

# **Ici On Parle Français**

## **Grammar and Communication Games**

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#### **Vocabulary and communication games**

# INTRODUCTION

Do our pupils want to communicate? Of course they do. Just listen to them as they come into the classroom and settle down. If we let them, they would never stop talking! This urge to communicate is a resource that we can use to good effect in the classroom.

This set of **Grammar Games** supports the resources in the volume **Ici On Parle Français** which aims to show how, in collaboration with our young learners, we can help them to go beyond 'textbook' French, to use their newly learned French to speak with their teachers and classmates; not simply to be able to name the things they use in the classroom, for example, but to say what they want and need to say about those things.

To be able to see themselves actually beginning to use a new language is highly motivating for learners and makes them eager to learn more. It doesn't happen all at once, of course, but a phrase a day, or even a phrase a week, soon builds up into a sizeable body of knowledge and skill.

As with all skills, there are three main stages involved in language learning: understanding the new language, practising the new language and using it for real. In this **Grammar Games** resource we deal with the practice stage, so that learners become more familiar with the structures, sounds and rhythms of the language, and more able to use it confidently.

# The Grammar Games

The enjoyable board, card, dice and spinner games in this resource pack have been adapted to make the teaching and learning of grammar fun and accessible.

## Why grammar? (the ability to see patterns of language and to adjust them to suit needs)

There is considerable debate about teaching learners 'chunks' of the foreign language to meet specific situations. When teaching classroom language there is a particular risk of teaching learners to repeat parrot-fashion, without really understanding what they are saying, so it is important at every stage to 'unpack' those chunks of language for learners, showing them how the items you want them to learn actually work in linguistic terms, and how they can manipulate them to fulfil other, similar, needs.

These skills need to be taught along with the usual language learning activities. Without these skills, learners are doomed to be dependent on the teacher and his/her choice of language items, and unable to be creative with their use of the foreign language. In order to be independent and to be able to perceive patterns to generate new utterances, learners need an awareness of grammar and how to manipulate it. We have tried to show here how learners' attention might be drawn to patterns of language and encouraged to use them flexibly.

## Why Games?

Enjoyable - games provide a relaxed context for language learning.

Motivating - they concentrate the mind for a specific short term goal.

Non threatening - winning or losing can depend on the random throw of a dice.

Activity based and tactile - learners become less self conscious when physically involved and when their primary focus is on the aims of the game.

## Why Grammar Games?

Many learners are motivated by the puzzle and problem solving element in grammar games.

Learners think consciously about what is correct or incorrect.

Games provide repeated opportunities to recognise and practise grammatical patterns in varied and stimulating contexts.

Grammar games are usually competitive, but the randomness of winning or losing makes them less stressful than a formal exercise based solely on grammatical knowledge.

## Which Target Groups?

The games are designed for Post Beginners to Upper Intermediate learners from Age 9 - Adult.

Many of the resources can be adapted for use at a number of levels depending on the group.

## When and Where?

They are designed to be used for practice, assessment, diagnosis and revision. The picture boards can also be used for presentation. The Grammar Games can be incorporated into any course within any institution.

## How to Make

Print onto white or coloured card. Laminate if possible. Enlarge resource pages from A4 to A3 if wished.

## How to Use

Demonstrate the games using the Target Language where appropriate. You may like to revise structures beforehand. Each set of resources has accompanying sheets of suggested activities and other notes. A bank of language for playing games is included in the **MLG** series **Ici On Parle Français**. Rules can be negotiated - such as if the players say something which is not in the Target Language, then they go back to the beginning.

The games included are models - they are intended as examples which can be easily adapted to suit individual needs. Blank masters are included for this purpose.

# Using games to boost motivation and enhance learning

## Some familiar games formats

Many of the activities and games suggested below can be used for consolidating recent learning, and for helping pupils to monitor the effectiveness of their learning. They will variously encourage memorisation, speaking, listening, reading or writing, and sometimes combinations of these.

