

# 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.

# 1 Four corners/*Les quatre coins*

## Step by step

1. Introduce four new words. For example: *un chien/un chat/un lapin/une tortue* (a dog/a cat/a rabbit/a tortoise). Hold up each flashcard in turn, saying what it represents. Repeat each word or phrase twice, e.g. (showing picture of dog): *Un chien. ... Un chien.*
2. Ask pupils to invent a mime for each one, for example moving their arm like a wagging tail, or panting, for a dog. Then show the cards again, naming each one in turn, and let pupils do the matching mime.
3. Pin a flashcard in each corner of the room, naming it as you do.
4. When you call out a word, pupils point to the corresponding corner. Anyone who is wrong is out, and watches the rest of the class to spot any pupils who make a mistake.

Classroom management	Whole class
Skill	Listening
Aim	To present new vocabulary
Resources	Flashcards to represent the vocabulary you want to teach Adhesive tack or drawing pins



*Écoutez et inventez un mime.* Listen and invent a mime.  
*Montrez la bonne image.* Point to the right picture.

## Comments

- If you can play the game in a large hall, pupils can all run to the corner with the flashcard that corresponds to the word you call out. This makes it more obvious if anyone is wrong!
- To vary the activity, show a flashcard and ask a question, which pupils must answer with *oui* or *non*. For example:  
 Teacher (T): *C'est une tortue ?* (Is it a tortoise?)  
 Pupil (P): *Oui/Non.*



Increase the level of challenge by calling out the names more quickly, or by including the word in a sentence, e.g. *Tu as un chat à la maison ?* (Have you got a cat at home?) or *Qui aime les lapins ?* (Who likes rabbits?)