoids having queues of noisy restless children waiting for attention.

It is never wise to use a game that you yourself are not totally prepared for. When six or so different games are going on at once, it is asking for trouble to fumble for the rules when a group starts to bicker about who has been cheating! You must know the class and the games well before you launch into group work. It is worthwhile to start off using games and group work very gradually. There must be a steady and sensible relationship between pupils and teacher, before playing games is attempted. I play games with the class as a whole before starting group work. At first it is better to select very simple playing techniques and when group work does start, to use the same activity where possible with every group before they branch out into using a variety of games.

Finally there must be adequate time to play the game which has been chosen. There is little more frustrating for a child than for him to be stopped in the middle of a game and told to hurry along to his next lesson.

This pack of games is a starting point. It is for the teacher who uses it to find his own variations and to tailor the playing techniques to his own situation. For this reason I have included in this teacher's book ideas for games that don't require printed material. The transfer from oral to reading and written work is eased by simple letter games. The means of transfer must depend upon the teaching style of the teacher and on his own assessment of the areas where particular practice is required.

Sarah Fletcher, Hull, 1978.

## HOW TO CUT UP AND KEEP GAMES

The games of this pack have all been printed on sheets of A3 standard size. When they are played they use a combination of sizes, from A3 boards down to small cards bearing only one word or letter. They therefore need to be cut up, and especially *stored*, with care. The following instructions show what each game consists of, and where to find it. After each game has been used for the first time it is a good idea to have ready large envelopes and rubber-bands to keep the small cards together. Envelopes should be clearly labelled, and pupils encouraged not to mix cards from different games. Where a rule card is separate from the board it may be advisable to tape it to the back. Each game has a number which is to be found on the uncut sheet, and which is given below. In some cases (games 4, 6, 12, 18) the game extends to two full sheets. Other games (2/3, 15/16, 19/20) share a sheet, which is numbered accordingly.

1. **Les animaux.** Cut out the rule card (which contains the score key) and the 20 separate picture cards.
2. **Vous aimez.** Cut out 24 separate domino cards from the full sheet, and 6 separate domino cards and the rule card from the half sheet. (Each domino card has the picture on the left and the sentence on the right.)
3. **C'est à qui ?** The 30 sentence cards are printed on the same A3 sheet as some of the *Vous aimez* cards. They should be cut up separately. The board card, containing the rules and pictures of various objects, remains intact.
4. **C'est quel jour ?** There are 6 base cards, each containing 3 days of the week. 4 cards are printed on one sheet and 2 on the second sheet, which also contains the rule card and 57 separate letters. All these components need to be cut up from the A3 cards.
5. **Combien ?** Thirty domino cards and a rule card are all cut from the same sheet. Cut the domino cards along the solid lines, with the word on the left and the figure on the right.
6. **Comme tu es intelligent !** There are 22 picture cards and 22 sentence cards, to be cut from 2 sheets. The rule card is on the same sheet as the picture cards.
7. **Destination France.** This is a board game with no cutting required.
8. **Faisons les courses.** This is a board game with no cutting required.
9. **Quelle heure est-il ?** Leave the clock-face pictures intact, but cut the 28 sentence cards out of the same sheet. The rules are printed on the reverse of the clockfaces.
10. **La maison.** No cutting is required here.
11. **Où est le chat ?** Cut 4 base cards (each containing 4 pictures) from the A3 sheet. Cut out also the 16 sentence cards and the rule card.

12. **Pierrot.** There are no cards to be cut on this board game, which uses 2 A3 sheets placed together (or hinged with adhesive tape if the teacher prefers).
13. **Qu'est-ce qu'il fait ?** The game board with 24 pictures remains intact. Cut out the 24 separate sentence cards and the rule card, which could be taped to the back of the game card.
14. **Qu'est-ce qu'il y a ?** The game board with 24 pictures remains intact. Cut out the 24 separate sentence cards, and the rule card which contains the score key.
15. **Qu'est-ce qu'il fait dans la vie ?** The game board, including the rules remains intact. The 25 sentence cards are printed as half of the next sheet and need to be cut up.
16. **Les saisons.** Cut up the 15 picture-sentence cards (printed on the same sheet as the sentence cards to 'Qu'est-ce qu'il fait dans la vie?'). The game board (next sheet) remains intact.
17. **Quelle salle ?** Cut up the 20 word cards, and the rule card. The picture remains intact.
18. **Serpents partout.** This is printed on two sheets which like game 12 can be hinged with adhesive tape. No cutting up is needed.
19. **Quel temps fait-il ?** The game board remains intact. The rules are printed on the reverse. This game is only half A3 size.
20. **En voyage.** The rule card and 27 word cards are to be cut out from the half A3 sheet (shared with *Quel temps fait-il?*). The other sheet contains 6 large base cards (with 9 pictures on each) which are also to be cut up along the thick black lines.

## SUMMARY OF BOARD AND CARD GAMES

Game Title	Area of Vocabulary	Structure/Example of pupil response required	No. of players	Difficulty of game technique
1. Les animaux	Animals	J'aime/je n'aime pas + <i>infinitive</i>	1, 2, 4 or 5	B A = easy
2. Vous aimez?	Common activities	J'aime regarder la TV	2-6	B B = average
3. C'est à qui?	Personal possessions	<i>Noun</i> + être + à + <i>person</i> La pipe est à papa	2-6	C C = less easy
4. C'est quel jour?	Days of week		2-6	A
5. Combien?	Nos. 1-21, 30, 40-100		2-6	A
6. Comme tu es intelligent!	Personal descriptions	Comme + être + <i>adjective</i> Comme il est petit	2-6	B
7. Destination France	French geography		2-6	B
8. Faisons les courses	Shopping, food	J'achète + <i>food</i> + <i>shop</i> J'achète du sucre à l'épicerie	2-6	C
9. Quelle heure est-il?	Time of day	Il est + <i>time of day</i> Il est deux heures	2-6	A
10. La maison	House exterior		2-6	A
11. Où est le chat?	Position, prepositions	Le chat est + <i>prep</i> + <i>noun</i> Le chat est sur la table	2-4	B
12. Pierrot	Parts of Body	C'est + <i>part of body</i> C'est le pied	2-6	B
13. Qu'est-ce qu'il fait?	Common activities	Il/elle + <i>verb</i> Elle lave la voiture	2-4	A
14. Qu'est-ce qu'il y a?	Food	Il y a <i>du/de la/des</i> + <i>food</i> Il n'y a pas de + <i>food</i> Il y a de la <i>confiture</i>	2, 4, 6	C
15. Qu'est-ce qu'il fait dans la vie?	Professions	Il/elle est + <i>profession</i> Il est médecin	2-6	C
16. Les saisons	Seasons, weather	<i>season</i> + <i>weather expression</i> En été il fait beau	3 or 5	B
17. Quelle salle	Household objects, rooms	<i>noun</i> + être + <i>dans</i> + room	2-6	B
18. Serpents partout	Miscellaneous		2-6	A
19. Quel temps fait-il?	Weather	Il fait beau, il gèle	2-6	A
20. En voyage	Transport	<i>Prepositions</i> + <i>means of transport</i> à vélo, en taxi	3-7	B