Let pupils know the purpose of each activity. Not only what they will be learning, but why and how. At the end of an activity, discuss with them how effective it was. They often have good ideas of their own about how the game could be improved or extended, and the process of reflecting on their learning will help to make them more independent learners.

The learning potential of many games will be enhanced by the provision of a checklist of correct answers for use when a player is stuck. The player misses the turn but will be able to use the knowledge gained next time he/she lands on that square or meets a similar situation elsewhere. Players take turns to be 'quizperson' or 'verifier'.

### Activities for memorising, consolidating learning, revising

**Note:** Some games are suitable only for those cards which prompt a single word or a short phrase eg verbs or nouns. Provide checklists of vocabulary.

#### What's Shown on the Card?

Needed: 12+ cards (with text on the back, or checklist of text). The following sequence of activities progresses from less to more demanding.

**Picture Spread:** Spread the cards picture up over the table. Take turns to choose an item and name it. If right, take the card. If wrong, put the card back. The player with the most cards at the end of the game wins. (Free choice of seen cards.)

**Pick a Card:** Fan out some cards for another player to choose, look at and name. If s/he is wrong, the card is put back into the pack. (Choice of partially seen cards.)

**Guess the Card:** Place a small number of visuals face down. Players in turn choose a card to name. (Choice of unseen cards. Winning based more on luck than knowledge. No time pressure)

Variation 1: Guess what's coming. Produce cards on a theme out of a bag, box, pocket etc.

Variation 2: Guess what card I've got. Players guess what card someone is holding.

**Take that Card:** Place the cards face down in a pile

in the middle of the table. Pupils take it in turns to name the item on the top card. If the answer is wrong or not known, the card goes to the bottom of the pack. (No choice of card. No time pressure)

**Quick Flash:** The quiz person holds up a card for one second only. The first player to name the item shown wins the card. (No choice of card. Competitive. Time pressure.)

#### I Spy....

Spread grammar picture cards on the table. Call out the first letter of a grammar item for the other players to find. If a player points to a correct card and names the item, they keep it and become the next quiz person.

#### Snap

Needed: 4 sets of cards. Two players. Shuffle the cards and deal them out. You each in turn play a card. If one card played is the same as the previous one, the first person to name the item takes the pile.

#### Hub Game

Needed: One of the hub picture boards. Player 1 throws the dice to designate one of the items shown, chooses a suitable 'starter phrase' from the centre and says, for example: *Je ne trouve pas ma règle.*

Variation:

The other players chorus: *Pourquoi?*

Player 1: *Je l'ai laissée en maths.*

#### Stations

Needed: 2 sets of cards.

Pupils sit on chairs in a circle. Each one is given a card. The teacher calls out an item. Pupils with corresponding cards must swap places. Meanwhile, one chair is removed, or the teacher sits down, leaving one player in the middle. As the game continues the odd-one-out tries to claim a chair.

#### Kim's Game

Spread cards out on the table. While the others turn away, one player removes a card. They then look at the cards. The first player to name the missing item wins a point, or the card.

#### Beat the Clock/Countdown

Learners see how many grammatical terms they can remember within a time limit.

## The Dartboard Game

Players are given 4 counters each. Players throw a 12 sided dice, (or in turn 1 and 2 six sided dice) and name an item in the picture next to the number prompted, or say something beginning with *Je peux...* They then place a counter on that number. The player with the most counters on the board when all spaces are filled, wins the game. Or the player who loses their counters first wins.

## Dominoes

Needed: One of the sets of dominoes.  
Play in the usual way, matching picture/picture, picture/text, or text/text. Learners say the items as they match them.  
DIY dominoes: Prepare sets of dominoes using the game template.

## Activities for listening practice

### Picture Bingo

Needed: 2 or more identical sets of cards.  
The teacher or quizperson keeps one set. The rest are shuffled and dealt out to players who each receive an equal number of cards. Cards are set out face up in front of each player. The quizperson shuffles the master set and calls out the items in the resultant order. Any player who has the item called turns over that picture. The winner is the player who has all cards turned over first and who calls out an agreed word or phrase (e.g. *Ça y est!*).

