

# Part 1: Listening

Listening is an important skill which should be practised as often as possible. If you play these games regularly, even for just a few minutes at a time, then pupils should soon develop confidence.

Pupils need to listen attentively to spoken language and show understanding by joining in and responding. In some of the games, all that is needed is a physical response to show that pupils have understood; in others, listening goes hand in hand with speaking.

Songs, rhymes and drama games allow pupils to explore the patterns and sounds of the language in a fun, age-appropriate way. See some suggestions on page 245.

Many of the games in Part 2: Speaking also involve listening practice, and Part 3: Reading contains a number of games that link the sound, spelling and meaning of words and phrases.

## 4 Catch the ball! / Attrape !

### Step by step

1. Play this game in a hall or playground. Pupils stand in a large circle.
2. Go round the circle telling each pupil their unique word. For example, if you have been learning about food and drink, you might say:  
T: *Tyler ... les chips* (crisps), *Emma ... le fromage* (cheese), *Josh ... la glace* (ice cream), etc.
3. Stand in the centre of the circle. As you call out a word, throw the ball in the air.
4. The pupil who has that word moves to the centre to catch the ball.
5. If the catch is successful, the catcher throws the ball back to you, repeating the word.
6. Any pupil who drops the ball is out, and sits on the floor. The winner is the last pupil in the game.

Classroom management	Whole class
Skill	Listening (and speaking)
Aim	To revise key vocabulary words
Resources	A soft ball or beanbag



*Écoutez bien votre mot.*

Listen carefully to your word.

*Si je dis votre mot, attrapez le balle.*

If I say your word, you catch the ball.

### Comments

- Try to make sure everyone gets at least one go.
- To add a speaking element, you could ask pupils to react when you are giving out the words. For example, for items of food or drink they could say whether or not they like it:

T: *Le poulet.*

P: *Super, j'adore le poulet* (Great, I love chicken).

T: *Le hamburger.*

P: *Ah non, je n'aime pas les hamburgers* (Oh no, I don't like burgers).

Pupils could keep count to see if there are more positive than negative responses.

