

# 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.

## 2 Silly me!/Étourdi !

### Step by step

1. Choose three or four pupils to stand at the front, facing the class. Give each a different flashcard or object to hold and show the rest of the class. If you are teaching colours, the objects could be socks of different colours, for instance.
2. Introduce the puppet or soft toy to the class. Pupils greet the puppet. Explain that he doesn't understand French very well so they need to help him.
3. Make a statement practising the language you want to revise.  
For example:  
T: *Bleu !* (Blue) or *Ma couleur préférée, c'est le bleu* (My favourite colour is blue).
4. Move the puppet forward to one of the objects/flashcards. If he goes to the correct one, pupils must clap their hands and call out: *Oui, bravo !* (Yes, well done!). If he goes to the wrong object/flashcard, pupils must shake their heads and say: *Non, ce n'est pas ça !* (No, it's not that one!).  
  
The puppet need not always be wrong, but will generally need a couple of tries before getting it right.
5. Once you have done this a few times, a pupil can take over working the puppet.

Classroom management	Whole class
Skill	Listening
Aim	To revise key language
Resources	A hand puppet or soft toy Flashcards or objects representing the language to be practised

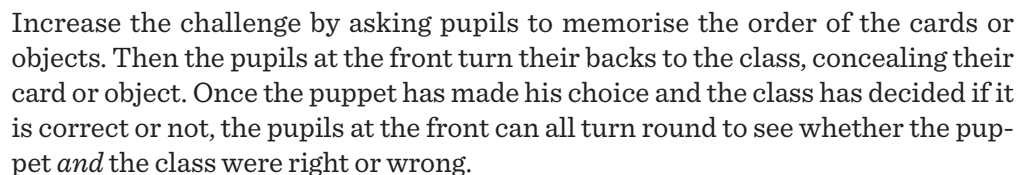


*Voici* <name of puppet>.  
*Bonjour,* <name of puppet>.  
*C'est bien ?*

This is <name of puppet>.  
Hello, <name of puppet>.  
Is that right?

### Comments

- Make sure all pupils can clearly see the cards or objects being held up at the front of the class.
- Build up a bit of suspense as you move the puppet towards a card or object. He may move to an object slowly or change his mind at the last minute.
- For speaking practice, pupil volunteers can take over, saying the words or phrases that the puppet has to react to.



Increase the level of linguistic challenge by having more pupils/flashcards and objects at the front. That way, a lucky guess is more unlikely. We suggest using up to eight pupils at a time.