Variation: The game can also be played using the sheets of 12 items, with players selecting say 8 items and either making small pencil ticks in the corner of the picture, or writing down the number of the pictures selected.

### True or False

The teacher, or a learner, points to an item, and says what it is. The first player to call *Oui, c'est vrai* or *Non, c'est faux* correctly wins a point.  
Variation: The teacher or learner reads out a list of language items to match some pictures. You jot down which are True and which are False. Check answers at the end.  
Variation: As above, but the caller repeats the sentence if true, or corrects it if false.

### Simon Says (Jacques a dit)

Divide the class into two teams. Give each team an identical set of cards, one card being dealt to each team member. The teacher or learner then calls out a request for a particular card using a special

phrase which signifies whether or not the learner with the card should hold it up (or dash out to the front with it). The phrases can be changed each time it is played. The team with the most correct actions wins. Possible phrases:  
*Montrez-moi...* (Show me...)  
*Passez-moi.../Donnez-moi* (Pass me.../Give me...)  
*Mettez la carte...* (Put the card...)

## Guessing Game

Needed: One of the picture boards.  
One player gives a word or phrase prompted by one of the pictures. Another player gives the number of the picture, and puts a counter on it, or gets a point  
Eg *masculin - trois*

## Chinese Whispers

Pupils stand in rows. The teacher whispers an item to the first pupil in each row. This pupil then repeats the item to the next pupil and so on until the end of the row. The last pupil says what he/she has heard.

Variation: The teacher gives each row a picture or text prompt.

## Quizzes

Any sort of team quiz of course usually goes down well in the classroom.

## Activities for reading practice

### Dominoes

Needed: One of the sets of dominoes.  
Play in the usual way, matching text and pictures, or text and text.

### Matching pairs

Needed: 2 sets of cards, one with pictures and one with matching text.  
Players spread out the cards in sets face down. Each player in turn points to a card in Set 1 and a card in Set 2, then turns them over to see if the picture and text match. If they do, the player keeps them. If not, the cards are turned back over. The player with the most 'pairs' wins.

### Snakes and ladders

Needed: One of the snakes and ladders boards with text.  
Play in the usual way.

## **Activities for monitoring learning**

### **Line Solitaire**

You lay out some cards in a line. You name the first item, then turn the card over and check the answer. If it's right, you carry on. If wrong, then you try and learn the item. Carry on to the end, then turn all the cards back over, and start again. Your aim is to find your longest run without any mistakes. From time to time the cards can be shuffled. (This game can also be played in pairs or teams.)

Variation 1: Lay the cards out in, say, rows of six, or in diamond or pyramid shapes and see how many rows you can get right.

Variation 2: Lay the cards in a square 6 x 6. You have to try to get from one corner to another by guessing correct items. The aim is to reach the other corner in the smallest number of moves.

### **A Question of Languages**

Divide some cards into three piles according to whether you think the items are: Easy, Medium or Difficult. Then take it in turns to choose a card to guess. The easy cards are worth one point, the medium two, and the difficult three. The one with the most points wins.

### **Assessment**

This can take place:

During a teacher controlled game on the IWB.

In groups - with the teacher, Foreign Language Assistant, or more advanced learner present.

In groups - with self check sheets provided or created. Give one player the role of checker and rotate this role each game. Learners can make their own self check sheets as an assessed exercise.

In some instances, it will not be appropriate or possible to provide a self check sheet. In this case, group decisions will be made by the learners, referring to the teacher during or at the end of the game.

Class feedback provides the teacher with genuine information for future reteaching or extending language work.

# Teaching grammar

Not so long ago, any Book One textbook you picked up in a language classroom began with the present tense. It would be some considerable time before learners were expected to be able to handle ideas in the past or the future. Developing spontaneous use of the target language for real purposes will entail teaching at a relatively early stage items of language that would once have been taught much later. This should not be a problem. As with so many aspects of spontaneous-language development, disadvantage can be turned to advantage.

Of their nature, language items required for frequent use in the classroom will be learned for a specific purpose, and frequently practised. There is no need at the point where you teach *J'ai perdu mon crayon*, for example, to teach all the complexities of the perfect tense. But by the time you **do** come to refer to formal grammar points, as in this resource, you will have a number of familiar examples to draw on. More importantly, learners will already have absorbed the **rhythm** of complex structures and have acquired a feeling for what sounds right. This will make the task of internalising complex grammatical structures far less daunting. (See below for a selection of language items that might be learned and used quite early on in this process. It is interesting to see how many of them involve use of the perfect tense.)

At later stages, make it standard practice, whenever you teach a new point of grammar, to ask the learners to provide **practical** examples, first by recalling items from their existing language repertoire, then by suggesting further everyday situations in which the structure could be used. In other words, let them work out how to **apply** the theoretical points you have been making. This also provides a good incentive for broadening vocabulary. If they don't know the necessary words, provide them, or show learners how to find out, note them down, and then use them. This process provides good opportunities for constructive group work, for stretching able learners and for reinforcing the language structures you have been teaching.

For instance, when teaching the perfect tense, make sure the associated activities include examples that can be immediately added to a student's store of useable language items. Frequent use of these in real life contexts will enhance learning and motivation. See on the next page, **some examples of useful phrases, arranged in grammatical groupings**.

The list will be different, of course, for any given class of learners, but it demonstrates the value of providing early examples of complex structures that have a genuine communicative purpose. So, in order to prepare for teaching examples of textbook or examination language, you could use the following examples of classroom language.

# Teaching grammar - examples of useful language

## Être present tense

Textbook context: personal description  
Classroom context: reasons for absence

Il/elle est absent(e)/en retard parce qu'..

il/elle est chez le dentiste  
il/elle est chez le directeur  
il/elle est à la chorale  
il/elle est à la répétition  
il/elle est à sa leçon de musique  
il/elle est à son cours de lecture  
il/elle est en voyage scolaire  
il/elle est en France  
il/elle est malade  
il/elle joue un match de foot  
il/elle a un examen

## Imperfect tense:

Textbook context: where you used to live  
Classroom context: reasons for absence

J'étais absent(e)/en retard parce que..

j'étais chez le dentiste  
j'étais chez le directeur  
j'étais à la chorale  
j'étais à la répétition  
j'étais à ma leçon de musique  
j'étais à mon cours de lecture  
j'étais en voyage scolaire  
j'étais en France  
j'étais malade  
je jouais au foot  
je jouais un match de foot  
j'avais un examen  
je faisais un examen  
nous étions à la répétition

## Perfect tense:

Textbook context: travel, holidays  
Classroom context: work, no pen

J'ai fini  
J'ai oublié mes devoirs  
J'ai perdu mon stylo

## Perfect tense: J'ai dû

Textbook context: tidy my room  
Classroom context: reasons for absence, no homework

J'ai dû aller à une réunion  
J'ai dû aller chez ma grand-mère  
J'ai dû m'occuper de mon petit frère

## The near future:

Textbook context: sport  
Classroom context: activities  
Qu'est-ce qu'on va faire aujourd'hui?  
On va faire un quiz?

## Reflexives:

Textbook context: daily routines, relationships  
Classroom context: various

Je me lave les mains?  
Je peux me laver les mains?  
Je m'occupe de l'ordinateur?  
Comment ça s'écrit?  
Je me suis trompé/e  
Je me suis fait mal à...  
Elle s'est foulé la cheville

## Negatives

Textbook context: comparing French/UK schools, problems in home town  
Classroom context: classroom items, explanations, protesting

Je n'ai pas de crayon  
Je ne trouve pas mon stylo  
Je ne comprends pas  
Il n'y a plus de colle  
Je n'ai pas entendu  
Je n'ai pas fini  
Je n'ai rien fait  
Je ne faisais rien

## Adjectives:

Textbook context: looks, personality, houses  
Classroom context: various

cassé(e)(s)  
absent(e)(s)  
fermé(e)(s) à clé  
mouillé(e)(s)

## Possessive pronouns:

Textbook context: family, pets  
Classroom context: various

J'ai oublié mon cahier  
Je ne trouve pas mon fichier  
Elle est à sa leçon de musique  
Vous avez corrigé nos cahiers?



**Prepositions of direction:**

Textbook context: round the town  
 Classroom context: round the school

Je peux aller à l'infirmierie?  
 Je peux aller aux toilettes?  
 Est-ce qu'on va à la salle d'ordinateurs  
 aujourd'hui?

**Direct object pronouns with perfect tense:**

Textbook context: pocket money  
 Classroom context: various

Je l'ai perdu  
 Je l'ai oublié  
 Je l'ai oublié... en maths  
 Je l'ai oublié... à la maison  
 Ça je l'ai déjà fait... regardez!  
 Je l'ai prêté... à Michel  
 Michel l'a pris

You may like also to 'dissect' or 'unpack'  
 individual classroom language sentences.

Example:

**Je peux aller aux toilettes?**

- ...draw attention to the cognate  
 Je peux aller aux toilettes?
- ...compare the pronunciation - toilet
- ...draw attention to the punctuation  
Je peux aller aux toilettes?
- ...draw attention to the same sounds  
 Je peux aller aux toilettes?
- ...draw attention to silent letters  
 Je peux aller aux toilettes?
- ...draw attention to the noun  
 Je peux aller aux toilettes?
- ...draw attention to the plural  
 Je peux aller aux toilettes?
- ...draw attention to the pronoun  
Je peux aller aux toilettes?
- ...draw attention to the verbs  
 Je peux aller aux toilettes?
- ...draw attention to the infinitive  
 Je peux aller aux toilettes?

# 01 Grammar terms (i)

These visuals represent some grammatical terms. Sometimes alternative versions of illustrations are offered.

## SUGGESTED LANGUAGE

- |                          |                          |
|--------------------------|--------------------------|
| 1. nom m                 | 1. noun (image)          |
| 2. nom m                 | 2. noun (text)           |
| 3. masculin              | 3. masculine             |
| 4. féminin               | 4. feminine              |
| 5. genre m               | 5. gender                |
| 6. au singulier          | 6. singular              |
| 7. au pluriel            | 7. plural                |
| 8. article m             | 8. article               |
| 9. adjectif m            | 9. adjective (image)     |
| 10. adjectif m           | 10. adjective (text)     |
| 11. adjectif m possessif | 11. possessive adjective |
| 12. mot m interrogatif   | 12. question word        |

## ADDITIONAL LANGUAGE




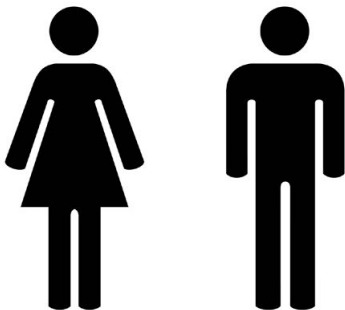


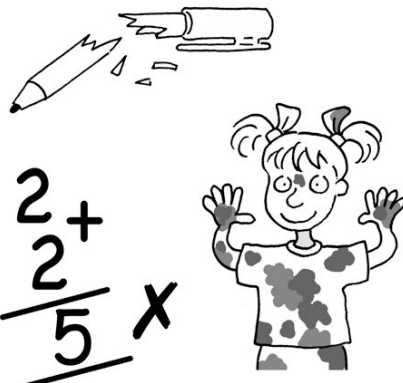
Au singulier, ça s'écrit....., au pluriel.....

## SUGGESTED ACTIVITIES

See Familiar Game Formats. Examples:

**What's Shown on the Card?; Matching Pairs; True or False; Guessing Game.**

## 01 Grammar terms (i)

<p>1</p> 	<p>2</p> <p>chaise crayon ordinateur livre table</p>	<p>3</p> 
<p>4</p> 	<p>5</p> 	<p>6</p> 
<p>7</p> 	<p>8</p> <p>un des le une les la l'</p>	<p>9</p>  <p><math display="block">\begin{array}{r} 2 \\ 2 \\ \hline 5 \end{array} \times</math></p>
<p>10</p> <p>cassé(e) correct(e) bon(ne) facile</p>	<p>11</p> <p>tes notre mon ton ta leur ses ma mes vos</p>	<p>12</p> <p>comment? pourquoi? qui? où? quand? que?</p>

## 02 Grammar terms (ii)

### SUGGESTED LANGUAGE

1. pronom m sujet
2. verbe m
3. infinitif m
4. négatif m
5. impératif m
6. question f
7. passé m
8. présent m
9. futur m
10. préposition f
11. préposition f
12. conjonction f


1. pronoun (subject)
2. verb (image)
3. verb (infinitive form)
4. negative
5. imperative
6. question
7. past
8. present
9. future
10. preposition (image)
11. preposition
12. conjunction

### SUGGESTED ACTIVITIES

See Familiar Game Formats. Examples:

**What's Shown on the Card?; Matching Pairs; True or False; Guessing Game.**

## 02 Grammar terms (ii)

<p>1</p> <p>ils nous vous on il elles elle tu je</p>	<p>2</p> 	<p>3</p> <p>aller écrire lire faire chercher sortir</p>
<p>4</p> <p>ne...pas ne...plus ne...jamais ne...que</p>	<p>5</p> 	<p>6</p> 
<p>7</p> 	<p>8</p> 	<p>9</p> 
<p>10</p> 	<p>11</p> <p>sur derrière dans devant entre sous</p>	<p>12</p> <p>mais et si parce que ou puis</p>

## 03 Grammar terms (iii)

### SUGGESTED LANGUAGE

1. alphabet m
2. lettre f
3. syllabe f
4. mot m
5. locution f (formal usage)
6. phrase f
7. voyelle f
8. consonne f
9. accent m
10. accent m
11. lettre f majuscule
12. lettre f minuscule

1. alphabet
2. letter
3. syllable
4. word
5. phrase
6. sentence
7. vowel
8. consonant
9. accent (with letter)
10. accent
11. capital letter / upper case
12. small letter / lower case

### SUGGESTED ACTIVITIES

See Familiar Game Formats. Examples:

**What's Shown on the Card?; Matching Pairs; True or False; Guessing Game.**

### 03 Grammar terms (iii)

1 a b c d e f g h i j k l m n o p q r s t u v w x y z	2 S	3 stylo
4 stylo	5 un stylo	6 Il a un stylo
7 a e i o u y	8 n g v d k t s h b j m x z w f q l p r c	9 é û à î ç á è
10 ^ ^ - - ^ ^ - -	11 ABCDE	12 abcde

## **04 Grammar terms (iv) - punctuation**

### **SUGGESTED LANGUAGE**

1. virgule f
2. point m
3. point m d'interrogation
4. point m d'exclamation

1. comma
2. full stop
3. question mark
4. exclamation mark





### **SUGGESTED ACTIVITIES**

See Familiar Game Formats. Examples:

**What's Shown on the Card?; Matching Pairs; True or False; Guessing Game.**



## 04 Grammar terms (iv) - punctuation

1          	2          	3          
4          	5          	6          

## 05 Grammar grid (i)

Once learners are familiar with the grammatical terms included in the previous units, an example of a practice activity is included here. Learners are supplied with a list of items extracted from sentences using common classroom language. They decide into which columns the items should be placed.

### Solutions:

<b>nom</b>	<b>pronom</b>	<b>verbe</b>	<b>article</b>	<b>autre</b>
foot	je	a	les	chez
gomme	on	distribue	des	dans
cantine	elle	aimez	le	
dentiste	il	as	la	
livres	j'	adore	le	
ordinateurs	nous	est	les	
points	tu	avons	une	
contrôle	vous	est	un	

Tu as une gomme?  
Je distribue les livres?  
J'adore les ordinateurs.  
On a un contrôle?  
Il est dans la cantine.  
Elle est chez le dentiste  
Nous avons des points?  
Vous aimez le foot?